

Special Interest Group

Early Education and Child Development

<http://www.aera-eecd-sig.org/>

This Year:

AERA 2016
April 8 – April 12
Washington, DC

Next Year:

AERA 2017
April 27 – May 1
San Antonio, TX

Please Submit:

Proposals for the 2017 conference will probably be due in the middle of July. The more proposals submitted to the SIG, the more conference slots we are allotted.

As you attend your sessions, please think about what you could submit this year, and urge colleagues to consider submitting to the SIG.

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Message from the Chair

Christopher P. Brown, University of Texas-Austin

Dear Members,

We are less than a month away from our Annual Meeting in Washington, DC, and it should be an exciting centennial celebration for the Association as well as our SIG. As part of the celebration, we will have two exiting events taking place at our business meeting, which is on Sunday, April 10, from 6:30 to 8:30pm at the Convention Center, Level One, Room 150 A.

First, we will have a discussion titled: *Examining the past, present, and future of early education and child development*, and our participants include:

- Joe Tobin, The Elizabeth Garrard Hall Professor of Early Childhood Education at the University of Georgia
- Cristina Gillanders, Associate Professor of Early Childhood Education at the University of Colorado-Denver
- Ashley Brailsford Vaughns, Assistant Professor of Early Childhood Education at the College of Charleston

The title explains the goal of the conversation as the speakers will describe their own conceptions about the ‘field’ each entered as an academic, what they see being the current issues, topics, and areas of research within their area of expertise of ECE/CD today, and finally, where they see the fields of ECE/CD practice and research headed in the future.

Secondly, I am pleased to inform you that we will be awarding Dr. Lilian Katz the SIGs Distinguished Career Award. Lilian will be in attendance to receive the award. We will also be giving out a Dissertation and Travel Awards and our newly elected officers will be announced.

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AERA Annual Meeting April 2016

We are looking forward to seeing you at the
Early Childhood and Child Development SIG sessions
You'll find a list of ECCD SIG Session in this newsletter.

The online, searchable conference program is available
by logging in at www.aera.net

Click on My AERA and scroll down to online program link

Click "Browse by Unit" (left hand button)

Click "SIG"

Click "SIG-Early Education and Child Development"



AERA Annual Meeting Website

<http://www.aera.net/EventsMeetings/AnnualMeeting/tabid/10208/Default.aspx>

Message from the Chair

Continued from page 1

I and the other board members will also be informing you about recent initiatives we've pursued over the past year, including our goal to add a graduate student member to the board as well as create a historical timeline of the history of the EE/CD SIG.

Please be sure to support the Critical Perspective on Early Childhood Education SIGs sessions and events at the Annual Meeting. I've had the pleasure to work with Dr. Rebecca New, the current chair, and Dr. Will Parnell, the incoming chair, over the past year, and I believe continuing to build bridges between the two SIGs can only strengthen what each SIG is trying to accomplish as well as increase the presence and significance of EE/CD education and research within the larger Association.

Lastly, this is my final letter to you, the members, as Chair of the SIG. Thus, I want to thank each of you for making my time as Chair a wonderful and growing experience. As a SIG, we have had our ups and downs financially, but I can confidently say we have balanced our budget and will be able to offer more robust awards and other types of support in the future. Moreover, in the past two years, the span and reach of EE/CD continues to grow across the United States and the globe making it an exciting time for those committed to supporting the care, education, and service of children across a range of political and sociocultural contexts, and I look forward to seeing how this process continues to play out across local, state, national, and international settings. Finally, I want to thank current and past board members for their tireless effort in ensuring the board continues to serve the needs and interests of our members. As I have said many times before, they have and do an amazing job to support this SIG, and it has been an absolute pleasure to serve with them.

Again, I look forward to seeing each and every one of you in Washington, DC.

-Chris



Of interest on Saturday April 9, 2016

The online, searchable conference program is available by logging in at www.aera.net

Critical Perspectives in Early Education SIG Business Meeting and Reception

Saturday, April 9

6:15 – 8:15 pm

**Marriott Marquis, Level 4, Independence Salon A
Washington, DC**

AERA
Special Interest Group

EARLY EDUCATION
AND CHILD
DEVELOPMENT

Please join us for the
Early Education and Child Development
SIG Business Meeting and Reception
Don't miss the conversation!

Examining the Past, Present, and Future of Early Education and Child Development

- Joe Tobin, The Elizabeth Garrard Hall
Professor of Early Childhood Education at
the University of Georgia
- Cristina Gillanders, Associate Professor of
Early Childhood Education at the University
of Colorado-Denver
- Ashley Brailsford Vaughns, Assistant
Professor of Early Childhood Education at
the College of Charleston

Sunday, April 10

6:30 – 8:30

**Convention Center - Level One, Room 150A
Washington, DC**



Also, don't miss congratulating
our award recipients.

Dr. Lilian Katz will be in
attendance to receive the
EE/CD SIG's
Distinguished Career Award.

2016 CONFERENCE REPORT

Abigail M. Jewkes, Program Co-Chair

Julia Atilas, Program Co-Chair

X. Christine Wang, Program Co-Chair

Submissions to present in the Early Education & Child Development SIG continue to be strong! Remember that the number of submissions determines the number of slots we are allocated by AERA, so please continue to submit your proposals. We received 183 paper submissions (accepted 85 papers, 46% acceptance rate) and 11 symposium submissions (accepted 9 symposia, 82% acceptance rate). At the annual meeting we will have 1 SIG business session, 9 symposia, 6 paper sessions (28 papers), 1 poster session (16 papers), and 9 round tables (41 papers). Presentations cover a diverse array of topics and methodologies. We are also happy to report that our SIG sessions are spread out over each day of the Annual Meeting.

Thank you to everyone who reviewed proposals last summer and we hope you will consider doing so again. Please encourage your colleagues to volunteer as well to help minimize the number of reviews we have to assign to each individual.

Enjoy participating in our SIG sessions—whether you are presenting or attending—and be sure to check your email and AERA web site for the proposal information and deadlines.



NAECTE Foundation Awards for Research on Early Childhood Teacher Education

Early Career Researcher Award

Established Researcher Award

One of the goals of the NAECTE Foundation is to promote and support research projects related to early childhood teacher education. Many NAECTE members have developed their capacities as researchers by presenting at NAECTE conferences and writing for its journal. As an extra incentive and added recognition, the NAECTE Foundation offers two \$2000 awards to encourage early childhood teacher educators to conduct research that will have relevance for practice, policy, or advocacy in the area of early childhood teacher education. The Early Career Research Award is designated for non-tenured, full-time faculty with up to and including 6 years of experience in a full-time faculty position. The Established Career Research Award is designated for a member who is tenured or has more than 6 years of experience in a full-time faculty position.

Application deadline June 1, 2016

For additional information visit

http://www.naecte.org/index.php?option=com_content&view=article&id=22&Itemid=35

Early Education and Child Development SIG Sessions

FRIDAY, APRIL 8, 2016

12:00 to 1:30pm

Arts in Early Childhood Classrooms and Teacher Education

Session Type: Roundtable / Convention Center, Level Two, Exhibit Hall D Section D

Assessing Children's Physical, Language, and Cognitive Development and School Readiness

Session Type: Roundtable / Convention Center, Level Two, Exhibit Hall D Section D

Early Childhood Teacher Preparation and Professional Development

Session Type: Roundtable Session / Convention Center, Level Two, Exhibit Hall D Section D

2:15 pm to 2:45 pm

Early Literacy Learning and Instruction

Session Type: Roundtable Session / Convention Center, Level Two, Exhibit Hall D Section C

STEM Learning and Instruction in Early Childhood Education

Session Type: Roundtable Session / Convention Center, Level Two, Exhibit Hall D Section C

4:05 pm to 5:35 pm

Early Literacy at Home and School

Session Type: Paper Session / Convention Center, Level One, Room 143 C

Early Childhood Teacher Education for a Diverse Democratic Society: Promising Practices and Research Gaps

Session Type: Symposium / Marriott Marquis, Level Two, Marquis Salon 1

Abstract: The preparation of teachers in the US is under close scrutiny. Given the growing public and fiscal support for early education, coupled with an increasingly diverse population, understanding how to educate teachers for a diverse democratic society is paramount. A symposium with a panel of select chapter authors from the new Handbook on Early Childhood Teacher Education will discuss the promising practices and research gaps that exist in preparing teachers of young children for a diverse democratic society.

SATURDAY, April 9, 2016

10:35 am to 12:05 pm

Linguistically Diverse Learners: Learning, Assessment, and Classroom Environment

Session Type: Paper Session / Convention Center, Level One, Room 143 A

12:25 to 1:55 pm

Young Children's Peer Interactions and Social Behaviors

Session Type: Roundtable Session / Convention Center, Level Two, Exhibit Hall D Section C

Young Children's Self-Regulation and Executive Function

Session Type: Roundtable Session / Convention Center, Level Two, Exhibit Hall D Section D

Saturday, April 9, continued**4:05 to 6:05 pm****Transforming Early Childhood Education With Transmedia: Findings From the Ready To Learn Initiative (2010–2015)**

Session Type: Symposium / Convention Center, Level One, Room 143 A

Abstract: The U.S. Department of Education's (ED) Ready To Learn (RTL) initiative has arguably produced the largest portfolio of research on young children's learning with media and technology. This session will discuss the significant research that has emerged over five years from three federally funded RTL projects on the implementation and impact of transmedia resources designed to promote the early literacy and numeracy skills of underserved children ages 2 – 8. The session includes a presentation by an ED Program Manager that focuses on RTL's original intent and the projects' actual instantiation of that intent as well as four presentations by the projects' evaluators on what has been learned about transmedia young children's learning over the course of the initiative.

SUNDAY, APRIL 10, 2016**8:15 to 9:45 am****Assessing Children's Learning and Development, Parenting Practice, and Home/School Connection**

Session Type: Paper Session / Convention Center, Level One, Room 143 A

Early Childhood Education Workforce: Quality, Leadership, and Development

Session Type: Paper Session / Convention Center, Level One, Room 147 B

10:35 am to 12:05 pm**Unpacking Longitudinal Outcomes of School Readiness Among Low-Income and Ethnic-Minority Students: Findings From Four Projects**

Session Type: Symposium / Convention Center, Level One, Room 143 A

Abstract: School readiness has long-term implications for learning, achievement, and social adjustment, and children in low-income contexts are at risk for low readiness and difficulties adjusting to school. Previous studies have documented longitudinal associations between early readiness and later outcomes, and trials of several school readiness programs have documented positive intervention effects. However, further research is needed to more deeply understand the nature of these longitudinal associations and intervention impacts. This symposium includes presentations from four longitudinal projects that advance our understanding of school readiness among low-income and ethnic-minority children by exploring growth trajectories of academic and behavioral functioning in the early school years as well as mechanisms and moderators of the effects of readiness and readiness interventions.

2:45 to 4:15 pm**Research in Early Education and Child Development**

Session Type: Poster Session / Convention Center, Level Two, Exhibit Hall D

6:30 – 8:30 pm**Early Education and Child Development SIG Business Meeting**

Session Type: Business Meeting / Convention Center, Level One, Room 150 A

MONDAY, APRIL 11, 2016**8:15 to 9:45 am****Data for Decisions: Family and Child Experiences Survey as a Model of Policy-Driven and Policy-Guiding Research**

Session Type: Symposium / Convention Center, Level One, Room 143 A

Abstract: This symposium highlights policy-relevant areas of inquiry within Head Start and underscores ways in which nationally representative data can aid in developing a culture of learning. A panel of experts in child development, home and program connections, the assessment of dual language learners, and federal and state early education programs and policies will share findings from the Head Start Family and Child Experiences Survey (FACES) and related studies and discuss their importance for informing future policy and practice and research in early education. Panelists together with the audience will consider ways of improving existing data systems in order to provide the types of information policy makers need to better serve the needs of the nation's children and families.

10:35 am to 12:05 pm**Young Children's STEM Learning and Development**

Session Type: Paper Session / Convention Center, Level One, Room 142

12:25 to 1:55 pm**iPad Apps and Early Literacy Development**Mon, April 11, 12:25 to 1:55pm, **Convention Center, Level One, Room 143 A***Abstract*

iPad apps are increasingly becoming part of young children's literacy ecology, but little research has focused on how they contribute to early literacy development. To address this gap in the literature, this symposium presents research on how iPad apps are being used to support early literacy. Findings provide much needed understanding about how iPads can be used effectively, including ways to improve design of apps, interactions with digital texts, and their use by teachers.

2:15 to 3:45 pm**Searching for Insights: The Diverse Nature of Pre-K Policy and Practice**

Session Type: Symposium / Convention Center, Level One, Room 143 A

Abstract: This symposium takes a broad look at varied ways in which pre-K policy is currently informed and enacted – from how research influences policy, to how local actors take up and make policies “fit” in local communities. Envisioning policy as something that is informed by multiple stakeholders and through varied networks (political, community action, and media, to name a few), we pose this symposium as a means of better understanding the diverse nature of pre-K policy, and how we might all approach understanding the growing influence of policy-making in the early learning experiences of young children.

4:05 to 6:05 pm**Transition to Kindergarten: Predictors and Practices**

Session Type: Roundtable Session / Convention Center, Level Two, Exhibit Hall D Section A

Understanding and Facilitating Children's Play in Early Childhood Classrooms

Session Type: Roundtable Session / Convention Center, Level Two, Exhibit Hall D Section A

TUESDAY, APRIL 12, 2016**8:15 to 9:45 am****Closing the School Readiness Gap for Black and Latino Children: Start Early and at Home**

Session Type: Symposium / Convention Center, Level One, Room 142

Abstract: School readiness gaps for minority children exist prior to pre-school entry. The home context is ripe for providing supports to young children and families in need. This panel will present new evidence across three RCTs from the Parent-Child Home Program in an urban context with Black and Latino families. We argue a “system of care” approach is needed to address the diverse needs of immigrant and ethnically/racially diverse families. We highlight findings on school readiness outcomes, discuss the home as a unique platform for strengthening early numeracy skills, and engage the audience in thinking about how to embed home visitation programs within a system of care to address the school readiness gaps between poor and non-poor children in urban contexts.

10:35 am to 12:05 pm**Play Research, Practices, and Policies: Building Connections, Empowering Diverse Communities, and Improving Early Childhood Education**

Session Type: Symposium / Convention Center, Level One, Room 143 A

Abstract: This symposium highlights the value of playful learning and its rightful place in early childhood classrooms. Implementing a play-based curriculum presents challenges for pre-service and in-service teachers given the current climate of standards and didactic pedagogies. An overarching focus of this symposium is to examine play concepts as they relate to sociocultural learning theory. It draws from a wide range of experiences across diverse communities in Northeastern schools and college classrooms to demonstrate convergent results regarding the connection between play and learning and the realization that early childhood programs need to endorse a playful pedagogy.

12:25 to 1:55 pm**Pre-Kindergarten Practice, Policy, and Child Outcomes**

Session Type: Paper Session / Convention Center, Level One, Room 143 A

2:15 to 3:45 pm**Child Well-Being and Social Progress: Moving Beyond Health, Safety, and Standards**

Session Type: Symposium / Convention Center, Level One, Room 143 A

Abstract: This symposium brings together the work of 5 scholars working from children’s rights-based perspectives, with experiences in both Global South and North American contexts to explore how “social progress” goes beyond policies of protection and provision of children, families and early childhood programs to include nuanced interpretation of child well-being. The panel explores issues of child well-being related to environmental factors, poverty and disability, developmentally appropriate practice(s), relationships-based care, cultural safety and teacher preparation. While drawing from contrasting contexts, authors agree that complicating rather than simplifying children’s well-being is critical to social progress and that such progress is nonlinear and complex.

**EE/CD EXECUTIVE COMMITTEE AND
COMMITTEE CHAIRS 2014-2015**
Website <http://www.aera-eecd-sig.org/>

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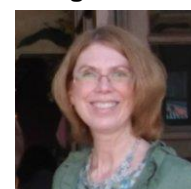
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**PUBLIC
SCHOLARSHIP
TO EDUCATE
DIVERSE
DEMOCRACIES**

AERA
2016 AERA ANNUAL MEETING
APRIL 8 - 12
WASHINGTON, DC
#AERA16

The banner features a background of overlapping circles in shades of orange, red, and yellow. The text is arranged in a clean, modern font.