Dear Members,

I write to you full of hope that Spring is just around the corner after what has been a brutal winter for so many of us. I also write with hope that many of you reading this will join us at what promises to be an excellent program at the 2014 Annual Meeting of AERA in Philadelphia, April 3-7. In this newsletter you will find a complete listing of early childhood-related papers, symposia, roundtables, and poster sessions for our Early Education-Child Development SIG as well as those for the Critical Perspectives on Early Childhood Education SIG.

The Business Meeting and Reception will be held Saturday, April 5, 6:30-8:30 p.m. in the Marriott, 4th Level, Franklin 3. This year, we inaugurate a new tradition, a co-sponsorship relationship with a local university in the city hosting the annual AERA meeting. St. Joseph’s University of Philadelphia is co-hosting the Reception at the Business Meeting, thanks in large part to the efforts of EE-CD member Aubrey Wang from St. Joseph’s. Aubrey and her associate dean, John Vacca, himself an early childhood psychology researcher, will be attending the meeting and we can thank them personally. It is my hope that this is just the first of what can become an ongoing tradition of finding higher education partners to co-host the SIGs receptions and special events in AERA host cities. Thank you Aubrey and John for being our first!

At this year’s Business Meeting our discussion is entitled, “Building Bridges: Making Connections across Early Childhood Organizations.” This topic arose out of last year’s discussion about mentoring early career professionals. Chris Brown and I will facilitate discussion among meeting attendees, offering a couple of starter questions for consideration. We’ll distribute a handout with information for about 20 professional organizations with which early childhood education scholars are often affiliated. If you wish to bring copies of information about journals, upcoming events, or other information about your professional organization, please feel free to do so and we’ll put them out for people to pick up during the reception.

...continued on the next page
Putting together the Program, the Business Meeting, and doing all of the other work of the EE-CD SIG, the largest AERA SIG, takes tremendous effort that goes on throughout the year. Executive Board members and Appointed Chairs work hard on behalf of the membership. Elections were held recently and new officers are coming on board, while others will cycle off. Although I will continue to serve on the Executive Board for two more years as Past-Chair, this is my final newsletter message to you as chair. Current Chair-Elect Chris Brown will take the reins after the 2014 meeting. Welcome Chris! Newly-elected officers will be introduced formally in the Summer newsletter; for now I wish to formally thank current board members who have worked so hard this year.

- Past-Chair Nancy Barbour for her work on the Dissertation Award Committee, as well as chairing the Distinguished Contribution to Research Award, along with committee members, former EE-CD SIG chairs Beth Graue, University of Wisconsin-Madison, and Andy Stremmel, South Dakota State University;
- Chair-Elect Chris Brown, University of Texas-Austin for researching and drafting newly proposed research mobility and collaborative research grants, overseeing the reception’s food order, and being consistently supportive;
- Secretary-Treasurer Abby Jewkes, California State Polytechnic University-Pomona for juggling all of the business of the SIG, its large membership, for being such a creative problem-solver, and this chair’s ‘right hand’;
- Sara Michael Luna, Queen’s College (CUNY), for so ably managing the SIG Listserve;
- Webmaster X. Christine Wang, University of Buffalo (SUNY) for continually updating the website and creating a new look that will go live in a few days.
- Newsletter Editor Teresa Buchanan, Louisiana State University, who for two years of producing the newsletter and adding her special photographic talent to the task
- Conference Co-Chairs Debi Ackerman, Educational Testing Service, and Julia Atiles, Oklahoma State University who performed the enormous job of finding reviewers, overseeing reviews and setting the program, and managing all related tasks and correspondence with presenters;
- Senior Member-at-Large, Martha Buell, University of Delaware, who survived numerous difficulties to pull off elections over the past two years for the SIG;
- Senior Member-at-Large, Marty Lash, Kent State University, who did a terrific job in her first year chairing and managing the Early Career Award Committee
- Junior Member-at-Large Travis Wright, University of Wisconsin-Madison who has so ably overseen the Student Travel Grants for the past two years; and
- First year Junior Member-at-Large Amber Friesen, San Francisco State University, who did a wonderful job chairing the Dissertation Award Committee.

**CONTEST** I have the pleasure of announcing a contest, open to all members. EE-CD needs a logo! We are perhaps the only organization in existence that does not have one, and this is a call out to all talented members to consider submitting an idea. Members of the Executive Board will serve as a ‘screening committee’ to narrow down submissions to the top three to send out to the full membership for a vote. The winner of the EE-CD Logo Contest will have their AERA 2015 conference fee paid for by the SIG. I look forward to seeing many of you in Philadelphia. It has been a very real pleasure to serve as your chair these past two years.
Annual Meeting Sessions, April 2014
(The following are all paper sessions unless otherwise noted)

Thursday, April 3

12:00 to 1:30pm

Convention Center, 400 Level, Terrace III

Young Children’s Classroom Peer Interactions (Roundtable)
Chair: Renee M. Casbergue, Louisiana State University - Baton Rouge

Examining Preschoolers’ Cognitive and Emotion Regulation in Peer Group Settings Noah Neidlinger, University of Michigan, Amanda L. Berhenke, Albertus Magnus College
Examining the Role of Positive Engagement With Peers in Social-Emotional Adjustment: Does Teacher-Child Interaction Quality Moderate This Relationship? Veronica A. Fernandez, University of Miami, Tracy M Carter, University of Miami, Rebecca Jane Shearer, University of Miami
The Relationship between Self-Regulation, Classroom Behaviors, and Literacy in Kindergarten Jaime Dice, University of Rhode Island, Minsuk Kim Shim, University of Rhode Island, Bethany Hamilton-Jones, University of Rhode Island, Sandy Jean Hicks, University of Rhode Island, Hyun Jin Chung, Bourne Public Schools, Joseph Jerry Armendarez, University of Rhode Island

Convention Center, Terrace level, Terrace IV

Contested Relationships in Early Learning
Chair: Angela L. Eckhoff, Old Dominion University

Contested Masculinities in the Toddler Room: The Risk (and Resilience) of Relationship Travis S. Wright, University of Wisconsin- Madison
Subcommunities of Similar Thinkers About Literacy Learning Among Immigrant Mothers, Their Husbands, and Kindergarten Teachers Ching-Ting Hsin, National Taitung University; Gary Glen Price, University of Wisconsin - Madison

Accuracy Disclaimer

PLEASE Check these against your conference program for places and times.

Blue = EE/CD SIG  Green = Critical Perspectives SIG
Thursday, April 3, continued

2:15 to 3:45pm

Convention Center, 100 Level, 120B

Early Childhood Teacher Preparation and Professional Development
Chair: Meagan K. Rothschild, University of Wisconsin – Madison

Learning in Context: Urban Early Childhood Educators Earning a Bachelor’s Degree Anne Douglass, University of Massachusetts - Boston
Measuring Early Childhood Staff Team and Program Development in the Implementation of Full-Day Kindergarten Janette P. Pelletier, University of Toronto, Julaine M. Brent, OISE/University of Toronto, Sue Anderson, University of Toronto
Overlapping Grades and Differing Standards Between National Council for Accreditation of Teacher Education-Recognized Programs That Prepare Teachers for Pre-K-3 R. Clarke Fowler, Salem State University
Understanding “Academic Language” in Early Childhood Teacher Preparation: The Journey from Standards to Practice Patsy Cooper, Queens College – CUNY, Sara C. Michael-Luna, Queens College – CUNY

Convention Center, 100 Level, 121A

When Policies Define Childhoods
Chair: Julie M. Nicholson, Mills College

Analysis of Korean Early Childhood Multicultural Education Policies Based on a Critical Perspective Younsun Lee, Busan National University of Education
The Curious Case of Oklahoma: An Analysis of the Passage of Universal Pre-Kindergarten Legislation Christian Bell, Austin Independent School District
Voice, Hybridity, and Creative Curriculum in Universal Pre-Kindergarten Reform Melissa Beth Sherfinski, West Virginia University
Understanding Contemporary Childhoods and Studenthoods in the Asia Pacific Region I-Fang Lee, The University of Newcastle; Nicola J. Yelland, Victoria University - Australia
Friday, April 4

8:15 to 9:45am

Convention Center, 200 Level, 204C

**Young English Language Learners**
Chair: *Barbara M Butler*, Morgan State University

**Beyond the Black-White Test Score Gap: Latinos’ Early School Experiences and Literacy Outcomes** *Enilda A Delgado*, Univ of Wisconsin – LaCrosse, *Laurie Cooper Stoll*  
Children’s Literacy Development in Full- and Half-Day English and Second-Language Immersion Kindergarten Programs *Nathalie Rothschild*, University of Toronto – OISE, *Janette P. Pelletier*, University of Toronto

Racial/Ethnic Differences in Kindergartners’ Reading and Math Skills: Associations With Parents’ Knowledge and Home-Based Practices *Susan Sonnenschein*, University of Maryland - Baltimore County, *Shuyan Sun*, University of Maryland - Baltimore County

Supporting Positive Emotional Experiences for English Language Learners *Mi-Hwa Park*, Murray State University

**Supporting Young Children’s Mathematics Learning**
Chair: *Julia T. Atiles*, Oklahoma State University


Don’t Get Distracted! Examining the Effect of Disruptions on Kindergarteners’ Math Task Performance *Noah Neidlinger*, University of Michigan, *Lindsay H. Bell*, University of Michigan, *Adrienne D. Woods*, University of Michigan

Effects of Early- and Middle-Childhood Experiences at Home, at Preschool, and at Primary School on the Development of Mathematical Skills in Primary School *Simone Lehrl*, University of Bamberg, *Katharina Klucznik*, University of Bamberg, *Hans-Guenther Rossbach*, Otto Friedrich University, Bamberg, *Sabine Weinert*

Influence of Welcoming School Climate and Collective Responsibility on Approaches to Learning and Mathematics Learning *Gloria Suarez*, University of Michigan - Ann Arbor, *Jorge J. Varela*, University of Michigan, *Shana Rochester*, University of Michigan - Ann Arbor

Kindergarteners’ Understanding of Base-10 Notation Through Formal and Informal Instructions: A Comparative Study of the United States and Korea *Su-Jeong Wee*, Purdue University – Calumet

Mathematics in a Second-Grade Classroom: The Effects of Cognitively Guided Problem Solving *Ron Zambo*, Arizona State University, *Amy Spilde*

Friday, April 4, Continued

8:15 to 9:45am, continued

Convention Center, 200 Level, Hall E
Head Start and Pre-Kindergarten Issues (Posters)

Does High-Quality Public Pre-K Influence Academic Gains? Examining Program Quality and Treatment Effects in Tulsa

Examining Differential Attrition in a State Pre-Kindergarten Impact Study Using Regression Discontinuity Design

The Value of Comprehension Strategy Instruction for Head Start Children

Chronic Homelessness, Head Start, and Changing Federal Policies: Teaching and Learning at Hawthorne House

Effects of a Pre-Kindergarten Math/Science Curriculum on Low-Income Children’s Knowledge of Mathematics: Lessons From Research

Mastery Motivation and School Readiness in Children Served by Head Start

Convention Center, Terrace Level, Terrace III
Disabling Concepts of Inclusion and Exclusion
Chair: Kyunghwa Lee, University of Georgia

Coconstructions of Race and Dis/ability in Inclusive Head Start Classrooms Leah Schoenberg Muccio, University of Hawaii at Manoa
Exclusion or Inclusion? Development of the Sense of Belonging Among Elementary School Muslim Students in Alberta Afshan Amjad, University of Alberta
Creating Critical Spaces in Early Childhood Classrooms for Discussing Disability in Children’s Literature Donna Sayers Adomat, Indiana University
Friday, April 4, Continued

10:35 to 12:05pm

Philadelphia, Pennsylvania, Convention Center, Terrace IV
Who in the World Are We? Deconstructing Identities in Early Childhood Education.
Chair: Mariana Souto-Manning, Teachers College, Columbia University

Constructing (Un)Successful Teacher Identities: Learning From the Experiences of Preservice Early Childhood Teachers of Color Mariana Souto-Manning, Teachers College, Columbia University; Ranita Cheruvu, Teachers College, Columbia University; Tara Lencl, Teachers College, Columbia University; Marisa Salome Chin-Calubaquib, Teachers College, Columbia University

Valuing Child Care Labor: Presumed Professionals or Capable Workers? Yarrow Andrew, Monash University

“Heroic Victims”: Discursive Constructions of Early Childhood Teacher Professional Identities Megan Gibson, Queensland University of Technology

DON’T MISS THIS!
Saturday, April 5
6:30-8:30 pm
Philadelphia, Pennsylvania, Marriott, Franklin 3

Early Education and Child Development SIG Business Meeting and Reception
Chair: Mary Benson McMullen, Indiana University

“Building Bridges: Making Connections across Early Childhood Organizations”
Friday, April 4, Continued

12:25 to 1:55pm

Convention Center, 200 Level, 204B
Providing Preschool Teachers With Web-Mediated Professional Development in Early Language and Literacy: Promising Practices (Symposium)
Chairs: Annemarie H. Hindman, Temple University & Kandia Lewis, Temple University
Discussant: Carol M. Connor, Arizona State University

Designing Content for Online Professional Development Around Early Language and Literacy: Preschool Teachers’ Perspectives Annemarie H. Hindman, Temple University, Barbara Wasik, Temple University, Kandia Lewis, Temple University, Carol Scheffner Hammer, Temple University
Can Online Coursework for Early Childhood Teachers Change Their Teaching Practice? Bridget Kathleen Hamre, University of Virginia, Jennifer LoCasale-Crouch, University of Virginia, Kathy Neesen, University of Virginia
A Comparison of Coach Feedback in On-Site Versus Technologically Mediated Delivery Methods Douglas R. Powell, Purdue University
Development of the Pre-Kindergarten Classroom Observation Tool and Goal-Setting System: A Data-Based Coaching Approach April Crawford, The University of Texas Health Science Center Houston- CLI, Tricia A. Zucker, University of Virginia, Jeffrey M Williams, University of Texas, Vibhuti Bhavsar, University of Texas, Susan Landry, The University of Texas

Convention Center, 200 Level, 204C
The Future of Child Development Laboratory Programs: A Multisite Applied Developmental Science Research Consortium (Symposium)
Chair: Nancy E. Barbour, James Madison University

Child Development Laboratory Schools: History as Prologue and a Case Example Nancy E. Barbour, James Madison University
Building and Sustaining Community-Based Partnerships Andrew J. Stremmel, South Dakota State University
Expanding Research From Collaborative Self-Study to an Applied Developmental Science Model Martha J. Lash, Kent State University
Data: A Critical Component for the Creation of a Lab School Consortium Brent A. McBride, University of Illinois at Urbana-Champaign
Researcher-Teacher Collaboration in Applied Research in a University Laboratory School James Elicker, Purdue University
Educare as a Model of Multisite, Collaborative, Policy-Relevant Research Diane M. Horm, University of Oklahoma

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Friday, April 4, Continued

2:15 to 3:45pm

Convention Center, 100 Level, 121A

Supporting Young Children’s Literacy and Language Development
Chair: Kathleen I. Harris, Seton Hill University

Dosage Effects on Language, Literacy, and General Development for Children Enrolled in Multiple Intervention Programs Jisu Han, University of Michigan – Dearborn, Stacey M. Neuharth-Pritchett, University of Georgia

Maternal and Paternal Reading Quality and Children’s Vocabulary Skills: Mediation Through Children’s Interest in Reading Jenessa Malin, University of Maryland, Natasha Cabrera, University of Maryland, Meredith Rowe, University of Maryland

Supporting Children’s Early Literacy Skills in a Meaningful Context: The Effects of a Comprehensive Curriculum Alina Mihai, Indiana University, Gretchen D. Butera, Indiana University, Jill Clay, Indiana University, Potheini Vaiouli, Indiana University – Bloomington, Amber M. Friesen, San Francisco State Univ

Supporting Emergent Literacy Through the Use of the Read-Aloud Feature of Storybook Apps Donna Capsey Haydey, University of Winnipeg

The Effects of Explicit Instruction on Head Start Students’ Vocabulary Knowledge Katrin Blamey, DeSales University, Priti Haria, The Richard Stockton College of NJ, Heidi M. Sweetman, University of Delaware, Katherine Beauchat

Marriott, Fourth Level, Franklin 2

Preschool Science: Emerging Best Practices in Increasing Young Children’s Access to Science
Chair: Barbara Wasik, Temple University, Discussant: Susan Chase, Open Minds

Carnegie Science Center and Grow Up Great Science Wendy Brenneman, Carnegie Science Center

Delaware Museum of Natural History and Grow Up Great Science Mariah Romaninsky, Delaware Museum of Natural History

The Franklin Institute and Grow Up Great Science Susan Holmes, Franklin Institute Kentucky Science Center and Grow Up Great Joanna Haas, Kentucky Science Center, Felicia Alfred, Kentucky Science Ctr.

Smithsonian National Air and Space Museum and Grow Up Great Science in Pre-K Ann Caspari, Smithsonian National Air and Space Museum

Marriott, Fifth Level, Grand Ballroom L

The Impact of Multimedia on Early Literacy Development and Essential Skills
Chair: Susan B. Neuman, New York University, Discussant: Michael L. Kamil, Stanford University

Can Babies Learn to Read? A Randomized Controlled Trial of Baby Media Susan B. Neuman, New York University, Ashley Pinkham, University of Michigan Gabrielle Strouse, Tanya Kaefer, Lakehead University, Tanya Kaefer, Lakehead University

E-Books in the Preschool Literacy Environment: Is There Value-Added for Word Learning? Kathleen A. Roskos, John Carroll University, Danielle Simpson

The Promise of Computer Programs in Narrowing Gaps in Early Literacy Skills Adriana G. Bus, Leiden University, Rachel Plak, Leiden University, Cornelia Kegel, Leiden University

Investigating Video as a Means to Promote Vocabulary for At-Risk Children Rebecca Deffes Silverman, University of Maryland - College Park
Friday, April 4, Continued

4:05 to 5:35pm, continued

Philadelphia, Pennsylvania, Convention Center, 108B
Reconceptualizing Early Childhood Care and Education: Critical Questions, Diverse Imaginaries, and Social Activism (Workshop)

Chairs:
Marianne N. Bloch, University of Wisconsin - Madison
Beth Blue Swadener, Arizona State University
Gaile S. Cannella, Arizona State University - Tempe

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Friday, April 4
6:15 to 7:45pm
Philadelphia, Pennsylvania, Marriott, Franklin 6

Critical Perspectives on Early Childhood Education
SIG Business Meeting

Chair: Mariana Souto-Manning, Teachers College, Columbia University
8:15am - 9:45am

Marriott, Fourth Level, Franklin 6
Disrupting by Imagining: Rethinking Early Childhood Research (Symposium)
Chairs: Will Parnell, Portland State University; Jeanne Marie Iorio, University of Hawaii - West Oahu
Discussant: Nicola J. Yelland, Victoria University - Australia

Autoethnography as a Creative Analytical Practice Peter J. Gouzouasis, The University of British Columbia; Jee Yeon Ryu, The University of British Columbia
Circles and Bicycles: Thinking and Rethinking About the Action Research Process Will Parnell, Portland State University; Jeanne Marie Iorio, University of Hawaii - West Oahu
Ocean Swimmer: Metaphor and the Arts in Early Childhood David Keith Lines, The Univ of Auckland
Imagining and Storying: A Method of Critical Research Elizabeth P. Quintero, California State University - Channel Islands

10:35 to 12:05pm

Philadelphia, Pennsylvania, Convention Center, 109B
Rethinking Research in Early Childhood
Chair: Kyunghwa Lee, University of Georgia

Embodying Reconceptualism: Teaching Through the Lens of Documentation Dana Frantz Bentley, Buckingham, Browne, and Nichols School
Rainbow Kindergarten: An Ethnographic Study on Korean Immigrant Children and Their Families MinSoo Kim-Bosssard, The Pennsylvania State University
Writing About Class and Race in Early Childhood Mathematics: The Case of One Monograph Amy Noelle Parks, University of Georgia
“Becoming-Posthuman: A Turn Toward a Posthuman Performative Methodology in Early Childhood Mindy Blaise, The Hong Kong Institute of Education; Jane Elizabeth Bone, Monash University

CONGRATULATIONS TO RUBY TAKANISHI!

AERA Distinguished Public Service Award Lecture (2014)
Ruby Takanishi,
The Early Education Debates: Informing Policy and Practice in Early Education Through Research
Sat Apr 5 2014, 2:45 to 4:15pm
Philadelphia Convention Center / 201C
2:15 to 4:15pm

Convention Center, 200 Level, Hall E
Issues in Early Education and Child Development
(Posters)

Negotiating Agency and Well-Being: Children’s Coconstructed Accounts of Positive Events in Their Lifeworlds

Early Childhood Educators’ Emotional Labor and Well-Being

There’s No Time for Play in Kindergarten: Preservice Teachers and the Struggle to Maintain Play

Grappling With Instructional Leadership Through Job-Embedded Professional Development: A Study of Community-Based Early Childhood Education Administrators

Preservice Teachers’ Personality Traits and Creative Behaviors as Predictors of Their Support for Children’s Creativity

The Quality of Center-Based Child Care: Examining the Nature of Structure and Process Quality in Two Urban, High-Poverty Centers

Developmental Cascades of Joint Book Reading, Approaches to Learning, and Language Development

Examining Self-Regulated Learning in Nursery School Play

The Impact of In-Service Professional Development Programs on Language and Literacy Development: A Meta-Analysis

Response to Intervention: The Effects of Family-Centered Intervention Incorporated With an Applied Behavior Analysis Verbal Behavior Approach for Young Children With Disabilities

The Role of Child Care Quality in Promoting Resilience in the Social-Emotional Development of Preschoolers

Making a Stink About the “Ideal” Classroom: Conflict in Early Childhood Education

The Policy Implications of Early Child Care Careers: What Are the Facts?

Family-Preschool Partnerships: Influences of Family Characteristics and Preschool Quality on Parents’ Involvement in Early Education
Saturday, April 5, Continued

2:45pm - 4:15pm, Continued

Convention Center, Terrace Level, Terrace IV
Iterative Alternatives to Assessment and Accountability
Chair: Janice L. Anderson, University of North Carolina - Chapel Hill

Resisting and Reconstructing the Cultural Norms in Assessments: A Case Study of a Dual-Language Preschool Sara C. Michael-Luna, Queens College - CUNY
Transforming Praxis in Science Through Dialogue Toward Inclusive Approaches Michelle Brendel; Christina Siry, University of Luxembourg; Jana Maria Hilgers, The University of Luxembourg
“She Never Lets Me Write About It”: Children’s Perspectives on “Choice” in Their Writing Curriculum Ysaaca Axelrod, Clemson University; Anna Hall, Clemson University

EE/CD SIG Business Meeting and Reception
Saturday, April 5, 2014
6:30-8:30pm
Marriott Franklin 3

***Exciting New Initiative: Reception Co-Sponsorship***
We are thrilled to announce the first university co-sponsor of our Annual Meeting Reception (held immediately following our SIG Business Meeting) by St. Joseph University's Department of Teacher Education. This represents our first University-SIG relationship in a community where AERA is being held, and we hope this will inaugurate a new tradition of annual collaborations in future AERA host cities between the EE/CD SIG and local colleges/universities. If you are interested in exploring a co-sponsorship for an upcoming Annual Meeting, please contact the SIG Chair.

Thank you
St. Joseph University
Our First Official Co-Sponsor
Sunday, April 6

8:15 to 9:45am

Marriott, Fourth Level, 406
Family Partnerships and Impacts on Young Children’s Learning
Chair: Brent A. McBride, University of Illinois at Urbana-Champaign

A Study of Reciprocal Associations Between Positive Parenting Behaviors and Children’s Cognitive Abilities in Early Childhood Young-Hee Park, Pusan National University, Ithel Jones, Florida State Univ
Home Literacy Environment and Head Start Children’s Language Development: The Role of Approaches to Learning Christine Meng, University of Wisconsin – Madison
Initiating Family Literacy Projects Within a Head Start Community: A Two-Year Qualitative Study Amber M. Friesen, San Francisco State University, Gretchen D. Butera, Indiana University, Jill Clay, Indiana University, Alina Mihai, Indiana Univ, Potheini Vaiouli, Indiana University – Bloomington
Strengthening Quality: Exploring the Director’s Role in Building Trusting Partnerships With Families Ashley Brailsford Vaughns, University of Nebraska – Omaha
Ways With Metaphors: A Metaethnography of Family Literacy Rebecca L. Rogers, University of Missouri, Catherine F. Compton-Lilly, University of Wisconsin – Madison, Tisha Y. Lewis, Georgia State University

Philadelphia, Pennsylvania, Marriott, Grand Ballroom K
Child-Animal Entanglements: PostColonial and PostHumanist “Common Worlds” Perspectives
Chair: Margaret Jean Somerville, University of Western Sydney

Meeting “Skippy” in the Bush Capital: Child-Kangaroo Encounters and Entanglements in Postcolonial Australia Affrica Taylor, University of Canberra
Frictional Bear-Child Stories in Colonialist Spaces of Canadian Childhood Veronica Pacini-Ketchabaw, University of Victoria
(Re)indigenizing the-Dog-as-Child In and Around Hong Kong Urban Parks Mindy Blaise, The Hong Kong Institute of Education

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Sunday, April 6, Continued

10:35am to 12:05pm
Marriott, Fourth Level, 407
International Early Childhood Issues
Chair: Smita Guha, Saint John's University

A Qualitative Metasynthesis of How Early Educators in International Contexts Address Cultural Matters That Contrast With Developmentally Appropriate Practices Christopher P. Brown, The University of Texas – Austin, Yi-Chin Lan, National Taiwan Normal University, Natalie Babiak Weber, The University of Texas at Austin

Early Childhood Education: Narratives in Early Literacy Education Liv Gjems, Vestfold University College, Sigrun Sletner, Vestfold University College

Earthquake Shocks: Estimating the Effects of the 2010 Chilean Earthquake on Preschool Children’s Developmental Outcomes Celia Gomez, Harvard University, Hirokazu Yoshikawa, New York University

Long-Term Effects of Early Childhood Education on Academic Achievement in Chile Alejandra Cortazar, Universidad Diego Portales

Why Preschool? Early Childhood Education Perspectives and Policies in Rural Tanzania Laura A. Andresen, Michigan State University

Convention Center, Terrace Level, Terrace IV
Rethinking and Translating Early Childhood Education Traditions
Chair: Mary Jane Moran, The University of Tennessee

Can the Ambition to Individualize Pedagogy Limit the Children in Preschool? Annica Gullberg, University of Gävle; Kristina Andersson, Uppsala University; Anita Hussenius, Uppsala University; Anna T. Danielsson, Uppsala University; Kathryn Scantlebury, University of Delaware

The Prepared Environment: Aesthetic Legacies and Early Childhood Classrooms Lisa P. Kuh, University of New Hampshire; Melissa Rivard, Harvard University

Dissonance: A New Theoretical Frame for Understanding Teacher Identity Formation in Early Childhood Borderlands Katherine Kresin Delaney, University of Michigan - Ann Arbor

12:25 to 1:55pm
Marriott, Fourth Level, 406
Early Childhood Teacher-Student Interactions
Chair: Mary Benson McMullen, Indiana University

“I Am a Control Freak”: Teacher Talk in the Project-Based Instructional Classroom Kiyomi Sanchez-Suzuki Colegrove, The University of Texas – Austin, Christian Ellen Zuniga, The University of Texas – Austin, Jennifer Keys Adair, The University of Texas – Austin

Instructional Conversations With Preschool Children, Elizabeth Brook Chapman de Sousa, University of Hawaii

Tell Me More: Teacher Language During Playtime in Head Start Classrooms, Judith Hicks, Stanford

Tourist or Traveler? Unpacking Informal Conversations Between Teachers and Young Children Across Diversity, Raeshell L. Foster, The Pennsylvania State University – Harrisburg, Martha J. Strickland, The Pennsylvania State University – Harrisburg

Taking Care: The Relational Aspect of Early Childhood Teaching Cassie Fay Quigley, Clemson University, Anna Hall, Clemson University
Sunday, April 6, Continued

2:15 to 3:45pm

Convention Center, 200 Level, 203A
Advancements in Assessing the Early Educational Experiences of Diverse Children and Families Living in Poverty (Symposium)
Chair: Katie Barghaus, University of Pennsylvania, Discussant: John Fantuzzo, University of Pennsylvania
Observing Preschool Children’s Engagement With Teachers, Peers, and Tasks in a Large, Diverse Sample Jason Downer, University of Virginia, Amanda Paige Williford, University of Virginia, Leslie Booren, University of Virginia, Natalie L. Bohlmann, Montana State University-Billings, Michelle Maier
Advantages of Touch Screen Computer Adaptive Technology for Assessing Science for Low-Income Preschool Populations Daryl B. Greenfield, University of Miami
Family Engagement in Children’s Early Learning Among Low-Income Latino Caregivers: Validation of a Culture-Contextualized Measure Christine M McWayne, Tufts University, Gigliana Melzi, NYU
Mixed-Methods Approach to Developing the Spanish Form of the Adjustment Scales for Preschool Intervention Rebecca Jane Shearer, University of Miami, Mileidis Gort, The Ohio State University, Paul A. McDermott, Univ of Pennsylvania, Michael L. Lopez, Nat. Center for Latino Child & Family Research

Convention Center, 200 Level, 203B
Early Childhood Assessment
Chair: Lynn C. Hartle, The Pennsylvania State University - Brandywine
Assessing the Dimensionality of the Observation Survey of Early Literacy Achievement Susan Anderson Mauck, The Ohio State University – Columbus, Emily M. Rodgers, The Ohio State University – Columbus, Jerome V. D'Agostino, The Ohio State University
Assessing the Factor Structure of a Book-Reading Quality Measure for Preschool Children: The Reading Aloud Profile—Together Shanshan Wang, University of Cincinnati, Carrie Biales, University of Cincinnati, Ying Guo, University of Cincinnati, Allison Breit-Smith, University of Cincinnati, Christopher M. Swoboda, University of Cincinnati
Options for Measuring Executive Function in Preschoolers Debra J. Ackerman, Educational Testing Service (ETS)
The Role of Context in Teacher Ratings of Student Skills at the Start of Kindergarten Jessica A. Goldstein, University of Connecticut, D. Betsy McCooch, University of Connecticut

Convention Center, 400 Level, Terrace III
So Tell Me About It: Children’s Lives Through Children’s Eyes
Chair: Marek Tesar, The University of Auckland
Images of School Experiences Though a Child’s Lens: A Reflexive, Microethnographic Inquiry Angela L. Eckhoff, Old Dominion University
Reconsidering Beginning-of-the-School-Year Transitions: Embracing a Narrative in Preschool as Aesthetic Heather J. Pinedo-Burns, Teachers College, Columbia University
Stories of Childhoods: Elusive Invisibility and Hidden Meanings Marek Tesar, The University of Auckland
Sunday, April 6, Continued

4:05 to 6:05pm

Convention Center, 100 Level, 120C
Creating Respectful Caring Cultures From Birth to Three: Moving From Research to Policy (Symposium)
Chair: Mary Benson McMullen, Indiana University, Discussant: Nancy K. File, University of Wisconsin - Milwaukee

Infants, Toddlers, and Their Caregivers: Current Research on Interactions and Implications for Professional Preparation Deborah J. Norris, University of Oklahoma, Diane M. Horm, University of Oklahoma
Assessing Interactions and Relationships in Infant Toddler Care James Elicker, Purdue University, Ji Young Choi, Purdue University, Treshawn Anderson, Purdue University
Assessing Primary Caregiving in Infant/Toddler Rooms Karen Ruprecht, Purdue University, Lisa Henley
Cultures of Well-Being Built on Respect in Birth to 3 Mary Benson McMullen, Indiana University, Hyojin Kim, Yakima School District, Alina Mihai, Indiana Univ, Na Ra Yun, Indiana Univ – Bloomington
Using Research to Guide Efforts to Meet Babies’ Developmental Needs Peter L. Mangione, WestEd

Convention Center, 200 Level, 204C
Kindergarten Readiness
Chair: Muriel K. Rand, New Jersey City University

Challenging the Construct of Readiness: “Habits of Mind” and the Navigation of Diverse Kindergarten Environments Dana Frantz Bentley, Buckingham, Browne, and Nichols School, Susan L. Recchia, Teachers College, Columbia University
Family Routines as a Predictor of Kindergarten School Readiness Larissa Kailin Ferretti, Auburn University, Kristen L. Bub, Auburn University
Lessons From an Urban School Readiness Initiative: Including Family, Friend, and Neighbor Care Providers Anne Douglass, University of Massachusetts - Boston Parents’ Perspectives on and Preparation for Kindergarten School Readiness Sarai Coba-Rodriguez, University of Illinois at Urbana-Champaign, Emily Gates, University of Illinois at Urbana-Champaign, Megan-Brette Hamilton, University of Illinois at Urbana-Champaign, Robin L. Jarrett, University of Illinois at Urbana-Champaign
Ready Child, Ready Family, and Ready School: Examining Family, School, and Child Factors Associated With School Readiness Skills Tracy Huang, SRI International Teacher Expectations for Entering Kindergarteners: A Qualitative Study With Pre-Kindergarten and Kindergarten Teachers Reiko Sakuma, California State University - Long Beach, Jyotsna Pattnaik, California State University - Long Beach
The Transition to Formal Schooling: Examining Structural Differences Between Preschool and Kindergarten Adam Lloyd Holland, University of North Carolina - Chapel Hill
Monday, April 7

8:15am - 9:45am

Convention Center, 400 Level, Terrace III

Early Childhood Classroom Technology Issues (Roundtable)
Chair: Marie L. Masterson, Dominican University

Constructing a Digital Habitus: Teachers and Digital Media in Early Learning Classrooms Margaret Ruth Clark, University of California - Santa Cruz
Engaging Parents in Early Mathematical Learning Through Transmedia Games Elizabeth M. McCarthy, WestEd, Linlin Li, WestEd, Ursula M. Sexton, WestEd, Sara Atienza, WestEd, Michelle Tiu, WestEd
Scaffolding Preschoolers’ Interactions With Educational Technology Sudha Swaminathan, Eastern Connecticut State University, Ariel Levesque, Eastern Connecticut State University, Erin Murphy, Eastern Connecticut State University, Suzanne Slater, Eastern Connecticut

Consortum Center, 400 Level, Terrace III

Innovative Replicable Early Childhood Anti-Harassment, Intimidation, Bullying, and Teasing Programs: School and Museum Settings (Roundtable)
Chair: Blythe F. Hinitz, The College of New Jersey

The Anti-Bullying and Teasing Program: The College Perspective Blythe F. Hinitz, The College of New Jersey
The Anti-Bullying and Teasing Program: The Museum Perspective—Part 1 Lynne Azarchi, Kidsbridge Tolerance Museum, Meg Palladino, Kidsbridge Tolerance Museum
The Anti-Bullying and Teasing Program: The Museum Perspective—Part 2 Rebecca Erickson, Kidsbridge Tolerance Museum
The Anti-Bullying and Teasing Program: The Center’s Perspective Lisa Cipriano-Rogalski, Howley School

Accuracy Disclaimer

PLEASE

Check these against your conference program for places and times.

Blue = EE/CD SIG  Green = Critical Perspectives SIG
Monday, April 7, Continued

10:35am to 12:05pm

Convention Center, 400 Level, Terrace IV

Effective Early Childhood Classroom Instruction (Roundtable)
Chair: Tomoko Wakabayashi, HighScope Educational Research Foundation

Is It Enough? Examining Opportunities for Early Childhood Educators to Engage in Mathematics Professional Development
Sandra Mammano Linder, Clemson University, Amber Simpson, Clemson

Teachers’ Ideal and Actual Instructional Priorities in the Ever-Changing World of Kindergarten
Mary Anne Duggan, Arizona State University, Larissa Michelle Gaias, Arizona State University, Ashley Lauren Firth Indorf, Arizona State University

The Roles of Teaching Assistants in Pre-Kindergarten Classrooms: Consequences of a Demanding Curriculum
Sascha C. Mowrey, Vanderbilt Peabody College, Dale C. Farran, Vanderbilt University

Convention Center, 400 Level, Terrace IV

Race, Culture, Class, and Gender in Early Childhood Contexts: From Research to Policy and Practice (Roundtable)
Chair: Beth Blue Swadener, Arizona State University

Bridging Research Traditions About Stereotyping and Prejudice in Young Children and Antibias Practices
Flora Farago, Arizona State University

Learning From Latino Families: Child Care and Early Education Perspectives
Elizabeth J. Cahill, New Mexico State University, Beth Blue Swadener, Arizona State University

Cultural Congruency Between Home and Head Start Environments: Its Relation to Childhood Outcomes
Eva Marie Shivers, Indigo Cultural Center, Inc., Kay Sanders, Whittier College

Keeping the Television out of the Classroom: Teachers as Regulators of Working-Class Media Knowledge
Allison Sterling Henward, University of Hawaii at Manoa

12:25 to 1:55pm

Convention Center, 400 Level, Terrace III

Impact of Early Childhood Teacher-Student Classroom Relationships (Roundtable)
Chair: Emanuel J. Mason, Northeastern University

Student-Teacher Temperament Differentials: Implications for Academic Performance and School Liking in Kindergarten
Larissa Michelle Gaias, Arizona State University, Jodi Swanson, Arizona State University – Tempe, Tashia Abry, Arizona State University, Robert H. Bradley, Arizona State University, Richard Fabes, Arizona State University – Tempe

Young Children’s Social and Emotional Development: Exploring Educators’ Understandings, Instructional Practices, and Ideals of the Well-Behaved Child
Elizabeth McKendry Anderson, Binghamton University – SUNY

Teacher Efficacy With Individual Students: Mediation of the Association Between Behavioral Engagement and Student-Teacher Relationships
Ashley Lauren Firth Indorf, Arizona State University, Tashia Abry, Arizona State University, Larissa Michelle Gaias, Arizona State University
**Monday, April 7, continued**

**12:25 to 1:55pm, continued**

Convention Center, 400 Level, Terrace III  
Reframing the Emotional Life of Children and Adults in Early Childhood Spaces  
(Roundtables)  
Chair: Tamar Jacobson, Rider University

**Emotion as a Social, Cultural, and Political Construct: Implications for Early Childhood Classrooms**  
Samara D. Madrid, University of Wyoming

“Our House Is Burning,... Can I Come Back to School With the Kids?” Social-Emotional Learning in an Antibias School Community  
Caryn C. Park, University of Massachusetts – Boston

A Study of Conflict, Negotiation, and Emotion in a School for Young Children  
Ellen Lynn Hall, Boulder Journey School

Convention Center, Terrace Level, Terrace III  
Teaching and Learning With Texts  
Chair: Kerry Kretchmar, Carroll University

**Playing With Patterns: Innovative Ideas About Memory, Predicting, and Comprehending Illuminated by Texts for Young Deaf Children**  
Todd A. Czubek, Boston University

**Preschool Bilingual Children’s Reading of Picture Books With Nontraditional Gender Roles: A Case Study**  
So Jung Kim, University of Texas at El Paso; Josefina V. Tinajero, The University of Texas - El Paso

**The Normalized Images of Homelessness in Children’s Picture Books**  
Jinhee Kim, Duquesne University

**2:15 to 3:45pm**

Convention Center, 400 Level, Terrace  
Documenting the Diversity of Children’s Pre-Kindergarten Learning Experiences in the United States: A Portrait Drawing From Three Nationally Representative Surveys (Roundtable)  
Chair: Ann Rivera, U.S. Department of Health & Human Services

**Nonparental Care and Early Learning Activities Before Kindergarten: Estimates From the Early Childhood Program Participation Survey of the 2012 National Household Education Surveys Program**  
Sarah Hastedt Carroll, U.S. Department of Education, Jeremy Redford, American Institutes for Research

**Characteristics of Early Care and Education Programs Attended by Children Not Yet in Kindergarten: Data From the National Survey of Early Care and Education**  
Rupa Datta, NORC at the University of Chicago, Yasuyo Abe, Berkeley Policy Associates, Martha Zaslow, Society for Research in Child Development

**Robert Weber, Oregon State University, Nicole Forry, Child Trends, Richard Brandon, University of Washington**

**Children’s Academic and Social Knowledge, Skills, and Development in the Kindergarten Year: Data From the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011**  
Monday, April 7, continued

2:15 to 3:45pm, continued

Convention Center, 400 Level, Terrace

Understanding the State of Pennsylvania’s Children at Kindergarten Entry: A Stakeholder Dialogue
Chair: Thomas Schultz, The Pew Charitable Trusts


What Are the Early Learning and Development Experiences of Pennsylvania Kindergartners? Philip M. Sirinides, University of Pennsylvania, Aubrey H. Wang, Saint Joseph's University, Toscha J Blalock, University of Pennsylvania


Guided Discussion Among Pennsylvania Early Education and Development Stakeholders Thomas Schultz, The Pew Charitable Trusts

Philadelphia, Pennsylvania, Convention Center, 113B

Using Humanistic Economics and the Capabilities Approach to Rethink Early Childhood Educational Research, Practices, and Policies
Chair: Cary A. Buzzelli, Indiana University - Bloomington, Discussant: Sharon Ryan, Rutgers University

The Capabilities Approach: An Alternative for Valuing Early Education and Children’s Well-Being Cary A. Buzzelli, Indiana University - Bloomington

Agency, Capability, and Young Children of Immigrants: Applying Humanistic Economics to First Grade Jennifer Keys Adair, The University of Texas - Austin

“Yo trabajo con mi hijo”: The Agency and Capabilities of Latino Immigrant Parents Kiyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin

Identification and Labels for Young Tanzanian Children: A Capability Approach Analysis Angela Stone-MacDonald, University of Massachusetts - Boston
We received 152 paper submissions and 16 session proposals. Out of the 152 paper proposals, 83 were accepted and scheduled into 9 paper sessions (n=49), 4 roundtables (n=12), or 2 poster sessions (n=22). Out of the 16 session proposals, we accepted 11. However, just 6 sessions remained as symposia and the additional 5 were placed in roundtables. The end result is that the SIG will be sponsoring a total of 15 paper sessions, 9 roundtables, and 2 poster sessions.

Papers which were accepted all had an average score of 3.2 or above and received “accept” recommendations from at least 2 of the 3 reviewers. In scheduling the paper sessions, we started with the proposals that received 3 accept recommendations and the highest average score. We then worked our way down until all of the sessions were filled.

Please volunteer to review, chair, and discuss for 2015.

You can do that now!

The system is already open for volunteers.

Remember. It’s about the children. Not us.
One of the goals of the NAECTE (National Association of Early Childhood Teacher Educators) Foundation is to promote and support research projects related to early childhood teacher education. 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.

 Current members of the National Association of Early Childhood Teacher Educators (NAECTE) may apply for this award individually or as an investigative team. Proposals must be focused on research on early childhood teacher education and must:

- be evidence-based (as demonstrated by its rationale and research methods),
- contribute to the knowledge base of early childhood teacher education, and
- address issues of practice, policy or advocacy in the area of early childhood teacher education.

See the complete request for proposals and details about the application process which are posted on the NAECTE website (NAECTE.org)

All complete applications will undergo blind review conducted by three or more Foundation members.

Submission deadline is June 1, 2014.
CONGRATULATIONS
to our newly-elected board members

Chair-Elect:
Nancy File from University of Wisconsin-Milwaukee

Junior Member at Large:
Ashley Brailsford Vaughns, University of Nebraska-Omaha

Secretary/Treasurer:
Aubrey Wang, St. Joseph's University, Philadelphia

Senior Member at Large:
Myae Han, University of Delaware

Newsletter Editor:
Peggy Apple, Clarion University, Pennsylvania

If you see your new board members at the conference,
you could tell them, “Congratulations and Hello.”
EE/CD EXECUTIVE COMMITTEE AND COMMITTEE CHAIRS 2013-2014

ELECTED MEMBERS:

Mary B. McMullen, Chair (2012-2014)
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APPOINTED MEMBERS:

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