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**EARLY CHILDHOOD  
COMMUNITY OF PRACTICE**

**SOUTHEAST** Comprehensive Center  
at American Institutes for Research

September 2018

## SECC Early Childhood Community of Practice E-Newsletter

Greetings! Thank you for taking the time to participate in the community of practice (CoP). We encourage you to continue visiting the [CoP website](#). Here are some of the latest updates!

### State Highlights

Thank you to the dedicated leaders who participated in the SECC Early Childhood Community of Practice cross-state collaboration meeting, Approaches to Aligning Pre-K Standards with K–12 Standards, on August 30. Melinda Webster, program director of the Voluntary Prekindergarten Education Program at the Florida Department of Education Office of Early Learning; and Demetria Joyce, instructional learning manager for DECAL's Professional Learning Unit, presented their processes for developing Florida's publications on standards alignment. Karen Manship, principal researcher at American Institutes for Research, presented findings of a report titled [Case Studies of Schools Implementing Early Elementary Strategies: Preschool Through Third Grade Alignment and Differentiated Instruction](#).

[Read more](#)

### Professional Development Resource Spotlight

If you are interested in developing and implementing an early childhood coaching model of professional development or strengthening an existing coaching model supported by emerging research, this webinar may be for you. Coaching for Childhood Educators: Research Findings and Practical Considerations, presented by Bonnie O'Keefe, will be offered on October 31, from 2 until 3:30 p.m. ET. Refer to the [Early Childhood Investigations](#) website to register.

### Resource Spotlight

[Indispensables for Quality Pre-K](#), published by the Alliance for Early Success, is a collection of web-based, annotated resources for advancing high-quality pre-K teaching and learning. Led by the nonpartisan think tank New America, the goal of this project is to give policymakers and other leaders a short list of easy-to-remember, evidence-based policies and practices they can use to promote and support quality pre-K education experiences.

[Read more](#)

### Research Spotlight

[Teaching, Pedagogy and Practice in Early Years Childcare: An Evidence Review](#) is a unique collection of literature reviews for more than 100 studies on teaching and practice in early childhood education and care (ECEC). Although this compilation of literature reviews was undertaken by Rand Europe, the majority of the studies were conducted in Head Start programs located in the United States. The authors focused on studies that demonstrated high-quality empirical evidence of impact. This document includes overall findings categorized by outcomes in these five domains: language and literacy, numeracy or mathematics, cognitive, socio-emotional, and physical. A [news release](#) suitable for sharing with policymakers and practitioners also is available.

### References

Alliance for Early Success. (n.d.). Indispensables for quality pre-k. Retrieved from <https://qualitypre-k.earlysuccess.org/>

Manship, K., Farber, J., Smith, C., & Drummond, K. (2016, December). Case studies of schools implementing early elementary strategies: Preschool through third grade alignment and differentiated instruction. Washington, DC: Office of Planning, Evaluation and Policy Development, U.S. Department of Education. Retrieved from <https://eric.ed.gov/?id=ED571886>

Sim, M., Belanger, J., Hocking, L., Dimova, S., Iakovidou, E., Janta, B., & Teager, W. (2018, August). Teaching, pedagogy and practice in early years childcare: An evidence review. Retrieved from <http://www.eif.org.uk/wp->

[content/uploads/2018/08/teaching-pedagogy-and-practice-in-early-years-childcare\\_Aug2018.pdf](#)

For other early childhood news and information, please visit the CoP website. We appreciate your continued collaboration.

The ECCoP Team

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