

milestones

Spring 2012

A Publication of the North Carolina Association
for the Education of Young Children



Promoting and inspiring excellence in
early care and education for over 50 years

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STAFF

Executive Director

Lorie Barnes | lbarnes@ncaeyc.org

Coordinator of Programs and Services

Jenna Nelson | jnelson@ncaeyc.org

Conference Coordinator

Christine Butler | cbutler@ncaeyc.org

North Carolina Association for the Education of Young Children

2209 Century Drive #550
Raleigh, NC 27612
919.510.5034 / 800.982.4406
919.510.5033 (fax)
www.ncaeyc.org

Article/Photo Submissions:

If you would like to submit an article or photo to be considered for publication, or have a suggestion for an article, it may be sent to jnelson@ncaeyc.org.

We welcome comments and suggestions. Contact us at generalinfo@ncaeyc.org or call 800.982-4406.

Through *Milestones*, NCAeyc provides a forum for discussion of issues and ideas in our field. We hope to provoke thought and promote professional growth. *Milestones* articles represent the views of the authors and do not necessarily reflect the positions of NCAeyc.

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Lorie Barnes

This issue of *Milestones* features an array of articles themed around the topic of transitions. These articles remind us of the importance in early childhood education of being intentional about all transitions, big and small. Perhaps this edition of *Milestones*, can also remind us to philosophically reflect that life itself is a series of transitions. Moment-to-moment, day-to-day and year-to-year, we continuously experience transition. It is equally important to purposefully navigate these “big picture” transitions by asking ourselves, “How can I be intentional in my professional transitions?” While some transitions bring excitement and energy; others require persistence and motivation

to persevere. All transitions however, present opportunities for growth. One way to help ensure that transitions lead to learning is for our foundations to remain constant. In its 59th year of service to professionals working with or on behalf of young children birth through age eight, NCAeyc remains committed to being responsive to the needs of our members and our association. In 2012, NCAeyc’s Board of Directors and staff are continually trying to increase our capacity to positively impact the lives of early childhood professionals who work with or on behalf of children birth through age eight. We will work to continually promote and inspire excellence in the early care and education of young children in three primary ways as we strive to educate, advocate and motivate.

Not only are the featured articles in this *Milestones* about “transition”, this edition itself reflects a fresh, new format that we hope will promote increased readability and professional application through themed articles and regular columns. Let us hear from you about these changes! We value your feedback and use it to inform our decision-making. As an example, while we were so excited to share an adorable picture of staff member Chris Butler’s precious new granddaughter, Suki, we learned a very valuable lesson from the cover photo selection of our last issue of *Milestones* (Winter 2011–12). Taken at home by her parents, this photo shows Suki playing in an “exersaucer” that her mommy and daddy occasionally use during their playtime together. We were reminded however by several members that this photo selection did not help promote recommended practice in high quality infant-toddler group care. According to *Caring for Our Children* (Third Edition, 2011) “Infant equipment such as swings, stationary activity centers (ex. exersaucers), infant seats (ex. bouncers), molded seats, etc. if used, should only be used for short periods of time. A least restrictive environment should be encouraged at all times.” Thanks for the reminder and for opportunity to clarify and promote best practice in infant-toddler group care!



Suki Grace just celebrated her 1st birthday! Suki is the granddaughter of NCAeyc staff member Chris Butler.

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Letter From the President



Eva Phillips

Webster's dictionary defines transition as "a passage from one state, stage, subject or place to another". Our world is full of transitions. We experience transitions in our personal and our professional lives. 2012 has been a year full of transitions already; positive and negative transitions occurring in our communities, in our families, in our government and in our association. Many of us have experienced transitions involving new babies being born, children going away to college, new jobs, loss of a job, moving into new homes, death of loved ones, as well as engagements, marriages and divorces, increased accountability and less funding, just to name a few. Children experience these transitions right along with the adults in their lives. Transitions can be difficult, even when they are positive and this is why the research in early childhood education points to the importance of smooth transitions for young children and their families. We at NCAeyc believe that providing smooth transitions are just as important for adults.

NCAeyc has been going through numerous transitions as well. This past September, we installed 16 newly elected/re-elected/appointed members to our Board of Directors. This amazing new group of leaders has brought an increased passion and dedication to our work. They also bring strong skills and expertise across all areas of the field of early care and education. These new volunteer board members have many new procedures and policies to learn while numerous new tasks and responsibilities have been added to their already full plates. They have joined our board ready and willing to jump in and get the job done! The staff and Executive Committee of NCAeyc are working hard to support these professionals as they transition into the meaningful, yet difficult work of a board of directors.

Also during the next few months, we will be electing two new student members to our Board of Directors. This role in our association is especially critical at this time in our history as we strive to involve more students who will be helping to shape the future of the early childhood profession in NC. Having the voices of students from our 2- and 4-year institutions of higher learning is a critical piece of our work as an association and we look forward to supporting our students across the state through our SEEDS project as they transition into their careers in the field.

Along with our two new student representatives, a new President will also take charge in September. The members of NCAeyc voted for quite an exceptional leader. Dan Tetreault, your president elect, is dedicated, knowledgeable, wise, caring, and committed to providing the best early childhood programs for all young children, their families and their teachers. His years of experience as a kindergarten and first grade teacher as well as PreK – 3rd grade education consultant have greatly prepared him for this role as your new president. He brings with him a wealth of knowledge about the early childhood years, public policy and the inner workings of state government which have been and will continue to be an asset to this association. Early care and education in NC is in the midst of a crisis and with Dan at the helm, the message of effective, high quality and appropriate programs for children birth through age 8 will continue to be heard loud and clear as we move forward in being the voice of our members.



Since Dan was elected, he and I have been working hand in hand to strengthen your association. As a member of the Executive Committee, he has been involved in all the planning and the decisions made this past year. We have implemented a transition plan that will ensure a smooth transition as I step down as your president and Dan takes over. I have the greatest confidence in Dan's leadership and vision for this association. I look forward to supporting my friend as he assumes the leadership role and I become past president. Ours is a partnership that is strong and dedicated to making this association the best it can be for its members. Doing what's right for children is what Dan and I both stand for. I wish him all the best as he makes this transition over the next few months and takes this association to new heights.

Spring is a great time for changes and transitions. Transitions for the children are clear; they are preparing to move up to the next classroom, grade level or kindergarten; getting ready for summer vacation or summer camps. For the adults, this time of year can mean completion of another year of education, potentially graduation and beginning the process of transitioning from a student to a professional in the early childhood field. For many who have not thought about being a part of a professional association, it is also a great time to explore the benefits of membership.

As the internationally recognized professional association for those who work with or on behalf of children from birth through age 8, the National Association for the Education of Young Children (NAEYC) and its North Carolina affiliate (NCAeyc) can provide its members with benefits beyond the basic 'membership benefits' list.

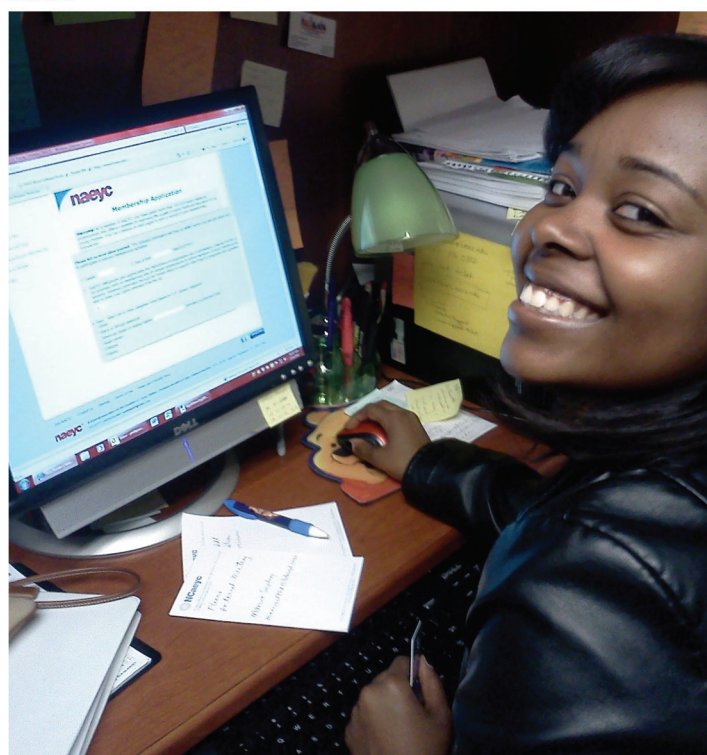
Invite your colleagues to join! Visit **www.ncaeyc.org** to download and share a membership form.

As a member of NAEYC and its state and local affiliates you will have opportunities to improve your teaching and learning. Learning does not stop with the end of formal coursework for early childhood professionals. NAEYC members have multiple opportunities to attend high quality training. NAEYC, NCAeyc and local affiliates sponsor individual training sessions as well as full and multi-day conferences. In addition, members have opportunities to make local connections with other educators through affiliate meetings. These meetings allow individuals to share their expertise along with providing access to potential mentors in the field. For those interested in pursuing leadership positions, NAEYC affiliation provides multiple pathways to building leadership skills on the local, state and national stages.

NAEYC membership also gives individuals opportunities to build the early childhood profession. In the current political environment in North Carolina, the value of quality early childhood education has been challenged. NAEYC provides multiple opportunities for individuals to understand the current local and national challenges to our profession and provide the tools you need to promote public support and policies for young children. NCAeyc keeps members up to date on state legislative discussions, provides opportunities to make your opinions known and supports public awareness opportunities such as the Week of the Young Child (WOYC) held every year in April. In addition to local collaborations, the NCAeyc website provides opportunities for educators across the state to coordinate WOYC events and share successes from previous events.

Professional growth is ongoing and continuous. A dedicated early childhood professional is one who is active and aware of ongoing research and learning opportunities in their field. By being a member of a professional organization you are outwardly demonstrating your commitment as an early childhood professional. Encourage other professionals you know in the field to make this commitment not only to themselves but to the children and families they serve.

Encouraged and inspired by her professor, Larika Caldwell of Winston-Salem State University, joining NAEYC as a brand new student member.



I heard a poem the other day that said “What would I do today if I were brave?” This made me think. What would I do if I were brave? I have always believed that there is a hero in every person. You just have to be willing to find that part of yourself, to trust the hero in you. What do I do to bring out the hero in me? What does or what can every early childhood professional do to be that hero for children?

This year, more than ever, your voice is important. You speak for yourself as a professional, for the children you work with or on behalf of; you are the voice of early childhood education in North Carolina. This goes for Infant/Toddler teachers, Elementary School teachers, Pre-school teachers, NC Pre-K staff, Kindergarten teachers, Child Care Resource and Referral, Smart Start staff, moms and dads, and anyone who works for or with children birth to age 8. And how exactly do you speak for them? You VOTE.



NCAeyc does not endorse candidates and I will not tell you who to vote for. However, I will encourage you to look at your candidates' records on education and early childhood and ask tough questions about what you want for North Carolina's children. Then exercise your rights and VOTE. Every vote is counted and every voice is important. The children in your classrooms and in your county depend on you to elect those that will be their legislative voice. Change for young children and for families does not happen without your voice. Please use your voice and VOTE.

For a full list of North Carolina House and Senate races this year, please visit our website at www.ncaeyc.org and navigate to the green advocacy public policy tab. Get out, talk to candidates and then make your voice heard! Your voice is important, stand up and be counted! Be a hero... VOTE!

Visit <http://capwiz.com/nea/nc/state/main/?state=NC> to find out who your representatives are. You will need your address (with your full 9 digit zipcode).

NCAeyc member elected to NAEYC Board of Directors!



Dr. Cristina Gillanders

NCAeyc is PROUD to announce that one of our own members, Dr. Cristina Gillanders, a Scientist at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, has been elected to serve as a NAEYC National Board Member!!!

Dr. Gillanders has conducted research in early childhood teaching practices for Latino dual language learners, young Latinos' emergent literacy, and Latino parents' beliefs about their children's literacy development and schooling. She has also worked as a bilingual teacher and director in early childhood settings in both the US and her home country, Venezuela, and is the author of a Spanish emergent literacy manual for early childhood teachers. Dr. Gillanders has been a great supporter of NCAeyc by providing articles in *Milestones* and leading conference sessions in Spanish.

Dr. Gillanders states, "I am looking forward to working together with NAEYC members and my colleagues on the Board. I hope that my participation helps identify the opportunities and address the challenges facing the early childhood field today in responding to the needs of an increasingly diverse population of young children and families."

On February 29, eight AEYC representatives from North Carolina joined those from states and territories all over the US at our nation's capital to speak to legislators about the importance of economics and societal benefits of high-quality early learning and development experiences for all children beginning at birth and continuing through age eight. The NAEYC Public Policy Forum is an advocacy event where representatives from all over the nation come together to learn about current legislative issues and their impact on children and their families. These representatives met with their congressional leaders to advocate on these issues at both the federal and state levels.



As congress is working on the budget for the 2013 fiscal year there are serious threats to Head Start/ Early Head Start, Child Care and Development Block Grant (CCDBG), Part C of IDEA and Elementary and Secondary Education Act Reauthorization (ESEA). The Public Policy Forum gave the representatives the opportunity to talk with our legislators about how this would impact NC families as well as ask them to vote for maintaining the current budget with no cuts to at least serve the same number; however, members express how great it would be if an increase in funds was possible.

Some recommendations shared with the legislators for fiscal year 2013 were:

- Increase funding for the CCDBG by at least \$825 million to help make child care affordable for families and to help states and programs maintain and grow their quality efforts.
- Increase funding for Head Start/Early Head Start by \$325 million to provide for increased costs of service delivery, transition under the new re-designation system, and expand access to Early Head Start.
- Provide an additional \$20 million for Part C of IDEA, providing early intervention services for babies and toddlers with developmental delays and disabilities.
- Provide a substantial portion of Race To The Top appropriations to create another round of grants for states to build integrated, comprehensive systems of high-quality early childhood education.
- Increase Title I funds for school districts to expand their services and programs for younger children in collaboration with community-based early childhood providers and expand professional development for teachers and principals.
- Expand the Child and Dependent Care Tax Credit, increase the credit at the same rate as inflation, and make the credit refundable so that it helps more families with the costs of child care.

The representatives who attended this event on behalf of North Carolina were (1) Brenda K. Williamson (NCAeyc Board of Directors), (2) Stephen Jackson (DOC aeyc), (3) Anna Mercer-McLean (NAEYC Board of Directors), (4) Jeanne Hussey (Cape Fear aeyc), (5) Laney Brown (Wake aeyc), (6) Jennifer Sanborn (Wake aeyc), (7) John Freudenberg (CSE aeyc) and (8) Jeff Hylland (CSE aeyc).

Each of us learned insightful components about the legislative processes, federal funding for early childhood issues and how to become a better advocate at all levels. The representatives were grateful to meet and speak with Senator Kay Hagan in person. We are energized and refreshed to work with our state legislators impressing upon them the value in early childhood education.

Transitions can be tough. Whether you're trying to get a handful of toddlers from classroom to playground, starting a new job, or taking on a new role, transitions bring with them a host of unique issues that must be addressed. As tough as transitions can be, they can also be opportunities: opportunities for teachers to teach routines and rituals, for career development and opportunities for professional growth.

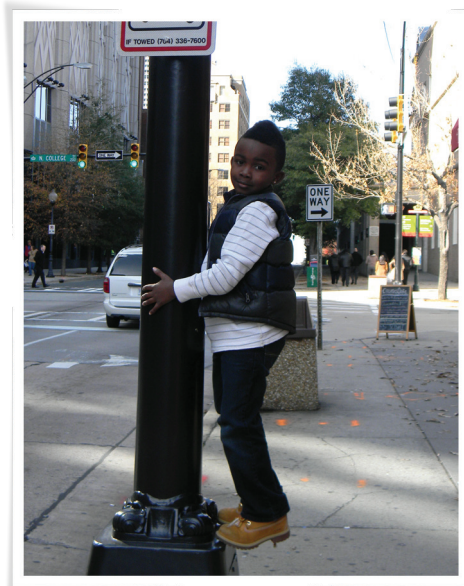
I was a board member of my local affiliate for a while before I moved into the role of President. In my time on the board, I learned how we functioned as a team, what our strengths and weaknesses were, how our meetings worked, and how our leadership functioned. Those that came before me had created a community within our board. This community communicated openly, asked questions, respected one another and, though sometimes digressing, always managed to complete most of the tasks set before us at each meeting.

Before becoming the president of our group, I had to think long and hard about what it would take to maintain this atmosphere, and keep our group heading down the positive path we were on. When reflecting on how far our board has come and where we are headed, I can say that we aren't perfect. We're working on clarifying our goals as a board, we need to continue to create our own routines and rituals, but what we have going for us is cohesion, and a dedication to each other, to our members and to our community.

As I think about how easily our group "goes with the flow" when it comes to transitioning, whether it be moving into new roles or the addition of entirely new members, a few things become clear:

- 1. We have a clear vision.** We want to create events, support local efforts and advocate appropriately, increasing awareness about the importance of childhood.
- 2. We are honest with each other.** We meet each quarter to discuss where we are and where we're going. We have open, honest discussion about what we want to see happen, what is within our abilities, and what will need to happen to get us where we want to be.
- 3. We stick to some routines and are working to create others.** We consistently nominate new members and stick to a consistent election schedule. We've seen the benefit of this process and are working to create other routines with additional committees to try and bring the same level of continuity and effectiveness throughout the board.
- 4. We have support from past members.** Knowing that I can always ask for help from my predecessor and that she will be there to support and advise me is an invaluable comfort.

Overall, while transitions can be a pain, they can also be a pleasure. When people come together to be supportive, to be active, and to make a difference, change isn't so difficult.



Celebrating the Week of the Young Child

Written by
Resha K. Washington

Every year the National Association for the Education of Young Children (NAEYC), the world's largest early childhood education association, and other agencies in this field across the United States come together to focus attention on the needs of young children. These organizations all recognize the importance of laying a good foundation in the early years of a child's life (birth through age 8) and how essential this is to their success in both the school and home settings.

NAEYC held its first Week of the Young Child celebration in 1971, with the intent of raising awareness of the importance of early childhood programs and other services being offered to meet the needs of families with young children. Over the past forty years this purpose has remained the same, but the way in which agencies have chosen to organize their WOYC celebrations often varies. Each year NAEYC announces a theme for their week-long celebration and it is up to individual organizations to choose how they would like to tailor their celebration to address the needs of the families that they serve.



The 2012 Week of the Young Child™ is April 22–28 and the theme is Early Years are Learning Years®. However, groups may elect to use one of the WOYC sub-themes if they wish. The sub-themes for 2012 are:

- Play: Where Learning Begins
- Embracing Diversity
- Teaching and Teachers Matter
- Encouraging Health and Fitness
- Investing in Young Children Benefits All
- Prevent the Achievement Gap: We Know How
- Strengthening Families™ (For information about using this sub-theme, please visit the Center for the Study of Social Policy's website.) <http://www.cssp.org/reform/strengthening-families/resources/communication-tools>



April 21–28, 2012

In 2011, the LAC (Local Affiliate Council) in North Carolina voted to promote "Early Years are Learning Years: Outdoors and Active" as the theme for North Carolina's Week of the Young Child celebrations in 2011 and 2012.

Some ways to promote the **Week of the Young Child**:

- Host activities at a local children's library or museum.
- Have the local newspapers or television station cover activities during the week.
- Organize and have a children's parade through town or at a local school.
- Have a proclamation signed by a city/local government official.
- Post art done by children in local restaurants, businesses or libraries
- Host a breakfast at a child care center to honor the providers.
- Have an art project set up at a child care center for parents and children to do together.
- Host literacy activities/trainings for parents.
- Have an award where parents can nominate someone they think is an exceptional friend of young children.

It is essential that during the Week of the Young Child that all individuals involved in the lives of young children regardless of whether they are parents, community leaders, educators or elected officials take some time to become familiar with the needs of young children and to recognize the caregivers, educators and other adults involved in laying the foundation for these children and who truly understand that the "Early Years are Learning Years".

The following is the second of a four part article series, which examines leadership processes of a non-profit board of directors (the board) that expressed a desire to increase member participation. As a member of the organization represented by the board, a participant-researcher methodology was employed in order to better understand the relationship between board leadership structures and processes, and the level of participation among the larger membership. This study is framed within the context of early childhood education to provide local affiliate leaders thoughts and considerations for working to increase their member participation.

This study was completed employing participant inquiry whereby I am a stakeholder in the situation I am researching. The choice of this method comes from my background as a teacher, more practiced in qualitative methods concerned with “genuine questions that are truly relevant to [the] researcher’s” (Hubbard & Power, 1999, p. 2) experiences in their daily lives. Teacher research, like more empirical forms of research follows a process of “discovering essential questions, gathering data, and analyzing it to answer those questions” (Hubbard & Power, 1999, p. 1), but the personal relationship the researcher has with the research subject results in a report that takes on “an immediate, first-person tone” (Hubbard & Power, 1999, p. 2) rather than the more distant and separate tone of many research reports.

Clarkson defines a stakeholder as “a focal social actor,” which can appropriately describe an “individual as well as [an] organization” (as cited in Schneider, 2002, p. 211). Being both researcher and stakeholder removes much of the objectivity which empirical research attempts to uphold. In this case, having “the potential to influence or affect the [group], and/or be influenced by it” (Freeman as cited in Schneider, 2002, P. 211) allowed me to use this research project as a way to better understand board operations and begin mapping a course for emerging leaders.

I obtained data for the case study through the observation of board meetings, which I was attending as a general member. Also, I conducted interviews with current board members. This remainder of this article provides a summary of observations taken at the meetings I attended.

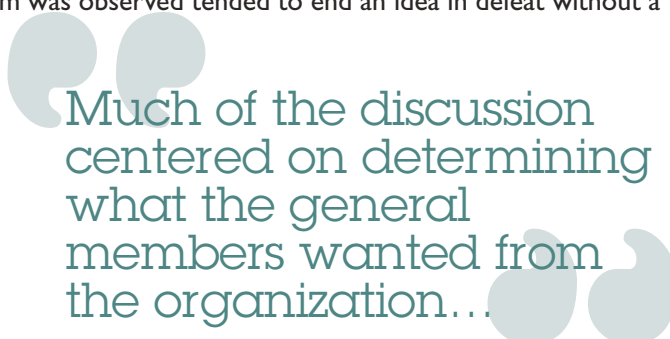
At no meetings were all of the board members present which resulted in some reports on board operations being missed. General membership was stated to be around 500 people. I was the only general member present. Immediately, I became aware of a very traditional leadership structure consisting of hierarchical positions such as president, secretary, treasurer, and members-at-large. Although the board was described as operating collaboratively, the hierarchical authority implied by the titles was not recognized. The board utilized formal decision-making procedures including one member making a motion, another member seconding the motion and a verbal “aye or nay” vote. However, discussion of issues did take place prior to the motions being made. The discussion included members engaged in generating ideas, suggesting actions, providing various viewpoints, and sharing information. Temporary silences often occurred, when members of the board would look to each other, finally settling on the president, for input. During one such silence, the president sighed audibly, leaned forward on the table and said, “Come on, give me something to go on. This isn’t all about me.” I observed little constructive criticism. What criticism was observed tended to end an idea in defeat without a vote. Issues that came to a vote passed unanimously.

A formal agenda was presented, beginning with approving the previous minutes and a financial report. The agenda also included time to discuss the role of the board. During that discussion, I observed that the group expressed neither a shared mission, nor clear organizational goals. One board member proposed, “We should focus the upcoming year on developing our mission and goals, and wait for the following year to really do anything.” The board readily agreed. Much of the discussion centered on determining what the general members wanted from the organization, including disappointment that more members weren’t actively involved. One board member brought up a previously discussed plan of creating a member survey, but this idea met with negative response from the group and was quickly dropped. Concerns with the survey idea included limited responses, skewed results of having an online survey and the expense of conducting a paper and pencil survey. An idea for partnering with local businesses to offer discounts and special deals for members was offered as a way to increase membership. The board also discussed recruitment for open board positions coming up for election. They made decisions on asking for nominations, creating and mailing a ballot, and a time line for steps to be completed. Committee reports resulted in more action being described, such as beginning plans for the annual membership meeting including food and entertainment, with awards and other presentations.

Much of the discussion and work of this board may sound familiar and be similar to work that local affiliates do in their board meetings. An analysis of the board processes will be presented in the final article. Next time, I will describe comments and insights gained through the interviews with board members.

References

- Hubbard, R. & Power, B. (1999). *Living the questions: A guide for teacher-researchers*. Portland, ME: Stenhouse Publishers.
- Schneider, M. (2002). A stakeholder model of organizational leadership. *Organization Science*, 13(2): 209-220.



Much of the discussion centered on determining what the general members wanted from the organization...

A Moment for Math

Counting the Days to Kindergarten

Anyone who has the pleasure of spending time with young children knows how hard they work during play. They practice skills, make connections, and continually solve problems while having a great time.

It is truly fascinating to watch and track the accomplishments preschoolers make in just a few short years. During this time, teachers and parents work diligently to make sure fine and gross motor skills are developed, social skills are honed, and literacy foundations are built so children will be ready for kindergarten.

Unfortunately, during this crucial time, research shows caregivers spend very little time helping preschoolers develop a deep understanding of mathematics. Typically children learn the counting sequence and to recognize numbers, shapes, and basic patterns. However, there is much more for preschoolers to learn.

This statement raises a red flag for many of us as educators and parents. Does this mean the pressures of academic achievement and testing are making their way down to preschool? That is certainly not what I am suggesting. Doing so would be a true disservice to our children. The preschool years are precious, and we do not have to trade this short, sweet time for academic achievement. In fact, we can have both.

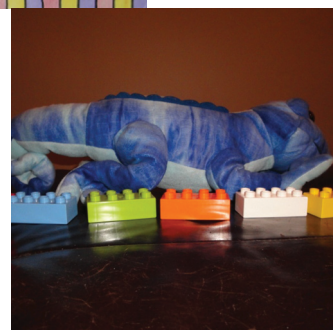
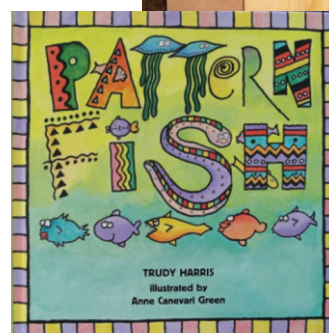
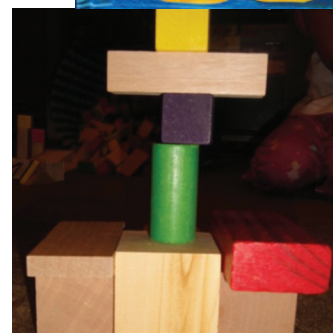
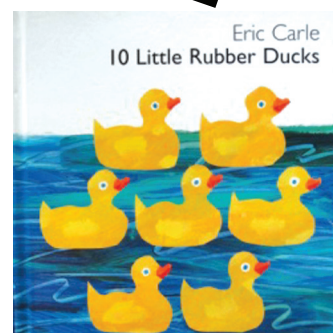
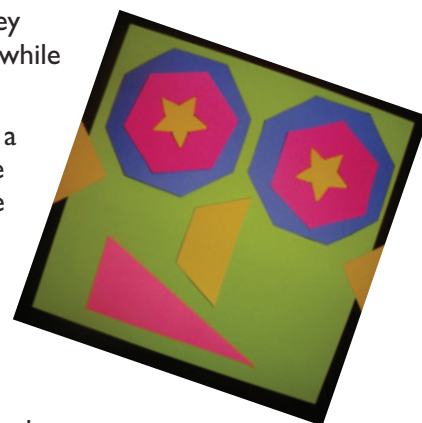
With the right experiences, preschool children are able to make complex, mathematical connections. The foundation they build with appropriate interactions can ensure they will do well in math throughout school. The question is: Are your preschoolers having the right opportunities embedded into their play?

For many of us, we remember math practice as memorization, flashcards, and basic facts such as $1+3$. However, this type of learning did not serve us well. About 1 out of 4 adults are terrified of math. Another large portion of parents and teachers admit they just do not like math or understand it. Certainly we want more for our little ones. If so, ask yourself: Are my preschoolers...

- Able to work with all types of patterns which are the foundation for high school functions?
- Able to identify attributes that will help with patterns, geometry, measurement, algebra, and number?
- Able to actually count objects and not just say the counting sequence? Tons of kindergartens come into school being able to rote count to 100 and not being able to count 4 or 5 blocks.
- Able to visualize groups, or subitize, so they will be able to go beyond counting strategies in kindergarten as they add and subtract?
- Able to combine simple amounts using age appropriate strategies? Composing and decomposing numbers and shapes is a foundational part of mathematics today.

The next time you are planning your activities for the day, think about the ways you can easily help children develop their math foundation. Incorporating experiences such as these into your everyday play will help build a significant network of connections related to numbers, shapes, and relationships that will serve your preschoolers well.

- Compare the number of cats and dogs in the book you are reading.
- Count the number of blocks in a tower and see how many you have when you add just one more.
- Measure the length of the class pet with blocks using direct comparisons.
- Sort the collection of cars by the attributes they have, then sort them a different way.

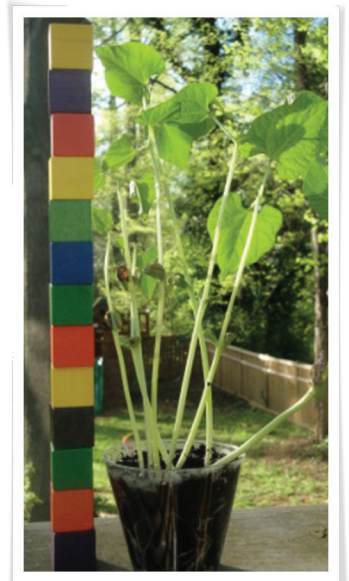


- Practice one-to-one correspondence by letting the children pass out plates and napkins to each person.
- Incorporate number cube (aka dice) games into your play using oversized dots to help children begin creating visuals of numbers.
- Point out groups of objects or patterns as you are going on a walk together.
- Read books with mathematical concepts and model appropriate math vocabulary. How many of your preschoolers can say and understand the word brontosaurus? The word rhombus is actually easier!

As children head off to kindergarten with their new lunchboxes and big kid backpacks, make sure they carry with them the foundation they need to be successful. Preschoolers accomplish amazing things when given the opportunities. Developing number sense and a deep understanding of mathematics is done over time, with numerous experiences, and can be easily woven into their everyday play.

Angie Larner, M. Ed, has been a professional developer for the past 12 years, is an educational consultant, and is the founder of MathSavvyParents.com. Her goal is to eradicate the fear of mathematics and the all too common phrase, "Well, I was never really good at math." She feels blessed to have had the opportunity to work with thousands of teachers in North Carolina. Like all other educators, she loves to learn and to help others and has done so by serving as a classroom teacher, facilitator, National Board support coach, professional developer, adjunct professor, and a technology specialist. In her most important role as a mom of two preschoolers, she is constantly amazed at what young children are capable of learning.

Feel free to ask Angie questions and get ideas on the Math Savvy Parents Facebook page or to learn more about developmentally appropriate preschool mathematics by visiting mathsavvyparents.com.



Math Savvy Parents

Helping You Help Your Child

Registration is open for the
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Inclusion Institute

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Chapel Hill, NC

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Transition to Kindergarten

The best time to talk about kindergarten is now.



Sometimes it is difficult for parents to acknowledge that their little ones are growing up. The time between having a happy toddler and an excited kindergartner is oh, so short! Preparing the children in our care for making this critical transition needs to begin today. Durham's Partnership for Children and Durham Public Schools have resources available to help both parents and early childhood educators.

The Partnership and DPS believe that starting kindergarten is more than just a special day; it's a process. In fact, it is one of the most important transitions a young child will experience. Through our Transition to Kindergarten (TTK) Initiative, the Partnership and DPS work together to promote a seamless transition for our newest students. We know that as preschoolers in Durham

County approach their first day of kindergarten, many parents have doubts, fears and unanswered questions. This initiative includes fun and informative activities and events for children and families. It also provides direct support for professionals in early child care and kindergarten settings to design and implement positive transition activities.

In the research about transition to kindergarten there are three key principles: reaching out—schools linking with families and early childhood settings to establish relationships; reaching back in time—schools establishing linkages while a child is at home or in a child care setting prior to the first day of school; and reaching out with appropriate intensity – schools using a variety of activities that range from teachers making home visits, to open houses, to newsletters—to engage families.

All of these elements were considered in developing Durham's transition activities.

Some highlights of the initiative are:

- **Blast-Off Activity Kits** filled with activities children and parents can do together with children starting kindergarten this coming August. Each kit contains items children should have experience using before the first day of school: a drawing pad, crayons, child safety scissors, colorful, geometric stacking shapes, and a "feelings" chart with directions for fun learning games that parents and children can play together.
- **Welcome to Kindergarten events** that offer parents and children an opportunity to get to know their host school's personnel, and visit kindergarten classrooms. For children, tours of the building will include the cafeteria and restrooms, listening to the school bells and PA system, and spending time in the kindergarten classroom—all of which will help ease anxiety and create excitement about entering kindergarten.
- **Steps to School Family Nights** to bring parents research based information on the best, developmentally appropriate ways to encourage their child's readiness across domains (social and emotional, approaches to learning, language and communication, cognition, and health.)



For Educators:

- **Teachers Talk events** strengthen the role of child care providers in crafting successful transition activities for children and families. Early childhood and kindergarten educators learn and adopt ways to effectively communicate with families about the importance of kindergarten, plan collaborative activities between preschool and kindergarten classrooms, and share information on registering for kindergarten in the Durham Public Schools. These events will generate additional professional development options based on the needs expressed by the participants.
- **Transition Mini-grants** provide dollar support for the design and implementation of a variety of transition activities. The mini-grants averaging \$500 will be available to childcare and kindergarten teachers, child care center directors, principals, and PTA leaders. Proposals that reflect best practices in transition programming will be given priority for funding.

So much development has occurred in the brains and bodies of our kindergartners leading up to their big day. These young children have spent the first five astonishing years of their lives learning how to ... well, learn. Their brains have been hard at work, putting together the pieces of an extraordinary puzzle that will determine all future learning.

High-quality early education experiences, proper nutrition and exercise, and healthy, nurturing home environments are the ingredients for building successful students. A strong foundation in the early years will prepare our children for the long academic road ahead. Research shows that a child's future success is dependent on being ready to learn and participate in the kindergarten experience.



But also critical to that academic success is the transition children face as they enter kindergarten. Smooth and successful transitions are enabled by strong partnerships between early childhood professionals, parents and the public schools.

DPS and the Partnership recognize that it is a shared responsibility to ensure that children are welcomed into an academic environment that meets their intellectual, social, emotional and physical potential. That is a tremendous responsibility—one that cannot wait until the first day of school.

Resources:

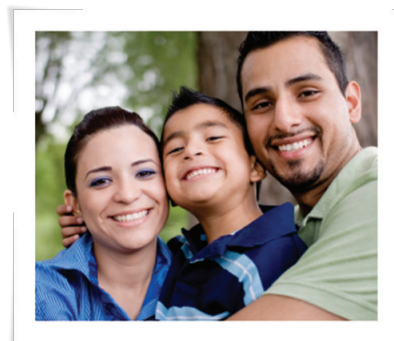
- DPFC Transition to Kindergarten website: <http://www.dpfc.net/TransitiontoKindergartenInitiative.aspx>
- DPS kindergarten website: <http://kindergarten.dpsnc.net/>

Kate Irish is the program and evaluation director for Durham's Partnership for Children. Pat Harris is a program coordinator responsible for Transition to Kindergarten activities at Durham's Partnership for Children.



With Affection and Love: Latino families prepare their children for success in school

Marina carefully irons the clothes for Jenifer who is starting preschool the following day. Marina was a bit hesitant at first on sending Jenifer to school. Since she was born, only relatives have taken care of her and this would be the first time her child would be with a “stranger.” Despite her fears, Marina thought it was important for Jenifer to begin learning how to behave in school. Also, a neighbor had told Marina that the teachers at the local preschool were nice and that her child had learned the colors, the shapes and to write her name. The next day, Marina helped Jenifer get dressed, prepared a good breakfast for Jenifer, and they both walked to the nearby pre-kindergarten program. When they arrived Marina gave Jenifer a big kiss and told her: “Pórtate bien y hazle caso a la maestra.” (Behave yourself, and pay attention to the teacher.)



There is no doubt that a majority of families go to great lengths to prepare their children for the start of school. When children enter our classroom or child care center, we ask ourselves, “How were they prepared for school? What knowledge do they bring from home? What are their relationships with their families like? What family routines do they participate in? What languages do they speak with their parents, siblings and other family members?” These questions are especially relevant when we work with children whose socioeconomic and cultural backgrounds are different from our own. The good thing is that as early childhood educators we have multiple opportunities to get to know our students’ families. This knowledge leads to work with children that is more responsive to the development and the experiences they have had within their home, family and community contexts.

This vignette of Marina and Jenifer opens a door to the home of a Latino family. Considering that North Carolina has had a 111% increase (U.S. Census Bureau, 2010) of its Latino population in the last ten years and a 34% growth among Latino school-aged children (Action for Children, 2010), we would like to ground ourselves in this vignette to learn how some Latino families prepare their children for the home-to-school transition.

What can we learn about Latino children and their families from Marina and Jenifer?

The clothes

When Marina irons Jenifer’s clothes, she does it because she wants Jenifer to look nice, to express her affection for Jennifer and to signal to her that she is beginning something new and special. These actions demonstrate to Jenifer that the adults in her life are responsible and trustworthy individuals who want the best for her. She also learns that there is a routine to be followed in order to get to school on time. This close relationship to her mother enables Jenifer to relate to the teacher and adapt to the routines at school (NICHD, 2006). Additionally, this shows the great respect (Valdés, 1996) and positive attitude (Pew Hispanic Center, 2004) that many Latino families have towards teachers and schools.

The family

Participating in familiar routines with her family, which often include other members of the extended family, Jenifer learns new things, values and ways of communicating that allow her to be an active member of her sociocultural environment (Yosso, 2005). For example, she learns new vocabulary from her father when he tells stories about his childhood; from her grandmother, she learns about math when they calculate the ingredients to make cakes; from her grandfather, the child learns about the natural world when together they plant a vegetable garden, and from her cousins, she learns to relate to other children.

The neighbor

The neighbor is a source of information for Marina who now finds herself in a new country. The positive experiences the neighbor has had with the preschool convince Marina that it is a good place to learn. Being able to exchange information with her neighbor helps Marina overcome a fear of the unknown. Marina’s flexible attitude grants her the ability to fulfill her desire to provide Jenifer with more opportunities for “una buena educación” and to ensure her success in school.





El consejo

Marina gives Jenifer a “consejo” or advice, to help orient her to the school environment and to view the teacher as a central figure within that setting (Valdés, 1996). When she tells Jenifer to behave and pay attention to the teacher, Marina introduces “pedagogies of the home” (Delgado Bernal, 2006) to the school environment. From the time Jenifer was very young, she learned that she was expected to be well-behaved when venturing outside the home and to treat adults with respect. By emphasizing these lessons from the home, Marina builds a bridge between the home and the school. This bridge connects Jenifer to her family even as she separates from them for the first time. But there is something more profound about this advice; implied is the hope that Jenifer will make good decisions that help her become part of the group, which is more likely to happen if she “behaves” and is responsive to the teacher.

Respect, trust and mutual exchange

As we see in the case of Marina and Jenifer, the home is a site of learning which prepares the child for the transition to school and for success there. We see that the Latino family serves as a support and resource for the child and the school. It is essential for teachers to gain knowledge about the home and parents’ child rearing practices and beliefs in order to understand children’s decisions and actions in the school setting. At the same time, it is important to learn about “pedagogies of the home” so that teachers can integrate these into the curriculum and instruction, and in this way form a bond with families based on respect, trust and mutual exchange in order to build a better future for Latino children.

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Con cariño y amor: las familias latinas preparan a sus hijos para alcanzar el éxito en la escuela

Mañana Jenifer comienza preescolar; Marina, la mamá, le plancha la ropa con mucho cuidado. Al principio Marina dudaba en mandar a Jenifer a la escuela. Desde que Jenifer nació la familia la ha cuidado y esta sería la primera vez que personas “extrañas” cuidarían su niña. A pesar de sus temores, Marina reflexionó sobre la importancia de que Jenifer empezara ya a aprender a comportarse en la escuela. Una vecina, además, le comentó a Marina que los maestros de esa escuela eran muy amables y que su hija había aprendido los colores, las figuras geométricas y a escribir su nombre. Al día siguiente Marina le ayudó a Jenifer a vestirse, le dio un buen desayuno y juntas se fueron caminando al centro preescolar cercano a su casa. Cuando llegaron a la escuela Marina le dio un beso a Jenifer y le dijo: “Pórtate bien y hazle caso a la maestra.”

No cabe duda que la mayoría de las familias se esfuerzan en preparar a los niños para el ingreso al colegio. Cuando un niño ingresa a nuestra clase o al centro escolar los maestros se preguntan: ¿cómo habrán preparado a este niño para empezar la escuela? ¿qué conocimientos habrá desarrollado en familia? ¿cómo se relacionará con sus familiares? ¿en qué rutinas participarán los familiares? ¿en qué idioma hablará con sus padres, hermanos y los demás integrantes de la familia? Estas preguntas resultan particularmente importantes cuando trabajamos con niños que provienen de familias de grupos socioeconómicos y culturales diferentes al nuestro. El lado positivo de esta situación es que como educadores de niños en edad preescolar tendremos muchas oportunidades para conocer a las familias de nuestros alumnos y esto posibilitará que nuestro trabajo con los niños sea más congruente con su desarrollo y su entorno familiar y de la comunidad.

La escena entre Marina y Jenifer nos abre las puertas a un hogar de una familia latina. Considerando que el estado de Carolina del Norte ha tenido un incremento de 111 % en la población latina en los últimos diez años (U.S. Census Bureau, 2010) y un 34 % en la población escolar de niños latinos en los pasados tres años (Action for Children, 2010) dedicamos este espacio para examinar este escenario con el fin de aprender cómo algunas familias latinas preparan a sus hijos para la transición entre el hogar y el centro escolar.



¿Qué podemos aprender de Marina y Jenifer sobre los niños latinos y sus familias?

La ropa

Cuando Marina plancha la ropa de Jenifer lo hace porque desea que la niña luzca bien, para expresarle cariño y para marcar el inicio de algo nuevo y especial. Estas acciones le demuestran a Jenifer que los adultos que forman parte de su vida son responsables y confiables y que desean lo mejor para ella. Por otro lado Jenifer también aprende que es necesario seguir una rutina para poder llegar al colegio a horario. Esta relación estrecha con la mamá permite que la niña se sienta segura para relacionarse con la maestra y pueda adaptarse a las nuevas rutinas de la escuela (NICHD, 2006). Al mismo tiempo demuestra el gran respeto (Valdés, 1996) y la actitud positiva (Pew Hispanic Center, 2004) que muchas familias latinas tienen hacia los maestros y la escuela.



La familia

Cuando el niño participa de las rutinas familiares dentro de la familia, entre los que se incluyen también los parientes, el niño adquiere conocimientos, valores y formas de comunicación que le permitirán ser un miembro activo de su entorno sociocultural (Yosso, 2005). Por ejemplo, de su papá adquiere nuevo vocabulario cuando él le cuenta historias de su niñez; de su abuela aprende matemáticas cuando calculan los ingredientes para cocinar pasteles, de su abuelo observa la naturaleza cuando trabajan en el huerto y de sus primos aprende a relacionarse con otros niños.

La vecina

La vecina es una fuente de información para Marina en un país extranjero. Las experiencias positivas de la vecina con el centro preescolar la convencen de que ese es un ámbito de aprendizaje confiable. La posibilidad de intercambiar información con la vecina le ayuda a superar sus temores ante lo desconocido. Esta actitud flexible la deja cumplir con el deseo de brindarle a Jenifer todas las oportunidades para que sea una niña “bien educada” y garantizar una experiencia educativa exitosa.



El consejo

Marina aconseja a Jenifer para guiarla en el entorno escolar y para que vea a la maestra como figura clave en ese ámbito (Valdés, 1996). Cuando le dice a Jenifer que se porte bien y le haga caso a la maestra, Marina introduce en la escuela las “pedagogías del hogar” (Delgado Bernal, 2006). Desde muy pequeña Jenifer ha aprendido que en lugares nuevos debe “comportarse bien” y que se debe tratar a los adultos con respeto. Con este consejo, y al recalcar estas lecciones del hogar, Marina construye un puente entre el hogar y la escuela. Este puente conecta a Jenifer con su familia, a pesar de separarse por primera vez de ella. Pero este consejo guarda algo más profundo: la esperanza de que Jenifer tome buenas decisiones para que así se integre en el grupo, que por cierto será más probable que suceda si ella se porta bien y le hace caso a la maestra.

Respeto, confianza e intercambio mutuo

Como vemos en el ejemplo de Marina y Jenifer, el hogar es un ámbito pedagógico que prepara al niño para la transición a la escuela y para lograr el éxito escolar. Vemos así que la familia latina es pilar y fuente de recursos para el hijo y la escuela. Es fundamental para el maestro indagar sobre el hogar y las creencias y prácticas de crianza de los padres para entender las decisiones que toma y el comportamiento del niño en el centro preescolar y en la escuela. Al mismo tiempo, al conocer las “pedagogías del hogar” los maestros pueden integrarlas al curriculum y a su instrucción de tal manera de crear un lazo con las familias, un vínculo basado en el respeto, la confianza y el intercambio mutuo para un futuro mejor del niño latino.

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Making Transitions Work During the School Day

Outside time for the four year olds of the ABC Preschool has come to an end. As the students line up to go inside, Ms. Megan notices that Jason continues to play on the jungle gym. “Come on, Jason. It is time to go inside,” she yells. Jason turns away and climbs higher. “I’m not ready to go inside,” he shouts. After a deep sigh, Ms. Megan moves towards Jason and begs him to join the group. Finally, she promises him a chance to use the classroom hollow blocks in an attempt to lure him inside.

Transitions can be one of the most challenging parts of any preschool day. These times of the school day find children moving and/or changing from one activity to another. NAEYC asks early care and education practitioners to consider the importance of predictable, structured daily routines which help children feel safe and secure as they know what to expect (Bredekamp & Copple, 2009). Additionally, the most successful transitions promote learning, build communication skills and promote quality interactions between children and staff.



Designing a schedule that minimizes transitions and maximizes the time children spend engaged in developmentally appropriate activities is the first step in decreasing challenging behavior (Hemmeter, Ostrosky, Artman & Kinder, 2008). Occasionally, children may experience challenges during transitions when they do not understand expectations or if program staff is inconsistent in the structure or the implementation of transitions. The following suggestions are meant to provide guidance to best support children and staff with successful transitions:

- Plan for transitions in your day as you would plan for any group activity. Remember that transitions have a beginning, middle, and end like other activities. Transition activities can be anything from reading a book, telling a story that actively involves children, or singing songs and saying rhymes that involve hand and/or body movements.
- Prepare materials AHEAD of time and have them easily accessible so that your attention is always on the children instead of trying to find your materials.
- Show respect for children’s needs by giving them warnings before transitions. Visual and/or auditory cues help children know when a change is about to occur. Examples of possible cues or signals could be turning the lights off, ringing a bell, singing a special song, or saying something like, “Hands go up!” or “One, two, three, all eyes looking at me!” Be sure to give the signal about five minutes before the change is to occur and say to the children, “The next time... (you hear the bell, the lights go out, or you hear me say “Hands go up!”) ... it will be time to clean up, go inside, come to group, etc.” Ask the children to give a “thumbs up” so you know they heard the transitional warning.
- For children who are new to your class, take a long time to transition, or have difficulty with transitions, give them individual guidance PRIOR to when you give the whole class their warning that a transition is about to happen. Touch, guide, and speak to them about the upcoming transition and help them think about what they will need to do to transition to the next activity. For example, tell the child that it will soon be time to clean up and to think about what he or she wants to pick up when it is clean up time.

If the child is working on a project that you know will be hard for him to stop doing, let him know how much time is left to work on it. Occasionally it is helpful to use your fingers to “mark time” for children so you can concretely show them how much time is left before the transition begins. For example, show the child your fingers held parallel, about 3 inches apart and say, “in this much time we will begin to clean up big people call it 3 minutes.” Then help him think about what he can do with his work if he is not finished when it is time for him to stop. Offer signs to mark that his work is a “work in progress”.



- Have a picture schedule of your day in the classroom so that the children can easily refer to it throughout the day. It is also helpful to have some way of designating what activity is going on at the present time, i.e. A clothespin clipped on the picture showing the present activity in the day. For children who have difficulty with transitions, show the schedule to the child so that she can see what activity will be coming next. The clothespin can be moved when the next activity begins. If there are many children in your class who have difficulty with transitions, it will be helpful to show all the children the schedule immediately following your announcement that an activity is over. As you show the children the schedule, point to the pictures demonstrating the following activities and say, "Play time is over. It is time to clean up." Some children, particularly those on the Autism Spectrum may need a differentiated schedule or an individualized system for success.
- It is helpful to have a picture on your schedule following clean-up that shows children what they can do when they are finished cleaning up (i.e. sitting in the group area and looking at a book chosen from a crate of books placed in that area). Then as you see children finish cleaning their area, you can either show them the schedule or guide them to the next activity. If one teacher moves to the group area after most of the room is cleaned, she can sing songs, read a book, or tell a story while the other teacher oversees clean-up with children who are not finished. This approach may naturally encourage children who are finished cleaning up to move to the group area. It also keeps the children already in the group area engaged.
- Try to make certain that enjoyable activities follow less motivating ones. For example, a statement like, "After everyone is finished cleaning up, we will go outside," encourages more cooperation and compliance.
- Give age-appropriate directions, with one direction at a time. Be clear and specific and be careful not to talk too much.
- Teach children the expectations for the classroom routines. Consider providing visual routine charts and/or picture clues that "show and tell" children what to do with their body as they transition. For example, when lining up to go from outside to inside children should put both of their feet on a star and hands by their side.
- Consider what the children and adults will do during these times. For example, once most of the classroom is cleaned, one teacher can continue to facilitate clean up and the other can sit on the carpet reading books with children.
- Avoid moving "whole" groups of kids. Transition children one at a time or in small groups.
- Reduce the number of transitions in your school day. Remember that with transitions, LESS is MORE! Consider what transitions can be eliminated or incorporated in other times of the day. For example, you might consider having snack as a center activity and allow children to go to that center as they would go to any center in the classroom.



Thinking intentionally and consciously planning guides children successfully through daily transitions and goes a long way in creating a smooth flow to the day. The ideas in this article help make transitions more effective and create less stress for children and staff alike. Remember that the teacher always sets the tone so be sure to consistently give advance publicity for the next activity and to use a voice of excitement. Notice when children are successful and give them specific, positive feedback that paints a picture of effective transitions at their best!

Kim is the founder and principal consultant of Conscious Connections, an educational training, consulting and coaching firm that helps teachers, school administrators, child care providers, and parents harness positive discipline techniques and cutting-edge early childhood research to create rewarding relationships and positive learning environments for children from birth to third grade.



Engaging minds & empowering
relationships...one *ah ha* at a time

Accreditation: An Important Link to a Quality Program

NAEYC Accreditation of programs for young children represents the mark of quality in early childhood education. NAEYC Accreditation began in 1985 with the goal of providing an accrediting system that would raise the level of early childhood programs. Today, over 7,000 programs are NAEYC Accredited Nationwide, and North Carolina is home to 117 of these quality programs.

Accredited programs invest in early childhood education because they believe in the benefits to children and families. Early childhood experiences—from birth to age 8—have an enormous impact on children's lifelong learning and positively contribute to their health and development. Early childhood education programs with the mark of quality benefit children with greater school readiness and success.

It is for this reason that parents and families are seeking out NAEYC-accredited programs. Parents choosing an early childhood education program can be overwhelmed by trying to find the highest-quality program for their child. NAEYC Accreditation is the mark of quality that families are looking for. The NAEYC web site has several good videos about accreditation. If you're looking to learn more, here is a great article to get you started: <http://www.naeyc.org/academy/interested/whyaccreditation>.

If you have checked into Accreditation before, you will find that the accreditation criteria have evolved over the years and that it is important to stay current with research and public policies. The latest updates were made as a result of the updated “Caring for Our Children” document produced by the American Academy of Pediatrics. When we make changes to upgrade our quality, all stakeholders (directors, owners, teachers, families and children) benefit. If your program is interested in Accreditation, there are resources available and mentors to help every step of the way. Our state will have many professional opportunities in the next 5 years with the Early Learning Challenge, and this is a perfect opportunity for all programs to reevaluate their goals.

Accreditation provides the framework for self-study, evaluation, and improvement in the quality of teachers. We hope that your program is striving for the top. Consider being part of that select group of programs who hear those exciting words “You are accredited!!” If you have an accredited program you would like us to highlight, please let us know. Tell us what it means to you! We intend to highlight your journey towards accreditation in the upcoming issues of *Milestones*.



Strengthening the Teacher-Student Relationship Through Kindergarten Home Visits

Written by Lee Messer
and Marylee Sease

"My teacher's here! My teacher's here!"

It wasn't always this way. There was a time when home visiting in kindergarten was not common practice in Haywood County. But now, it is a tradition that families and teachers look forward to in the fall as children transition to kindergarten. The visits began nearly twenty years ago when we noticed our Pre-K colleague's rapport with children and families sky rocketing. The teacher's students were walking into class with smiles on their faces eager to begin their new school experience. Name tags were not needed; she already knew them and the children knew her. As a former Kindergarten teacher, she had always had strong relationships with her children and families, but the level of engagement seemed deeper. Our thinking was, "What are you doing differently? Tell us your secret!" She credited home visits for making the difference. The transitions to her classroom were so smooth; we wanted that for our kindergartners too. After researching and developing a plan, we approached our Elementary Supervisor with the idea of Kindergarten home visits.



As an Early Childhood expert, she recognized the value of home visits as a quality transition practice. At that time, Hazelwood Elementary became the first Kindergarten in the county to explore home visits. As word spread, road blocks were thrown up by some, "When will we fit this in? Who will pay for the gas? What's the value?" Some questioned the purpose of the visit. "Are you coming to see

our house?" Despite challenges, we moved forward. Since that first year, we have continued to incorporate home visits in the transition of children to kindergarten. Now, all Haywood County Kindergartners are home visited. Hazelwood's version of the home visit starts long before the teacher comes to the door. We share with families the definition of a home visit and explain why the teacher and assistant are coming to see the child. It's about connecting with the child in a safe environment and beginning a relationship. This is accomplished in several ways. One of the most important pieces is reading a powerful children's book with the child. This book is read to every child so that when they come to kindergarten they have a shared experience. We take a photograph of the child that is used in numerous ways throughout the classroom to establish a sense of ownership. Before saying goodbye, we give the child a photo frame and their first homework. The child brings a family photo to kindergarten on the first day. This photo provides emotional support for the child during the transition and also helps foster context for community building within the class. When parents are surveyed regarding transition practices and their effectiveness, home visits rank as the most effective practice for Hazelwood Elementary and Haywood County. As teachers, we can't imagine the transition to kindergarten without home visits.

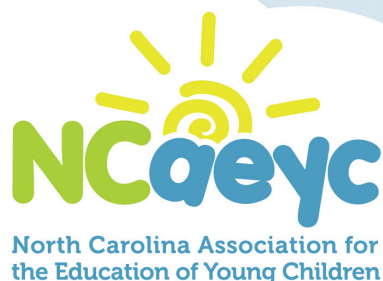
Lee Messer and Marylee Sease are North Carolina Kindergarten Demonstration Classroom Teachers at Hazelwood Elementary in Haywood County.

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Karen Lounsbury

North West Region

Susan Suddreth
Amanda Vestal

Sandhills Region

Terrie Jordan
Linda Novak

South East Region

Krista Turner

West Central Region

Joanie Oliphant
Brenda Williamson

East Central Region

Doris Battle
Mary Lee Porterfield

Student Representatives

Barbara Gray
Tammy Hubbard

Local Affiliate Council Representatives

Patricia Minter
Deborah Kennerson-Webb

To contact any NCAeyc board member, please send an email to: generalinfo@ncaeyc.org

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Another exciting transition for NCAeyc is a shift to on-line registration for our 59th Annual Conference, September 13–15. We hope this change in the registration process will provide increased efficiency and we are here to help ensure a smooth process for registrants. While payment can now be made on-line through credit or debit, we still offer the options of paying by check or purchase order. Please do not hesitate to contact our office if you need any assistance with this new on-line system. We are here to help! We hope to see you and your colleagues at this year's Conference which features Dr. Sue Bredekamp as our keynote speaker. It is our hope that this year's theme, "Lead Where You are Located" will help attendees recognize their full potential whether they are leading a lesson plan, a staff meeting, a statewide project or an advocacy event.

NCAeyc is proud to be learning and growing with the members we serve! As YOUR professional association we are committed to providing a strong foundation of excellence. Together we will navigate the ever-present transitions that call us to be nimble and responsive in meeting the needs of North Carolina's children and families.

Lorrie C. Barnes



2209 Century Drive
Suite 550
Raleigh, NC 27612

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NCAeyc Local Affiliate Information

#	Name	Counties Served	Contact Name	Email Address
156	NCAeyc/At Large	All other counties in NC	Jenna Nelson	jnelson@ncaeyc.org
126	Cape Fear	Brunswick/Columbus/New Hanover/Pender/Onslow	Sarah Flaherty	sflaherty@ec.rr.com or cfaeyc@yahoo.com
127	Piedmont	Forsyth/Stokes/Davie/Davidson	Paula Grubbs	grubbs.paula@gmail.com
128	South West	Mecklenburg/Union	Susan Butler-Staub	susanbutlerstaub@gmail.com
148	East	Beaufort/Martin/Pitt/Lenoir/Greene/Wayne/Jones	Ginger Thomas	gtaeyceast@yahoo.com
154	CRS	Cabarrus/Rowan/Stanly	Christy Hopkins	CHopkins5545@stanly.edu
172	Central South East	Cumberland/Robeson/Sampson/Bladen/Duplin	Jenna Nelson	jnelson@ncaeyc.org
186	Wake	Wake	Kirsten Aleman	wakeaeyc@gmail.com
536	Southern Piedmont	Gaston/Lincoln/Cleveland	Frances McSwain	francesmcswain@yahoo.com
537	North Central	Rockingham/Guilford/Randolph/Alamance/Caswell/Person	Helen Thomas	hnthomas@gtcc.edu
670	DOC	Durham/Orange/Chatham	Marguerite DeCarlis	Docaeyc09@gmail.com
671	Sandhills	Moore/Lee/Montgomery/Richmond/Scotland/Hoke/ Harnett/Anson	Debbi Musika	dmusika@brighterfutures.org
672	Smoky Mountains	Cherokee/Clay/Graham/Haywood/Jackson/Macon/Swain	Teresa Mallonee	tmallonee@verizon.net
673	NW Foothills	Iredell/Alexander/Catawba/Surry/Yadkin/Burke/Caldwell	Katherine Mash	katherinemash@yahoo.com
156-11	Land of Sky	Buncombe/Henderson/Transylvania/Polk/Madison	Catherine Lieberman	catherinel@childrenandfamily.org
156-18	North West Mountains	Watauga/Avery/Ashe/Wilkes/Alleghany	Cindy McGaha	mcgahac@appstate.edu
156-22	North East	Northampton/Hertford/Bertie/Chowan/Perquimans/ Pasquotank/Dare/Camden/Currituck/Gates	Jenna Nelson	jnelson@ncaeyc.org