



## ARTICLES

Curtis, R. R., Humbarger, J. A., & Mann, T. E. (2011). Ten tips for coaching adults. *Young Children*, 66(1), 50–54.

This article provides suggestions for education leaders that are designed to help support and motivate teachers, with an emphasis on maintaining positive.

## BOOKS AND CHAPTERS

Koralek, D. (Ed.) (2004). *Spotlight on young children and assessment*. Washington, DC: National Association for the Education of Young Children.

These collected articles, mostly from *Young Children*, address how assessment informs and improves practice in early childhood education.

National Research Council. (2008). *Early childhood assessment. Why, what, and how*. Committee on Developmental Outcomes and Assessments of Young Children. Washington, DC: The National Academies Press.

This comprehensive report on early childhood assessment includes information on current literature and research, early learning standards, policy, and a variety of assessment methods and tools. The report also includes guidelines and recommendations for implementing an effective early childhood assessment system. Available at: [http://www.nap.edu/catalog.php?record\\_id=12446](http://www.nap.edu/catalog.php?record_id=12446)

Rush, D.D., & Shelden, M.L. (2011). *The early childhood coaching handbook*. Baltimore: Paul H. Brookes Publishing.

This resource offers early childhood professionals concrete guidance on strategies for conducting skillful coaching in home, school, or community settings.

Scott Heller, S., & Gilkerson, L. (Eds.)(2011). *A practical guide to reflective supervision*. Washington, DC: ZERO TO THREE.

This book describes the foundations and frameworks of reflective practice, and provides guidelines to support reflective supervision in a wide variety of work settings. The book includes practical suggestions, tips, and vignettes.

Whitebook, M., & Bellm, D. (2013). *Supporting teachers as learners: A guide for mentors and coaches in early care and education*. Washington, DC: American Federation of Teachers.

This book offers resources that help early childhood teachers develop skills and strategies for effective mentoring.

## WEB RESOURCES

Data in Head Start and Early Head Start: Creating a Culture that Embraces Change

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/center/data/index.html>

This is an interactive training module produced by the National Center on Program Management and Fiscal Operations. The module was designed for management staff to help programs embrace the use of data to inform teaching and drive continuous improvement.



## Practice-based Coaching

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html>

This webpage offers resources on coaching developed by the National Center on Quality Teaching and Learning.

## Presentations for Managers

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/assessment/Ongoing%20assessment/lfa.html#presentations>

These two presentations, from the Learning from Assessment (LFA) Toolkit, are designed for program directors and managers. They include *Getting Ready to Get the Most Out of Your Child Assessments*, which explores planning and organizing for assessment, and *But What Does It All Mean?*, which focuses on key concepts and terms associated with how to examine and interpret data.

## Resources for Practitioners, Administrators and Policy Makers

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/docs/resources/lfa-annotated-bibliography.pdf>

Here are over 20 pages of resources, including background information on policy and assessment standards, that can help Head Start managers, staff, and trainers.

## Data Analysis Handbook

<http://ece.aed.org/publications/dataanalysis.html>

Migrant and Seasonal Head Start Technical Assistance Center (2008). *Introduction to data analysis handbook*. Academy for Educational Development: Washington, DC.

This handbook introduces basic procedures and methods for analysis of quantitative and qualitative data. The focus is on using data in meaningful ways to support the work of Head Start staff across content areas.

## News You Can Use: A Circle of Support for Infants and Toddlers – Reflective Parenting Practices and Strategies in Early Head Start

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/supervision/supervision/NewsYouCanUse.htm>

Directors, supervisors, and staff will find this article helpful in defining reflective supervision in practice.

## Three Building Blocks of Reflective Supervision

<http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/three-building-blocks-of-reflective-supervision.html>

Parlakian, R. (2001). *Look, listen, and learn: Reflective supervision and relationship-based work*. Washington, DC: ZERO TO THREE.

This brief excerpt is from an article on reflective practice and program development.



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