



2011 National Smart Start Conference
Using Data and Evaluation Practices to Improve Early Childhood Programs

Annotated Bibliography

Evaluation

American Evaluation Association. (2004). *Guiding principles for evaluators*. Retrieved from <http://www.eval.org/Publications/aea06.GPBrochure.pdf>

- The American Evaluation Association outlines guiding principles for evaluators in an effort to promote ethical practice when evaluating programs, workforce, policy, and products. Principles include Systemic Inquiry, Competence, Integrity/Honesty, Respect for People, and Responsibilities for General and Public Welfare.

Bruner, C. (2005, September). *The five habits of effective family support evaluators*. Paper presented at Evaluation In Family Support meeting of First 5 LA, Los Angeles, CA. Retrieved from <http://www.cfpciowa.org/uploaded/5%20habits%2009%2016%2005%20LA.ppt>

- The link directs readers to a conference PowerPoint that discusses the five concepts of clarity, completeness, participatory nature, rigor, and process/impact, which are essential habits for those who conduct evaluations of child and family programs.

Chinman, M., Imm, P., & Wandersman, A. (2004, January). *Getting to outcomesTM: Promoting accountability through methods and tools for planning, implementing, and evaluation*. Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/pubs/technical_reports/TR101.html

- In this comprehensive technical report, the Getting to Outcomes (GTO) model of empowerment evaluation is presented. Text and worksheets walk the reader through the ten-step process aimed to enable providers to plan, implement, and evaluate their own programs.

Fetterman, D. (n.d.). Empowerment evaluation [blog]. Retrieved from <http://evaluation.blogspot.com/>

- Discussions and sharing of information and resources on empowerment evaluation practice and theory are provided on this regularly updated blog. In addition, related links are provided. On facebook, the following site is available on collaborative, participatory, and empowerment evaluations: <http://www.facebook.com/pages/Collaborative-Participatory-and-Empowerment-Evaluation/111841242214686?v=wall>

Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45-51. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%20A2-Evaluating-Professional-Development.aspx>

- The author describes how using five critical levels of data collection can improve K-12 professional development programs. These five levels are Participants' Reactions, Participants' Learning, Organization Support and Change, Participants' Use of New Knowledge and Skills, and Student Learning Outcomes.

- Harvard Family Research Project. (2002). *Learning from logic models in out-of-school time*. Cambridge, MA: Author. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/learning-from-logic-models-in-out-of-school-time>
- The brief describes what is a logic model and the reasons for developing one. Elements are described and steps to developing a logic model are clearly explained.
- NAEYC & NAECS/SDE. (2003, November). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>
- This document summarizes the joint position of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education on early childhood curriculum, assessment, and program evaluation. In addition, an overview of trends, issues, and values is provided.
- Smart Start. (2011, March). *Smart Start evaluation fact sheet*. Retrieved from <http://hugh.ncsmartstart.org/uncategorized/evaluation-weve-got-that>
- The fact sheet briefly explains the type of evaluations that have been conducted on Smart Start and key findings. Also provided is an index of evaluations.
- Smits, P. A., & Champagne, F. (2008). An assessment of the theoretical underpinnings of practical participatory evaluation. *American Journal of Evaluation*, 29(4), 427-442.
- The authors provide rationale of practical participatory evaluation (PPE) as an approach to ensure evaluation results are used. The mechanisms of PPE are presented, as well as the theoretical and empirical evidence.
- Wyatt Knowlton, L., & Phillips, C. C. (2009). *The logic model guidebook: Better strategies for great results*. Thousand Oaks, CA: SAGE Publications, Inc.
- Written for a broad audience, basic information is provided on how logic models can be created and used. Logic model components are succinctly described and many model examples are provided so the reader can easily tailor the information to suit their program.
- Weiss, C. W. (1998). *Evaluation* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.
- This practical text explores how research methods are used to evaluate social programs, with examples provided from a variety of work sectors. Advice is provided on planning and implementing the evaluation. The author emphasizes the importance of aligning program theory to evaluation.
- Weiss, H. (Ed.) (1995). Participatory evaluation. *The Evaluation Exchange*, 1(3 & 4). Retrieved from <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/participatory-evaluation>
- Articles present approaches behind participatory evaluation through case examples across a variety of fields. The time demanding theory is presented as empowering to the individuals and organizations involved.
- W.K. Kellogg Foundation. (1998, January). *W.K. Kellogg Foundation Evaluation Handbook*. Retrieved from <http://www.wkkf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx>
- This handbook provides a useful framework on the Foundation's approach and philosophy towards evaluations, as well as useful tools. The types of evaluation are reviewed, logic model techniques provided, and stages of evaluation considered in their blueprint for conducting evaluation.

Professional Development

Buysse, V., Winton, P. J., & Rous, B. (2009). Reaching consensus on a definition of professional development for the early childhood field. *Topics in Early Childhood Special Education, 28*(4), 235-243.

- The article proposes a definition and conceptual framework for early childhood professional development that was developed through a systematic review process. The importance of shared understanding of early childhood professional development is explored.

LeMoine, S. (2008). *Workforce designs: A policy blueprint for state early childhood professional development systems*. Washington, DC: National Association for the Education of Young Children. Retrieved from http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf

- The policy blueprint focuses on early childhood professional development systems and the policies that support an integrated system, as part of the Early Childhood Workforce Systems Initiative. The highlight of the report is the articulation of principles for policymaking of six essential policy areas for the purpose of developing and retaining a competent early childhood workforce.

National Professional Development Center on Inclusion. (2008). *What do we mean by professional development in the early childhood field?* Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute, Author. Retrieved from <http://community.fpg.unc.edu/resources/articles/files/NPDCI-ProfessionalDevelopment-03-04-08.pdf>

- An easily accessible paper describing NPDCI's definition and conceptual framework for early childhood professional development and the linkages to ensuring a competent workforce.

National Professional Development Center on Inclusion. (2009). *Professional development findings*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute, Author. Retrieved from [http://community.fpg.unc.edu/resources/articles/NPDCI-PD-Findings-4-2008.pdf/view?searchterm=Professional development findings](http://community.fpg.unc.edu/resources/articles/NPDCI-PD-Findings-4-2008.pdf/view?searchterm=Professional%20development%20findings)

- The brief report summarizes the research on early childhood professional development, focusing on the current status of professional development and what are effective approaches.

Winton, P. J., McCollum, J. A., & Catlett, C. (Eds.). (2008). *Practical approaches to early childhood professional development: Evidence, strategies, and resources*. Washington, DC: ZERO TO THREE.

- Prominent issues in the early childhood field are explored in this book on building quality professional development programs.

Zaslow, M., Tout, K., Halle, T., Whittaker, J. V., & Lavelle, B. (2010). *Toward the identification of features of effective professional development for early childhood educators: Literature review* (ED-04-CO-0038/0002). Washington, DC: U.S Department of Education. Retrieved from <http://www2.ed.gov/rschstat/eval/professional-development/literature-review.pdf>

- A comprehensive review developed for the U.S. Department of Education encapsulates research findings addressing human/social capital, existing professional development practices, educator practices linked to child outcomes, and classroom quality. The conclusion identifies effective professional development practices for the early childhood field.

Key Practices

Buysse, V., & Wesley, P. W. (2006). *Evidence-based practice in the early childhood field*. Washington, DC: ZERO TO THREE.

- This book was designed to assist a cross-sector of providers who serve children and families make decisions using a process that integrates research evidence, policy, and practice. Evidence-based practice can empower the early childhood provider in their effort to deliver effective services.

Ferraro, J. M. (2000, October). Reflective practice and professional development. *ERIC Digest*. Retrieved from <http://www.ericdigests.org/2001-3/reflective.htm>

- Definitions of reflective practice, as well as implementation techniques and benefits are reviewed in this brief. The advantages of reflective practice to teacher professional development are discussed.

Powers, S. (Ed.). (2010, November). Putting reflective supervision into practice. *Zero to Three Journal*, 31(2).

- Journal articles explore how reflective supervision is an essential professional development process for those who work with children and their families. Articles focus on how to integrate reflective supervision into practice.

Roper, N. (2006). Sources of information about communities of practice. *CASEmaker*, 2(1), 1-4. Retrieved from http://www.fippcase.org/casemakers/casemakers_vol2_no1.pdf

- The conceptualization, characteristics and features, utilization, and potential benefits of communities of practice are presented as an evidence-based practice. Citations of the research are listed for further exploration.

Other Early Childhood Program and Workforce Resources

Gebhard, B., Ochshorn, S., & Jones, L. (2010, November). *Toward a bright future for our youngest children: Building a strong infant-toddler workforce*. Washington, DC: ZERO TO THREE. Retrieved from <http://www.zerotothree.org/public-policy/policy-toolkit/professional-development-final-for-web.pdf>

- The focus of this policy brief is summarizing research and policy related to strengthening professional development systems for the infant-toddler workforce. Recommendations are provided as to how policymakers can invest in professional development systems.

Shonkoff, J. P., & Phillips, D. A. (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

- Early brain development and research on how children learn is communicated, with emphasis on the impact of context on the developing child. The text explores how new knowledge can be used for the benefit of all young children.