

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/254310299>

Performance: A Strategy for Professional Development in Early Childhood Teacher Preparation

Article in *Journal of Early Childhood Teacher Education* · October 2011

DOI: 10.1080/10901027.2011.622244

CITATIONS

6

READS

222

10 authors, including:



[Susan P. Maude](#)

26 PUBLICATIONS 116 CITATIONS

SEE PROFILE



[Mary Jane Brotherson](#)

Iowa State University

35 PUBLICATIONS 663 CITATIONS

SEE PROFILE



[Jean Ann Summers](#)

University of Kansas

105 PUBLICATIONS 3,020 CITATIONS

SEE PROFILE



[Elizabeth Joy Erwin](#)

Montclair State University

39 PUBLICATIONS 747 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



Refugee Home Literacy and Family-School Partnership [View project](#)



Transition & Technology (Rocket Reader + WF) [View project](#)

Performance: A Strategy for Professional Development in Early Childhood Teacher Preparation

SUSAN P. MAUDE¹, MARY JANE BROTHERSON¹,
JEAN ANN SUMMERS², ELIZABETH J. ERWIN³,
SUSAN PALMER², NANCY F. PECK¹, YU ZHU ZHENG¹,
ARYN KRUSE¹, SHANA J. HAINES², AND CINDY J. WEIGEL¹

¹Department of Human Development and Family Studies, Iowa State University, Ames, Iowa, USA

²Beach Center on Disability, University of Kansas, Lawrence, Kansas, USA

³Department of Early Childhood, Elementary and Literacy Education/CEHS, Montclair State University, Montclair, New Jersey, USA

The purpose of this article is to propose performance as a creative instructional strategy to convey complex competencies related to understanding and working effectively with families in early childhood education. Performance derives from performance ethnography, which is a qualitative research methodology. Its application to professional development enables students and in-service participants not only to hear the voices of families, but to experience them through performance. This article describes the advantages and disadvantages of performance as an approach to professional development and illustrates the development and application of an example performance. Authors discuss how faculty, researchers, and those responsible for professional development can use performance to bridge the gap between research and practice and to move early childhood educators towards greater family-centered competencies when serving diverse families and children.

Like some things you would think would be great don't turn out that way. Like we went to this place called Jumping Jack's and you'd think "oh great, he'd love to jump on these things"—he is very into jumping, so I thought that would be perfect. No, it was noisy, it was loud, and the lighting was too bright. It was a disaster. You know he didn't jump on a single thing and just curled up into a ball. So that didn't really work out so well. We go to a museum, he likes fish but that's kind of hard, because he'll want to climb into the displays. I worry

Received 8 April 2011; accepted 10 June 2011.

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A090267 to the University of Kansas, "Building Foundations of Self-Determination in Young Children With Disabilities: Developing a Curriculum for Families." The opinions expressed are those of the authors and do not represent the views of the Institute of Education Sciences or the U.S. Department of Education.

Address correspondence to Susan P. Maude, Department of Human Development and Family Studies, Iowa State University, 4380 Palmer, Suite 2360, Ames, IA 50011-4380, USA. E-mail: smaude@iastate.edu

that his brother kind of gets the shaft because I'm always concentrating on Josh, because I never know what he is going to do and. . . There are so few people he gets along with. . . if they're in his space, they look at him wrong. . . or whatever he considers wrong, he'll hit them. That's a new thing. He never used to do that. . . I don't know. . . we're trying all sorts of things, we don't know what to do.

The scenario above reveals the frustration expressed by a family member when asked to describe concerns about getting her child with a disability into the community. The perspective it exemplifies is critical for early childhood education professionals to understand both cognitively and emotionally in order to work effectively with families and their children. Early childhood faculty and professional developers have attempted a number of strategies to convey the complex competencies entailed in understanding family issues. The purpose of this paper is to propose as one solution the use of performance as an innovative strategy to bring the voices and values of diverse families into preservice and in-service professional development. We believe performance is a strategy that allows for the examination of and reflection on the unique experiences of families. In this article, we will use the terms early childhood education, unified, or blended early childhood education to describe preservice programs that are preparing educators to work with young children with and without disabilities and their families. This includes the integration of elements of a number of diverse fields, including early childhood, early childhood special education, early intervention, general education, and special education.

In the sections that follow, we describe the importance of building competencies related to understanding families in early childhood education, as well as the need for fresh approaches to professional development in this area. We then propose the use of performance, derived from the research methodology of performance ethnography and applied to professional development, as one solution. Following a brief description of other types of narrative approaches currently used in professional development, we explore the advantages and disadvantages of using performance as an alternative. We next describe an example of the application of performance. Finally, we discuss the potential and future directions of performance as a tool for professional developers in early childhood education.

Need for New Approaches to Understanding Family Issues in Early Childhood Professional Development

Complex Competencies Related to Understanding Families

Competencies are critical sets of knowledge, skills, and dispositions needed by students in teacher education programs as they enter early childhood settings. Early childhood educators need the competencies to work with a growing number of diverse children and families (Division for Early Childhood—DEC, 2008; Hyson, 2003; Maude, Catlett, Moore, Sánchez, & Thorp, 2006; National Association for the Education of Young Children—NAEYC, 2009). Backgrounds of children and families in our schools include those whose culture and languages are diverse, as well as children and families experiencing disability, poverty, homelessness, and mental illness (Harry, 2008; Ispa, Thornburg, & Fine, 2006). Professionals face a number of challenges as they struggle to acquire the skills to work effectively with families whose lives may be entirely outside their own experiences.

Students need to gain competencies in understanding families because a central tenet of early childhood education is family-centered practice (DEC, 2008; Dunst, 2009). The

principles of family-centered practice, as well as the philosophical underpinnings of blended or unified early childhood teacher education programs, emerged in the mid-1980s. Policy, research, and children's health care leaders (Shelton, Jeppson, & Johnson, 1989) drove these changes. During this period, it was recommended that future early childhood educators have opportunities to learn from and with different types of families (Brotherson, Summers, Bruns, & Sharp, 2008). Given this recommendation, many early intervention or early childhood special education teacher education programs included the involvement of families within coursework and field experiences during the early 1990s (McBride, Sharp, Hains, & Whitehead, 1995; Winton & DiVenere, 1995).

It was not uncommon during the 1990s to find family members participating in a variety of roles as instructional agents in undergraduate and graduate early childhood special education teacher education programs. Activities included sharing their stories, participating on panel presentations, opening their homes to visits from students, and participating in playgroups run by students. Sometimes parents were also hired by colleges and universities specifically to co-instruct in a course on collaborating with families (Brotherson & Sharp, 2004; Maude et al., 2009). In 2000, DEC identified collaboration with families in learning activities as one of its "Recommended Practices" (Sandall, McLean, & Smith, 2000).

The Need for New Approaches in Inclusive Early Childhood Professional Development

Unfortunately, a study by Bruder and her colleagues reported that the movement of infusing the family voice within early childhood teacher education programs has not been sustained (Center to Inform Personnel Preparation, 2008). Reasons for the lack of family involvement in teacher education have included the costs involved (time and financial) and/or the failure by faculty to recognize that it is a valued element of promoting family-centered practices (Brotherson et al., 2008). Research continues to confirm that early childhood educators are not well prepared to serve the growing diversity of families and children as they enter into the workforce (Han & Thomas, 2010; Maude et al., 2010). Bruder (2010) reminds us that the situations in which families and children are served by early childhood systems are getting increasingly more complex and challenging in today's world. Because of this growing diversity and complexity, opportunities for effective professional development must be expanded to build a competent workforce in early childhood intervention.

The professional development field in early childhood education has used role plays, narratives or personal stories (Kidd, Sánchez, & Thorp, 2004, 2005; Sánchez, 1999), and case studies (McWilliam, 2000; Weiss, Kreider, Lopez, & Chatman-Nelson, 2010) to portray family issues and teach cultural complexities. Multicultural education and the research related to culturally responsive teaching have also provided insights on the use of stories in preservice teacher preparation in order to assist students in entering and experiencing another person's reality (Goodwin & Genor, 2008; Long, Anderson, Clark, & McCraw, 2008). Yet, while these instructional strategies have produced some evidence of impact on students (Kidd et al., 2004, 2005), we believe there is a need to expand teacher educators' repertoires of strategies in order to enrich students' understanding of the complex needs of families. In this context, we propose adapting performance ethnography, a research methodology, to the use of performance in instructional contexts.

Identifying new and innovative instructional strategies in professional development is timely given the current federal focus on "Investing in Early Learning" that will fund grants to improve the quality of, and access to, early learning programs and services across all settings, especially for children who are the most vulnerable (U.S. Department of Education, 2011). The accountability movement in education (e.g., No Child Left Behind [NCLB]) has also promoted reexamination of teacher education programs at all levels.

Hyson, Tomlinson, and Morris (2008) have investigated the quality of early childhood higher education programs as they prepare teachers to meet this growing early childhood demand. One of their recommendations was the need for “more and better” professional development opportunities for faculty so they have the knowledge and skills to teach about complex and diverse families. Finally, there is a growing concern about, and need to address, the importance of retooling current and future early childhood and early childhood special education faculty to meet these changing tides (Bornfreund, 2011; Maude et al., 2010).

In the following sections, we briefly describe performance and discuss its potential application in professional development. We follow this with a discussion of the advantages and disadvantages of performance as professional development, and describe its use in an example presentation at an early childhood conference.

Performance in Professional Development: From Performance Ethnography in Research to Performance in Professional Development

Performance Ethnography

Performance ethnography is a form of research methodology that blends the worlds of social science and performance arts (Denzin, 2003) by performing research findings in a form that is accessible to wide audiences. Its primary purpose is to assist the researcher in reaching more in-depth understanding of the phenomena under study by requiring the investigator to literally act out the lived experience of the study participants. In health professions, performance ethnography has been used to provide insight to both professionals and those who were recipients of care (Mienczakowski, 1995). It has been used in studies involving clients with Alzheimer’s disease (Kontos & Naglie, 2006), patients in drug and alcohol recovery centers (Mienczakowski, 1995), and parents of children with genetic conditions (Smith & Gallo, 2007). One researcher utilized performance ethnography to share findings of an early intervention program, which involved performing the stories embedded in the research as well as engaging the audience in a period of reflection (Bagley, 2008). There is a long tradition and a large body of research on performance ethnography as a research method; however, a full review of that literature is beyond the scope of this paper. For additional examples of qualitative ethnographic research presented in performance, see Madison (2011) and Saldaña (2005).

The scripts used in performance ethnography can be created from the research results and the researchers’ actual interviews (Smith & Gallo, 2007). Alternatively, they may be generated from published qualitative articles (e.g., Brotherson et al., 2010) or published ethnographies (e.g., Ispa et al., 2006). Only a selected portion of the research may be presented in a performance. For example, the performance may revolve around a character’s particular emotional experience as was shown in the example quoted at the beginning of this article. Props and nonverbal cues are additional elements that can be utilized in performance ethnography. Saldaña (2003) reports that the nonverbal cues produced by performers disclose a great deal of information about a character.

Specifically, how one dresses, walks, inflects his or her voice, gestures, and interacts with others can inform the audience and help in interpreting the deeper meaning of the phenomena under study. Saldaña (2003) identifies two accessible elements in his ethnotheatrical work to which he gives priority: costumes and hand props. These are often easy to transport and, though they may be small in size, their impact may be powerful with the audience.

Performance in Professional Development

Performance as a tool for professional development has the potential to provide unique opportunities for students and to expand the traditional formats for sharing research about young children and their families. The dramatic presentation of ideas and themes has the potential to put participants and students in the shoes of diverse families, communities, and systems and can be a powerful impetus for change in personal attitudes and the development of family-centered competencies. Performance has the capacity to expose students to scenarios that are unfamiliar and can assist in changing hearts and minds, especially when focused on shifting understandings of diverse children, families, and their experiences.

Performance used as professional development may entail exploring results from ethnographic or other qualitative research. However, it may also involve engaging students in performances using other sources of family voices, such as a respectful portrayal of families currently or previously served in an early childhood program. Such performances may, in fact, involve the families themselves, when they are asked to participate in the portrayal of an event or conversation. Either way, performance can be a compelling strategy to help students connect and engage with issues about families (Smith & Gallo, 2007).

Performance in professional development often utilizes text or “words” based on research results that can be read or performed by students or participants, similar to a play performed in a theater. Performance creates a live picture and interpretation of the research, using performers, scripts, and props to create a transformative experience for the audience (Denzin, 1997; Saldaña, 2003). For example, the quote at the beginning of this article captures the thoughts and frustrations of one mother about her son’s issues of self-regulation in the community. Rather than placing the quote on a slide for presentation, a presenter assumed the role of the parent and “acted out” the comment, which enabled the audience to understand the mother’s emotions as well as the intellectual aspects of her experience (Summers, Palmer, Erwin, Brotherson, & Maude, 2010).

In sum, performance can produce understandings of research or other experiences that cannot be generated in written form alone (Denzin, 1997). Performance can help raise awareness about particular family and diversity issues in a form that connects to both intellect and emotions, and in so doing, may serve as a catalyst for change (Alexander, 2005). In the next section we describe potential advantages and disadvantages of using performance as an instructional strategy.

Advantages and Disadvantages of Performance in Professional Development

Advantages. Performance can be a powerful and effective approach to learning about research or about the complex challenges facing families of young children. Experiencing a performance provides students and participants with opportunities to reflect on multiple meanings, interpretations, and voices, which can engage them in recognizing the lived diversity and complexity of children and families in early childhood. Pifer (1999) believes “that through performance the lives, voices, and events presented will have a life and power not possible through other forms of representation” (p. 542). For some students, the power of the performance can yield more value and impact than reading traditional journal articles or texts.

Another benefit for using performance is that it provides an opportunity for shared critical reflection (Bagley, 2008). Together, students engaged in the performance and those who are participating as audience members can discuss and share their feelings and understandings of the performance. Presenters and students contribute their own perspectives on

the issues being explored, including the multiple meanings behind the issues presented for the families and children with whom they will work. Performance can be a positive strategy for raising awareness and generating change given the powerful and intimate nature of the stories portrayed in the presentations. The performance can bring the audience to a new understanding of the complexity of families and service systems in inclusive early childhood and can move participants to action based on their own interpretation of the text. It has a powerful capacity to bridge research to practice and spark innovation to bring about a change.

Disadvantages. Performance as a new strategy to address issues in professional development does contain some challenges. One disadvantage in the use of performance is that a good deal of collaboration is needed among students/performers to produce the performance. The students/performers must have time for discussion and rehearsal, which requires much more preparation than the more traditional lecture format of a presentation. Time is required for preparation of the performance, the performance itself, and then discussion of and reflection on the emotional response to it.

Also, performance aims to contribute to readers' or viewers' "bodily knowing" (Jones, 2002, p. 7). This aim relies heavily on the audience and their engagement. Reaching this level of connection requires the students and participants to either assist in the performance or to become involved in coconstructing knowledge from it. They are responsible for engaging in the interpretation of the performance. Students must "pay careful attention to themselves and their motives for using the research material" to be presented and be wary of perpetuating any stereotypes, "lest they find themselves using it in (these) potentially unethical ways" (Smith & Gallo, 2007, p. 522). Given these considerations, we next turn to our own experience developing and performing a presentation in a professional development context. We describe the process used to develop the performance and the "lessons learned," including the reactions of the audience.

Using Performance in Professional Development: An Example

The authors have explored the use of performance in a preservice early childhood teacher education program in order to infuse the family voice in undergraduate inclusive early childhood teacher curricula (Maude et al., 2009). In this section, we describe the process of creating and evaluating performance as a strategy for sharing research findings in an in-service setting.

Transforming Data Into Performance Text

We shared findings of a 3-year Institute of Education Sciences (IES) funded research grant at a national conference of an early childhood professional association. The research on which this performance was based included the results of personal interviews conducted with 18 parents of children with disabilities, ages 3 to 5 years old. In part, the purpose of the research was to understand: a) the beliefs and experiences of the family members about the concept of self-determination as applied to their preschooler, and b) how partnerships between their family and their child's teachers might assist in the building of self-determination skills in preschoolers (see Erwin et al., 2009, or Palmer and Wehmeyer, 2003, for more information on self-determination).

To help ground them in the study, we provided the audience members with a description of the participants and a brief outline of the study. The researchers decided

which portions of the data to present for this specific presentation. Not all of the qualitative data could be shared during a single presentation, so the team had to make decisions regarding how to frame the session based on the critical points they wanted to make.

For the presentation on self-determination, we wanted to focus on the struggles and strategies that parents were encountering with regard to choice, self-regulation, and engagement in their young children with disabilities. We selected major themes of the research and chose specific texts taken from the family interview transcripts. The performance used both monologues and dialogues, written to represent components of the data. The performance was based on either data from a single family or a compilation of family interviews. For example, one scene built a fictional conversation among three parents based on actual interview responses. The team paid careful attention to confidentiality in crafting the scripts. A “Playbill” was written so that the audience could follow along with the performance and be introduced to each character.

Lessons Learned

Approximately 50 conference participants attended the session. Individuals in the audience self-identified as about one-third parents, one-third early childhood practitioners, and one-third researchers/higher education faculty. Feedback on the performance helped us to reflect on lessons that could be used to improve performance as an instructional strategy. The presenters facilitated an open discussion after the performance and also gathered brief written comments from the audience at the end of the presentation.

Open discussion. Upon completion of the performance, the presenters asked the audience to share their thoughts and comments. The intent was to engage the audience in interpreting meaning from the data to their lives and contexts, thereby moving from research to action. The discussion centered in three areas: a) audience interest on the impact of performance on performers; b) parents gratitude for being given a voice; and c) practitioners recognition of a greater need to listen to families. The audience wanted to understand the impact of the performance on the researchers themselves, someone asking, “I think it would be interesting to know how the performers feel because when you take on the voice of the character. . .did it help you to better understand that character?” A parent noted that this must have been a powerful experience for the researchers to really live their data and see things from the families’ points of view: “My sense is that the actors were more able to experience what the parents were sharing by taking on the role and dialogue of the parent.” This suggests an important question to ask students participating in performance as well, that is: What did you learn from being in the shoes of that character—of that family member?

A second area of discussion came primarily from parents; they felt their voices had been collectively heard in the performance. Some of their comments included: “You gave voice to a feeling I’ve had,” “you (professionals) were listening,” “the power of this for me as a parent was my story becoming your story; it wasn’t my words coming out of your mouth but it was your words... it was very transformative and powerful.”

A third area of discussion centered on practitioners in the audience who recognized a greater need to listen to families. Early childhood service providers in attendance reflected on how they often focused on the mechanics of completing tasks during a home visit and forgot to provide opportunities for families to talk. Some of their comments included:

It reminded me about communication and how important it is to have conversations with families, instead of just telling them things.

I was just thinking about the rich information that you got from parents in an hour and a half interview. As a practitioner I would love to know the tools and techniques they used to get that information because that would be an excellent way to get an understanding of the family.

Some audience members were themselves responsible for professional development of practitioners in the field. They discussed possibilities of using performance in their own work, including how they might adopt performance as a medium to capture the varied dilemmas and salient situations that their own staff is facing with diverse families. Performance could provide an opportunity for their staff to reflect upon the scenarios and brainstorm ways and improve the enactment of family-centered or recommended practices.

Written comments. Audience members were offered the opportunity to provide written feedback by responding to four key questions: a) Have you ever seen a similar performance of research findings? b) Would you attend a session like this in the future? c) What key ideas(s) will you take away from today's performance? and d) What is something you might do differently in the future as a result of this presentation? A total of 37 of the 50 participants returned the survey before leaving the session. The majority indicated that they had never seen this type of performance before, and almost all (36/37 or 97%) participants indicated that they would attend a similar session in the future.

Key ideas taken away from the performance included the importance of the family as a key component of the preschool experience; the ongoing need to provide support for families, professionals, and schools in order to build partnerships together; and performance as a unique way for disseminating information in professional development. When asked if they would do anything differently because of experiencing this performance, audience members identified the importance of reexamining how they interact with families, listening more, and utilizing this type of approach in their own research and/or professional development efforts.

Implications and Future Directions

Given the complexity of family dynamics, the diversity in family values, as well as the unique circumstances that many families face, the time has come to identify viable alternatives to sharing knowledge about families with students preparing to enter the field as teachers, as well as with practitioners, and researchers. Performance is a promising approach to deepening our understanding of who families are and what teachers, professionals, and other families have to learn from their stories. Further, performance can provide a valuable learning opportunity not only for the audience participants but also for the performers who are taking on the role of certain family members.

While the challenges of providing good performance exist (i.e., it is not a familiar format within traditional teaching or professional communities, and much preparation and collaboration are needed), we believe the advantages outweigh the limitations. Performance offers a unique format for the researcher or faculty member and audience (practitioners or preservice students) to cocreate a knowledge base that is grounded in a family's firsthand experiences. This type of instructional strategy and experience can provide a rich learning opportunity for understanding families and their stories through multiple and diverse perspectives.

As originally advocated by Harris (1980) and later enhanced for the early childhood field by McCollum and Catlett (1997), students need to experience a range of adult learning strategies in order to move from initial levels of competencies (e.g., knowledge) to more complex levels of competencies (e.g., skills and attitudes). Many unified or blended early childhood teacher education curricula are designed so students move from initial levels of competence to more advanced levels. Awareness and knowledge outcomes are approached at an introductory level and are considered to be low impact. Instructional strategies utilized to support introductory levels include readings and lectures. To impact skills, attitudes, and/or values at higher levels (high impact) will require more synthesis and in-depth learning. Instructional strategies to support these types of outcomes include role playing, case studies, field application, guided reflection, and self-analysis (McCollum & Catlett, 1997). We believe performance can offer faculty another instructional strategy aimed at impacting skills, attitudes, and values.

In addition, performance can lead to positive change, given the immediate and emotional impact of the performance. This type of educational experience moves beyond an intellectual understanding of a phenomenon by offering an emotional and potentially long-lasting impression. By providing practitioners with knowledge that is both accessible and relevant, positive outcomes such as informing their own teaching practice or strengthening family-professional partnerships can be achieved. To echo a recommendation from the National Professional Development Center on Inclusion (NPDCI), "Unique knowledge, skills, and attitudes are needed by educators working in inclusive early childhood settings and these unique competencies require *new and innovative approaches* to prepare those who will support the youngest of our children and their families" (NPDCI, 2008). We believe performance can meet that need.

A growing number of states are offering a "single certificate" in early childhood, early childhood special education, and early intervention (Miller, 2006). The shift towards blended or unified early childhood teacher education efforts started in the late 1990s and continues, although not all states currently offer a blended or unified approach at this time (Miller & Stayton, 1998; Soodak et al., 2002; Stayton & McCollum, 2002). New and innovative approaches need to be developed to support the professional development of individuals who will be required to use new and different knowledge, skills, attitudes, and values to meet the changing needs of the field.

Even though performance provides a feasible option in professional development, caution must also be taken. For example, portraying families in sensitive and respectful ways must guide the development and presentation of the performance. Another consideration is the role and competence of the facilitator in engaging the audience after the performance. This person can influence the overall experience in a positive or negative way, depending on how effective he or she is in responding to the emotional reaction of the audience. It is critical for a facilitator to be able to translate and mediate a powerful performance as well as to skillfully facilitate a provocative conversation with the audience and performers. A resource for instructors wishing to take on the facilitator role in performance may be found in many college and university campuses that are providing support to assist faculty in facilitating difficult dialogues on race, power, and privilege (Landis, 2008). Finally, future research must be conducted to further understand the impact of this instructional strategy and for whom it is most valuable.

Although this article highlights the use of performance within a conference presentation, we have also begun to share how this innovative professional development tool can be used in preparing undergraduate and graduate students to enter and be successful in early childhood settings. Performance can be used in the university classroom to provide

students with varied formats with which to learn about families of young children with and without disabilities. One assignment that often appears in blended or unified early childhood coursework is to have a student interview a family, capturing its story and diversity (e.g., ability, culture, language, socioeconomic status). Students could utilize their results by sharing and collaborating with small groups of classmates, and then producing their own performances of the narratives captured in their interviews.

As we described earlier, performance is a viable way of sharing information at meetings or conferences with audiences from diverse backgrounds and roles (i.e., families, practitioners, administrators). This format of instruction and dissemination can enhance curricula within the preservice arena to help in developing culturally responsive practitioners. And finally, performance has the potential to shape policy as the voices of families shed light on the triumphs, issues, and challenges that families face. Given the limited options and considerable challenges associated with translating research to practice in early childhood, performance is emerging as a novel and viable approach to broadening professional development initiatives.

References

- Alexander, B. K. (2005). Performance ethnography: The reenacting and inciting of culture. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (3rd ed., pp. 411–441). Thousand Oaks, CA: Sage.
- Bagley, C. (2008). Educational ethnography as performance art: Towards a sensuous feeling and knowing. *Qualitative Research*, 8(1) 53–72.
- Bornfreund, L. A. (2011, March). *Getting in sync: Revamping licensing and preparation for teachers in pre-k, kindergarten, and the early grades*. Washington, DC: New America Foundation. Retrieved from <http://earlyed.newamerica.net/sites/newamerica.net/files/policydocs/Getting%20in%20Sync-20Revamping%20Licensing%20and%20Preparation%20for%20Teachers%20in%20Pre-K%20Kindergarten%20and%20the%20Early%20Grades.pdf>
- Brotherson, M. J., & Sharp, L. M. (2004). Variety of roles for family partnerships. In *Parents as presenters: Workshop participant guide* (pp. 12–14). Des Moines, IA: Iowa Department of Education.
- Brotherson, M. J., Summers, J. A., Bruns, D. A., & Sharp, L. (2008). Family-centered practices: Working in partnership with families. In P. Winton, J. McCollum, & C. Catlett (Eds.), *Preparing effective professionals: Evidence and applications in early childhood and early intervention* (pp. 53–80). Washington, DC: Zero to Three Press.
- Brotherson, M. J., Summers, J. A., Naig, L., Kyzar, K., Friend, A., Epley, P., . . . Turnbull, A. (2010). Partnership patterns: Addressing emotional needs in early intervention. *Topics in Early Childhood Special Education*, 30(1), 32–45.
- Bruder, M. B. (2010). Early childhood intervention: A promise to children and families for their future. *Exceptional Children*, 76, 339–355.
- Center to Inform Personnel Preparation: Policy and Practice in Early Intervention and Preschool Education. (2008, December). *At a glance—complete series of all studies*. Retrieved from http://www.uconnucedd.org/projects/per_prep/resources/at%20a%20glance%20series%20complete%2004-13-09.pdf
- Denzin, N. K. (1997). *Interpretive ethnography: Ethnographic practices for the 21st century*. Thousand Oaks, CA: Sage.
- Denzin, N. K. (2003) *Performance ethnography: Critical pedagogy and the politics of culture*. Thousand Oaks, CA: Sage.
- Division for Early Childhood. (2008). *Early childhood special education/early intervention (birth to age 8) professional standards with CEC common core*. Missoula, MT: Author. Retrieved from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/CEC-DEC_Initial_Standards_10-08.pdf

- Dunst, C. J. (2009). Implications of evidence-based practices for personnel preparation development in early childhood intervention. *Infants and Young Children*, 22(1), 44–53.
- Erwin, E., Brotherson, M., Palmer, S., Cook, C., Weigel, C., & Summers, J. (2009). How to promote self-determination for young children with disabilities. *Young Exceptional Children*, 12, 27–37.
- Goodwin, A. L., & Genor, M. (2008). Disrupting the taken for granted: Autobiographical analysis in preservice teacher education. In C. Genishi & A. L. Goodwin (Eds.), *Diversities in early childhood education: Rethinking and doing* (pp. 201–218). New York, NY: Routledge.
- Han, H. S., & Thomas, M. S. (2010). No child misunderstood: Enhancing early childhood teachers' multicultural responsiveness to the social competence of diverse children. *Journal of Early Childhood Education*, 37, 469–476. doi: 10.1007/s10643-009-0369-1
- Harris, B. M. (1980). *Improving staff performance through in-service education*. Needham, MA: Allyn & Bacon.
- Harry, B. (2008). Collaboration with culturally and linguistically diverse families: Ideal versus reality. *Exceptional Children*, 74, 372–388.
- Hyson, M. (2003). *Preparing early childhood professionals: NAEYC's standards for programs*. Washington, DC: NAEYC.
- Hyson, M., Tomlison, H. B., & Morris, C. A. S. (2008, April). *Does quality of early childhood teacher preparation moderate the relationship between teacher education and children's outcomes?* Paper presented at Annual Meeting of American Education Research Association, New York, NY.
- Ispa, J., Thornburg, K., & Fine, M. (2006). *The everyday struggles of young families in poverty*. Baltimore, MD: Brookes.
- Jones, J. K. (2002). Performance ethnography: The role of embodiment in cultural authenticity. *Theatre Topics*, 12(1), 1–15.
- Kidd, J. K., Sánchez, S. Y., & Thorp, E. K. (2004). Listening to the stories families tell: Promoting culturally responsive language and literacy experiences. In C. M. Fairbanks, J. Worthy, B. Maloch, J. V. Hoffman, & D. L. Shallert (Eds.), *Fifty-third yearbook of the National Reading Conference* (pp. 246–263). Chicago, IL: National Reading Conference.
- Kidd, J. K., Sánchez, S. Y., & Thorp, E. K. (2005). Cracking the challenge of changing dispositions: Changing hearts and minds through stories, narratives, and direct cultural interactions. *Journal of Early Childhood Teacher Education*, 26, 347–359.
- Kontos, P. C., & Naglie, G. (2006). Expressions of personhood in Alzheimer's: Moving from ethnographic text to performing ethnography. *Qualitative Research*, 6, 301–317.
- Landis, K. (2008). *Start talking: A handbook for engaging difficult dialogues in higher education*. Anchorage, AK: University of Alaska-Anchorage and Alaska Pacific University. Retrieved from <http://www.uaa.alaska.edu/cafe/difficultdialogues/upload/Start-Talking-Handbookcomplete-version.pdf>
- Long, S., Anderson, C., Clark, M., & McCraw, B. (2008). Going beyond our own worlds: A first step in envisioning equitable practice. In C. Genishi & A. L. Goodwin (Eds.), *Diversities in early childhood education: Rethinking and doing* (pp. 253–272). New York, NY: Routledge.
- Madison, D. S. (2011). *Critical ethnography: Method, ethics, and performance* (2nd ed.) Thousand Oaks, CA: Sage.
- Maude, S., Catlett, C., Moore, S., Sánchez, S., & Thorp, E. (2006). Educating and training students to work with culturally, linguistically, and ability-diverse young children and their families. *Zero to Three*, 26(3), 28–35.
- Maude, S., Catlett, C., Moore, S., Sánchez, S., Thorp, E., & Corso, R. (2010). Infusing diversity constructs in pre-service teacher preparation: The impact of a systematic faculty development strategy. *Infants and Young Children*, 23(2), 103–121.
- Maude, S. P., Hodges, L. N., Brotherson, M. J., Hughes-Belding, K., Peck, N. F., Weigel, C., & Sharp, L. (2009). Critical reflections on working with diverse families: Culturally responsive professional development strategies for early childhood and early childhood special educators. *Multiple Voices*, 12(1), 38–53.
- McBride, S. L., Sharp, L., Hains, H. A., & Whitehead, A. (1995). Parents as co-instructors in pre-service training: A pathway to family-centered practice. *Journal of Early Intervention*, 19, 343–389.

- McCollum, J. A., & Catlett, C. (1997). Designing effective personnel preparation for early intervention: Theoretical frameworks. In P. J. Winton, J. A. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies* (pp. 105–125). Baltimore, MD: Brookes.
- McWilliam, P. J. (2000). *Lives in progress: Case stories in early intervention*. Baltimore, MD: Brookes.
- Mienczakowski, J. (1995). The theater of ethnography: The reconstruction of ethnography into theater with emancipator potential. *Qualitative Inquiry, 1*, 360–375.
- Miller, E. (2006). *Unified early childhood and early childhood special education teacher certification: State approaches*. Project Forum at National Association of State Directors of Special Education (NASDSE). Retrieved from <http://www.projectforum.org/docs/UnifiedEarlyChildhoodandEarlyChildhoodSpecialEducationTeacherCertification-StateApproaches.pdf>
- Miller, P. S., & Stayton, V. D. (1998). Blended interdisciplinary teacher preparation in early education and intervention. A national study. *Topics in Early Childhood Special Education, 18*(1), 49–58.
- National Association for the Education of Young Children. (2009). *Where we stand: On responding to linguistic and cultural diversity*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>
- National Professional Development Center on Inclusion (NPDCI). (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. Retrieved from <http://community.fpg.unc.edu/resources/articles/NPDCI-ProfessionalDevelopment-03-04-08.pdf>
- Palmer, S., & Wehmeyer, M. L. (2003). Promoting self-determination in early elementary school: Teaching self-regulated problem-solving and goal setting skills. *Remedial and Special Education, 24*, 115–126.
- Pifer, D. (1999). Small town race. *Qualitative Inquiry, 5*, 541–562.
- Saldaña, J. (2003). Dramatizing data: A primer. *Qualitative Inquiry, 9*, 218–236.
- Saldaña, J. (2005). *Ethnodrama: An anthology of reality theater*. New York, NY: Alta Mira Press.
- Sánchez, S. Y. (1999). Learning from the stories of culturally and linguistically diverse families and communities: A sociohistorical lens. *Remedial and Special Education, 20*, 351–359.
- Sandall, S., McLean, M. E., & Smith, B. J. (2000). *DEC recommended practices for early intervention/early childhood special education*. Longmont, CO: Sopris West.
- Shelton, T. L., Jeppson, E. S., & Johnson, B. H. (1989). *Family-centered care for children with special health care needs* (2nd ed.). Washington, DC: Association for the Care of Children's Health.
- Smith, C. A. M., & Gallo, A. M. (2007). Applications of performance ethnography in nursing. *Qualitative Health Research, 17*(14), 521–528.
- Soodak, L., Erwin, E., Winton, P., Brotherson, M. J., Turnbull, A. P., Hanson, M. J., & Brault, L. M. J. (2002). Implementing inclusive early childhood education: A call for professional empowerment. *Topics in Early Childhood Special Education, 22*(2), 91–102.
- Stayton, V. D., & McCollum, J. (2002). Unifying general and special education: What does research tell us? *Teacher Education and Special Education, 25*, 211–218.
- Summers, J. A., Palmer, S. B., Erwin, E. J., Brotherson, M. J., & Maude S. P. (2010). *Family wisdom*. Lawrence, KS: Foundations for Early Self-Determination Project, Beach Center, University of Kansas.
- U.S. Department of Education. (2011, February). *Investing in early learning*. Retrieved from <http://www2.ed.gov/about/overview/budget/budget12/crosscuttingissues/earlylearning.pdf>
- Weiss, H. B., Kreider, H., Lopez, M. E., & Chatman-Nelson, C. (2010). *Preparing educators to engage families: Case studies using an ecological systems framework* (2nd ed.). Thousands Oak, CA: Sage.
- Winton, P., & DiVenere, N. (1995). Family-professional partnerships in early intervention personnel preparation: Guidelines and strategies. *Topics in Early Childhood Special Education, 15*, 296–313.