



Collaboratively Constructing a Multidimensional Model for Considering Quality

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CCEEPRC 2023

Session Agenda

Brief Introduction and Orientation

How this work got started and where we are hoping to go today

Positionality in theoretical work

How does our own positionality inform the work that we do related to ECE Quality

Collaborative conceptualization

Working together, we consider different ways to explore multidimensionality with respect to quality ECE.

Synthesis and Reflection

We join our thoughts and reflect on the experience.

Wrap Up and Next Steps

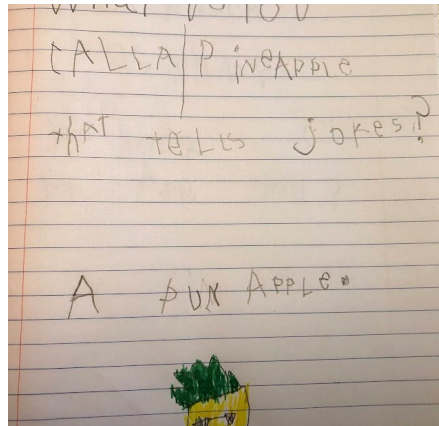
What did we discover and what comes next?



Who we are and how we got here

Rebecca Swartz

- Assistant Professor of Teaching and Learning at Southern Illinois University-Edwardsville
- Entire Career in ECE started as an assistant teacher and now teacher ed faculty.
- Advocate for Anti-Bias ECE spaces



Erin Tebben

- Newly minted PhD and researcher at Ohio State
- Foci in effective PD for ECE providers, exclusionary discipline
- Advocate for equitable access to rich, engaging early childhood spaces

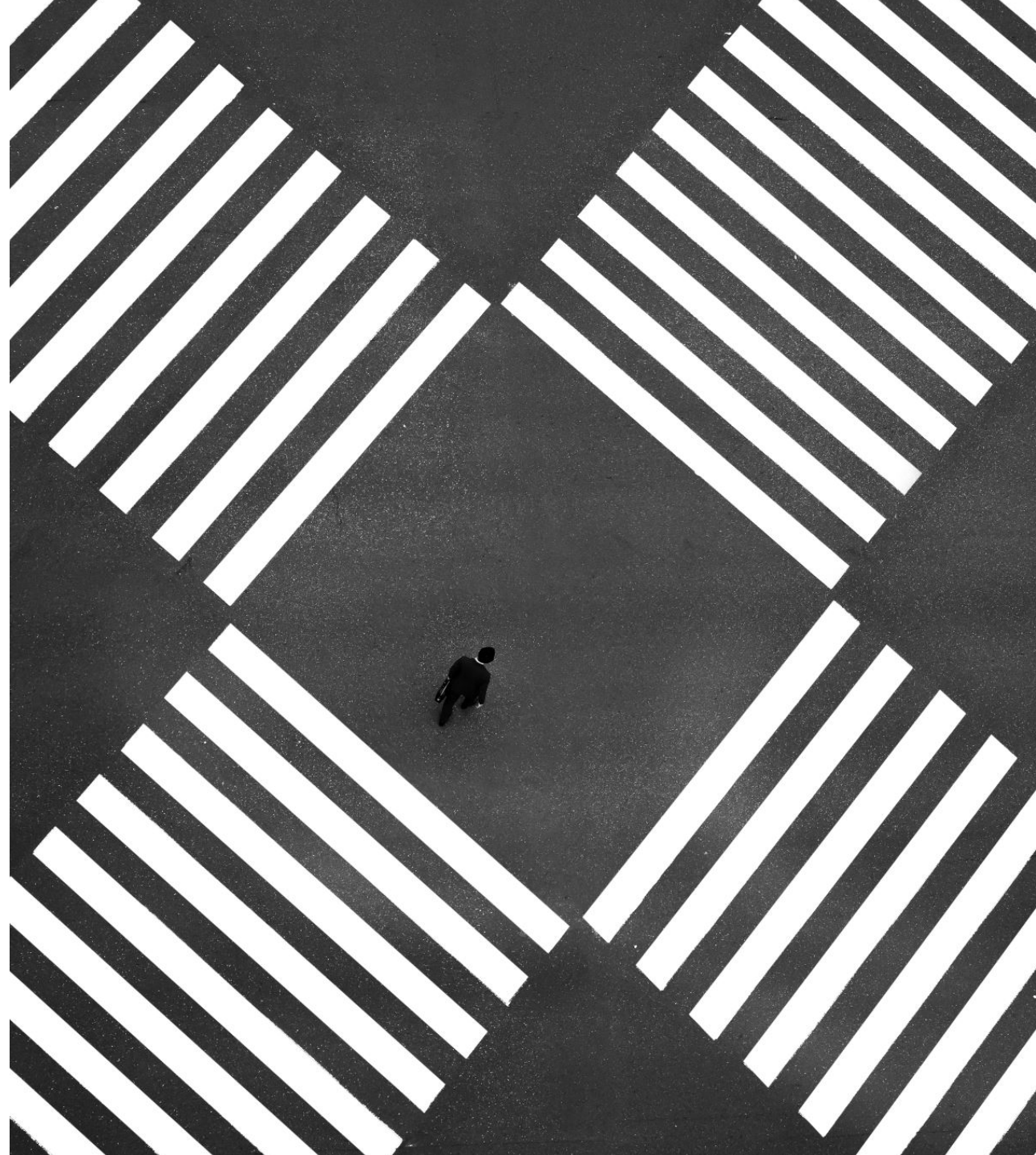
2022



Research Collaborative 1
Targeted Communities
Led by Stephanie Curenton

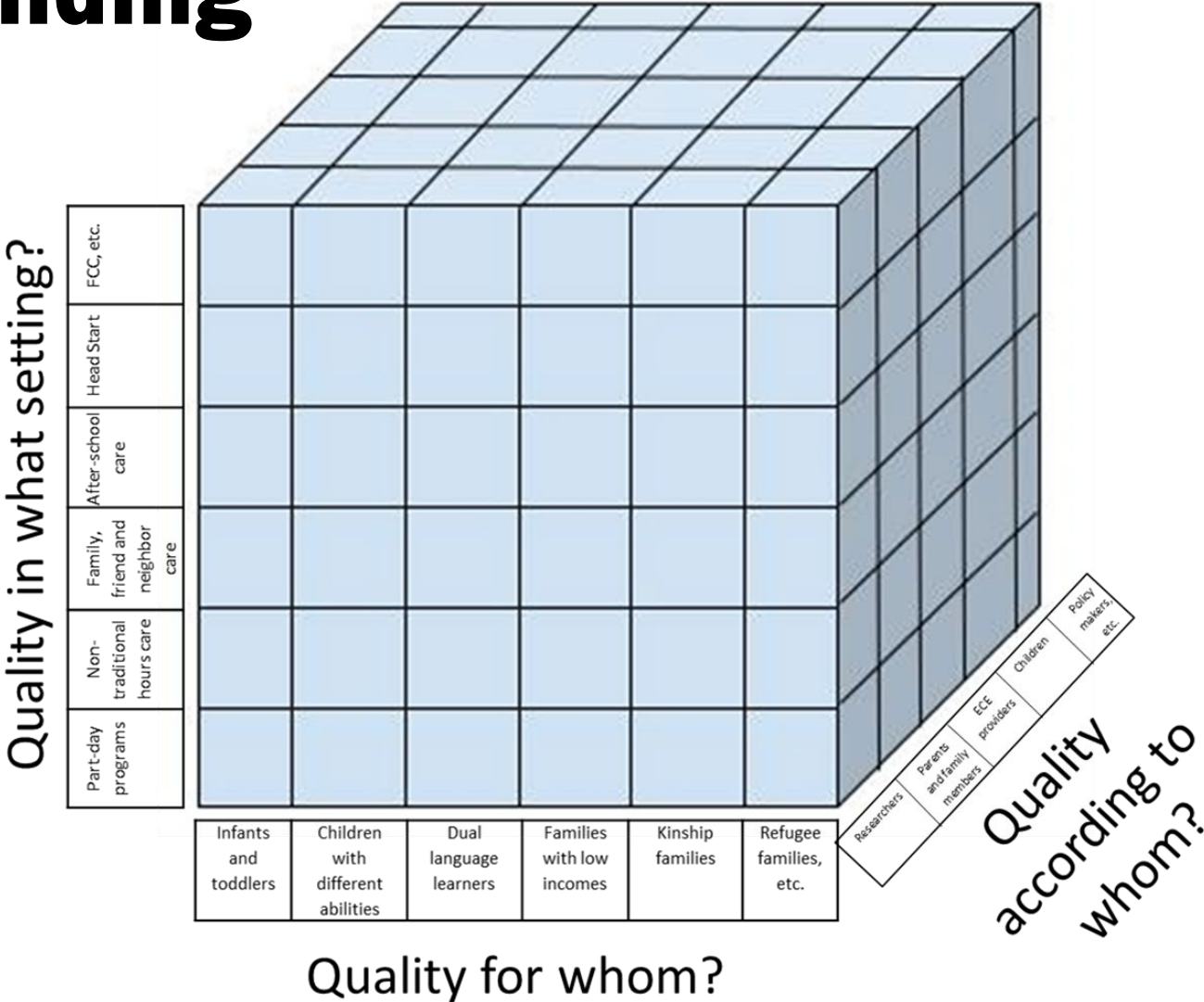
What we hope to explore

- How quality can be conceptualized from a variety of perspectives
- How individual perspectives shape the study of ECE quality
- How intersections between different perspectives may provide novel avenues for conceptualizing and exploring ECE quality



Our Task: Theory Building

- We will work to refine this multidimensional model for considering quality and explore how it may apply to our work within ECE.
- Use our refined model to identify gaps in how we're considering what makes for quality ECE

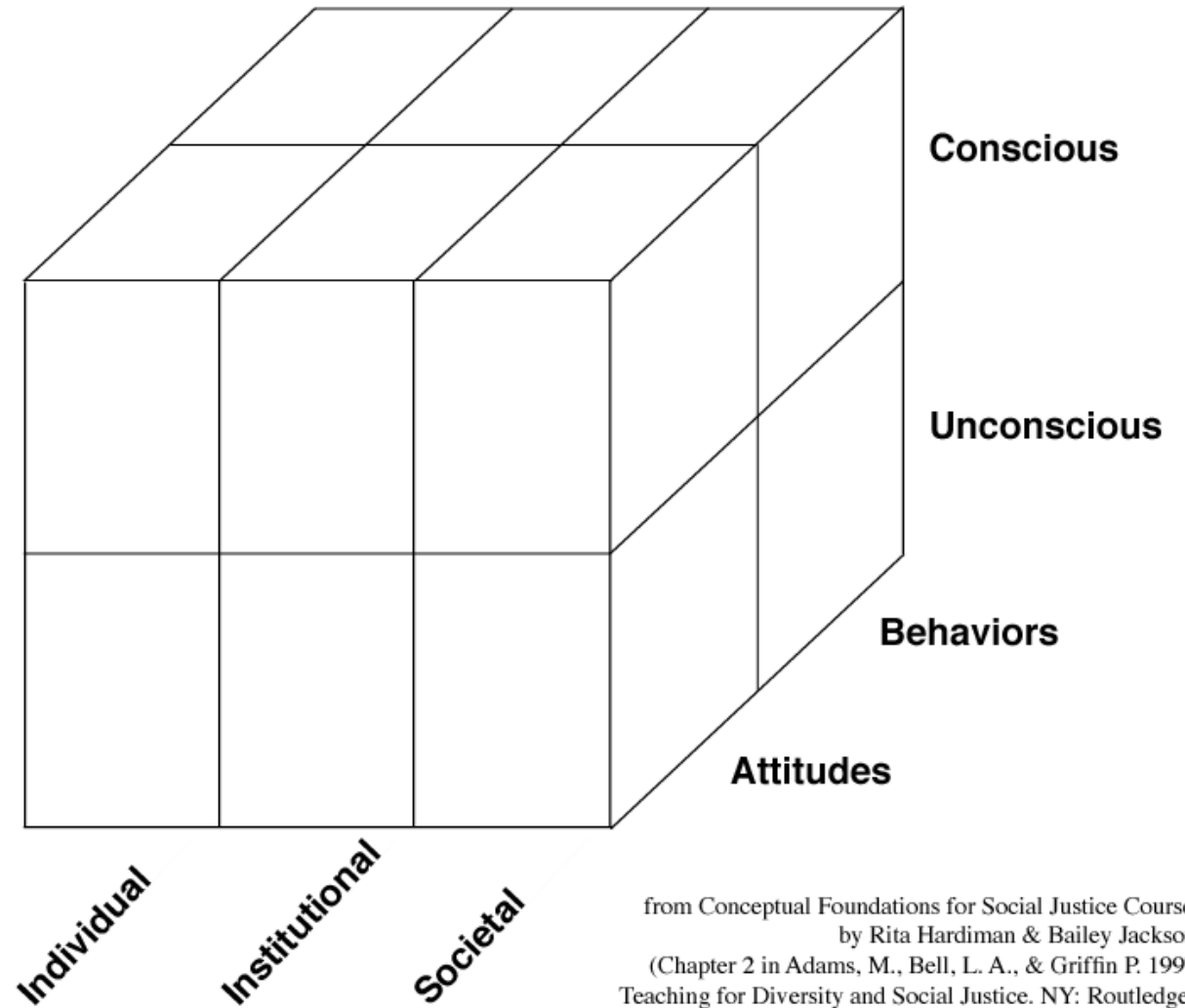




Taking a kaleidoscopic view

Know Thyself

- Consider how the personal, social, and professional identities you hold influence your own orientation toward and positionality within the work of ECE quality

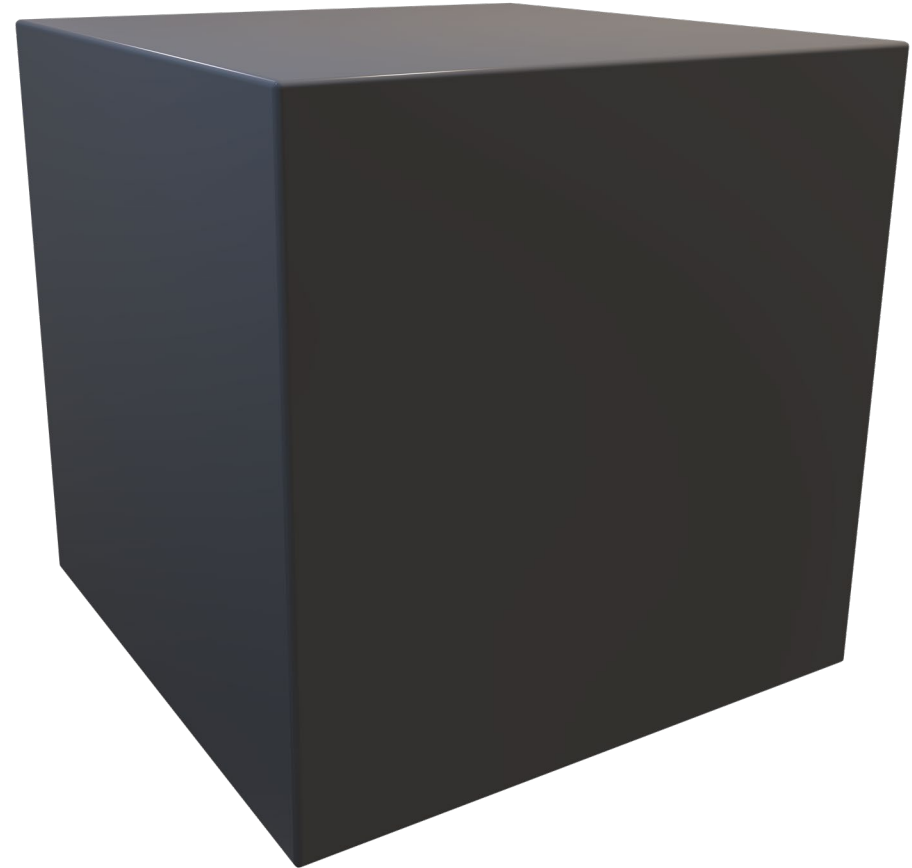


from Conceptual Foundations for Social Justice Courses
by Rita Hardiman & Bailey Jackson.
(Chapter 2 in Adams, M., Bell, L. A., & Griffin P. 1997.
Teaching for Diversity and Social Justice. NY: Routledge.)

Our Working Model So Far

3 axes

1. Quality for whom?
2. Quality in what setting?
3. Quality from whose perspective?



A Worked Example

ECE quality indicators and child outcomes: Analyses of six large child care studies.

Hong, S. L. S., Sabol, T. J., Burchinal, M. R., Tarullo, L., Zaslow, M., & Peisner-Feinberg, E. S. (2019). *Early Childhood Research Quarterly*, 49, 202-217.

- **Quality for whom?**
 - 3-4 year old children
 - Children with a variety of racial, cultural, and ethnic identities
- **Quality in what settings?**
 - Center-based preschools
 - State-funded pre-kindergartens
 - Center-based Head Start programs
 - Traditional-hours care
 - Locations across the U.S.
- **Quality from whose perspective?**
 - Researchers
 - Policymakers



Let's Work!

Reflection and synthesis

- **O**bserve
- **R**eflect
- **I**nterpret
- **D**ecide





**Would you like to
explore further?**

Reach out!

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