

# FROM THE EDITOR...

After years of working in a classroom, many teachers are ready for a new challenge. Some are ready to take on added responsibilities in addition to teaching while others hope to use their experience and knowledge outside the classroom. Administrators can help encourage and foster professional development. Rose C. Merenda, consulting editor, and I led a workshop on this topic at the National Association for the Education of Young Children Annual conference last November. Entitled "Many years in the classroom? Ready for a new challenge? Explore options in career development," we examined the various directions and forms that professional growth can take. Here is a list of suggestions we developed:

Read ... Attend conferences ... Join professional organizations ... Develop curriculum ... Lead workshops ... Mentor ... Write ... Conduct research ... Speak at community organizations ... Review children's books for publishers ... Visit other classrooms and programs ... Organize a conference ... Tutor ... Design bulletin boards ... Advocate ... Write letters ... Apply for grants ... Take classes ... Teach adult classes ... Promote parent involvement ... Lead after school or weekend classes for children ... Consult on curriculum planning ... Supervise student teachers as an adjunct professor ... Exchange teaching position - nationally or internationally ... Guide children's museum education ... Coordinate field trips ... Compile and distribute a list of possible classroom visitors ... Develop a special interest (puppetry, storytelling, music) ... Attend theater, opera, concerts, exhibits ... Join reading/discussion groups ... Develop an intergenerational program ... Expand multicultural materials and activities ... Become computer literate ... Promote peace education.

In this issue, we have several articles that explore how directors can encourage professional growth. In "Work Commitment and Job Satisfaction for Staff: How to build it," (p. 4) Nora Palmer Gould discusses ways for administrators to enhance staff self-esteem and job satisfaction. "Early Education for the Handicapped: Staff Development Ideas for At-Risk and Handicapped Children" (p. 26), by Jerry Aldridge, lists suggestions for inservice education for helping staff provide the best possible program for children with special needs. Lillian Krause's article "Roll out the Computer, Then the Presses" (p. 16) relates how to use a computer as a tool to produce a newsletter about classroom activities for parents.

If administrators encourage professional development, we will have more enthusiastic and more creative early education professionals.

Randa Roen Nachbar

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*Day Care and Early Education* is a magazine for early educators and child care professionals.

**EDITORIAL:** Manuscripts, queries, books for review and letters should be addressed to: Randa Roen Nachbar, Editor, *Day Care and Early Education*, 233 Spring Street, New York, NY 10013.

**SUBSCRIPTION** orders, claims and change-of-address notices should be sent to the Subscription Director at the **BUSINESS OFFICE**, Human Sciences Press, 233 Spring Street, New York, NY 10013. Subscriptions are on a per-volume basis, four issues per year starting with the Fall issue. A subscription costs \$19 for individuals, \$58 for institutions, \$7 extra for Canada and \$15 additional for other foreign addresses.

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**INDEXED IN** Education Index, Current Index to Journals in Education (ERIC), Chiclore Abstracts to Reading and Learning Disabilities, Exceptional Child Education Resources, Information Updates, Media Review Digest, Social Work Research and Abstracts, NASW Abstracts, Family Abstracts, Contents Pages in Education, Education Digest, Behavioral Abstracts, Excerpts Medica.

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**SECOND-CLASS POSTAGE PAID** at New York, NY, and at additional mailing offices. **Postmaster:** Send address changes to *Day Care and Early Education*, 233 Spring Street, New York, NY 10013.

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**HUMAN SCIENCES PRESS, INC.**  
233 Spring Street, New York, New York 10013-1578