



Early Childhood Education Today

FOURTEENTH EDITION

GEORGE S. MORRISON



Pearson

Suggested Correlation of NAEYC Standards for Early Childhood Professional Preparation and Chapter Content of *Early Childhood Education Today*, 14th Edition, by George S. Morrison

Standard and Key Elements	Chapter and Topic/Assessment	
1. Promoting Child Development and Learning 1a. Knowing and Understanding young children's characteristics and needs 1b. Knowing and Understanding the multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	All Chapters: Accommodating Diverse Learners 1: Standard 1: Promoting Child Development and Learning 2: Contemporary Issues: Children, Families, and You 2: Voice From The Field: How to Help English Learners Succeed: Competency Builder 2: Hot Topics in Early Childhood Education 2: Preventing Violence, Bullying, Racism, and Abuse 2: Reflect and Apply 2.1: Poverty 2: Key Assessment 3: Voice from the Field: How to Evaluate Environments for Young Children 3: Developmentally Appropriate Classroom Assessment 3: Figures 3.7 and 3.8 3: Reflect and Apply 3.2: Accommodating Diverse Learners 5: Piaget and Constructivist Learning Theory 5: Active Learning 5: Reflect and Apply 5.1 Assimilation and Accommodation 5: Observe and Analyze 5.1 Conservation 5: Zone of Proximal Development 5: Observe and Analyze 5.2 Teacher-Child Interaction 6: Demand for Quality Early Childhood Programs 6: The Montessori Method 6: HighScope: A Constructivist Curriculum 6: Reflect and Apply 6.1: Accommodating Diverse Learners 6: The Reggio Emilia Approach 6: Observe and Analyze 6.1: The Reggio Approach 6: The Project Approach 7: The World of Child Care 7: Observe and Analyze 7.1 – Child Care Programs	9: What Are Infants and Toddlers Like? 9: Quality Infant and Toddler Programs and Environments 9: Observe and Analyze 9.1: Object Permanence 9: Observe and Analyze 9.2: Quality Infant and Toddler Environments 9: Reflect and Apply 9.2: Multiple Attachments 10: School Readiness and Young Children 10: Play and Preschool Children 10: Key Assessment 11: Environments For Kindergarteners 11: What Are Kindergarten Children Like? 11: Reflect and Apply 11.1: Selecting the Right Program 12: What Are Children in Grades One to Three Like? 14: Guiding Behavior in a Community of Learners 14: Voice from the Field: How To Guide Children to Help Ensure Their Success: Competency Builder 14: Reflect and Apply 14.1: Peace 14: Voice from the Field: Teaching Peace and Conflict Resolution in the Classroom 14: Figure 14.3: Guiding The Whole Child 14: Reflect and Apply 14.2: Behavior Management 14: Observe and Analyze 14.1: Accommodating Diverse Learners 15: Teaching and Multicultural Infusion 15: Voice from the Field: How To Create Classroom Environments That Support Peaceful Living and Learning 16: Children with Disabilities 16: Children Who Are Gifted and Talented 16: Children Who Are Abused and Neglected 16: Children Who Are Homeless 16: Key Assessment 17: New Views of Parent/Family Partnerships
2. Building Family and Community Relationships 2a. Knowing about understanding family community characteristics 2b. Supporting and empowering families and community through respectful reciprocal relationships 2c. Involving families and communities in their children's development and learning	1: Standard 2: Building Family and Community Relationships 1: Voice from the Field: Tools for Teaching Tolerance to Young Children 2: Contemporary Issues: Children, Families, and You 2: Providing for Cultural Diversity 2: Observe and Analyze 2.2: Valuing Cultural Differences 2: Reflect and Apply 2.2: Obesity 6: Providing for Diversity and Disability 7: Types of Child Care Programs 8: Observe and Analyze 8.1 – Head Start and Parent Involvement 10: Why Are Preschools so Popular? 13: Parents and Technology 15: The Cultures of our Children	15: Multicultural Awareness 15: Foster Multicultural Awareness 15: Implement an Antibias Curriculum and Activities 15: Use Conflict-Resolution Strategies and Promote Peaceful Living 15: Welcome Parent and Community Involvement 17: New Views of Parent/Family Partnerships 17: Changing Families: Changing Involvement 17: Community Involvement 17: Parents, Children, and School Absenteeism
3. Observing, Documenting, and Assessing to Support Young Children and Families 3a. Understanding the goals, benefits, and uses of assessment 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child 3d. Knowing about assessment partnerships with families and with professional colleagues	1: Standard 3: Observing, Documenting, and Assessing To Support Children and Families 2: Voice from the Field: How to Help English Learners Succeed: Competency Builder 3: Entire Chapter 3: Observe and Analyze 3.1 Assessment 3: Reflect and Apply 3.1: Portfolio 3: Key Assessment 6: The Teacher's Role 6: Curriculum and Practices 6: Active Learning 7: Program Accreditation 10: School Readiness and Young Children	10: Early Intervention 11: The Kindergarten Today 11: Retention 11: The Kindergarten Curriculum: Literacy and Reading 11: Observe and Analyze 11.1: Supporting English Learners 11: The Kindergarten Curriculum: Math, Science, Social Studies, and the Arts. 12: Observe and Analyze 12.2: Supporting Diverse Learning Styles 12: Common Core State Standards 12: Figure 12.2: The Three Tiers of Continuous Intervention/Instruction 15: Assess Your Attitude Toward Children 15: Select Appropriate Instructional Materials 15: Teaching English Learners 16: Individuals With Disabilities Education Act (IDEA) 16: Instructional Strategies for Teaching Children with Disabilities

Standard and Key Elements	Chapter and Topic/Assessment	
4. Using Developmentally Effective Approaches to Connect with Children and Families 4a. Understanding positive relationships and supportive interactions as the foundation of their work with children 4b. Knowing and understanding effective strategies and tools for early education 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches 4d. Reflecting on their own practice to promote positive outcomes for each child	1: Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 2: Voice from the Field: How To Help English Learners Succeed: Competency Builder 2: Observe and Analyze 2.2: Bullying 3: Observe and Analyze 3.2- Communicating With Families 4: Voice from the Field: How to Teach in a Child-Centered Program 4: Observe and Analyze 4.1 – Inclusion 4.1: Child Centered 5: Piaget and Constructivist Learning Theory 5: Vygotsky and Sociocultural Theory 5: Gardner and Multiple Intelligences Theory 5: Behaviorism and Behavioral Theories 5: Erikson and Psychosocial Development 5: Maslow and Self-Actualizing Theory 5: Bronfenbrenner and Ecological Theory 5: Reflect and Apply 5.2 Bronfenbrenner’s Theory at Work 6: The Montessori Method 6: HighScope: A Constructivist Curriculum 6: The Reggio Emilia Approach	6: The Project Approach 7: Key Assessment 8: Key Assessment 10: Observe and Analyze 10.1 – Transition Times 10: Reflect and Apply: Preschool Curriculum 11: Developmentally Appropriate Practice 13: Technology and Special Childhood Populations 13: Integrating Technology in Early Childhood Programs 13: Voice from the Field: Teaching Twenty-first Century Skills with Technology : Competency Builder 13: Observe and Analyze 13.1 – Supporting Learning 13: Reflect and Apply 13.1: Children with Special Needs 14: A Social Constructivist Approach to Guiding Children 14: Guiding Behavior: Steps One Through Five 14: Guiding Behavior: Steps Six Through Ten 14: Figure 14.1: The Zone of Proximal Development Applied to Guiding Behavior 15: Teaching English Language Learners 15: Select Appropriate Instructional Materials 15: Observe and Analyze 15.1 – Valuing Cultures 15: Reflect and Apply 15.1: The New Teacher at P.S. 188 15: Reflect and Apply 15.2: English Learners 15: Key Assessment 16: Observe and Analyze 16.1 – Teacher Interactions 16: Reflect and Apply 16.1: IEP 17: Entire Chapter 17 17: Observe and Analyze 17.1: Inclusion 17: Reflect and Apply 17.1: Home Visits
5. Using Content Knowledge to Build Meaningful Curriculum 5a. Understanding content knowledge and resources in academic disciplines 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	1: Standard 5: Using Content Knowledge to Build Meaningful Curriculum 2: Observe and Analyze 2.1: Nutrition Lessons: Fruits and Vegetables 7: What Constitutes Quality Care and Education? 8: Federal Programs and Early Childhood 8: Head Start Programs 8: Federal and State Learning Standards 8: Reflect and Apply 8.2: Implementation 9: Research and Infant/Toddler Education 10: What Are Preschools Like? 10: The New Preschool: Curriculum, Guidelines, and Goals 10: The Future of Preschool 11: The Kindergarten Curriculum: Literacy and Reading 11: The Kindergarten Curriculum: Math, Science, Social Studies, and the Arts. 11: Lesson Plan: A Literacy 5E Lesson 11: Observe and Analyze 11.2: Science Learning	11: Voice from the Field: The Kindergarten Achievement Gap Begins Before Kindergarten 11: Figure 11.1 Reading/Literacy Instructional Terminology 12: Reflect and Apply 12.1 Character Education 12: Reflect and Apply 12.2: Response to Intervention 12: Curriculum in the Primary Grades: Reading and Language Arts 12: Observe and Analyze 12.1: Guided Reading 12: Curriculum in the Primary Grades: Math, Science, Social Studies, and the Arts 12: Voice from the Field: How to Use Literature Circles in Elementary Grades 12: Lesson Plan: Social Studies: My Lifeline 13: Voice from the Field: Teaching Twenty-first Century Skills with Technology 15: Teaching and Multicultural Infusion 15: Implement an Antibias Curriculum and Activities All Chapters: Accommodating Diverse Learners
6. Becoming a Professional 6a. Identifying and involving oneself with the early childhood field 6b. Knowing about and upholding ethical standards and other professional guidelines 6c. Engaging in continuous, collaborative learning to inform practice 6d. Integrating knowledgeable, reflective, and critical perspectives on early education 6e. Engaging in informed advocacy for children and the profession	1: Standard 6: Becoming a Professional 1: Reflect and Apply 1.1: Advocacy 1: Observe and Analyze 1.1: Barriers Teachers Face 1: Key Assessment 1: Entire Chapter 4: Why Is the Past Important? 4: History and Historical Figures From 1400-1850 4: History and Historical Figures From 1850-Present 4: Views of Children Through the Ages 4: Key Assessment 5: Voice from the Field: Applying Maslow’s Hierarchy to a Third Grade Classroom 6: The Teacher’s Role 7: Professional Staff Development 7: Program Accreditation 7: Reflect and Apply 7.1: Military 8: Standards Are Changing Teaching and Learning 8: Reflect and Apply 8.1: Benefit of Head Start 9: Research and Infant/Toddler Education 12: Common Core State Standards 13: Reflect and Apply 13.2: Professional Development 13: Key Assessment 15: America the Multicultural 15: Developing Your Cultural Competence All Chapters: Activities for Professional Development	

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Fourteenth Edition

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To

BETTY JANE

**whose life is full of grace and who lives the true
meaning of love every day.**

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About The Author

GEORGE S. MORRISON is Professor Emeritus of early childhood education at the University of North Texas where he taught early childhood education and development to undergraduates and mentored masters and doctoral students. He is an experienced teacher and principal in the public schools.

Professor Morrison's accomplishments include a Distinguished Academic Service Award from the Pennsylvania Department of Education, Outstanding Service and Teaching Awards from Florida International University, and the College of Education Faculty Teaching Excellence Award at the University of North Texas. His books include *Early Childhood Education Today; Fundamentals of Early Childhood Education*, Eighth Edition; and *Teaching in America*, Fifth Edition. Professor Morrison has also written books about the education and development of infants, toddlers, and preschoolers; child development; the contemporary curriculum; and parent/family/community involvement.

Dr. Morrison is a popular author, speaker, and presenter. His research and presentations focus on the globalization

of early childhood education, the influence of contemporary educational reforms on education, and the application of best practices to early childhood education. Professor Morrison also lectures and gives keynote addresses on early childhood education and development in Thailand, Taiwan, China, South Korea, and the Philippines.

About The Contributing Authors

With this fourteenth edition of *Early Childhood Education Today*, it is my pleasure to welcome Lorraine Breffni and Mary Jean Woika as collaborators and chapter authors. Lorraine and Mary Jean have a vast background of experiences in early childhood education and are dedicated to providing early childhood professionals the knowledge and skills necessary to help young children learn and be successful in school and life.



Professor Morrison with mentor teacher Wendy Schwind, intern Meagan Brewer, and children at Caprock Elementary, Keller (TX) ISD. Professor Morrison participates in various school-based activities.

Contributing Authors

LORRAINE BREFFNI, Ed.D. is the Executive Director of Early Childhood and Parenting Institutes at Nova Southeastern University's (NSU) Mailman Segal Center for Human Development. She is also Affiliate Faculty at NSU's Fischler College of Education. Dr. Breffni directly supervises three early childhood programs, including an infant and toddler program; a preschool program; and a parent and child education program. She has worked as an instructor/mentor for the Community Outreach initiative at the Mailman Segal Center assisting preschool teachers as they enhance emergent literacy practices in their classrooms and as they develop strategies to accommodate the needs of at-risk children and families.

Dr. Breffni has coauthored the text *All About Child Care and Early Education* (Pearson) and its companion resource *All About Child Care and Early Education: A Trainee's Manual*. She has written numerous articles for publication and has developed and taught a diverse range of academic subjects at Nova Southeastern University, including courses on Developmental Psychopathology, Play Therapy, Best

Practice in Emergent Literacy, and Best Practice in Prekindergarten Curriculum.

MARY JEAN WOIKA has worked in early childhood education and early childhood special education for over 30 years. She is currently an assistant professor and program manager at Broward College. In addition to teaching, her responsibilities at the college include mentoring practicum students in their early childhood classrooms throughout Broward County and mentorship to the North Campus Lab School. Ms. Woika has coauthored a textbook and trainee's manual, *All About Child Care and Early Education*, which was developed to be used in the training of CDA students.

Before coming to Broward College Ms. Woika was a child care director, an early interventionist, an early childhood special education teacher, a behavior consultant, and inclusion specialist in an outreach program. She has taught college courses in Pennsylvania, Colorado, Massachusetts, and Florida, in face-to-face, blended, and online formats. Ms. Woika has sat on several state and county early childhood education committees.

Preface

Changes are sweeping across the early childhood landscape, transforming our profession before our eyes! These changes create exciting possibilities for you and all early childhood professionals. We discuss these changes in every chapter of *Early Childhood Education Today*, which is designed to keep you current and on the cutting edge of early childhood teaching practice.

Changes in early childhood education and development bring both opportunities and challenges. Opportunities are endless for you to participate in the ongoing re-creation of the early childhood profession. In fact, creating and re-creating the early childhood profession is one of your constant professional roles. In turn, this means that almost every day, you have to re-create *yourself* as an early childhood professional. *Early Childhood Education Today* helps you achieve this professional goal. The challenges involved in reforming the profession include collaboration, hard work, and constant dedication to achieving high-quality education for *all* children. I hope you will take full advantage of these opportunities to help all children learn the knowledge and skills they need to succeed in school and life. I believe how you and I respond to the opportunities we have in front of us today determines the future of early childhood education. *Early Childhood Education Today* helps you learn what it takes to understand and teach young children and how to provide them the support they and their families need and deserve.

New and Revised Content to This Edition

In addition, in the fourteenth edition, you can expect the following:

- With its focus on empowering every student to immediately identify as an early childhood professional and learn the skills necessary for being a professional, all seventeen chapters include the NAEYC Early Childhood Standards for Professional Preparation which are emphasized and covered in the particular chapters.
- An enhanced and expanded focus on *practical and applicable content*, which provides students with instructional practices essential to applying critical knowledge to their professional practice:
 - Chapter 1: How to complete a Professional Portfolio
 - Five new *Voice from the Field* features, including *Competency Builders*, keeping you abreast of the latest in classroom practices:
 - Chapter 2 *Voice from the Field: Closing the Achievement Gap*
 - Chapter 4 *Voice from the Field: Building the Dream Again*
 - Chapter 5: *Voice from the Field: Competency Builder: How to Use the ABA Approach in a Regular Early Childhood Setting*
 - Chapter 9: *Voice from the Field: Follow the CAR*
 - Chapter 11: *Voice From the Field: Supporting English Learners*
 - Two New Activity Plans:
 - Chapter 9 “How to Plan a Curriculum for Infants and Toddlers” Competency Builder: How to plan a curriculum that promotes relationships and responds to children’s needs and interests.
 - Chapter 10: Activity Planning in the Preschool—Planning and Teaching: Activity Plans for Preschoolers

- Two new Assessment features
 - Chapter 3: How to create Children's Digital Portfolios
 - Chapter 3: Inclusion of nine new children's authentic classroom artifacts that illustrate how children from ages 3 to 8 demonstrate their knowledge and skills specified in state standards. Teachers' authentic comments about children's artifacts illustrate what state standards were achieved and the teacher's basis for assessment.
 - A renewed focus on engaging the student in the immediate application of theory to practice. Every chapter has **two to four new videos**, which immerse the readers in applying what they are learning. This focused emphasis on teaching essential instructional skills and behaviors builds a solid foundation for the early childhood professional's roles and responsibilities today.
 - In Chapter 8, students are engaged in an expanded discussion of *teaching with standards*, including state standards, Common Core State Standards, and professional organization standards, including state preschool and infant/toddler guidelines and frameworks, demystifying the how and what of teaching with standards. New information includes the Head Start Early Outcomes Framework Ages Birth to 5 the new Head Start Performance Standards, and a discussion of the new Every Student Succeeds Act (ESSA).
 - In every chapter, an expanded coverage of diversity emphasizing how students can respond to the diverse populations found in American classrooms today, including examples of how they can meet children's needs through accommodations, differentiated instruction, and culturally respectful practices. Chapter 15 contains new examples of practices used by teachers when teaching children who are bilingual.
 - An enhanced emphasis on developmentally appropriate practices and the development of children in kindergarten and grades 1, 2, and 3. This focus on grades K–3 is another feature that sets ECET 14 apart from other early childhood textbooks. See Chapters 11 and 12.
 - An expanded discussion of the integration of *technology* in teaching and learning, providing many examples of how you can integrate technology into your teaching, including a revised 5E lesson plan specifically designed around teaching with technology.
1. The importance of all *children's language and literacy development and competency*. As more school districts move toward complying with legislation that requires children to read on grade level by grade 3, you must know how to promote children's reading achievement so that all children can learn and be successful. In addition, as educators and politicians focus their attention on the 30 million word deficit of children along SES lines, there is a need for early childhood professionals to promote the importance of language development beginning with parents in the home.
 2. The critical importance of helping and enabling the increasing numbers of children from diverse cultures who need help with *English language learning*. Many suggested instructional practices and examples enable you to confidently teach all children.
 3. The growing number of *diverse children and families, including LGBTQ parents, military families, and grandparents*, in America's classrooms today and the implications of this demographic shift for your teaching and learning.
 4. The importance of *developmentally appropriate practices (DAP)* and the application of these practices to all aspects of early childhood programs and classroom activities. With today's emphasis on academic achievement, *Early Childhood Education Today* anchors your professional practice in DAP, beginning in Chapter 1.
 5. The effects of poverty on children and their families. More children and families than ever before live below the *poverty* line. Many of your children come to school unprepared to meet the challenges of preschool or kindergarten. This text helps you educate *all* children and learn ways to close the achievement gaps that exist between children in poverty and their more economically advantaged peers.
 6. The integration of the fields of *special education* and early childhood education. Increasingly, special education practices are influencing early childhood practices. *Early Childhood Education Today*, fourteenth edition, helps you understand the integration of the two fields and how this integration provides enhanced opportunities for you and the children you teach.
 7. The *inclusive classroom*. You will teach in an inclusive classroom. With its focus on *inclusive teaching practices*, this book prepares you to be an inclusive teacher of all young children regardless of disability, in the least-restrictive environment possible.
 8. *School readiness*. How to help families get their children ready for school and how to promote children's school readiness is at the forefront of issues facing society today. This 14th edition provides you with helpful information and strategies that enable you to close the readiness gaps that exist across ethnic, gender, linguistic, and socioeconomic backgrounds.

Themes of This Book

The fourteenth edition of *Early Childhood Education Today* integrates fourteen critical themes that are foundational to the field today.

9. The expanding role of preschool education and its importance and its critical role in laying the foundation for children's school and life success.
10. The emphasis on *teacher accountability for student achievement* required of the Every Student Succeeds Act (ESSA) and other federal, state, and local regulations. Today, early childhood teachers—indeed, all teachers—are accountable for how, what, and to what extent children learn. This edition helps you meet this challenge confidently and boldly; it provides you with step-by-step strategies for helping all children learn in developmentally appropriate ways.
11. The integration of *STEAM* (science, technology, engineering, arts, and mathematics) subjects into the curriculum. STEAM subjects are considered to be of great importance by the nation's business leaders, and they constitute the foundation for providing a well-trained and educated workforce.
12. A renewed emphasis on providing for *children's mental health* growth and development. With the increase in school shootings and other violent tragedies around the nation, such as the Orlando mass shooting, society is demanding that the nation's schools provide for children's healthy social and emotional development. Society needs children who are healthy socially and emotionally.
13. The use of *technology* to support children's learning. Contemporary teachers are savvy users of technology to promote children's learning and their own professional development. *Early Childhood Education Today*, fourteenth edition, helps you gain the technological skills you need to teach in today's classroom. Practicing teachers provide you practical technological examples for how to use technology to support teaching and learning in your classroom.
14. *Ongoing professional development*. As an early childhood professional, you will be constantly challenged to create and re-create yourself as society and professional practices change. *Early Childhood Education Today*, fourteenth edition, helps you be the professional you need to be by explaining and demonstrating the competencies you need in the classroom today. See the *Seventeen Competencies for Becoming a Professional* at the end of Chapter 1 for how to immediately begin your professional journey of becoming the best early childhood teacher you can be.

Text Features

The fourteenth edition of *Early Childhood Education Today* includes numerous features designed to illustrate developmentally appropriate practice and provide a framework for you to master, reflect on, and apply the chapter content. Here are a few things to look for:

Dynamic, segmented chapter content organized around essential learning outcomes, designed to measurably boost your understanding.

- **CHAPTER-OPENING LEARNING OUTCOMES.** Clarifying exactly what you will learn in the chapter, these learning outcomes align with the major text sections of the chapter.

Learning Outcomes

12.1

Explain how teaching in grades one to three is changing.

12.2

Explain the physical, motor, social, emotional, cognitive, and moral development characteristics of children in grades one to three.

12.3

Examine environments that support learning in grades one to three.

12.4

Explain the instructional processes and teaching practices used in the primary grades.

12.5

Identify and analyze the content areas of literacy and reading in the primary grades curriculum.

12.6

Identify and analyze the content areas of math, science, social studies, and the arts in the primary grades curriculum.

12.7

Identify and analyze contemporary topics in the primary grades curriculum.

12.8

Describe how you can modify your classroom to accommodate children's learning needs.

Features contributed by early childhood educators demonstrate authentic developmentally appropriate practices from around the country.

- **VOICE FROM THE FIELD.** Teachers' authentic voices play a major role in illustrating authentic practices. Voice from the Field features enable practicing teachers to explain

to you their philosophies, beliefs, and program practices. These teachers mentor you as they relate how they practice early childhood education. Among the contributors are professionals who are Teachers of the Year, have received prestigious awards, and have national board certification.

- **VOICE FROM THE FIELD: COMPETENCY BUILDER.** The Voice from the Field features that are labeled as Competency Builders are designed to build your competence and confidence in performing essential teaching tasks, step-by-step.
- **LESSON AND ACTIVITY PLANS.** Planning for teaching and learning constitutes an important dimension of your role as a professional. This is especially true today, with the emphasis on ensuring that children learn what is mandated by state standards. The plans enable you to look over the shoulder of experienced teachers and observe how they plan for instruction. These award-winning teachers share with you plans to ensure that their children learn important knowledge and skills.

Features that show you real children and early childhood settings in action.

Voice from the Field

Competency Builder A Spanish Immersion Program

Bright Years Child Learning Center, in League City, Texas, is designed to provide children with bilingual and biliterate competencies in English and Spanish in a fun, stimulating environment so that they will become world citizens. Our curriculum focuses on Spanish Language Immersion, along with age-appropriate educational growth that will develop emotionally, socially, physically, and academically well-balanced children. Our goal is to prepare our students for their continued education and provide them with the advantages of bilingualism in a global society.

The Spanish Immersion Program is designed for children ages two to twelve years old who have limited or no prior knowledge of Spanish. Children go through their daily schedule of structured learning activities hearing Spanish. In this setting, Spanish is the medium of instruction, and not the subject of instruction, therefore allowing the children to acquire a new language as it is used in context. Through daily exposure, children incorporate core information and are able to process it and comprehend it. The children's ability to accept and understand Spanish comes as they progress



through the program. As they become more familiar and comfortable hearing, understanding, and responding in Spanish, it becomes a natural part of their thought process and, eventually, their speaking process.

To reap the full benefits of a Spanish Immersion Program, students need a variety of instructional supports to stimulate various learning styles. Visual aids, body language and expres-

Technology integration is an excellent instructional process to support children's learning of another language.

sion, diverse instructional approaches, and learning opportunities in real-life situations are all important factors in reinforcing the learning.

Source: Arlene Rodriguez/Florida

Lesson Plans:

A Literacy 5E Lesson

Lesson Title: Pumpkin Venn Diagram

Time Frame for Lesson: Two days in October

Day 1—Read story and complete Venn diagram

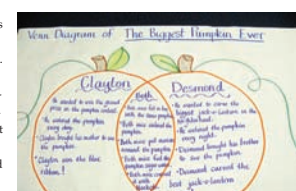
Day 2—Journal-writing activity

Standards: Texas Essential Knowledge and Skills (TEKS): (English Language Arts—Reading/Comprehension of Literary Text/Theme and Genre)

- K.6.A Identify elements of a story including setting, character, and key events.
- K.8.A Retell a main event from a story read aloud.
- K.8.B Describe characters in a story and the reasons for their actions.
- K.10.B Retell important facts in a text, heard or read. (Writing/Writing Process)
- K.13.A Plan a first draft by generating ideas for writing through class discussion (with adult assistance).
- K.13.E Share writing with others (with adult assistance).
- K.14.A Dictate or write sentences to tell a story and put the sentences in chronological sequence.



Source: Cortanger Elementary School



Cortanger Elementary School

Portraits of Infants and Toddlers

Aspen

General Description

Nine months old, Caucasian female; lives with her mother and grandmother; expresses her feelings easily and openly; loves to eat



- **PORTRAITS OF CHILDREN.** In a text about children, it is sometimes easy to think about them in the abstract. The Portraits of Children found in Chapters 9 through 12 are designed to ensure that you consider children as individuals as we discuss how to teach them. The features present authentic portraits of real children from birth through third grade from all cultures and backgrounds, enrolled in real child care, preschool, and primary-grade programs across the United States. Each portrait includes developmental information across four domains: social-emotional, cognitive, motor, and adaptive (daily living). Accompanying questions challenge you to think and reflect about how you would provide for these children's educational and social needs if they were in your classroom.

Social-Emotional	Cognitive/Language	Motor	Adaptive (Daily Living)
<ul style="list-style-type: none"> • Begin to demonstrate separation and stranger anxiety. Aspen cries when her mother leaves the room or when a stranger approaches. • Develop trust in primary caregivers if they are responsive. Aspen crawls to her grandmother for comfort. • Use social referencing and strong attachments to primary caregivers to feel secure. Aspen scans her teacher's face to see if a noisy toy is safe. • Express a variety of emotions such as anger, sadness, grief, and happiness. Aspen frowns when her mother says goodbye and gives him a joyous smile when he returns. • Infants can begin to self-regulate, but need adults to help them when they are tired or distressed. When Aspen is tired she sucks her thumb. Grandma then picks her up and rocks her. 	<ul style="list-style-type: none"> • Object permanence skills increase. By 8 months of age, begins to look for observed objects that are placed or moved out of sight. When mom put the toy behind her back, Aspen crawled around her to retrieve the toy. • Repeat actions that have an effect. Aspen pulled the tail of the toy dinosaur to hear a song. • Can begin to learn sign language at approximately 8 months. They learn to say the words in their language for their primary caregivers. Aspen exclaimed "Mama" when her mother entered the room. 	<ul style="list-style-type: none"> • Sit, at first wobbly, then well, freeing hands to manipulate objects. By 8 months of age, Aspen sits and hardly ever topples over. • Learn to move in a variety of ways. Aspen crept on her tummy at 7 months, crawled on hands and knees by 8 months, and pulls to stand on sturdy objects (such as a coffee table) by 10 months. • First use raking grasp (using all fingers), then scissors grasp (using thumb and fingers), and then pincer grasp (using thumb and first finger) to pick up objects. Nine-month-old Aspen uses a pincer grasp to pick up a Cheerio. • Purposely uses hands together to explore objects. Aspen bangs two objects together. 	<ul style="list-style-type: none"> • Begin to eat solid food when by adult. Aspen opens her mouth as her mother approaches with a spoon full of soft cereal. She "tells" her mom that she doesn't want any more by turning her head, putting her together, or arching back. • Begin to pick up food such as Cheerios with fingers. At 9 months, Aspen seems to delight in picking up Cheerios one by one.

Lakota

Chapter-ending Activities for Professional Development.

- **ETHICAL DILEMMAS.** As an early childhood professional you will face difficult choices in your career that require you to have a solid understanding of

ethical responsibility and best practices. To that end, each chapter includes an ethical dilemma based on facts, current issues, and real-life situations faced by early childhood professionals today. They present difficult decisions early childhood professionals have to make. These ethical dilemmas help you build a better understanding of what it means to think like a professional and to respond appropriately in complicated and potentially compromising situations.

- **ACTIVITIES TO APPLY WHAT YOU HAVE LEARNED.** Here we revisit the chapter-opening learning outcomes and provide one activity per learning outcome to help you assess your content knowledge and/or apply your understanding of that content. For each set of questions, one has been labeled a “**Key Assessment**,” meaning that it is designed around a critical concept in the chapter. For these assessments, a rubric is provided to help guide your work (and to help your instructor evaluate it).
- **LINKING TO LEARNING.** At the end of each chapter, examples of agencies and programs are listed that you can easily locate online. These resources provide additional information so you can expand your understanding of the topics after reading the material.

Current Issues: Implications for Teaching and Learning 67

Activities for Professional Development

Ethical Dilemma

“I Don’t Want my Child to Get Autism!”

Sophia Cho, the director of Applegate Early Learning Center, is at her wits end. Many of the parents in the center have decided to “opt out” of getting their children immunized. Sophia noticed that a few of the parents who had made this decision have been talking with each other. She overheard one parent telling the other parents that her nephew had autism because he had received the MMR vaccine (measles, mumps, and rubella vaccine) when he was 18 months old. Another parent added that she had heard that children could actually get the measles from the vaccination.

There is a growing antivaccination movement across the United States that is fueled by parents’ fears that vaccines are not safe for children. Like the parents at Applegate Early Learning Center, some worry that the MMR vaccine causes autism—a

theory discredited by scientific research. Some states allow exemptions from the vaccinations for religious or medical reasons. However, other states also allow personal reasons for opting out.

There is an outbreak of measles in the next state, and Sophia is afraid that the measles could reach her center.

So what do you think Sophia should do? Should she kick the children out of the center who have not been immunized? Is she allowed to do this? Should she contact someone from the Health Department? Should she talk with the parents spreading the false information? Or should she have a meeting with all of the parents? What would you do?

Refer to the Code of Ethical Conduct from the NAEYC website.

Activities to Apply what you Learned

1. ☒ **Key Assessment:** Academic achievement gaps between poor children and their middle- and upper-income classmates is a serious issue in early childhood education today. Think about and identify three things you can do to help close achievement gaps in your classroom. Log on to your classroom bulletin board and share with your classmates by creating a thread on academic achievement gaps. Ask for their ideas for how they would close the gaps. Take a look at the number of people that have viewed your group, and read their comments. What do their comments tell you? Use the rubric provided to guide your work.
2. Many young children live in diverse families. Conduct online research about the challenges of providing for different types of families. Think about diverse families, the challenges families face, and what you can do as an early childhood professional to support contemporary families. Log on to Twitter and share with a small group of classmates your findings through Twitter’s online website.
3. Choose one of the issues of wellness and healthy living discussed in the chapter. Design a brochure or write a section that could be included in a newsletter for families describing how families can address this issue at home. Exchange your brochures or newsletter sections with others in your class online discussion board.
4. Conduct an Internet search of school-based bully prevention programs, and identify the best features. From these best features develop a PowerPoint presentation titled “Best Practices for Bully Prevention in Early Childhood Programs.” Ask your teacher if you can make a presentation to your class.
5. Contact your local school district, or go online, to find the demographics of the families attending the schools in your area. Find out how the schools take into consideration the family’s language and culture when planning for learning and communication. Share your findings in a class discussion on the importance of cultural competency for teachers and make a list of the examples you and your classmates learned while conducting your research.
6. How can you create and modify classrooms to accommodate diverse learners? Go online and find ways teachers in inclusive classrooms accommodate their diverse learners. Next, discuss your findings with classmates in a chat room or on a classroom discussion board. Finally, develop a list of ways you will support students with disabilities in your classroom.
7. Think about the hot topics discussed in this text. Which hot topic do you think is the most important? Why? Log on to Facebook and share your ideas by posting a note. Tag your classmates to get their feedback.

Supplements To The Text

The supplements for the fourteenth edition are revised, upgraded, and available for instructors to download on www.pearsonhighered.com/educators. Instructors enter George S. Morrison or Early Childhood Education Today, 14th edition, and then click on the “Resources” tab to log in and download textbook supplements.

INSTRUCTOR’S RESOURCE MANUAL (0-13-448833-4)

This manual contains chapter overviews and activity ideas to enhance chapter concepts.

TEST BANK (0-13-448832-6) The Test Bank includes a variety of test items, including multiple-choice, true/false, and short-answer items.

TESTGEN COMPUTERIZED TEST BANK (0-13-448834-2)

TestGen is a powerful assessment generation program available exclusively from Pearson that helps instructors easily create quizzes and exams. You install TestGen on your personal computer (Windows or Macintosh) and create your own exams for print or online use. It contains a set of test items organized by chapter, based on this textbook’s contents. The items are the same as those in the Test Bank. The tests can be downloaded in a variety of learning management system formats.

POWERPOINT SLIDES (0-13-448831-8) PowerPoint slides highlight key concepts and strategies in each chapter and enhance lectures and discussions.

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In the course of my teaching, service, consulting, and writing, I meet and talk with many early childhood professionals from all around the country who are deeply dedicated to doing their best for young children and their families. I am always touched, heartened, and encouraged by the openness, honesty, and unselfish sharing of ideas that characterize my professional colleagues. I thank all the individuals who contributed to the Voice from the Field features and other program descriptions. They are all credited for sharing their personal accounts of their lives, their children’s lives, and their programs.

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Early Childhood Education Today

Chapter 1

You and Early Childhood Education

What Does It Mean to Be a Professional?



Source: David Kostelnik/Pearson Education

NAEYC Standards for Early Childhood Professional Preparation Addressed in This Chapter

Standard 1. Promoting Child Development and Learning

Standard 2. Building Family and Community Relationships

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Standard 6. Becoming a Professional

Resource: National Association for the Education of Young Children, "NAEYC Standards for Early Childhood Professional Preparation Programs." Position Statement. Washington, DC: NAEYC. Reprinted with permission from the National Association for the Education of Young Children (NAEYC). Copyright © 2009 by NAEYC.



Learning Outcomes

- 1.1 Explain who an early childhood professional is and how the profession is changing.
- 1.2 Identify the key factors teachers should consider and reflect on to support children's learning and build respectful relationships with families.
- 1.3 Identify the types of knowledge and professional development teachers need to plan and build meaningful learning experiences.
- 1.4 Explain how to apply developmentally and culturally appropriate learning to your professional practice.
- 1.5 Describe how you can prepare for a career in early childhood education.
- 1.6 Explain what a philosophy of education is and how you can develop your philosophy and apply it in your professional practice.
- 1.7 Explain your understanding of what roles are expected of you as an inclusive early childhood professional.

Ever since she was in high school, Renee Comacho wanted to teach young children. Not just any children, but children with disabilities. During her junior year, Renee joined a summer volunteer intern program at her local child care center that had five children with disabilities. She really enjoyed working with them. That experience got her hooked on early childhood special education! Today, Renee teaches K–3 in a public early childhood center of 200 children that includes children with many kinds of disabilities. Renee is working on her master's degree and wants to earn National Board Certification as an exceptional needs specialist. Renee is part of a Professional Learning Community at her school. She works with teams of teachers, and they are always learning how to accommodate lessons and activities to ensure that they are meeting the needs of all children—especially those with disabilities. At the beginning of this school year, they all participated in training about how to accommodate the curriculum and classroom environments to support learning. They also learned how to involve families of children with disabilities. Renee and her colleagues have high expectations for all the children. As you can tell, Renee is excited about teaching and wants the best for her children. I hope you feel the same way!

The Profession of Early Childhood

Like Renee, you are preparing to be a highly qualified and effective early childhood professional, who teaches children from birth to age eight. You are going to work with families and the community to bring high-quality education and services to all children. How would you explain the term *early childhood professional* to others? Who is an *early childhood professional*? What does *professional mean*, and how has it changed over the years? Catherine Caine, a 2015 Hawaii Teacher of the Year, exemplifies what it is to be an early childhood professional. Catherine teaches second grade at Waikiki Elementary School in Honolulu. She describes teaching as a joyful and intellectually challenging

experience for both herself and her students. Catherine focuses on teaching her students to learn *how* to think, rather than *what* to think. She keeps up-to-date with advances in knowledge in the teaching field and also advocates for the profession by mentoring new teachers.¹

Who is an Early Childhood Professional?

Early childhood professionals promote young children's cognitive, emotional, and physical development and learning; build responsive family and community relationships; observe, document, and assess to support young children and families; promote positive teaching and learning for young children; work with families and other professionals to ensure children receive early intervention services when needed; and identify with and conduct themselves as members of the early childhood profession.

You are preparing to be an **early childhood professional**—that is, a person who successfully teaches all children (birth to age eight), promotes high personal and professional standards, and continually expands skills and knowledge. You will teach all children and develop supportive relationships with them to help ensure that each child can achieve and be successful. For example, National Teacher of the Year Rebecca Mieliwocki promotes high-quality teaching based on her belief that students learn best when they have the most enthusiastic, engaged teachers possible.²

Early childhood professionals work in a wide range of settings, including, among others, community-based private child care and family child care, elementary school kindergarten to grade three classrooms, military bases, Head Start and Early Head Start programs, and university and college laboratory schools. Regardless of setting, however, professionals working in the field of early childhood promote high standards for themselves, their colleagues, and their students. They are multidimensional people who use their many talents to enrich the lives of children and families. They inspire trust as they develop competence in core areas such as listening and communicating. They know their limitations and will consult with the school principal or program supervisor when children have personal, social, or developmental challenges. They work with families and state and local agencies to develop plans of action for children who may need additional help to succeed in school.

Early childhood professionals constantly change in response to new jobs created by the expanding field of early childhood education. They continually improve their skills and knowledge. They stay current on early childhood trends and issues that impact the lives of children and families, and they join professional or community-based organizations that advocate for improving the lives of vulnerable children. You can expect that you will participate in many professional development activities, will be constantly involved in new programs and practices, and will have opportunities to engage in new and different roles as a professional. It is your responsibility to continue to grow and learn throughout your professional career. Just as you benefit personally and professionally from this experience, so ultimately do your students.

Changes in the Early Childhood Profession

This is a wonderful time to be a member of the early childhood education profession. The field of **early childhood education**, which includes knowledge of how children from birth to age eight grow, develop, and learn, has changed more in the last ten years than in the previous fifty years, and more changes are on the way! Why is early childhood education undergoing dramatic transformation and reform?

First, there is a tremendous increase in scientific knowledge about how young children grow, develop, and learn. This new knowledge helps parents and teachers view young children as being extremely capable and naturally eager to learn at very

early childhood professional

An educator who successfully teaches all children, promotes high personal standards, and continually expands his or her skills and knowledge.

early childhood education

The growth, development, and education of children from birth through age eight.

young ages. Second, all across the United States, educators have developed research-based programs and curricula that enable children to learn literally from the beginning of life. Third, influential research, such as the High Scope Perry Preschool Project, validates the fact that high-quality education in the early years has positive and lasting benefits for children throughout their lives.³ Additional research from the Abecedarian Project⁴ and the Abbott Preschool Program⁵ demonstrate the long- and short-term benefits of quality early education and child care, particularly for children who come from low-income families. The way children are reared and educated in the early formative years makes a significant difference in the way they develop and learn. When families, teachers, and other caring adults get it right from the start of children's lives, all of society reaps big dividends. Fourth, more than 75 percent of all four-year-olds attend some kind of preschool program, and more than 1.3 million children (1.1 million four-year-olds) attend state-funded preschool education.⁶ The demand for teachers for these children, as well as ongoing public and professional interest, will continue to focus attention on the early years and the importance they play in lifelong education. Finally, politicians are rediscovering young children. During the Great Recession of 2007–2010 and the years following, politicians either eliminated or reduced funding for preschool programs. Now, thanks in part to a renewed focus by Congress on making quality early care and education a national priority, the pendulum is finally swinging in favor of children, with more states joining the federal government in allocating increased funding for preschools.

As a result of all these changes, the field of early childhood education is entering a new era, which requires well-educated early childhood professionals who are up-to-date on current methods, who are willing to develop new and improved programs for children and families, and who will advocate for best practices for all young children. Ongoing change and how you can respond to it is one of the themes of the early childhood profession and this text.

Supporting Children's Development and Learning

Being an early childhood professional goes beyond academic degrees and experiences. High-quality professionalism in early childhood education has six integrated standards, all of which are important and necessary dimensions of your professional experience. These are located at the beginning of each chapter. Figure 1.1, "The Six NAEYC Standards for Early Childhood Professional Practice," shows how each of these standards plays a powerful role in determining who and what a professional is and how professionals implement practice in early childhood classrooms. We will now review and discuss in detail the first three NAEYC Standards for Early Childhood Professional Practice.

Figure 1.1 Six NAEYC Standards for Early Childhood Professional Preparation Programs

These standards of professional preparation provide guidelines for what you should know and be able to do in your lifelong career as an early childhood professional.



Source: National Association for the Education of Young Children, NAEYC Standards for Early Childhood Professional Preparation Programs, July 2009.

Standard 1: Promoting Child Development and Learning

CHILD DEVELOPMENT. As an early childhood professional you will need to understand child development and learning and how to promote them. **Child development** encompasses the stages of physical, social, mental, and linguistic growth that occur from birth through age eight. Learning about child development includes a knowledge and understanding of young children's characteristics and needs and the multiple influences on children's development and learning.

child development

The stages of physical, social, mental, and linguistic growth that occur from birth through age eight years.

Knowledge of child development is fundamental for all early childhood educators regardless of their roles or the ages of the children they teach. It enables an educator to confidently implement developmentally appropriate practices with all children. All early childhood professionals “base their practice on sound knowledge and understanding of young children’s characteristics and needs. This foundation encompasses multiple, interrelated areas of children’s development and learning—including physical, cognitive, social, emotional, language, and aesthetic domains; play, activity, and learning processes; and motivation to learn—and is supported by coherent theoretical perspectives and by current research.”⁷

Rebecca Markin, a first-year prekindergarten teacher, believes that teaching should take on many forms to meet the unique needs and learning styles of each individual but she sometimes finds it challenging to incorporate this into her classroom practice. An experienced mentor teacher shared that she should use daily routines to accommodate the diverse needs of her children and to reinforce key skills. This, the mentor teacher explained, is called **embedded instruction**. Rebecca designed a range of transition activities that involve children’s bodies and brains. For example, during the morning transition from classroom to playground, Rebecca invites the children to clap in a pattern. She claps slowly twice and rapidly three times and invites the children repeat the pattern. The child at the start of the line claps a pattern next and the children again repeat it. Eventually each child gets a turn. Rebecca recognizes that this high-energy activity is not only fun for the children but it also engages their cognitive processes. While the children are clapping to a pattern, they are developing the key emergent literacy skill of **phonological awareness**. They are focusing on the sound of the clapping pattern and will eventually progress to hear the individual letter sounds that make up words.

MULTIPLE INFLUENCES AND CHILD DEVELOPMENT. Young children are shaped by multiple influences that determine their life outcomes:

- **Children’s culture.** **Culture** is a group’s way of life, including basic values, beliefs, religion, language, clothing, food, and various practices. Culture determines the foods children eat, determines the kind of care they receive or do not receive from their parents, and helps determine how they view and react to the world.
- **Language.** Quite often in immigrant families, the burden of helping the non-English-speaking family members communicate falls on the child. Children act as interpreters for their families and have to learn to communicate as a survival skill.
- **Social relationships.** Getting along with one’s peers and significant adults, such as teachers, is as important a skill as learning to read and write. Unfortunately, some young children don’t have the parental guidance and support they need to learn the social skills necessary for peaceful and harmonious living.
- **Children’s and families’ socioeconomic conditions.** Children under age 18 represent 23 percent of the total population. They also comprise 33 percent of all people living in poverty.⁸ Research clearly shows that children in poverty often do not do well in school and life. This means that you will teach children in poverty, and as a professional you will be responsible for their learning, growth, and development.
- **Children with disabilities.** It is estimated that 13 percent of all children in public schools have a disability of some kind.⁹ There is every reason to believe that this number will increase as methods for diagnoses increase. Children come to child care, preschool, and grades K–3 with many physical, behavioral, and learning disabilities. As an early childhood professional, you will care for and educate children with physical, behavioral, and learning disabilities.

embedded instruction

Involves teaching skills and behaviors in the context of classroom routines and transitions.

phonological awareness

The ability to detect, manipulate, or analyze the auditory aspects of spoken language.

culture

A group’s way of life, including basic values, beliefs, religion, language, clothing, food, and various practices.

EARLY CHILDHOOD SPECIAL EDUCATION AND YOU. As more children with disabilities are included in the regular classroom, early childhood and special education are blending and integrating. For example, kindergarten teacher Julie Sanders has in her classroom a child with autism and a child with attention-deficit/hyperactivity disorder (ADHD). As a result, she applies knowledge of typical and atypical child development. As a teacher of young children, you will more than likely have at least one child with a disability in your classroom. Consequently, it is important that you, like Julie, know the developmental characteristics of children with disabilities as well as typically developing children.

Throughout this text, you will find specific ideas and skills for accommodating children with disabilities.

DEVELOPMENTALLY APPROPRIATE APPROACHES. **Developmentally appropriate practice**, or **DAP**, means basing your teaching on how children grow and develop, and DAP is the recommended teaching practice of the early childhood profession. Knowledge of individual children, combined with knowledge of child growth and development, enables you to provide care and education that is developmentally appropriate for each child. With your understanding of child development you will be able to select essential curricula and instructional approaches with confidence. You can access the NAEYC's Position Statement on Developmentally Appropriate Practice in Early Childhood Programs at the NAEYC website.

We will discuss DAP in more detail throughout this text. These ideas and specific strategies for implementing DAP serve as your road map for teaching. As you read about DAP suggestions, consider how you can begin now to apply them in your professional practice.

KNOWLEDGE OF INDIVIDUAL CHILDREN. Knowledge and understanding of young children's characteristics and needs enables you to develop and implement meaningful learning experiences that promote learning for all children. Say, for example, you were a beginning teacher with several children who are English learners¹⁰ or ELs (also referred to as dual language learners or DLLs) in your class. You would want to know how ELs learn best and how to teach them so they learn at high levels. Effective pedagogical approaches include using developmentally appropriate practices, selecting and using culturally appropriate learning materials, promoting children's oral language and communication, supporting child-initiated learning, guiding children's learning and behavior, promoting responsive relationships, establishing and using learning centers, using play as a foundation for children's learning, and using technology as a teaching and learning tool. These are all topics you will want to study and reflect on as you prepare to be an early childhood professional.

The featured Voice from the Field that follows, "Tools for Teaching Tolerance to Young Children," shares some important suggestions to guide you in making sure your professional practice is culturally diverse. This Voice from the Field is also a Competency Builder. Competency Builders are features designed to help you increase your teaching competence and performance in specific professional areas. By following the Competency Builder Steps and activities, you enhance your professional development and contribute to your qualifications as a high-quality and highly effective teacher.

CREATING HEALTHY, RESPECTFUL, SUPPORTIVE, AND CHALLENGING LEARNING ENVIRONMENTS. Children are healthier, happier, and more achievement oriented when they are cared for and taught in enriched environments. To attain this goal for all children, provide them with environments that are healthy, respectful, supportive, and challenging.

- **Healthy environments:** *Provide for children's physical and psychological health, safety, and sense of security.* For example, the Austin Eco School in Austin, Texas, creates an environment for its students where they can learn and play in an environment that is free from chemical toxins typically found in cleansers, paint, and flooring.¹¹

developmentally appropriate practice (DAP)

Practice based on how children grow and develop and on individual and cultural differences.

healthy environments

Those environments that provide for children's physical and psychological health, safety, and sense of security.

Voice from the Field

Competency Builder

Tools for Teaching Tolerance to Young Children

One of the joys of teaching young children is being surrounded by people full of wonder and who are open to possibility. An important job of a teacher of young children is to keep alive that sense of awe and openness—that spirit of tolerance—to foster the respect for diversity and the awareness of interdependence that will be requisite skills in their twenty-first century lives. Here are some tools to help you teach tolerance in the early childhood classroom:

Step 1 Know Yourself

Sounds simple, right? Not always! Remember, you are the adult in the classroom, and the children look to you for guidance—let them be guided by someone who has learned to guide him- or herself! Teaching tolerance means facilitating a respect for differences, so understand how your family, your community, and its culture and history are different from and/or similar to the experiences of other children, families, and communities in the United States and across the globe.

Step 2 Know Your Students and Their Families

You can't teach tolerance to those you don't know! Take the time necessary to learn as much as you can about your students. This includes understanding the histories of the communities from which your students come as well as their home cultures, languages, and values. Offer a home visit, learn a few pleasantries in the languages spoken by your students'

families, and go to the afterschool programs and community centers in the neighborhoods of your students.

Step 3 Get Students Talking

When teachers provide children with opportunities to plan, discuss, investigate, create, and play with one another, ignorance and fear are uprooted and in their place are cultivated tolerance and respect. The routines teachers provide in their classrooms create the framework within which children feel safe to venture beyond their own community and get to know others. Ensure that children have multiple opportunities to authentically engage with one another through interaction protocols such as *Give One Get One* (where children share ideas with several self-selected partners) as well as with partners to whom they are appointed through the use of a partner-of-the-day rotation. In this way, you establish routines of consistent interaction that build relationship and a genuine sense of community in your classroom.

Step 4 Remember—Not Better, Not Worse—Just Different

Children are keen observers of the differences that exist between themselves and their classmates as well as between themselves and you. So, discuss those insights, being certain to frame them as no more or no less than what they are: differences. What better way to facilitate a respect for diversity and an understanding of differences than through high-quality, culturally relevant children's literature! Thoughtfully chosen books provide opportunities to challenge stereotypes; moreover, stories selected with intentionality expand students' knowledge of—or simply introduce them to—the continents and cultures from which their own communities (and those of their classmates) are derived.

Step 5 Create a Community Circle

Can young children really understand what a community is? When they become involved in building their classroom community and in maintaining its culture, the answer is, "Yes, without a doubt!" Starting each day in community circle, greeting one another by name using the languages spoken at home, allowing a "student of the day" to read a daily affirmation that the community repeats and then briefly discusses are powerful ways to build trust, relationship, and commitment to one another.

Source: Reprinted with permission from Robert Sautter. Kindergarten teacher, Leonard R. Flynn Elementary, San Francisco and Teaching Tolerance Award for Excellence in Culturally Responsive Teaching.



Source: David Lee

More and more, parents look for child care centers and schools that make efforts to be environmentally safe and friendly. Many early childhood programs use eco-friendly diapers, nontoxic paints and pest control, and organic baby foods.¹²

- **Respectful environments:** *Show respect for each individual child and for the child's culture, home language, individual abilities or disabilities, family context, and community.* Sam Williams is a kindergarten teacher in a community in which 64 percent of children live in low-income families. He believes that outstanding teachers foster a climate where children's safety and well-being is at the heart of everything that takes place in the classroom. Sam invests time in building sense of community in his classroom because he knows that children who feel valued and respected are ready to learn and face new challenges. During morning meeting, Sam greets children individually by name. He invites children to share any daily news they may have. For example, Shawna shares that she went with her family to the local Swap Shop and her mom bought some new books for them to read. She is looking forward to starting a brand new book this weekend. Bryce shares that his grandmother is visiting from North Carolina, and she is thinking of moving in with his family for good. Sam encourages children to listen respectfully to each other and respond appropriately with questions and comments. He is aware of his role as a model for children and makes sure to practice what he preaches. Sam recognizes that creating a supportive environment where children feel respected and valued not only builds trust but also creates an environment conducive to learning.
- **Supportive environments:** *Believe each child can learn, and help children understand and make meaning of their experiences.* Teachers at Endeavor Elementary School in Florida support the diverse needs of students by offering a paired reading program. Early in the school year, a reluctant reader in second grade is teamed with more skilled and confident reader in fourth grade. The reading partners meet three times per week for twenty minutes in the library area. The learner chooses a book to read, and the helper provides support by offering prompts and encouragement throughout the reading exercise. The paired reading program at Endeavor has been a positive experience for everyone involved. Teachers in participating classrooms acknowledge that both student groups, learners and helpers, gain academically and socially from the experience—an outcome also supported by research.¹³
- **Challenging environments:** *Provide achievable and "stretching" experiences for all children.* Environments and experiences should provide opportunities for children to engage in activities that challenge them about how to use play materials in different ways, to solve their own problems and negotiate with others, and to use tools and materials in different ways. A woodworking area for preschoolers would be a good example of this. Play time, especially outdoor play time with open-ended loose parts play materials such as fabric, wooden blocks, balls, tree stumps, pallets, and stones, enables a child to challenge and develop his or her physical abilities and skills.¹⁴

respectful environments

Those environments that show respect for each individual child and for the child's culture, home language, individual abilities or disabilities, family context, and community.

supportive environments

Those environments in which professionals believe each child can learn, and that help children understand and make meaning of their experiences.

challenging environments

Those environments that provide achievable and "stretching" experiences for all children.

Standard 2: Building Family and Community Relationships

Families are an important part of children's lives. Within the supportive framework of a family grouping, children learn about relationships and develop important coping skills. Families help children feel valued and secure. They provide a context to teach and



Source: American Images Inc/Getty Images

Early childhood educators are professionals who collaborate and work with families and communities to help children of all backgrounds and abilities learn.

reinforce important social and cultural values. Family involvement also positively affects children's academic and social achievement. Creating a collaborative relationship with your students' families and the community, therefore, makes sense to give your students the best opportunity to succeed. To do this, you need to know about and be respectful of children's families and the communities in which they live.

RESPECTING CHILDREN AND FAMILIES. Saying that you are respectful of children and families is one thing; putting respect into practice means you will use your skills and knowledge of child development and family involvement to make respectfulness a reality.

Implications for Teaching. Here are some things you can do to demonstrate your respect for children and their families:

- Plan cooking and other activities in collaboration with parents. Inquire about restricted diets to determine acceptable foods and recipes so all children can participate; have parents advise you about appropriate cultural activities; and ask children what cultural practices they would like to include in classroom activities.
- Validate children's home languages by teaching them to the other children. For example, when counting the days on the calendar, you can count in English, Spanish, Vietnamese, and so on.¹⁵
- Keep expectations clear between your students and their families. For example, at the beginning of the school year, kindergarten teacher Elizabeth Henry at Newberry Elementary School sends out a newsletter titled, "What to Expect at Kindergarten," for parents, which includes information on policies and procedures as well as an overview of the content areas taught and roles of the parent in the classroom. She emails monthly newsletters to parents and uploads important information to the school website for families to download.
- María Márquez, first-grade bilingual teacher and Teacher of the Year, supports parents by giving them strategies for helping children with their homework, encourages parents to stay in contact with her, and makes home visits when needed. She believes her job is not just to teach children academics, but to teach citizenship as well. She teaches citizenship and character traits, striving to help each child learn to share the concern for the well-being and dignity of others. Maria believes children must learn to demonstrate loyalty and pride toward their country. Maria teaches her children to be responsible, respectful, courteous, and honest toward others with whom we share our values and different ways of life.¹⁶

Learn about families' child-rearing practices and how they handle routines relating to toileting, behavioral problems, and so on. Learning how to build family relationships is an important part of your professional development. Respectful and reciprocal relationships with parents and families empower them to be involved in their children's education.

assessment

The process of collecting information about children's development, learning, behavior, academic progress, need for special services, and achievement in order to make decisions.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

One of your most important responsibilities as an early childhood professional will be to observe, document, and assess children's learning. The outcomes of **assessment**, the cognitive process of collecting information about children's development, learning, behavior, academic progress, need for special services, and achievement in order to

Figure 1.2 The Three-Way Process of Assessment

Today teachers are accountable for what they teach and how they teach it. Observing and assessing provides the data you need to plan for each child.

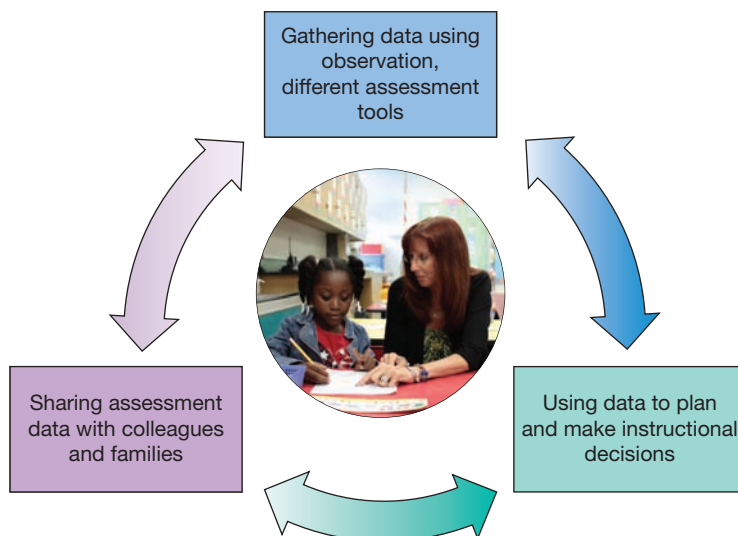


Image Source: Benjamin LaFramboise/Pearson Education

make decisions, will guide you and will provide you abundant information to share with parents and families. Consider assessment as a three-way process, as shown in Figure 1.2.

One of your main means for gathering information about young children is through observation and documentation, which are two forms of assessment you will use in ongoing, systematic ways. In fact, observation is one of your main means for gathering information about young children.

Through assessment, observation, and documentation practices, you can provide accommodations for children with disabilities and also involve parents in the process. For example, first grade teacher Addie Hare asks parents to fill out a short survey about their children's interests and learning needs. Parents know their children best, and you can learn a lot when you listen to what they have to say. Ask parents what their children like to do outside of school, special accommodations a child may need, and how they would like to be involved. Finish your survey with an open-ended question such as, "Is there anything else you would like me to know?" This often yields helpful information that might not emerge from previous questions.



Source: David Kostelnik/Pearson Education

One of the most important professional classroom skills is the ability to observe and assess children's learning.

Developmentally Effective Approaches and the Early Childhood Profession

The first three NAEYC Standards for Early Childhood Professional Preparation were discussed earlier. We will now turn our attention to the remaining three. As an early childhood professional, you will be expected to integrate the NAEYC Standards related to connecting with children and families (Standard 4), content knowledge and

curriculum building (Standard 5), and professionalism (Standard 6) into your everyday practice. Through your teaching practice, you will demonstrate your understanding of and relationships with children and families; your understanding of developmentally effective approaches to teaching and learning; and your knowledge of content areas to design, implement, and evaluate experiences that promote positive, developmentally appropriate learning for all children, which are critical to achieving this objective.¹⁷

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

To be a professional in this area, you will demonstrate positive relationships with children and families. All of education is about relationships: how you relate to your colleagues, how you relate to parents and other family members, and how you relate to children. In **responsive relationships**, you are responsive to the needs and interests of children and their families.

responsive relationships

The relationship that exists between yourself, children, and their families in which you are responsive to their needs and interests.

The early years are especially critical for building the type of family–school connections that are responsive to the needs of children and families. Just as each child is different, so too are families. As a teacher, you will have to develop approaches to building responsive relationships with diverse types of families including single-parent families, working-parent families, immigrant families, same-sex families, families where a grandparent is the primary guardian, and families with adopted or foster children. Regardless of family structure, however, it is essential that you work to support and encourage parent or guardian engagement in school. There are a number of ways to do this. For example, New York Schools Chancellor Carmen Farina introduced a number of initiatives to encourage family engagement. In one, she invited schools in her community to share ways to connect with and engage families. The ideas generated were both creative and meaningful. Some schools implemented a Parent Tuesday initiative where teachers and principals set aside forty minutes once per week to meet with parents and answer their questions about their children’s educational experiences. Other schools hosted Morning Meetings, where parents were invited to ask questions, network with other families, and learn how to support their children as they transition from one classroom setting to another. One early childhood magnet program introduced a Morning Reading Room, where parents would come to school early and read to their children before the school day begins.¹⁸

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Research shows that students benefit when teachers develop a more in-depth understanding of content areas, of effective means of gathering and using formative assessment data, and how to differentiate instruction to address needs.¹⁹

CONTENT AREAS. Content areas are the basis for children learning to read, write, learn mathematics and science, and be successful in school and life. Consequently, early childhood professionals understand the importance of each content area in children’s development and learning, demonstrate the essential knowledge and skills needed to

provide appropriate environments that support learning in each content area, and demonstrate basic knowledge of the research base underlying each content area.²⁰

The content areas in early childhood are:

- Language and literacy, which consists of listening, speaking, reading, and writing
- Reading, which includes the learning skills necessary for beginning to read and being able to read fluently for meaning. The national goal for reading is for all children to read on grade level by grade three.
- The arts, including music, creative movement, dance, drama, painting, sculpture, photography and cinematography.
- Mathematics, the study of numbers, quantity, patterns, space, and change
- Science, which involves using observation and experimentation to describe and explain things using the scientific method
- Technology, the application of tools and information to change and modify the natural environment to solve problems and make products
- Engineering, the process of using materials and forces of nature for the benefit of humankind
- Social studies, which involves using geography, history, economics, and social relations/civics to make informed decisions
- Physical activity and physical education, which includes dance, sports, health, and nutrition

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, AND MATHEMATICS (STEAM). Today there is a growing emphasis on incorporating engineering and technology content in the school curriculum beginning in preschool. You will hear a lot about STEAM throughout your teaching preparation and career. Ryan Mayes, a Teacher of the Year award recipient, is an advocate for STEAM education in his preschool classroom. Not only does Ryan incorporate STEAM into his daily teaching practice and ensure that children of all abilities have opportunities to explore STEAM-related topics, but he also organizes workshops for parents to help them reinforce STEAM concepts at home.²¹

Much of the content knowledge in pre-K through third-grade programs is integrated in state, national, and the Common Core State Standards (CCSS) adopted by forty-two states. However, not all school curricula are specified by or through standards. What gets taught in early childhood programs is also based on children's interests and on the "teachable moment," when classrooms, schools, and communities lend themselves to teaching ideas, concepts, and skills. How you teach with standards is a result of your professional background and training. This is where Professional Standard 4, Using Developmentally Effective Approaches to Connect with Children and Families, applies to your teaching in each of the content areas and in your use of instructional processes to teach each area.

Content Knowledge. The knowledge that comes from content areas is known as **content knowledge**. Teachers must understand the content they teach (e.g., math, science, social studies) and what constitutes the essential knowledge and skills of each content area. It is for this reason that state standards are important and helpful; you will want to be familiar with your state standards for each subject and grade level you teach, as well as the state's Common Core State Standards for reading and math.

Second-grade students at Robert E. Clow Elementary School in Naperville, Illinois, learn social studies by building a model community resembling their city out of cardboard and shoe boxes. The students learn how to use map grids and keys and use the telephone book to look up addresses and descriptions of actual landmarks in Naperville, such as the town hall, stores, and roads.²²

content knowledge

The content and subjects teachers plan to teach.

knowledge of learners and learning

Understanding students and how they learn (DAP); managing classroom environments and guiding children.

collaborative planning

A type of planning used by groups of teachers at the grade levels or across grade levels to plan curriculum daily, weekly, and monthly. Also called *team planning*.

reflective practice

The active process of thinking before teaching, during teaching, and after teaching to make decisions about how to plan, assess, and teach.

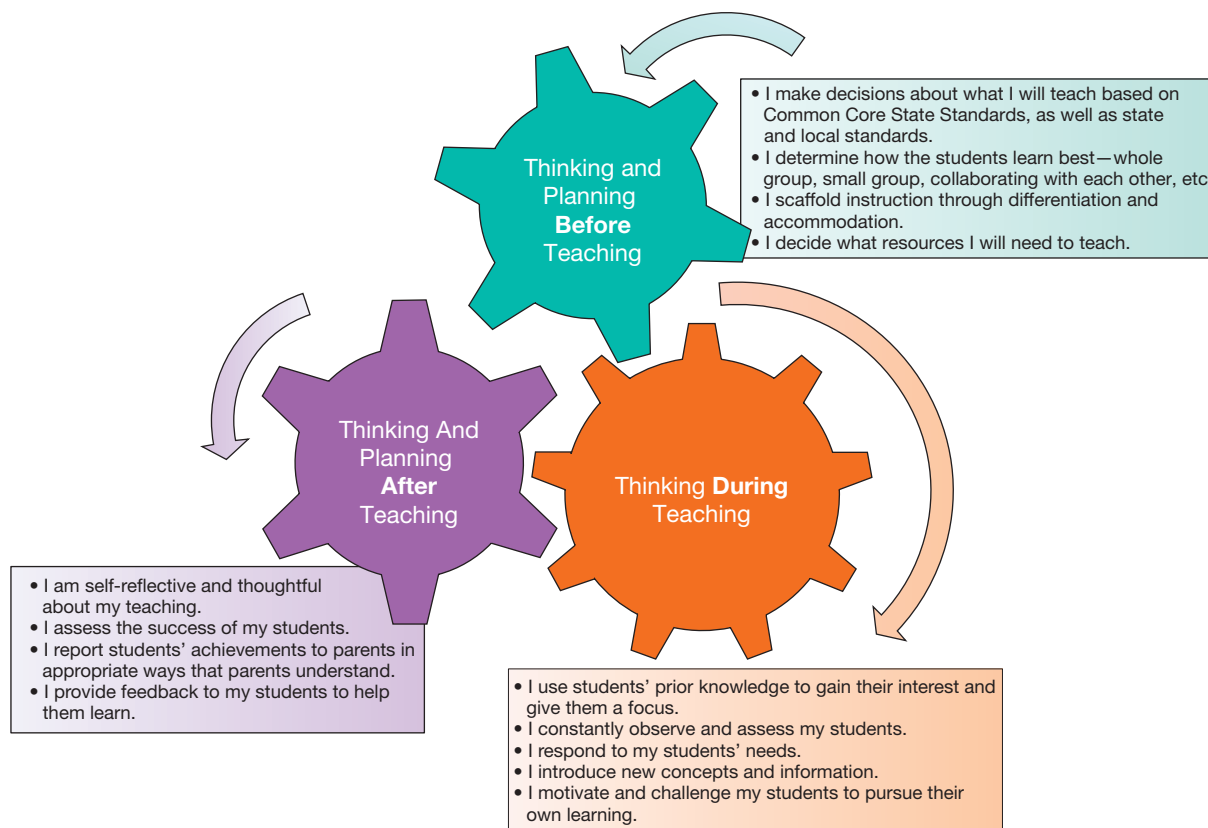
Knowledge of Learners and Learning. Finally, high-quality teachers know and understand the students they teach. This is called **knowledge of learners and learning**.²³

Erica Conner, third-grade teacher and Mississippi Teacher of the Year, knows it is important to treat each child with respect and dignity, to accept each child with understanding, and to have belief in his or her abilities. Born with spina bifida, Erica knows what it takes to overcome hurdles. She strives each day to nurture a classroom culture that focuses on what children can do, rather than what they can't. Indeed, Erica has removed the word *can't* from her students' vocabulary! She has the highest expectations for every student who walks into her classroom and is committed to putting their needs first.²⁴

COLLABORATIVE PLANNING. Today's teachers engage in **collaborative planning**. They meet collaboratively in grade-level teams and across grade-level teams to examine student data and to plan and develop instructional strategies. Collaborative teams also incorporate and align their curricula with local and state standards and state Common Core State Standards.

REFLECTIVE PRACTICE. Building a meaningful curriculum for young children also involves reflective practice. **Reflective practice** helps you think about how children learn and enables you to make decisions about how best to support their development and learning. Thinking about learning and understanding how children learn makes it easier for you to improve your teaching effectiveness, student learning, and professional satisfaction. In addition, thinking about learning and thinking about teaching are part of your reflective practice. Reflective practice involves deliberate and careful consideration about the children you teach, the theories on which you base your teaching, how you teach, what children learn, and how you will teach in the future. The reflective teacher is a thoughtful teacher. Reflective practice involves the three steps shown in Figure 1.3.

Figure 1.3 The Cycle of Reflective Practice: Thinking, Planning, and Deciding



Reflective practice is something Lyon Terry, Washington State's Teacher of the Year, embraces. Considering the needs of his students and adapting his practice to meet those needs is what makes Lyon a great teacher, says Lawson Elementary School principal, Neil Gerrans. Lyon uses reflective practice to help identify the type of supports individual children need to be successful in his classroom. He sets high standards but is aware of his role in ensuring that these standards are both achievable and appropriate.²⁵

Standard 6: Becoming a Professional

Early childhood professionals conduct themselves as professionals and identify with their profession.²⁶ When you identify with and are involved in your profession, you can proudly proclaim that you are a teacher of young children. Being a professional means that you (1) know about and engage in ethical practice; (2) engage in continuous lifelong learning and professional development; (3) collaborate with colleagues, parents, families, and community partners; (4) engage in reflective practice; and (5) advocate on behalf of children, families, and the profession.²⁷ These competencies represent the heart and soul of professional practice.

CONTINUOUS AND LIFELONG PROFESSIONAL DEVELOPMENT OPPORTUNITIES. A professional is never a “finished” product; you are always involved in **professional development**, a process of studying, learning, changing, and becoming more professional. Professional development involves participation in training and education beyond the minimum needed for your current position. You will also want to consider your career objectives and the qualifications you might need for positions of increasing responsibility. Today, more teachers are also getting certified in special education and teaching ELs. In fact, many students complete these certifications before they graduate.

PROFESSIONAL LEARNING COMMUNITIES. As previously discussed, you, your colleagues, and your administrators will engage in collaborative planning in which you develop curricula and instructional processes. This process is often accomplished through a **professional learning community (PLC)**, a team of early childhood professionals working collaboratively to improve teaching and learning. Professional learning communities support a school culture that recognizes and capitalizes on the collective strengths and talents of the staff. They are designed to increase student achievement by creating a school culture focused on learning.

For example, all teachers in Northfield Public School District in Northfield, Maine, participate in weekly PLC meetings with colleagues who share the same students and/or subject matter. They use their district curriculum and all existing student data to determine: what knowledge and skills they expect students to learn, how they will know if students meet the desired objectives, how they will respond when students have difficulty achieving the desired objectives and when students have already met the desired objectives, and how they can use student data and work samples to better inform their practice and communicate with parents.²⁸

Peer Coaching. I'll bet all of you had experience with coaches—Little League, soccer, softball, or whatever other sport you participated in. Coaches provide invaluable assistance and support. They help guide, direct, model, and encourage others to use their talents and abilities. Just as coaches play an invaluable role in the field of sports, coaches also play an important role in teaching and learning. **Peer coaching** is a process whereby teachers agree to learn from each other through observation, interaction, and discussions. In peer coaching, teachers work in pairs with each other to observe and identify areas in which they would like to improve. Peer coaching is powerful and enables you to grow and develop as you collaborate with your colleagues.

professional development

A process of studying, learning, changing, and becoming more professional.

professional learning community (PLC)

A team of early childhood professionals working collaboratively to improve teaching and learning.

peer coaching

A process whereby teachers agree to learn from each other through observation, interaction, and discussions.

mentoring

The process in which an experienced and highly qualified teacher works with a novice or beginning teacher to help the new teacher be successful.

ethical conduct

Responsible behavior toward students and parents that allows you to be considered a professional.

advocacy

The act of engaging in strategies designed to improve the circumstances of children and families. Advocates move beyond their day-to-day professional responsibilities and work collaboratively to help others.

Mentoring. **Mentoring** is the process in which an experienced and highly qualified teacher works with a novice or beginning teacher to help the new teacher be successful. More than likely, as a beginning teacher, you will be assigned to a mentor teacher who will act as a leader, guide, sponsor, and role model for you. Generally, the mentor teacher works with the new early childhood professional during the first year of teaching.

ENGAGING IN ETHICAL PRACTICE. **Ethical conduct**—the exercise of responsible behavior with children, families, colleagues, and community and society—enables you to engage confidently in exemplary professional practice. The profession of early childhood education has a set of ethical standards to guide your thinking and behavior. NAEYC has developed the Code of Ethical Conduct and a Statement of Commitment, which can be reviewed by going to the NAEYC website.

You can begin now to incorporate professional ethical practices into your interactions with children and colleagues. To stimulate your thinking, the Activities for Professional Development section at the end of this and every chapter includes an ethical dilemma.

In each case, the ethical dilemma is a situation that a teacher, groups of teachers, and administrators face in making decisions when there is not always an easy or “right” answer.

As you reflect on and respond to the dilemmas, use the NAEYC Code of Ethical Conduct as a valuable guide and resource.

COLLABORATING WITH PARENTS, FAMILIES, AND COMMUNITY PARTNERS. Part of becoming a professional, involves gaining experience with parents, families, and the community. These experiences allow you to gain a better understanding of the complex characteristics of families and communities as well as to begin to create respectful, reciprocal relationships that support and empower families. Parents, families, and the community are essential partners in the process of schooling. Knowing how to collaborate effectively with these key partners will serve you well throughout your career.

ADVOCACY. **Advocacy** is the act of pleading the issues impacting children and families to the profession and the public and engaging in strategies designed to improve the life outcomes of children and families. Advocates move beyond their day-to-day professional responsibilities and work collaboratively to help others.

Mark Mautone is a teacher of preschool students with autism spectrum disorder (ASD) and a New Jersey Teacher of the Year. He uses technology throughout the school year to enhance and extend the education of his students. Mark has designed iPad applications for individual students that target specific academic, life, or social skills. He is recognized as a strong advocate for integrating iPad technology into the ASD classroom and shares his passion through presentations, training, and articles.²⁹

There are no shortage of issues to advocate for in the lives of children and families. Some of the issues in need of strong advocates involve providing high-quality programs for all children, reducing and preventing child abuse and neglect, closing the achievement gap between socioeconomic and racial groups, and providing good health and nutrition for each child. You must become actively engaged to change policies and procedures that negatively impact children. The following are some of the ways in which you can advocate for children and families:

- *Join an early childhood professional organization that advocates for children and families.* Organizations such as NAEYC, the Association for Childhood Education International (ACEI), Children’s Defense Fund (CDF), National Black Child Development Institute (NBCDI), National Head Start Association (NHSA), and the Council for Exceptional Children (CEC) have local affiliates at colleges and universities

and in many cities and towns, and they are very active in advocating for young children. You can serve on a committee or be involved in some other way.

- ***Volunteer in community activities that support children and families.*** Donate to an organization that helps children and families and volunteer your time at a local event that helps children get ready for school. For example, the Georgia Justice Project hosts its annual “Back-2-School” event to help their clients prepare for the first day of school. The community of Atlanta, Georgia, supplies families with backpacks, school supplies, and health and dental screenings.
- ***Seek opportunities to share your knowledge of young children and the issues that face children and families.*** Inform others about the needs of young children by speaking with groups. For example, volunteer to meet with a group of parents at a local child care program to help them learn how to share storybooks with their young children, or meet with a local civic group that maintains the community park to discuss appropriate equipment for younger children. Identify a specific concern you have for children and families, and talk to others about that issue. For example, if you are concerned about the number of children who do not have adequate health care, learn the facts about the issue in your community, and then talk to people you know about ways to solve that problem. Begin with your own circle of influence: your colleagues, friends, family members, and other social groups of which you are a member.
- ***Be persistent.*** Identify an issue you are passionate about, and find a way to make a difference. There are many ways to advocate for children and families. Change takes time!

Within your own program or classroom, you will face many issues that should inspire you to advocate for your children and their families.

Professional Dispositions

In addition to the six professional standards discussed in this chapter, professional dispositions play an important role in ensuring that you will be a well-rounded and highly qualified professional. **Professional dispositions** are the values, commitments, attitudes, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well your own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, and responsibility. For example, they might include a belief that all students can learn, a vision of high and challenging standards for all children, or a commitment to a safe and supportive learning environment. We have already discussed other dispositions, such as ethical practice, collaborating with colleagues and families, and reflective practice. Many programs that prepare professionals for the early childhood profession have a set of dispositions that are important for professional practice.

CARING: THE MOST IMPORTANT DISPOSITION. For every early childhood professional, *caring* is the most important of all the professional dispositions. Professionals care about children; they accept and respect all children and their cultural and socioeconomic backgrounds. As a professional, you will work in classrooms, programs, and other settings where things do not always go smoothly; for example, children will not

professional dispositions

The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well as the educator’s own professional growth.

always learn ably and well, and they will not always be clean and free from illness and hunger. Children's and their parents' backgrounds and ways of life will not always be the same as yours. Caring means you will lose sleep trying to find a way to help a child learn to read, and you will spend long hours planning and gathering materials. Caring also means you will not leave your intelligence, enthusiasm, and other talents at home but will bring them into the center, the classroom, administration offices, boards of directors' meetings, and wherever else you can make a difference in the lives of children and their families. The theme of caring should run deep in your professional preparation and in your teaching.

How to Create your Professional Portfolio

A professional portfolio is an effective way to demonstrate your development and growth as an early childhood professional. A portfolio is used for professional reflection as well as for future employment or promotion. Your portfolio should exemplify what you have accomplished as a teacher and include examples and artifacts of how you measure and improve your teaching. Your professional portfolio should be well organized and include essential (but selective) elements such as:

- A personal biography outlining your personal and professional background
- A philosophy of teaching that outlines your values and beliefs about children's development and learning (see the heading *Developing a Philosophy of Education* in this chapter for guidance on how to write your personal philosophy of teaching)
- Evidence of curriculum planning such as lesson plans, rubrics, questions asked to prompt learning, reflection on learning outcomes, or other resources that demonstrate a wide array of instructional strategies, and tools (such as photographs or videos of you leading a teaching activity)
- Examples of student work that reflect developmentally appropriate approaches to learning such as work samples; for example, let students help select their best work (paper and digital) to include in your portfolio
- Evidence that demonstrates understanding of respectful, reciprocal relationships with parents such as information about support services in the community; parenting book lists; websites of interest to families of young children; agendas from parent conferences, meetings, and/or focus groups; and sample newsletters, web pages, and emails
- Records of formal and informal assessments (checklists, observation guides, rating scales, rubrics, etc.) that showcase your understanding of the goals, benefits, and uses of systematic observation, documentation, and assessment
- Evidence of participation in professional development activities such as workshops, professional learning communities (PLCs), grade-level meetings, courses, and conferences
- Evidence that demonstrates your role as an advocate for and participant in the early childhood profession such as membership in professional organizations and contributions to advocacy issues

As with any professional endeavor, your teaching portfolio is an ongoing work-in-progress. It will require updating and revision as your teaching experience increases. You may decide to keep your portfolio in a three-ring binder or create an electronic version. Keep in mind, however, that regardless of the format you choose for your professional portfolio, it is a reflection of your teaching effectiveness and, as such, should be free from errors. Your portfolio is also a valuable tool for when you interview for a teaching or other position. Many of my students report that their portfolio helped them get hired!³⁰

Developmentally and Culturally Appropriate Practice, and You, the Early Childhood Education Professional

The NAEYC's Position Statement on Developmentally Appropriate Practice (DAP) on the NAEYC's website represents a commitment to promote excellence in the constantly evolving field of early childhood education and early childhood special education. The position statement provides a framework for best practices rooted in numerous research studies on child development and learning, which promotes each child's optimal learning and development.

Developmentally Appropriate Practice

Three knowledge bases form the core considerations of DAP as shown in Figure 1.4. These are as follows:

Knowledge of Child Development. Knowledge of age-related characteristics that permit general predictions about what experiences are likely to best promote children's learning and development.

Knowledge of Social and Cultural Contexts in Which Children Live

The values, expectations, and behavioral and linguistic conventions that shape children's lives at home and in their communities that practitioners must strive to understand in order to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family.

Figure 1.4 Core Considerations in Developmentally Appropriate Practice



Knowledge of Child Development

Knowledge of age-related characteristics that permit general predictions about what experiences are likely to best promote children's learning and development.

Knowledge of the Child as an Individual

What practitioners learn about each child that has implications for how best to adapt and be responsive to that individual variation.

Knowledge of the Child, as an Individual. What practitioners learn about each child that has implications for how best to adapt and be responsive to that individual variation.

Knowledge of Social and Cultural Contexts in Which Children Live. Values, expectations, and behavioral and linguistic conventions shape children's lives at home and in their communities. Teachers must strive to understand these contexts to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family.

The NAEYC Position Statement on Developmentally Appropriate Practice (DAP) is clear about what constitutes DAP:

- Developmentally appropriate practice requires both meeting children where they are—which means that teachers must get to know them well—and enabling them to reach goals that are both challenging and achievable.
- All teaching practices should be (a) appropriate to children's age and developmental status, (b) attuned to children as unique individuals, and (c) responsive to the social and cultural contexts in which children live.
- Developmentally appropriate practice does not mean making things easier for children. Rather, it means ensuring that goals and experiences are suited to children's learning and development and challenging enough to promote their progress and interest.³¹

Implications for Teaching. Here are some things you can do to ensure what you teach and how you teach it follow the principals of developmentally appropriate practice.

- **Develop a classroom community where all children feel safe, secure, respected, and valued:** Greet children individually by name when they arrive in the morning; allow children to make choices or decisions whenever possible; ensure there is a balance between large-group, small-group, and individual activities throughout the day; and provide opportunities for children to demonstrate their unique creativity by, for example, having the easel open daily and an array of painting materials accessible, or inviting children to create an alternative end to a story read during morning circle.
- **Plan activities that provide children opportunities for exploration and hands-on learning:** Have a variety of open-ended materials available throughout the day such as construction materials, water and/or sand, and paper and writing/drawing supplies; engage children in learning outdoors by, for example, bringing magnifying glasses or binoculars to the playground so children can investigate the flora and fauna in their environment; and allow children to explore using “real” objects by adding plants, stones, and everyday objects such as fabric into the classroom—children can use acorns for counting activities or different-sized pinecones for a seriation by size activity. Jessica Taylor, a prekindergarten teacher, understands the importance of developmentally appropriate literacy practices in her classroom. Jessica provides a print-rich environment where children have opportunities to see words displayed and to use a variety of writing tools. She plans experiences that develop phonemic awareness such as letter sound games and poems. Jessica also ensures that she reads high-quality books to children in groups or individually throughout the day. She knows that children absorb more when the learning experiences are positive and when skills and concepts are not taught in isolation from a meaningful context.
- **Consider whether planned activities encourage deep thinking:** Introduce activities that have no “right” or “wrong” outcome; ask open-ended questions during teacher-led activities; and respond to children's questions, ideas, or feelings.

- *Accommodate the diverse learning styles of children:* Introduce activities that meet the needs of visual, auditory, and kinesthetic learners by, for example, ensuring that children ages five to eight years who are learning math concepts have opportunities to not only listen to the teacher and see the concept explained on a chalk or smart board, but are also provided with concrete materials to aid learning such as Unifix cubes, Cuisenaire rods, scales, rulers, and geometric shapes.

Culturally Appropriate Practice

Developmentally and culturally responsive practice (DCRP) includes being sensitive to and responding to children's cultural and ethnic backgrounds and needs. The United States is a nation of diverse people, and this diversity will increase. Children in every early childhood program represent this diversity. When children enter schools and programs, they do not leave their uniqueness, gender, culture, socioeconomic status, and race at the classroom door. Children bring themselves and their backgrounds to early childhood programs. As part of your professional practice you will embrace, value, and incorporate **culturally appropriate practice** into your teaching. Learning how to teach children of all cultures is an important part of your professional role.

Lydia Smith teaches in a small private preschool. She has noticed that the number of Native American children in her classroom has increased over the past ten years. Although the parents and children seem happy with her teaching approach, Lydia wants to ensure that she incorporates activities into her curriculum to meet the cultural needs of this group of students. She decided to make an explicit effort to learn more about Native American traditions and customs. Lydia met with a group of parents and invited them to share ways that she could infuse Native American developmentally and culturally appropriate practices into the daily life of the classroom. Throughout the year, Lydia's morning story time was changed to include more Native American oral stories. She added materials to her art area such as diverse skin-color crayons, markers, and paint. She also displayed the artwork of prominent local Native American artists. Lydia is aware that she must continually evaluate her teaching and curriculum practice to ensure that she is responsive to the developmental and cultural needs of all the children and families in her classroom. This will be an ongoing process, but she knows that she is a better and more responsive teacher because of this.

Critical goals for developing cultural identity include developing in children an **individual cultural identity** that involves learning about the self—"Who am I?" They also involve learning about the culture of which the child is a part and how the child relates to and functions in that culture. For this reason, you should provide activities and an environmental context in which children can learn about their cultures, identify with them, and feel comfortable about being a part of them.

Implications for Teaching. Here are some things you can do to ensure that what you teach and how you teach it follow the principals of culturally appropriate practice.

- *Evaluate your classroom environment and instructional materials to determine if they are appropriate for culturally appropriate practice.* Make sure your books, both fiction and nonfiction, represent children of all races and cultures. In my visits to early childhood classrooms, I observe many that are "cluttered," meaning they contain too many materials that do not contribute to a culturally appropriate learning environment. Include photos and representations from many and varied cultures in your classroom.
- *Redesign your classroom.* For example, you may decide to add a literacy center that encourages children to read and write about diverse cultural themes. Remember that children need the time, opportunity, and materials required to read and write

developmentally and culturally responsive practice (DCRP)

Teaching based on the ability to respond appropriately to children's and families' developmental, cultural, and ethnic backgrounds and needs.

culturally appropriate practice

An approach to education based on the premise that all peoples in the United States should receive proportional attention in the curriculum.

individual cultural identity

Learning about the self.

about a wide range of culturally diverse topics. Make sure you provide children with books relating to gender, culture, and ethnic themes.

- ***Evaluate your current curriculum and approaches to diversity.*** Review your curriculum to see how it is supporting diverse cultural approaches. Learning experiences should be relevant to your students, their community, and their families' cultures. When you are diversifying your curriculum, consider two categories: how you teach and what you teach.
- ***Make sure all children are accepted and valued.*** Develop plans for ensuring that children of diverse cultures, genders, and abilities are included in play groups and activities. This can be achieved by careful preparation on your part. Take, for example, Sherryl Diaz. Sherryl teaches in a kindergarten classroom. At the beginning of the school year, she noticed that the children were talking about their first names during lunch time. A new child in the classroom, Ling, shyly told her peers that she was named after her grandmother who lives in China. One child laughed and told her it was a silly name. Sherryl decided to introduce a topic in her lesson plan about names. She read the books *The Name Jar* by Yangsook Choi,³² *My Name is Yoon* by Helen Recorvits,³³ and *Chrysanthemum* by Kevin Henkes.³⁴ Sherryl invited each parent to make a poster with a photo of their child and an explanation of why they gave them the name they did. The posters were displayed prominently in the classroom. During morning meeting, children were invited to share how they got their name with the group. Through proactive and intentional planning, Sherryl was able to nurture an atmosphere of tolerance in her classroom where all children felt valued and accepted.
- ***Reflect on your interaction with all children.*** You may unknowingly give more attention to boys than to girls—or to particular boys or girls whose temperament or personality matches your own. Also, you may overlook some important environmental accommodations that can support the learning of children with disabilities. How do you interact with children of different cultures? With children who have disabilities?
- ***Include activities in your lesson plans that celebrate diverse cultures.*** Setting aside time to include a full range of cultural activities in your classroom helps you meet not only the needs of all children but also national, state, and local learning standards.
- ***Work with families to incorporate your culturally focused curriculum.*** Remember, families are valuable resources in helping you achieve your goals. One way to connect with parents is to send home a survey to learn more about your students' backgrounds including ethnic and cultural considerations so that you can incorporate them into your classroom's instructional activities.

Implementing culturally diverse activities and topics will not be easy and will require a lot of hard work and effort on your part. However, this is what teaching and being a professional is about. You owe it to yourself, your children, and the profession to conduct programs that enable all children to live and learn in them.

Pathways to Professional Development

The educational dimension of professionalism involves knowing about and demonstrating essential knowledge of the profession and professional practice. This knowledge includes the history and ethics of the profession, understanding how children develop and learn, and keeping up-to-date on public issues that influence early childhood and the profession.

Training and certification are major challenges facing all areas of the early childhood profession and those who care for and teach young children. Training and certification requirements vary from state to state, and more states are tightening personnel standards for child care, preschool, kindergarten, and primary-grade professionals.

Many states have career ladders that specify the requirements for progressing from one level of professionalism to the next. For example, Figure 1.5 outlines a career pyramid of professional development. What two things do you find most informative about this career pyramid? How can you use the pyramid to enhance your professional development?

Ready, Set, Teach

For many future teachers, child care workers, and others, the professional pathway begins early in life. How many of you made the decision to become a teacher when you were in grade school? I'll bet you were influenced by a teacher who helped you become who you are today! The desire to become a teacher early in life is satisfied for many budding early childhood professionals by programs such as Ready, Set, Teach! The Ready, Set Teach! initiative is offered by some high schools and aims to provide interested students with an opportunity to see firsthand whether teaching is a career option for them. Seniors enrolled in the year-long program complete core classes on child and adolescent development and the principles of effective instructional practice. Under the guidance of a cooperating teacher, Ready, Set, Teach! students participate in field-based internships in schools and have opportunities to plan, develop, and implement learning experiences for students of various ages and abilities.

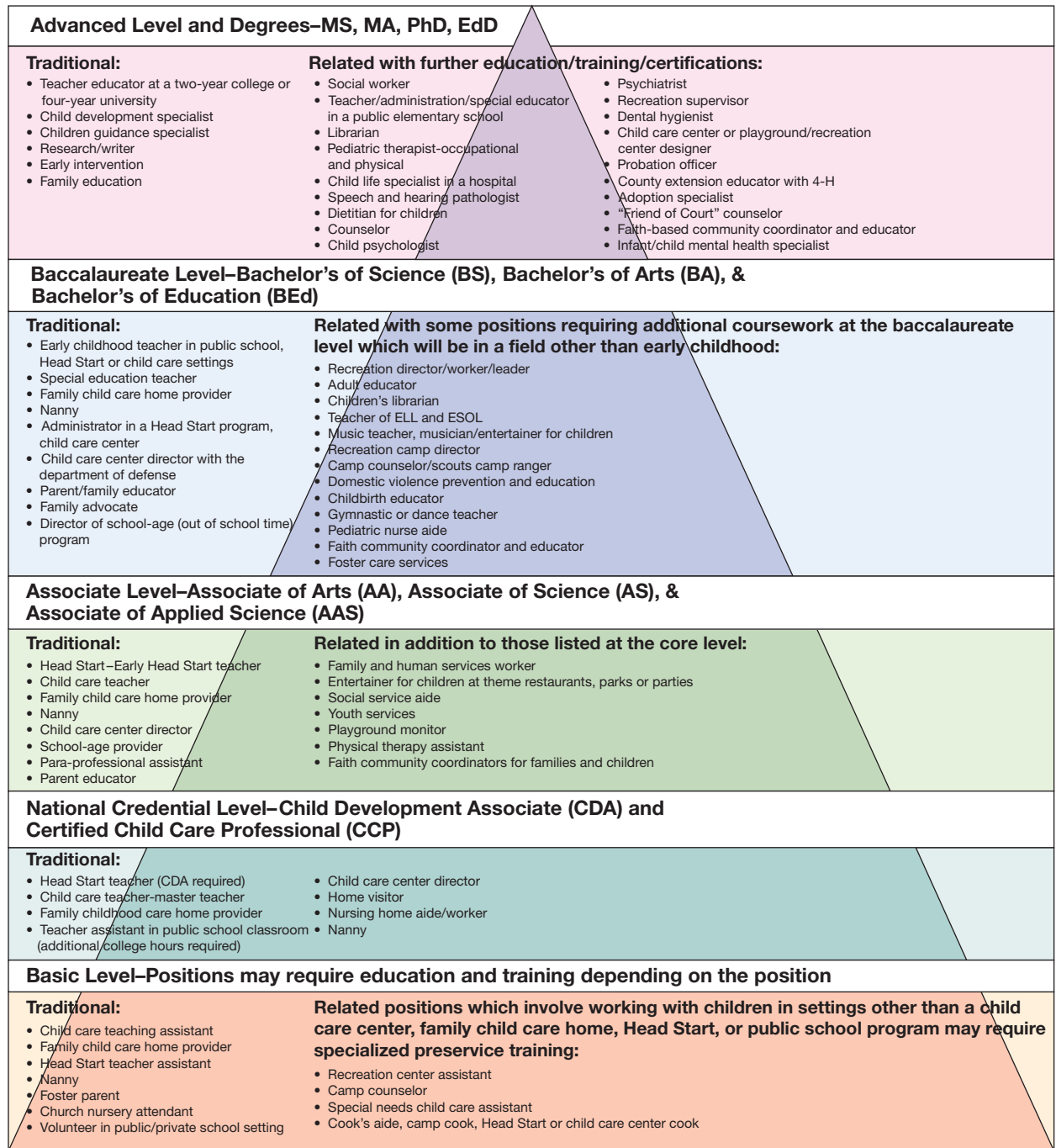
The CDA Program

The **Child Development Associate (CDA)** National Credentialing Program is a competency-based assessment system that offers early childhood professionals the opportunity to develop and demonstrate competence in their work with children age five years and younger. Since its inception in 1975, the CDA program has provided a nationally recognized system that has stimulated early childhood training and education opportunities for teachers of young children in every state in the country and on military bases worldwide. The credential is recognized nationwide in state regulations for licensed child care and preschool programs as a qualification for teachers, directors, and/or family child care providers. The standards for performance this program has established are used as a basis for professional development in the field.

The CDA program offers credentials to caregivers in four types of settings: (1) center-based programs for preschoolers, (2) center-based programs for infants/toddlers, (3) family child care homes, and (4) home visitor programs.³⁵ Evidence of ability is collected from a variety of sources, including firsthand observational evidence of the CDA candidate's performance with children and families. This evidence is weighed against national standards. The CDA national office sets the standards for competent performance and monitors this assessment process so it is uniform throughout the country. The CDA is often an entry point to a career in early childhood. Camila Martinez always knew she wanted to teach young children. She graduated high school and started to work as an infant caregiver assistant in Sunny View Child Care Center. The center

Child Development Associate (CDA)

An individual who has successfully completed the CDA assessment process and has been awarded the CDA credential. CDAs are able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework.

Figure 1.5 Early Childhood Professional Development Career Pyramid

director encouraged Camila to enroll in classes at her local college and complete her CDA. Camila was initially reluctant to return to school but complied with the director's request. At the end of the program, however, not only did Camila successfully complete her CDA and gain knowledge that she could practically apply in the classroom, but she also gained college credits for her efforts. Camila decided to continue with her educational pursuits and enrolled in the associate degree program. She hopes eventually to become a lead teacher in her center and knows that a degree will help her realize this possibility.