



Early Childhood Education Today

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15e

Fifteenth Edition

Early Childhood Education Today

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For Betty Jane, whose life is full of grace and who lives the true
meaning of love every day.

For Jim, Tiarnan, Tailte, and Ailill—my teachers.

For my family: Michael, Belinda, William, and Christopher.
My reasons why.

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About the Authors

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*, ninth 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. He finds the intersection of theory and practice has tremendous implications for how we practice early childhood education.

Dr. Morrison's professional interests focus on how societal changes influence and change early childhood education and teacher preparation. He believes the intersections between what was, what is, and what could be provide fertile opportunities for developing new approaches to how we educate young children.

Dr. Morrison is President and CEO of New Beginnings: The Betty Jane Morrison Foundation for Homeless Children, a nonprofit agency whose mission is to prevent homelessness by providing homes, rent, utility assistance, love, and care for homeless families and children (birth to age 8).

Lorraine Breffni is the Executive Director of Early Childhood Studies at Nova Southeastern University's (NSU) University School. 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.



Professor Morrison with mentor teacher Wendy Schwind, intern Meagan Brewer, and children at Caprock Elementary, Keller (Texas) Independent School District.

Dr. Breffni has co-authored 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*, and has contributed chapters to *Early Childhood Education Today*, fourteenth edition. She has written numerous articles for publication and has developed and taught a diverse range of academic subjects at NSU, 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 more than 30 years. She is currently an assistant professor and program manager at Broward College. In addition to teaching, her responsibilities at the college include mentorship to the North Campus Lab School Ms. Woika has co-authored the textbook and trainee's manual, *All About Child Care and Early Education*, which was developed to be used in the training of child development association (CDA) students, and contributed chapters to *Early Childhood Education Today*, fourteenth edition.

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 an inclusion specialist in an outreach program. She has taught college courses in Pennsylvania, Colorado, Massachusetts, and Florida, in face-to-face, blended, remote, and online formats. Ms. Woika has also sat on several state and county early childhood education committees.

Preface

In 2020, the COVID-19 pandemic disrupted and changed how America educates its children. The resulting “new normal” in how we educate at all levels is sweeping across the early childhood landscape, transforming our profession before our eyes. While these changes are disruptive, they are also transformative. As constructivists, we believe that disequilibrium brings many opportunities for growth and new learning. These changes create exciting possibilities for you and all early childhood professionals, if you and they embrace and learn from them. 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 professional practices for pre-kindergarten through grade 3.

Changes in early childhood education and development bring both opportunities and challenges. As an early childhood specialist, you have endless opportunities 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, learning new skills, developing new behaviors, hard work, and constant dedication to your profession. At the end of the day, your benchmark question is this: “Was I a good teacher?” We wrote *Early Childhood Education Today* to enable you to achieve this goal. We hope you will take full advantage of this text, and the knowledge and skills that master teachers from all across the United States offer in it, to help all children learn the knowledge and skills they need to succeed in school and life. We believe how you and we respond to the opportunities we have in front of us today determines the future of early childhood education.

NEW AND REVISED CONTENT IN THIS EDITION

Early Childhood Education Today, Fifteenth Edition, has been highly revised to stay current with this ever-changing field. With the authors’ focus on *practical and applicable content*, *Early Childhood Education Today* has an enhanced and expanded focus on instructional practices essential to applying critical knowledge to professional practice.

High-Level Updates

- **The integration of STEM (science, technology, engineering, and mathematics) knowledge and skills into all curriculum areas.** Chapter 12, Technology in Today’s Classrooms: Integrating STEM into Your Teaching, is a completely new chapter. It focuses on how you can integrate technology across all curriculum areas with an emphasis on STEM. New features address how classrooms and programs across the United States are using technology to prepare children to be productive members of the workforce of tomorrow.
- **Gender identity.** Responding positively to the growing number of diverse children and families, including LGBTQ parents, military families, and grandparents, is important in America’s classrooms today. This dramatic demographic shift has myriad implications for how early childhood teachers relate to children and families. Chapter 1, You and Early Childhood Education, and Chapter 15, Parents, Families, and the Community, are designed to help readers meet these challenges with professionalism and confidence. Best practices for creating an equitable,

supportive, and socially responsible classroom environment for all children, including gender-diverse children, are presented and discussed throughout the text, enabling the reader to understand, incorporate, and support positive gender identity in the classroom.

- **Supporting positive behavioral health in school and at home.** Children's mental and behavioral health is in crisis, and the data on this topic are startling:
 - Current estimates suggest that 1 in five children in the United States has a mental or behavioral disorder that interferes with their success in school and at home.
 - More than 50,000 children were suspended at least once from preschool programs in 2016, and 17,000 were expelled because teachers felt they are unable to control them.
 - Preschool children are 3 times more likely to be suspended than all K–12 students combined.

Chapter 13, Guiding Behavior: Helping Children Become Responsible, examines the role of implicit bias as a contributor to the discipline gap in school—especially for Black boys. The role of the teacher in supporting positive behavioral health of children is addressed, and evidence-based strategies to facilitate the development of critical executive function skills are presented.

- **Social-emotional learning (SEL).** Learning and themes of supporting mental health are at the forefront of early childhood practice today. SEL skills, including empathy, kindness, helping, being responsible, getting along with and working with others, self-control, and developing resilience, are critical for all children's developmental and life success. With the increased concerns about violence in homes and communities, school shootings, and bullying, and as more children experience adverse events in their lives, teachers are looking for ways to support children in their classrooms and help families support children at home. Developmental milestones and the implications for teaching SEL behaviors associated with them are discussed in every chapter of this new edition. The topics of teaching resiliency, building a community of learners, modeling appropriate social and emotional skills, and setting up a safe environment appropriate to every age group are covered throughout the text, but especially in Chapter 8, Infants and Toddlers: Building Strong Foundations for Life; Chapter 9, The Preschool Years: Readiness for School and Life; Chapter 10, Kindergarten Education: Learning All You Need to Know; and Chapter 11, The Primary Grades: Preparation for Life-long Success.
- **The inclusive and equitable classroom.** All teachers teach in an inclusive classroom. With its focus on inclusive teaching practices, every chapter of *Early Childhood Education Today* has a major-heading section that prepares readers to be inclusive teachers of all children regardless of socioeconomic status, gender, family background, linguistic status, and family/home status, in the least-restrictive environment possible, the early childhood classroom. For example, Chapter 9, The Preschool Years: Readiness for School and Life, provides a “Best Practices for Dual-Language Learners” feature. Chapter 14, Children with Diverse Needs: Appropriate Education for All, provides the latest information about the Individuals with Disabilities Education Act (IDEA), instructional strategies such as response to instruction (RTI), and best practices for teaching children with autism spectrum disorders (ASD).
- **New feature: From Research to Practice.** *Early Childhood Education Today* is a research-based text. A great deal of what teachers teach and how they teach it is based on research. Every chapter of this edition includes a From Research to Practice feature that highlights current research on “hot topics,” and provides readers with specific pedagogical suggestions and activities for how to translate today's research and theory into contemporary classroom instructional practices.
- **Current and up to date.** All references cited in the text are recent, from within the last two years, with the exception of seminal citations. The authors have

diligently sought to provide readers with the latest information about how current and contemporary societal events influence and change early childhood practices, and research. For example, the effects of COVID-19 on classroom instructional practices are discussed in Chapter 2, Contemporary Issues Involving Children and Families: Implications for Teaching and Learning, and in Chapter 12, Technology in Today's Classroom: Integrating STEM into Your Teaching.

New Material and Topics

Chapter 1: You and Early Childhood Education: What Does It Mean to Be a Professional?

Key Changes

The National Association for the Education of Young Children's (NAEYC) Professional Standards and Competencies for Early Childhood Educators, updated in 2020, provide context and guide content for Chapter 1. The reader is introduced to contemporary themes related to professional growth and development, including why and how to implement linguistically and culturally appropriate practice; the importance of equity and empathy in the classroom; and how to build and sustain community partnerships that support children and families. Award-winning mentor teachers provide illustrative examples from their own practice of professionalism in action.

Voices from the Field/Competency Builders: *Teaching as a Passion and The Rise of the Educator as Advocate, “Rules of Engagement” for Being a Developmentally and Culturally Responsive Teacher, and Tools for Teaching Tolerance—and Empathy—to Young Children*

Research to Practice: *The Importance of Teacher Dispositions*

Ethical Dilemma: *“I Insist That Everyone Speak to My Child in English Only”*

Pearson eText Video Examples: *Five new video examples*

LMS Test Bank Application Activities: *Three new application activities*

Chapter 2: Contemporary Issues Involving Children and Families: Implications for Teaching and Learning (Previous Edition title: Current Issues: Implications for Teaching and Learning: Contemporary Influences on Children and Families)

Key Changes

The changes in this chapter reflect the recent events and research that have impacted the field of early childhood. The topics specifically added include opportunity gaps; issues for children from immigrant and refugee families and unaccompanied minors; children of incarcerated parents; the Head Start's “brushing at the table” tooth-brushing technique; the rise of vaccine-preventable diseases; the importance of mental health in young children; the use of telehealth in schools; and responses to school shootings.

Voices from the Field/Competency Builders: *How You Can Close the Achievement Gaps and TECHNOLOGY: How You Can Help Families Keep Children Safe While Using Technology*

Research to Practice: *Children of Loss and Separation*

Pearson eText Video Examples: *Three new video examples*

Chapter 3: Observation and Assessment for Teaching and Learning: Effective Teaching Through Appropriate Evaluation

Key Changes

There is an added emphasis on developmentally, culturally, and linguistically appropriate assessment in this edition. All screening and assessment instruments included in the text have been researched and updated. The informal assessment examples provided are updated with the addition of a new Figure 3.14, Example of an Inclusive Classroom Checklist.

Voice from the Field: *Using Technology in the Assessment Process*
Research to Practice: *Using Data to Guide Teaching and Learning*
Ethical Dilemma: *To Opt Out or Not to Opt Out: A Parent's Dilemma*
Pearson eText Video Examples: *Eight new video examples*
LMS Test Bank Application Activities: *Five new application activities*

Chapter 4: The Past and the Present: Prologue to the Future

Key Changes

The inclusion of the Child Care and Development Block Grant Act (CCDBG Act) of 2014 in this edition provides the student with the necessary information for those who work in centers receiving federal funds.

Research to Practice: *Linking Pre-K, Half-Day, and Full-Day Kindergarten to Third-Grade Reading: How to Spend the Funds*
Ethical Dilemma: *Play-Based Versus Academic-Based Learning ... Or Is It Both?*
Pearson eText Video Examples: *Five new video examples*
LMS Test Bank Application Activities: *Three new application activities*

Chapter 5: Theories Applied to Teaching and Learning: Foundations for Practice

Key Changes

The movement from theory to practice is emphasized in Chapter 5. The reader is introduced to contemporary examples highlighting the active role of children in the learning process. The four “golden rules” that teachers can use to create a classroom environment that is both aesthetically pleasing and conducive to learning are presented. The application of Bronfenbrenner’s ecological theory to the important issue of how to appropriately and adequately support child refugees is discussed in detail.

Voice from the Field/Competency Builders: *Active Learning Throughout the Early Childhood Years, and Scaffolding Through the Zone of Proximal Development: Different Levels of Support*
Research to Practice: *Bronfenbrenner's Theory in Action*
Ethical Dilemma: *He is Not a Laboratory Animal*
Pearson eText Video Examples: *Four new video examples*

Chapter 6: Early Childhood Programs: Applying Theories to Practice

Key Changes

The information on Head Start from Chapter 8 was moved to this chapter and then updated and expanded to include the Head Start Child Development and Early Learning Framework. The Early Head Start section was expanded to include what Early Head Start programs look like. More helpful details of teaching practices for each program curriculum were provided, and a new learning objective for the Creative Curriculum was added.

Research to Practice: *Choosing a Research-Based Curriculum*
Pearson eText Video Examples: *Three new video examples*
LMS Test Bank Application Activities: *Two new application activities*

Chapter 7: High-Quality Child Care: Meeting the Needs of Children and Families

Key Changes

New content was added to this chapter on some of the solutions to the high cost of child care, including a description of the CCAMPIS program. Other issues in child care, such as the need for high-quality child care for families with nonstandard hours, and the implications of COVID-19 for child care centers were added as well. Steps in hand washing were included in the section on keeping the environment healthy.

Voice from the Field/Competency Builder: *How to Promote Cognitive Development in Child Care Programs*

Research to Practice: *Lack of Affordable Child Care Prevents Mothers from Pursuing Careers*

Pearson eText Video Examples: *Three new video examples*

LMS Test Bank Application Activities: *Two new application activities*

Chapter 8: Infants and Toddlers: Building Strong Foundations for Life (Previous Edition Chapter 9: Infants and Toddlers: Building Strong Foundations for Learning)

Key Changes

The reader is introduced to a wide range of new topics including mental health issues in infants and very young children; creating a healthy physical and social environment; attachment theory and its application to adoptive and diverse families; and healthy gender development in infants and toddlers. Practical examples of how to plan and introduce a developmentally appropriate science, technology, engineering, and math (STEM) curriculum to infants and toddlers are presented.

Voices from the Field/Competency Builders: *The Parent Perspective: Luke and Appreciating Diverse Families*

Research to Practice: *Supporting Healthy Gender Development in Infants and Toddlers*

Ethical Dilemma: *“To Intervene or Not to Intervene?”*

Pearson eText Video Examples: *Three new video examples*

Chapter 9: The Preschool Years: Readiness for School and Life (Previous Edition Chapter 10)

Key Changes

New content on STEM education in the preschool classroom provides examples of how to implement activities for preschool students, including a section on the maker movement and makerspaces in preschool. Additionally, the Portraits of Preschoolers have been updated to illustrate today’s preschoolers.

Voices from the Field/Competency Builders: *Developing a Culture of Thinking: A Prekindergarten Exploration of Sharks, Teaching Self-Regulation to Preschool Children, and Best Practices for Dual-Language Learners*

Research to Practice: *Serve-and-Return Conversations*

Ethical Dilemma: *“I Don’t Agree with These Online Preschools”*

Pearson eText Video Examples: *Two new video examples*

LMS Test Bank Application Activities: *Three new application activities*

Chapter 10: Kindergarten Education: Learning All You Need to Know (Previous Edition Chapter 11)

Key Changes

The topic of gender identity is highlighted in Chapter 10. The reader is introduced to a range of practical strategies to support children’s emerging gender identity and ways to recognize the kindergartner’s growing awareness of, and often rigid compliance to, social norms and values around gender. Research highlighting the key role of phonics instruction in reading and the importance of “soft skills” in kindergarten are presented.

Voices from the Field/Competency Builders: *Sidewalk Math and Technology Tools to Enrich Kindergarten Learning*

Research to Practice: *High-Quality Classroom Instruction Helps Narrow the Opportunity Gap*

Pearson eText Video Examples: *Six new video examples*

Chapter 11: The Primary Grades: Preparation for Lifelong Success (Previous Edition Chapter 12)

Key Changes

Strategies for promoting an equal and equitable classroom for all children are presented in Chapter 11. Concerns around childhood mental health, including the increasing rates of depression and anxiety during the primary years, are discussed, and practical strategies for working with families to support children's positive mental health are introduced. The role of mindfulness in the classroom is also described.

Voices from the Field/Competency Builders: *Creating a Gender-Inclusive Classroom in the Primary Grades, Bringing Mindfulness to School, and How to Implement a Successful Guided Reading Program*

Ethical Dilemma: *Remote Learning: Fair and Equitable?*

Research to Practice: *Does Class Size Make a Difference?*

Pearson eText Video Examples: *Five new video examples*

Chapter 12: Technology in Today's Classrooms: Integrating STEM into Your Teaching (Previous Edition Chapter 13: Technology and Young Children: Education for the Information Age)

Key Changes

This chapter saw a dramatic shift from technology to STEM in early childhood, with an emphasis on gender equity. Expanded information on technology and new information in science, engineering, and mathematics provides students with real-life examples of how to provide STEM activities in their own classrooms. The use of technology in classrooms and at home as a result of the COVID-19 pandemic has also been addressed.

Voices from the Field/Competency Builders: *Teaching in the post-COVID era, 3D Printing for the Primary Grades, and iPads in Early Childhood Education*

Research to Practice: *Integrating Technology Can Lead to Better Learning*

Ethical Dilemma: *I Don't Want a Robot Messing with Nick's Brain!*

Pearson eText Video Examples: *Five new video examples*

LMS Test Bank Application Activities: *Three new application exercises*

Chapter 13: Guiding Behavior: Helping Children Become Responsible (Previous edition Chapter 14)

Key Changes

The role of implicit bias in school suspensions and expulsions—particularly as it pertains to Black boys and other minorities—is presented and discussed in Chapter 13. The role that the classroom environment plays in supporting resilience and promoting positive social-emotional skills in children is also discussed, and an intensive intervention program designed to support the 1% to 5% of pre-kindergarten children whose externalizing behavior problems impair their success in school (and beyond) is presented.

Voices from the Field/Competency Builders: *Learning to Live Together: Creating Community at School, The Environment as a Tool to Support the Development of Social-Emotional Skills, and The Summer Treatment Program for Pre-kindergarteners*

Research to Practice: *The Role of Implicit Bias and Racial Inequality in Discipline*

Ethical Dilemma: *No Hugging and Kissing*

Pearson eText Video Examples: *Three new video examples*

Chapter 14: Children with Diverse Needs: Appropriate Education for All (Previous Edition Chapter 16)

Key Changes

Up-to-date research on children with disabilities, including autism spectrum disorder and learning disabilities, provides the reader with an understanding of how to teach

in an inclusive classroom. New information on implications for teaching children with disabilities has been provided based on the newest research.

Voices from the Field/Competency Builder: *Children with Disability Need a Little Helping Hand*

Research to Practice: *Daily Report Cards Help Improve Student Behavior*

Ethical Dilemma: *A Tape Recorder in a Backpack*

Pearson eText Video Examples: *Six new video examples*

LMS Test Bank Application Activities: *Three new application activities*

Chapter 15: Parents, Families, and the Community: Building Partnerships for Children's Success (Previous Edition Chapter 17)

Key Changes

Up-to-date statistics on the adaptive, dynamic, and evolving nature of American family life are presented in Chapter 15. The importance of nurturing tolerance and acceptance for all families, including families with same-sex parents, is described. The role of the teacher in understanding and supporting the unique needs of homeless, immigrant, linguistically diverse, and military families is also discussed.

Voices from the Field/Competency Builders: *Supporting Military Families: The Importance of High-Quality Child Care, Getting Hispanic Parents Involved in Schools, and Children with Autism Spectrum Disorder: The Family Perspective*

Research to Practice: *When the Opioid Crisis Hits Home: Parents Who Misuse or Abuse Drugs*

Pearson eText Video Examples: *Four new videos*

The content from the previous edition's Chapter 8, Federal and State Governments: Supporting Children's Success, and Chapter 15, Understanding Children's Culture: Living and Learning in a Diverse Society, was deleted, and appropriate content on these topics was integrated into the other chapters.

THEMES OF THIS BOOK

The fifteenth edition of *Early Childhood Education Today* integrates 12 critical themes that are foundational to the field today.

- 1. The importance of all children's language and literacy development and competency.** Many school districts require children to read on grade level by grade 3. As a result, one of your goals should be to help all children read on grade level. You must know how to promote children's reading achievement so that all children can learn and be successful. We provide many instructional practices and examples that will enable you to confidently teach all children to read. For example, learning to read with phonics is increasingly popular in pre-K to grade 3 classrooms all across America. Chapter 8 provides you with helpful methods for teaching reading with phonics.
- 2. Responding positively to the growing number of diverse children and families, including LGBTQ parents, military families, and grandparents, in America's classrooms today.** The implications of this dramatic demographic shift for how you teach and relate to children are many. Chapter 15 of *Early Childhood Education Today* helps you meet these challenges with professionalism and confidence.
- 3. 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.

4. **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 may come to school unprepared to meet the challenges of preschool or kindergarten. *Early Childhood Education Today* helps you educate *all* children and learn ways to close the achievement and opportunity gaps that exist between children in poverty and their more economically advantaged peers.
5. **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* helps you understand the integration of the two fields; the resulting blending of instructional activities; and how this integration provides enhanced opportunities for you and the children you teach.
6. **The inclusive classroom.** You will teach in an inclusive classroom. With its focus on *inclusive teaching practices*, *Early Childhood Education Today* prepares you to be an inclusive teacher of all young children regardless of disability, in the least-restrictive environment possible, your classroom.
7. **School readiness and the expanding role of preschools.** How to help families get their children ready for school and how to promote children's school readiness are at the forefront of issues facing society today. *Early Childhood Education Today* provides essential information and strategies that will enable you to close the readiness gaps that exist across ethnic, gender, linguistic, and socioeconomic backgrounds.
8. **The expanding role of preschool education and its critical role in laying the foundation for children's school and life success.** How to help families get their children ready for and how to promote children's school readiness is at the forefront of issues facing society today. *Early Childhood Education Today* provides key instructional strategies that will enable you to confidently get young children ready to participate in society today and tomorrow.
9. **The emphasis on teacher accountability for student achievement.** Today, early childhood teachers—indeed, all teachers—are accountable for how, what, and to what extent children learn. *Early Childhood Education Today* 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.
10. **The integration of STEM (science, technology, engineering, and mathematics) subjects into the curriculum.** STEM 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. Chapter 12, *Technology in Today's Classrooms: Integrating STEM into Your Teaching*, is a completely new chapter. The chapter's focus is how to integrate technology across all curriculum areas with an emphasis on STEM. New features focus on how classrooms and programs across the United States are using technology to prepare children to participate in the workforce of tomorrow.
11. **A renewed emphasis on providing for children's mental health growth and development.** With the increased number of school shootings and other violent tragedies around the nation, 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.
12. **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* helps you be the professional you need to be by explaining and demonstrating the competencies you need in the classroom today. Table 1.1, *Seventeen Competencies for Becoming a Professional*, at the end of Chapter 1 explains how you can immediately begin your professional journey of becoming the best early childhood teacher you can be.

Text Features

Best Practices for Teaching Virtually. Teaching and learning in the post COVID era has changed, is changing, and will continue to change. Much of this change centers around virtual teaching. “Tips for Teaching Virtually” are provided as margin notes in Chapters 1, 8, 9, 10, and 11. Chapter 12 contains a Voice From the Field Feature “Best Practices for Teaching Virtually.” In addition, a kindergarten teacher provides specific suggestions for successful virtual teaching.

The fifteenth 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:

- **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.
- **Voice from the Field.** Teachers’ authentic voices play a major role in illustrating authentic practices. In Voice from the Field features, practicing teachers explain 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.

Learning Outcomes

- 2.1 Identify contemporary issues relating to equity, equality, and achievement, and describe how they influence the teaching of young children.
- 2.2 Identify the issues and influences of wellness and healthy living for young children and their families, and explain the importance of mental health.
- 2.3 Discuss how you can help prevent violence, bullying, racism, and abuse in your teaching of young children.
- 2.4 Identify ways you can provide for cultural diversity in your program and classroom.
- 2.5 Describe how you can accommodate diverse learners in your classroom and program.

Voice FROM THE FIELD
Developing a Culture of Thinking
A Prekindergarten Exploration of Sharks

The role of educator goes beyond planning learning activities in a classroom. We accompanied the children in the learning process by facilitating meaningful opportunities and challenging their thinking. Teachers and students work in collaboration and make connections with their prior knowledge. Every teacher should understand that the learning process transcends the doors of a classroom and acknowledge the children's personal experiences, individual needs, and interests. In this process of awareness, we believe in the importance of encouraging the use of a variety of thinking tools. These tools allow the children to generate habits of mind that promote comprehension, and a thinking culture that is sustainable in the classroom and extends to the community.

HOW TO PROVIDE FOR CHILDREN'S
Diverse Cultures & Backgrounds
Voice From The Field: Competency Builder

"Rules of Engagement" for Being a Developmentally and Culturally Responsive Teacher

As U.S. classrooms become more diverse, it is important for you to respond to children and families in developmentally and culturally responsive ways. You are culturally responsive when you interact effectively with children, families, and colleagues of different cultures. You practice cultural responsibility by treating everyone with respect, learning about other cultures, and incorporating cultural dimensions into all aspects of your teaching. To do so, you need to learn the cultural backgrounds of your students. As classrooms become more diverse, you will want to incorporate children's cultures into your instructional activities. Here are seven "rules of engagement" for being a culturally responsive teacher.

Rule 1 Relationships matter.
There is a saying in early childhood education that "all education involves relationships." As a teacher, it is important for you to develop positive, respectful, and caring relationships with your children. Relationships really are at the heart of teaching and learning. By being interested in children and their cultures, you send a message that each child is worthy regardless of the child's cultural and racial background.

Rule 2 Safe environments are essential.
Children feel safe in their environments when they are cared for, respected, and valued by you and their peers. Greeting each child at the door each morning with a smile and words of encouragement conveys to them that they are safe in your classroom and they can safely go about the day. A warm, inviting classroom is a place for children of all cultures to feel comfortable, wanted, and supported.

Activity PLANS

Living and Nonliving Organisms

Grade Level: First Grade **Subject Area:** Science

Lesson Title: It's Alive!!! Or Is It?

Texas Essential Knowledge and Skills
Standard 1.9: Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:

(A) Sort and classify living and nonliving things based upon whether they have basic needs and produce offspring.

Technology Standards
 Creativity and Innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products.

(B) Create original products using a variety of resources.

(C) Explore virtual environments, simulations, models, and programming language to enhance learning.

Fundamental Questions

- How do you determine if something is classified as living or nonliving?
- Why is it important for scientists to classify things in these categories?

the SPHERE: 360 Degree Panorama Photography App by Spark Labs on iPads.


Learners with disabilities thrive in an environment that places emphasis on images.

- In table-based groups, have the students discuss all of the things that they see in the panorama, including whether it is living and nonliving, and how they determined each to be living or nonliving.
- If you do not have access to iPads, you can visit the web-based site at tourwrist.com and show the panorama on the projector.**
- Reconvene as a class and share with the students that scientists classify things for many purposes, and this lesson focuses on classifying things as living and nonliving things.
- Pose the following questions: Why do scientists need to classify items as living and nonliving? How can you tell if something is living or nonliving? What are some things that all living things have in common? Generate a discussion about what makes something "alive."
- This activity supports learners with disabilities because working in groups gives them the opportunity to respond orally.**

- **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 lesson and activity plans offered in this text 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.

Portraits OF FIRST, SECOND, AND THIRD GRADERS

General Description Seven-year-old Black male; great sense of humor; laughs at himself; an only child; loves music, trains, drawing, and writing



Jacob (First Grade)
 Source: Felix Malozanov/Fotolia

Social-Emotional	Cognitive	Motor	Adaptive (Daily Living)
<ul style="list-style-type: none"> Makes friends; keeping friendships is very important to him Emotionally sensitive; seeks approval; easily hurt Does not respond well to criticism Interacts equally well with boys and girls, however, appears to prefer engaging with girls 	<ul style="list-style-type: none"> Reads on grade level with good comprehension Writing is at grade level Admits that he is challenged by mathematics, but grades are of average performance 	<ul style="list-style-type: none"> Has average performance on gross- and fine-motor skills, but still is unable to tie shoelaces Participates in group games Participates in all school activities 	<ul style="list-style-type: none"> Responds well to praise Comes to school with necessary materials Obeys class and school rules Has a specific sense of style (hats and vests)

- **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. These 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.

FROM Research TO Practice

When the Opioid Crisis Hits Home: Parents Who Misuse or Abuse Drugs

According to the National Institute on Drug Abuse (NIDA) more than 130 individuals in the United States die from an opioid overdose every day.¹¹ Substance abuse is global in nature; it has no racial, social, and economic boundaries. For children, a parent's drug addiction can lead to long-term challenges. While the obvious challenges can include poverty and homelessness, less obvious issues include the following:

- The complexity of providing high-quality, developmentally appropriate early care and education services for children and families living under such unique circumstances.
- The involvement—often ongoing—of the criminal justice system and social services in the lives and custody arrangements of parents and children.
- Parent incarceration due to noncompliance with mandated treatment plans.
- The impact of parents leaving treatment or relapsing on children and, as a consequence, on teachers. Trudi Humphreys teaches in Henry J. Kaiser Elementary School in Ravenswood, West Virginia. She describes how an increasing number of children in her classroom have mental health

programs have been established in recent years to assist parents battling drug and alcohol addiction.¹² The Odyssey House Treatment Program for pregnant women and mothers, for example, ensures that children are immersed in developmentally appropriate early care and education while their mothers access services. The organization has five licensed child care classrooms along with an Early Head Start program. The comprehensive services offered at Odyssey House support family reunification, resiliency, early childhood development, and attachment, and are associated with higher compliance and longer stays in treatment.¹⁴ Parents who do not have to worry about the care of their children have better outcomes in their recovery.¹⁵

Implications for Teaching

Some helpful tips for teachers and caregivers to support families dealing with issues of substance abuse are provided here:

- Be understanding.** Parents require understanding, not judgment, during this difficult time. They are often coping with considerable guilt and shame regarding their drug use (particularly if it occurred during pregnancy).
- Build collaboration.** Caregivers must involve parents in their children's care as much as possible. Collabora-

- **From Research to Practice.** *Early Childhood Education Today*, Fifteenth Edition, is a research-based text. Indeed, a great deal of what teachers teach and how they teach it is based on research. Every chapter includes a From Research to Practice feature that highlights current research on "hot topics," and provides specific pedagogical suggestions and activities for how to translate today's research and theory into contemporary classroom instructional practices.
- **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 that 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. In each set of questions, one question 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).

ACTIVITIES FOR PROFESSIONAL DEVELOPMENT

Ethical Dilemma

“I Don’t Agree with These Online Preschools”

Preschool principal Lily Jamison couldn’t believe what she was reading in a text message she had just received from the parent of one of her children. It read, “Friday will be Matt’s last day of school. I am enrolling him in an online preschool that will offer him more opportunities for academic success than your preschool, and I am encouraging other parents to do the same thing.” “I don’t believe this!” exclaimed Lily. “These parents are hurting their kids’ chances for a quality education. They and their kids

will suffer the consequences!”

What should Lily do? Send a text to the parent advising her that online preschools deny children the hands-on, face-to-face school experiences and learning that are essential for success in school and life? Or should she tell the parent that it is her right to make choices about her child’s education? Or should Lily contact other preschool principals and use social media to alert the public about the growing popularity of online preschool programs? What should Lily do? What would you do?

See the Code of Ethical Conduct on the NAEYC website.

ACTIVITIES TO APPLY WHAT YOU LEARNED

1. Create a short survey for the parents and staff of a local preschool. Ask them why preschool programs are important to them and what they think are the benefits to children and families. Post your survey results with your comments on your early childhood education discussion board and ask for feedback on the results of your survey.
2. Choose a domain of development: physical, cognitive, social-emotional, or language. Create a list of activities in your preschool environment that stimulate growth and maturity in that domain. Share this information with your classmates on your class discussion board.
3. You have been invited to speak to the local NAEYC affiliate on the topic “School Readiness: What Teachers and Parents Can Do.” Develop your presentation outline using these questions: What is readiness? Why is children’s readiness for school important? What should be the critical features of a preschool that is “getting children ready for

PEARSON ETEXT, LEARNING MANAGEMENT SYSTEM (LMS)–COMPATIBLE ASSESSMENT BANK, AND OTHER INSTRUCTOR RESOURCES

Pearson eText

The Pearson eText is a simple-to-use, mobile-optimized, personalized reading experience. It allows you to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media will engage you and give you access to the help you need, when you need it. To gain access or to sign in to your Pearson eText, visit: <https://www.pearson.com/pearson-etext>. Features include:

- **Video Examples.** Each chapter includes Video Examples that illustrate principles or concepts aligned pedagogically with the chapter. These clips enable you to know what experts do in real classrooms. Captions encourage you to reflect and think critically about real-life teaching situations.
- **Interactive Glossary.** In every course, there are professional terms that you need to know. You will find these need-to-know terms in boldface in each chapter. By clicking on these boldfaced terms, you can quickly access and learn the meanings of the terms that affect how you practice partnerships.

Learning Management System–Compatible Assessment Bank

With this new edition, all assessment types—quizzes, application exercises, and chapter tests—are included in LMS-compatible banks for the following learning management systems: Blackboard (9780137358175), Canvas (9780137358212), D2L (9780137358229), and Moodle (9780137358182). These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. Assessment types include:

- **Learning Outcome Quizzes.** Each chapter learning outcome is the focus of a Learning Outcome Quiz that is available for instructors to assign through their LMS. Learning outcomes identify chapter content that is most important

for learners and serve as the organizational framework for each chapter. The higher-order, multiple-choice questions in each quiz will measure your understanding of chapter content, guide the expectations for your learning, and inform the accountability and the applications of your new knowledge. When used in the LMS environment, these multiple-choice questions are automatically graded and include feedback for the correct answer and for each distractor to help guide students' learning.

- **Application Exercises.** Each chapter provides opportunities to apply what you have learned through Application Exercises. These exercises are usually expressed in short-answer format and can be based on Pearson eText Video Examples, written cases, and proposed scenarios. When used in the LMS environment, a model response written by experts is provided after you submit the exercise. This feedback helps guide your learning and can assist your instructor in grading.
- **Chapter Tests.** Suggested test items are provided for each chapter and include questions in various formats: true/false, multiple choice, short answer, and essay. When used in the LMS environment, true/false and multiple-choice questions are automatically graded, and model responses are provided for short-answer and essay questions.

Instructor's Manual (9780135753651)

The Instructor's Manual is provided as a Word document and includes resources to assist instructors in planning their course. These resources consist of chapter overviews, learning outcomes, guidance for using available PowerPoint slides to promote concept development, questions for discussion, supplemental teaching suggestions, and worksheets. In addition, this manual includes all assessment items—quizzes, application exercises, and chapter tests—that are provided in the LMS-compatible bank. If you do not use an LMS, or if you prefer to administer assessments on paper, you can copy and paste items from this manual to create your own quizzes, assignments, or tests.

PowerPoint Slides (9780135753729)

PowerPoint slides are provided for each chapter that highlight key concepts and summarize the content of the text. The slides also include questions and problems designed to stimulate discussion and to encourage students to elaborate on and deepen their understanding of chapter topics. The slides will help instructors structure the content of each chapter to make it meaningful for students.

Note: All instructor resources—LMS-compatible assessment bank, instructor's manual, and PowerPoint slides are available for download at www.pearsonhighered.com. Use one of the following methods:

- From the main page, use the search function to look up the lead author (George S. Morrison) or the title (*Early Childhood Education Today*, Fifteenth Edition). Select the desired search result, and then access the "Resources" tab to view and download all available resources.
- From the main page, use the search function to look up the ISBN of the specific instructor resource you would like to download. When the product page loads, access the "Downloadable Resources" tab.

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In the course of our teaching, service, consulting, and writing, we 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. We are always touched, heartened, and encouraged by the openness, honesty, and unselfish sharing of ideas that characterize my professional colleagues. We thank all the individuals who contributed to the Voice from the Field features and other program descriptions. They are all

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Brief Contents

PART 1 Early Childhood Education and Professional Development

- 1** You and Early Childhood Education: What Does It Mean to Be a Professional? 1
- 2** Contemporary Issues Involving Children and Families: Implications for Teaching and Learning 37
- 3** Observation and Assessment for Teaching and Learning: Effective Teaching Through Appropriate Evaluation 75

PART 2 Foundations: History and Theories

- 4** The Past and the Present: Prologue to the Future 113
- 5** Theories Applied to Teaching and Learning: Foundations for Practice 145

PART 3 Programs and Services for Children and Families

- 6** Early Childhood Programs: Applying Theories to Practice 173
- 7** High-Quality Child Care: Meeting the Needs of Children and Families 207

PART 4 Teaching Today's Young Children: Linking Development and Learning

- 8** Infants and Toddlers: Building Strong Foundations for Life 229
- 9** The Preschool Years: Readiness for School and Life 271
- 10** Kindergarten Education: Learning All You Need to Know 317
- 11** The Primary Grades: Preparation for Lifelong Success 355
- 12** Technology in Today's Classrooms: Integrating STEM into Your Teaching 393

PART 5 Meeting the Special Needs of Young Children

- 13** Guiding Behavior: Helping Children Become Responsible 433
- 14** Children with Diverse Needs: Appropriate Education for All 465
- 15** Parents, Families, and the Community: Building Partnerships for Children's Success 495

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Contents

PART 1 Early Childhood Education and Professional Development

1

You and Early Childhood Education: What Does It Mean to Be a Professional? 1

THE PROFESSION OF EARLY CHILDHOOD 2

Who Is an Early Childhood Professional? 2

Changes in the Early Childhood Profession 4

SUPPORTING CHILDREN'S DEVELOPMENT AND LEARNING 5

Standard 1: Child Development and Learning in Context 5

Standard 2: Family-Teacher Partnerships and Community
Connections 10

Standard 3: Child Observation, Documentation, and
Assessment 11

Standard 4: Developmentally, Culturally, and Linguistically
Appropriate Teaching Practices 12

Developmentally Appropriate Practice 12

Culturally Appropriate Practice 13

Linguistically Appropriate Practice 16

Standard 5: Knowledge, Application, and Integration of
Academic Content in the Early Childhood
Curriculum 17

Standard 6: Professionalism as an Early Childhood
Educator 19

Professional Dispositions 22

How to Create Your Professional Portfolio 23

PATHWAYS TO PROFESSIONAL DEVELOPMENT 25

High-School Programs 25

The CDA Program 26

Associate Degree Programs 26

Baccalaureate Degree Programs 26

Alternative Certification Programs 27

Master's Degree Programs 27

DEVELOPING A PHILOSOPHY OF EDUCATION 30

Read 30

Reflect 31

Discuss 31

Write and Share 31

Evaluate 32

What Are New Roles for Early Childhood Professionals
Today? 32

ACCOMMODATING DIVERSE LEARNERS 34

ACTIVITIES FOR PROFESSIONAL DEVELOPMENT 36

ACTIVITIES TO APPLY WHAT YOU LEARNED 36

2

Contemporary Issues Involving Children and Families:

Implications for Teaching and Learning 37

CONTEMPORARY INFLUENCES: EQUITY, EQUALITY, AND ACHIEVEMENT 38

Children of the Gaps 38

Solutions to the Gaps 48

ISSUES OF WELLNESS AND HEALTHY LIVING 48

Dental Caries 48

Asthma 49

Lead Poisoning 50

Vaccine-Preventable Diseases 51

Diabetes 51

Obesity 52

Children's Health and Physical Activity 54

Mental Health of Young Children 55

Telehealth 56

PREVENTING VIOLENCE, BULLYING, RACISM, AND ABUSE 57

Violence 57

Bullying 61

Combating Racism 66

PROVIDING FOR CULTURAL DIVERSITY 67

Changing Demographics 67

Thinking and Acting in a Culturally Competent Way 68

Cultural Awareness 68

ACCOMMODATING DIVERSE LEARNERS 72

ACTIVITIES FOR PROFESSIONAL DEVELOPMENT 74

ACTIVITIES TO APPLY WHAT YOU LEARNED 74

3

Observation and Assessment for Teaching and Learning: Effective Teaching Through Appropriate Evaluation 75

ASSESSMENT AND PURPOSES 76

Purposes of Assessment 77

Principles of Assessment 78

DEVELOPMENTALLY APPROPRIATE CLASSROOM ASSESSMENT 78

Formative and Summative Assessments 79

TYPES AND METHODS OF ASSESSMENTS 81

Traditional Assessment 81

Formal Assessment 82

Assessment for School Readiness 82

Screening 82

Informal Assessment 84

THE POWER OF OBSERVATION: USING ASSESSMENT TO SUPPORT TEACHING AND LEARNING 92

Purposes of Observation 92

Advantages of Intentional, Systematic Observation 93

Using Observations in Assessment 97

CRITICAL ISSUES OF ASSESSMENT 106

Blurring the Line Between Assessment and Teaching 106

High-Stakes Testing 106

How Young Is Too Young? 107

ASSESSMENT OF CHILDREN WITH DIVERSE NEEDS 107

Accommodating Diverse Learners 107

Assessing English Learners 108

ACTIVITIES FOR PROFESSIONAL DEVELOPMENT 110

ACTIVITIES TO APPLY WHAT YOU LEARNED 110

PART 2 Foundations: History and Theories

4

The Past and the Present: Prologue to the Future 113

WHY IS THE PAST IMPORTANT? 114

Rebirth of Ideas 114

Building the Dream—Again 114

Implementing Current Practice 114

Inspiring Professionals 117

HISTORY AND EDUCATIONAL LEADERS FROM 1500 TO 1850 117

1500–1700: The Foundations 117

1700–1850: From Naturalism to the Kindergarten 120

HISTORY AND EDUCATIONAL LEADERS FROM 1850 TO THE PRESENT 125

1850–1950: From a Garden of Children to the Children's House 125

1950–1962: From Politics to Education Superiority 128

Skills for the Twenty-First Century 128

1962–2000: FROM CIVIL RIGHTS TO THE RIGHTS OF CHILDREN 128

Environmentalism 128

Education as Equalizer 129

2001–2019: Leaving No Child Behind to Every Child Succeeds 131

2020 to the Present: Education in the Post Coronavirus Era 132

VIEWS OF CHILDREN THROUGH THE AGES 134

Miniature Adults 134

Sinful Children 134

Blank Tablets 135

Growing Plants 135

Property 135

Investments in the Future 135

ACCOMMODATING DIVERSE LEARNERS 141

Implications for Teaching 142

ACTIVITIES FOR PROFESSIONAL DEVELOPMENT 144

ACTIVITIES TO APPLY WHAT YOU LEARNED 144

5

Theories Applied to Teaching and Learning:

Foundations for Practice 145

PIAGET AND CONSTRUCTIVIST LEARNING THEORY 147

Active Learning 147

Adaptation 149

Piaget's Stages of Intellectual Development 150

Piaget and Developmentally Appropriate Practice 154

VYGOTSKY AND SOCIAL CONSTRUCTIVIST THEORY 154

Zone of Proximal Development 155

Social Interactions 155

Scaffolding 156