

GEORGE S. MORRISON MARY JEAN WOIKA LORRAINE BREFFNI



Fundamentals of Early Childhood Education

NINTH EDITION



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Fundamentals of
**EARLY CHILDHOOD
EDUCATION**

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*For Betty Jane, whose life is full of grace and whose heart is full of love.
To my family: Michael, Belinda, William, and Christopher. My reasons why.
For Érin and Niamb—my inspiration.*

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 master's 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, fourteenth edition*; *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, and 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 ways to best educate early childhood teachers for the classrooms of today.



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

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 mentoring practicum students in their early childhood classrooms throughout Broward County, Florida, 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 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, and online formats. Ms. Woika has sat on several state and county early childhood education committees.



Professor Woika (right) is with teacher Taunsha Jones and children from the Broward College Lab School (Florida). Besides being a teacher at the Lab School, Taunsha is one of Professor Woika's students in the A.S. Early Childhood program at Broward College. Professor Woika provides ongoing support to the Lab School where her students complete practicum hours and conduct observations.

LORRAINE BREFFNI 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*, 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.



Dr. Lorraine Breffni is with Caesar, Kaylee, and Kavar from the Family Center Preschool at Nova Southeastern University's Mailman Segal Center. Lorraine supervises a range of early learning programs on the university campus, and participates in local and national advocacy initiatives to support campus-based programs.

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 *Fundamentals of Early Childhood Education*, which is designed to keep you current and on the cutting edge of early childhood teaching practices.

Changes in early childhood education and development bring both opportunities and challenges. Today 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. *Fundamentals of Early Childhood Education* helps you achieve this professional goal. Meeting the challenges involved in reforming the profession will require collaboration, hard work, and constant dedication to achieving high-quality education for *all* children. We 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 in life. We believe that how you and we respond to the opportunities in front of us today will determine the future of early childhood education. *Fundamentals of Early Childhood Education* will help you learn what it takes to understand and teach young children and how to provide the support they and their families need and deserve.

NEW TO THIS EDITION

The ninth edition of *Fundamentals of Early Childhood Education* includes both new and highly revised content:

- The ninth edition includes a new chapter on technology, *Technology Today: Children, Families, and You*. This chapter focuses on helping early childhood professionals integrate technology into their teaching and learning with confidence. Specific “how to” topics include coding, blogging, tweeting, and integrating iPads, video conferencing, and smart boards into classroom practice. A special feature explains how to use technology to keep children with autism safe. Information about assistive technology enables early childhood educators to respond to the needs of all children in today’s diverse and inclusive classrooms.
- Every chapter includes expanded discussions, information, ideas, and practical activities on how to accommodate the needs of diverse learners in the inclusive classroom.
- The text includes several new Professionalism in Practice features, including Technology in the Kindergarten; Supporting Military Families: The Importance of High-Quality Child Care; How to Plan a STEM Curriculum for Infants and Toddlers; and Learning to Live Together—Creating Community at School.
- Each chapter includes an expanded focus on the diversity of American society and the corresponding impact on teaching and learning in the early classroom. Contemporary topics include how to respond to the needs of immigrant children; how to teach children from diverse cultural backgrounds and languages; how to

teach children of poverty and diverse socioeconomic backgrounds; and the effects of poverty on children's learning.

- Chapter 13 includes expanded discussions and information on ways to better appreciate and support the needs of diverse families, including LGBTQ families, military families, multigenerational families, and families with incarcerated members.
- New Applying Research to Practice features include When the Opioid Crisis Hits Home; Children of Loss and Separation; and Safe Practices for Infants and Toddlers.
- The text offers many practical ideas and suggestions for how to integrate engineering into STEM-focused activities. It emphasizes the importance of STEM education for under-served groups including infants and toddlers and girls, including information on “engineering for all.”
- All content is based on contemporary research and explores up-to-the-moment issues including the separation of children from their parents through immigration, divorce, incarceration, and foster care.
- Every chapter includes evidence-based practices supported by up-to-date research and documentation. All research is no older than the years (2017–2018). *Fundamentals of Early Childhood Education* is contemporary and current.
- The ninth edition promotes inclusivity throughout the text. It is inclusive in terms of children, families, cultures, programs, schools, and teachers. No one-size-fits-all approach is possible in early childhood education, so appreciation for and tolerance of diversity are placed front and center in the text.
- Expanded discussions focus on the importance of mental health and the role that it plays in children's well-being. The text provides ideas and suggestions for how teachers can support all children's mental health.
- Every chapter features an expanded emphasis on providing the reader with authentic, practical ideas, suggestions, and activities for how to translate text content into classroom practices. All major headings conclude with a “What Does This Mean for You?” list of practical, teacher-tested suggestions for applying theory to practice.

THEMES THROUGHOUT THE TEXT

The ninth edition of *Fundamentals of Early Childhood Education* integrates nine critical themes that are foundational to the field of early childhood education today.

1. The importance of *all children's language and literacy development and competency*. As more school districts require 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, to help you meet the needs of the increasing number of children from diverse cultures who are *English learners*, we provide many instructional practices and examples that enable you to confidently teach all children.
2. The welcoming and support of the growing number of children from *diverse families including those with LGBTQ parents, military families, multigenerational families,*

grandparent-headed families, and families with incarcerated parents. These demographic shifts have many implications for your teaching and children's learning. Throughout the text, we provide specific pedagogical practices to assure that all children and all families are welcomed and supported.

3. The importance of *developmentally appropriate practices (DAP)* and the application of these practices to all aspects of early childhood programs and classroom activities. In keeping with today's emphasis on academic achievement, *Fundamentals of Early Childhood Education* anchors your professional practice in DAP, beginning in Chapter 1, and provides you with step-by-step strategies for helping all children learn in developmentally appropriate ways.
4. The effects of poverty and low socioeconomic status on children and their families. Today, more children and families than ever before live below the poverty line. Many children come to school unprepared to meet the challenges of preschool or kindergarten. *Fundamentals of Early Childhood Education* helps you educate *all* children and learn how to close the achievement 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 influence early childhood practices. *Fundamentals of Early Childhood Education* helps you understand the interwoven nature of these two fields and appreciate how this integration provides enhanced opportunities for both you and the children you teach in your inclusive classroom.
6. *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. *Fundamentals of Early Childhood Education* provides you with helpful information and strategies that enable you to close the readiness gaps that exist across ethnic, gender, linguistic, and socioeconomic backgrounds.
7. The integration of *STEAM* (science, technology, engineering, arts, and mathematics) subjects into the curriculum, with an emphasis on engineering for all students. 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.
8. A renewed emphasis on providing for *children's mental health* growth and development. In the wake of well-publicized school shootings (e.g., the Parkland High School shooting) and other violent tragedies across the United States (e.g., the Las Vegas mass shooting), society is demanding that the nation's schools provide for children's healthy social and emotional development. Society needs children who are socially and emotionally healthy.
9. 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. *Fundamentals of Early Childhood Education* helps you gain the technological skills you need to teach in today's classroom. Practicing professionals offer practical examples of how to integrate and use technology in teaching and learning in your classroom.

TEXT FEATURES

Fundamentals of Early Childhood Education, ninth edition, includes numerous features designed to illustrate developmentally appropriate practice and provide a framework for you to master, reflect on, and apply chapter content to your professional practice. Here are a few things to look for:

Dynamic Chapter Content. Chapter content is 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.

Reader-Friendly Content Presentation. The ninth edition is a student/reader-friendly textbook. The content presentation helps you focus on what's relevant by breaking up the reading into manageable sections that are clear, concise, and understandable.

- Key terms are highlighted and defined, enabling you to learn, master, and use the knowledge and language of your profession. Key words and terms are printed in the text margin where they occur and in an end-of-text Glossary.
- “What Does This Mean for You?” and “What Can You Do?” teaching suggestions, found in all the major sections of every chapter, offers practical, teacher-tested ideas, examples, and activities for you to apply to your teaching and learning as you work with young children and their families.
- In the Revel™ version, Check Your Understanding multiple-choice quizzes are found at the end of every major chapter section. They are followed by immediate, specific feedback to help you determine whether you understand fundamental concepts covered in the section and have achieved the learning outcome.

Authentic Developmentally Appropriate Practices. These practices are highlighted in features contributed by early childhood educators from around the country.

- **Professionalism in Practice.** Teachers' authentic voices play a major role in illustrating authentic practices. In the Professionalism in Practice features (found in every chapter), 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.
- **Professionalism in Practice: Competency Builder.** The Professionalism in Practice features that are labeled as Competency Builders provide instructional practices that can help you move from theory to practice. They are designed to build your competence and confidence in performing essential teaching tasks, in a step-by-step manner.
- **Lesson and Activity Plans.** Planning for teaching and learning constitutes an important dimension of your role as a professional. This is especially true today, given the emphasis on ensuring that children learn what is mandated by state standards. The plans presented 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 plans designed to ensure that their children learn important knowledge and skills.

Features Designed to Increase Cultural Awareness

- **Diversity Tie-In.** These features, which are found in every chapter, promote inclusivity in every classroom. They include a variety of topics to create an awareness of the uniqueness and diversity of all children and families.

Features Designed to Enable Integration of Technology into Teaching

- **Technology Tie-In.** These features, which are found in every chapter, highlight specific examples of technology use linked to chapter content. They help you become technologically literate, understand the options available, and use them to their fullest extent to teach, communicate with parents, and manage a classroom.

Features That Show Real Children and Early Childhood Settings in Action

- **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 7 through 10 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.
- **Newly Integrated Video Examples.** Each chapter includes at least four videos that illustrate text concepts and provide a window into the real world of teaching young children. The video examples allow you to view brief examples of section concepts without breaking the stride of your reading, keeping you focused and on task.

Activities That Help You Apply Important Concepts and Ideas

- **Application Exercises.** In the Revel™ version, These exercises (two in every chapter) present a video illustrating child growth and development, teaching, and/or learning in action. An open-ended question asks you to examine the video critically and respond using evidence from the video and your understanding of chapter concepts. Feedback is provided for support or to compare your answer with that of an experienced teacher. Examples include meeting the needs of English learners and supporting early literacy.
- **Applying Research to Practice.** *Fundamentals of Early Childhood Education, ninth edition*, is a research-based text. A great deal of what teachers teach and how they teach it is based on research. In every chapter of *Fundamentals of Early Childhood Education, ninth edition*, there is an Applying Research to Practice feature which highlights current research “hot topics” and provides you with specific suggestions and activities for how you can translate today’s research and theory into your instructional practices.

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 your ethical responsibilities 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 are intended to 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 objectives and provide one activity per learning objective to help you assess your content knowledge and/or apply your understanding of that content.

SUPPLEMENTS FOR INSTRUCTORS

The supplements for *Fundamentals of Early Childhood Education, ninth edition*, have been revised, upgraded, and made available for instructors to download on www.pearsonhighered.com/educators.

- **Instructor's Resource Manual.** This manual contains chapter overviews and activity ideas to enhance chapter concepts.
- **Test Bank.** The Test Bank includes a variety of test items, including multiple-choice and short-answer items.
- **TestGen Computerized Test Bank.** TestGen is a powerful assessment generation program available exclusively from Pearson that helps instructors easily create quizzes and exams. Instructors can install TestGen on their personal computer (Windows or Macintosh) and create their own exams for print or online use. The program contains a set of test items organized by chapter, based on this text's content; the items are the same as those included in the Test Bank. The tests can be downloaded in a variety of learning management system formats.
- **PowerPoint Slides.** PowerPoint slides highlight key concepts and strategies in each chapter and enhance lectures and discussions.

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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 our professional colleagues. We thank all the individuals who contributed to the Professionalism in Practice features and other program descriptions. They are all extremely generous and are credited for sharing their personal accounts of their lives, their children's lives, and their programs.

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YOU AND EARLY CHILDHOOD EDUCATION

Becoming a Professional

LEARNING OUTCOMES

1. Explain who an early childhood professional is, and identify the six standards for becoming an early childhood education (ECE) professional.
2. Describe developmentally appropriate practice, and identify essential practices for teaching in inclusive early childhood classrooms.
3. Explain the various pathways to professional development for early childhood educators.
4. Explain what a philosophy of education is and how you can develop your philosophy and apply it in your professional practice.
5. Identify the primary roles for early childhood professionals and the expectations for twenty-first-century teachers.

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

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

Ever since she was in high school, Maria Cardenas wanted to teach young children—not just any children, but children with disabilities. During her junior year, Maria 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, Maria teaches K–3 classes in a public early childhood center that serves 200 children, including children with many kinds of disabilities. She is working on her master's degree and wants to earn National Board Certification as an exceptional needs specialist. Maria is part of a professional learning Community at her school. She works with teams of teachers who always seek to accommodate lessons and activities so as to assure that they meet the needs of all children—especially those with disabilities. At the beginning of this school year, all of the teachers 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. Maria and her colleagues have high expectations for all of the children, and they want to make

sure they do the best they can for the children. Maria is excited about teaching and wants the best for her children. We hope you feel the same way!

Over the past few decades, parents, politicians, and members of the general public have collaborated on ways to improve the quality of early childhood education and teaching.¹ As you begin your early childhood teaching career, you will also have a role to play as you work with young children and their families, develop new and better programs, and advocate for better practices and high-quality programs. Like Maria, you can be a leader in helping the early childhood profession make high-quality education a reality for all children.

THE EARLY CHILDHOOD PROFESSIONAL AND THE SIX STANDARDS OF PROFESSIONALISM

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 become an **early childhood professional**, a person who successfully teaches all children (birth to age 8), promotes high personal standards, and continually expands his or her 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, Texas Elementary Teacher of the Year Marissa Torres emphasizes the importance of building a supportive and positive classroom community with her third-grade students. She knows that this investment will pay off and that eventually the classroom community will be expanded to include groups outside of the school.²

Professionals promote high standards for themselves, their colleagues, and their students. These multidimensional people use their many talents to enrich the lives of children and families.

Early childhood professionals continually improve their skills and knowledge. They constantly change in response to new jobs created by the expanding field of early childhood education. As a member of this profession, you can expect to participate in many professional development activities, be constantly involved in new programs and practices, and have opportunities to engage in new and different roles as a professional.

The Six Standards of Professionalism

Being a professional goes beyond having an academic degree and gaining experiences in the field. In early childhood education, competence is based on the six standards for professional development developed by the National Association for the Education of Young Children (NAEYC). All six of these standards are important for your professional development, as shown in Figure 1.1.

Each of the NAEYC standards plays a powerful role in determining who and what a professional is and how professionals implement practice in early childhood classrooms. Let's examine each of these standards in depth and see how you can apply them to your professional practice.

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

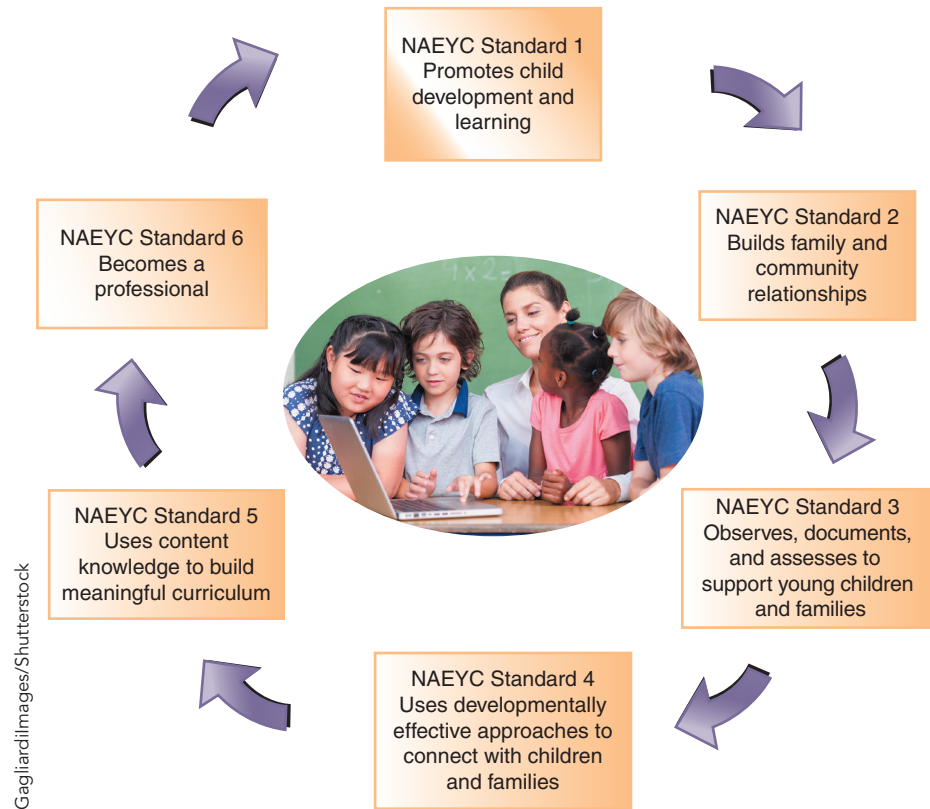


FIGURE 1.1 Six Standards of Early Childhood Professional Development

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), "NAEYC Standards for Early Childhood Professional Preparation Programs." Position Statement. (Washington, DC: NAEYC, July 2009).

Standard 1: Child Development and Learning

child development The stages of children's physical, social, mental, and linguistic growth that occur over time from birth through age 8.

As an early childhood professional, you will need to know about **child development**, the stages of physical, social, mental, and linguistic growth that occur from birth through age 8. Knowledge of child development is fundamental for all early childhood educators regardless of their roles or the ages of the children they teach. Such knowledge enables you to confidently implement developmentally appropriate practices with all children. All early childhood professionals use their understanding of how children develop and learn to create respectful environments that regard each child as an individual with unique needs.

Multiple Influences and Child Development. Young children are shaped by multiple influences that determine their life outcomes:

culture A group's or an individual's way of life, including basic values, beliefs, religion, language, clothing, food, and various practices.

- **Children's culture.** **Culture** comprises a group's or an individual's way of life, including basic values, beliefs, religion, language, clothing, food, and various practices. Culture influences the kind of care children receive or do not receive from their parents, and helps determine how they view and react to the world.
- **Language.** More than 18 million children living in the United States have a least one immigrant parent, and more than half of those parents do not speak English.³ The burden of helping the non-English-speaking family members communicate,

therefore, often falls on the child. Sometimes, however, children who act as interpreters for their families might not have the understanding or level of vocabulary necessary to interpret accurately. Additionally, they may be placed in a position where they hear information that would not ordinarily be shared with them—for example, concerns about parent participation in classroom events.

- **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, many young children don't have the guidance and support at home that they need to learn the social skills necessary for peaceful and harmonious living.
- **Children's and families' socioeconomic conditions.** An estimated 18% of children in the United States live in poverty.⁴ Research shows that children who live in poverty often do not come to school with the prerequisite skills necessary for academic and social success. Your classroom will likely include at least some children in poverty, and as a professional you will be responsible for their learning, growth, and development.⁵
- **Children with disabilities.** Approximately 6.6 million children and youths age 3–21 receive special education services in the United States, or about 13% of all public school students.⁶ As diagnostic methods improve, this number will likely 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.

Early Childhood Special Education Standards and You. Just as NAEYC has standards for professional development, so does the Division of Early Childhood (DEC) of the Council for Exceptional Children. DEC's professional standards guide the preparation of early childhood special education teachers. These standards apply to you for two reasons. First, you will be teaching in an **inclusive classroom**, meaning a classroom in which children with disabilities participate in the regular classroom. The inclusive classroom is the new normal for teachers today. Second, you must know about both typical and atypical child growth and development and understand how to provide developmentally appropriate teaching and learning for children with disabilities in your classroom. For example, kindergarten teacher Julie Sanders's classroom includes a child with autism and a child with attention-deficit/hyperactivity disorder (ADHD). To meet their needs, as well as the needs of her other students, Julie applies knowledge of typical and atypical child development. It is important that you, like Julie, know the developmental characteristics of children with disabilities as well as typically developing children. You can access a full description of the DEC's professional standards and recommended practices online.

inclusive classroom
A classroom in which children with disabilities participate in the regular classroom.

Standard 2: Building Family and Community Relationships

Families are an important part of children's lives. In fact, the family and its environment are the single most important factor in a child's life. It makes sense for you as a teacher to involve, work with, and advocate for parents and families. To do so, you need to know and understand the characteristics of children's families and the communities in which they live. Your collaboration with families will also involve supporting and empowering them. In addition, you will want and need to know how to involve families and communities in all aspects of children's development and learning. To build strong relationships, it is essential to be respectful of children and their families. Of course, saying that you are respectful of children and families is one thing; putting this assertion into practice means you will use your knowledge and skills of child development and family involvement to make respectfulness a reality.

What Does This Mean for You? Here are a few ways you can demonstrate your respectfulness for children and families:

- Make parents feel welcome by inviting them to participate in activities or help in the classroom. For example, parents can sign up to be a “Mystery Reader” in their child’s classroom.
- Validate children’s home languages by learning some words and 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.
- Learn and find out about families’ child-rearing practices and how they handle routines relating to toileting, behavioral issues, and so on.
- Communicate often with parents and provide unsolicited positive information about children.
- Share information in newsletters or on social media boards about community resources and activities that may be valuable to parents.
- Talk with parents whose children have restricted diets due to factors such as allergies, religious practice, or family preferences to determine acceptable foods and recipes so all children can participate in classroom nutrition activities such as cooking.

Learning how to build nonjudgmental relationships with families 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.

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

assessment The process of collecting information about children’s development, learning, behavior, academic progress, need for special services, and attainment of grade-level goals through observing, recording, and otherwise documenting what children do and how they do it, so as to make effective decisions.

One of your most important responsibilities as an early childhood professional is to observe, document, and assess children’s learning. **Assessment** is the process of collecting information about children’s development, learning, behavior, academic progress, need for special services, and achievement to make decisions. The outcomes of your assessment will guide you in making decisions about what and how to teach young children, and they will also provide you with abundant information to share with parents and families. Consider assessment a three-way process (Figure 1.2): You the professional gather data; use those data to make instructional decisions; and share assessment data with parents to get their comments, opinions, feedback, and advice about how best to teach their young children.

Observation and documentation are just two forms of assessment that 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, pre-kindergarten teacher Susana Mondragon asks parents to complete a “Getting to Know You” form at the beginning of the school year. The form includes information about the child’s individual needs, including how he or she is able to manage everyday tasks and situations, what parents see as their child’s greatest strengths, any concerns they may have about their child, family language preferences, and other important questions. At the end of the form, Susana asks parents if there is anything else she should know about their child that would help her support the

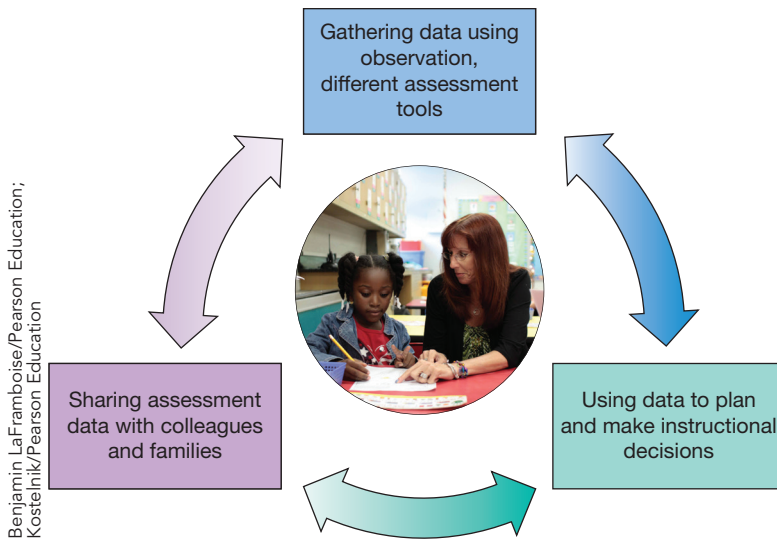


FIGURE 1.2 The Three-Way Process of Assessment

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

Source: Morrison, George S., *Early Childhood Education Today*, 14 Ed., ©2018. Reprinted and Electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

child's learning. Susana reviews the parent's responses with them in person during a scheduled conference. By providing parents with opportunities to share information about their child and by reviewing the responses together, Susana opens the lines of communication with parents and begins the process of building an authentic partnership focused on supporting and accommodating their child's unique learning and developmental needs.

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

Selecting and using developmentally effective approaches is an essential part of your professional responsibility. In our review of Standard 1, we discussed how to promote child development and learning. The use of developmentally appropriate practices and approaches supports Standard 4. Throughout this text, in each chapter, we discuss how to use and apply developmentally appropriate practice. In fact, one of the hallmarks of this book is the integration of developmentally appropriate practices in all dimensions of providing high-quality learning environments for young children.

Using Developmentally Effective Approaches. Developmentally effective approaches and methods include fostering language development and communication; making the most of the environment and routines; capitalizing on incidental teaching; focusing on children's characteristics, needs, and interests; linking children's language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children's challenging behaviors in a positive way; supporting learning through technology; and using integrative approaches to curriculum.⁷

In addition, as an early childhood professional, you will integrate your understanding of and relationships with children and families, your understanding of developmentally effective approaches to teaching and learning, and your knowledge of

responsive relationships

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

academic disciplines to design, implement, and evaluate experiences that promote positive, developmentally appropriate learning for all children.⁸ As a professional in this area, you will demonstrate positive relationships with children and families. In the final analysis, all education is about relationships: how you relate to children, how you relate to parents and other family members, and how you relate to your colleagues. In **responsive relationships** you are responsive to the needs and interests of all children and their families.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Content areas form the basis for children's learning to read, write, do mathematics and science, be creative, and be successful in school and in life. 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.⁹

Content Areas. The following content areas are part of early childhood education:

- 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 3.
- The arts, including music, creative movement, dance, drama, and various forms of art.
- Mathematics, the study of numbers, patterns, space, and change.
- Science, the use of observation and experimentation to describe and explain things.
- Technology, the application of tools and information to change and modify the natural environment to solve problems and make products.
- Engineering, the process of utilizing materials and forces of nature for the benefit of mankind.
- Social studies, which involves geography, history, economics, and social relations or civics.
- Physical activity and physical education, which includes dance, sports, health, and nutrition.

Science, Technology, Engineering, and Mathematics (STEM). There is a growing emphasis on incorporating engineering and technology content in the early years of the school curriculum, with many national organizations throwing their support behind these endeavors. For example, a Pennsylvania-based initiative called ASSET STEM Education, which was founded by industry leaders and community partners, made a commitment to improve STEM educational practice in pre-kindergarten to third-grade classrooms. Professional development in STEM content and instruction has been provided to teachers across 14 states, with the result that more than 10,000 children age 3 to 5 have been introduced to innovative STEM-related learning activities on a daily basis.¹⁰ You will hear and learn a lot about STEM throughout your teaching preparation and career as greater emphasis is placed on this important curriculum area.

Content Knowledge Versus Pedagogical Knowledge. Much of the content knowledge in pre-K through third-grade programs is integrated in the school curriculum

through the Common Core State Standards (CCSS). To date, 42 states and the District of Columbia have adopted the Common Core Standards.¹¹ However, not all of the curriculum is specified by or through standards. What is taught in early childhood programs also reflects children's interests and capitalizes on "teachable moments," when classroom, school, 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 your use of instructional processes to teach each area.

The knowledge of the content areas is known as **content knowledge**. Teachers must understand the subjects they teach—for example, math, science, or social studies. In addition to learning and knowing content, teachers must know *how* to teach students so that they learn content knowledge. **Pedagogical knowledge** involves learning how to teach and how to facilitate children's learning and achievements. It includes instructional practices and how to use them to help children learn. For example, you combine your knowledge of mathematics and the standards and use appropriate instructional practices in the classroom. Finally, high-quality teachers must know about and understand the children they teach. This *knowledge of learners and learning* involves applying developmentally appropriate practice (DAP) to your teaching.

Modeling and Using Technology for Teaching and Learning. Teachers play a vital role in preparing children for an ever-changing world where technology often takes a front and center position. **Technology** is the application of tools and information to make products and solve problems as well as the use of electronic and digital applications. In your classroom, you and your children will use technology for a multitude of learning tasks. Many teachers who effectively use technology say their job is to reach children who have many different learning styles. Today's teacher is a technological teacher, and today's students are technological students. Teachers recognize that in our fast-paced world, we must integrate technology into the classroom by balancing relevant applications to content expectations. Using various forms of technology such as mobile devices, smart boards, and educational videos or apps, you will be able to teach effectively.

What Does This Mean for You? You will use technology of all kinds to accomplish the following goals:

- Introduce **blended instruction**, through which children access online resources to supplement classroom activities. For example, an investigation of planets can begin with a teacher-led classroom lecture or discussion and progress to a student-led online virtual tour of the universe.
- Create meaningful learning activities for children that encourage interaction and collaboration.
- Teach children how to use technology and technological applications to direct their own learning.
- Assess children's achievement using online formative assessments.
- Connect children to learning experiences outside the classroom and around the world.
- Teach children the "digital citizenship skills" they will need as members of the twenty-first-century workforce.
- Keep your own records and communicate with families.

content knowledge The content and subjects teachers plan to teach.

pedagogical knowledge The ability to apply pedagogical techniques and content knowledge to develop meaningful learning experiences for children.

technology The application of tools and information used to support learning.

blended instruction A combination of teacher-led instruction and student online learning in which students access resources to supplement or complement classroom activities.