## Contents

About the Authors	v	Write and Share	33
Preface Preface	vii	Evaluate	33
et and Constructivist Learning Theory multiplication [44]		Accommodating Diverse Learners	34
<b>PART 1</b> Early Childhood Education		Activities for Professional Development	35
and Professional Developmen	t	Linking to Learning	36
<b>1</b> You and Early Childhood Education: What Does It Mean to Be a Professional?		<b>2</b> Current Issues: Implications for Teaching and Learning:	
	ZIVE.	Contemporary Influences	
The Profession of Early Childhood	2	on Children and Families	37
Who is an Early Childhood Professional?	3	Contemporary Issues: Equity, Equality,	
Changes in the Early Childhood Profession	3	and Achievement	38
Supporting Children's Development and Learning	4	Children of the Great Recession: The Gaps	39
Standard 1: Promoting Child Development		Achievement Gaps	39
and Learning	5	Family Challenges	43
Standard 2: Building Family and Community	9	Benefits of Family-Centered Programs	44
Relationships	9	Changing Family Units	44
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	10	Issues of Wellness and Healthy Living	47
Developmentally Effective Approaches and the Early	8	Illnesses	48
Childhood Profession	11	Dental Caries	48
Standard 4: Using Developmentally Effective	Jin	Asthma Santa	48
Approaches to Connect with Children and Families	12	Lead Poisoning	49
Standard 5: Using Content Knowledge to Build		Diabetes	
Meaningful Curriculum	12		50
Standard 6: Becoming a Professional	15	Obesity P. H. D. H. D. L.	
Professional Dispositions	17	Preventing Violence, Bullying, Racism, and Abuse	54
How to Create your Professional Portfolio	18	Violence data de la decembra de la d	54
Developmentally and Culturally Appropriate Practice,		Bullying OFEL-OUL and estinged in mostly box yo	
and You, the Early Childhood Education Professional	19	Combating Racism	
Developmentally Appropriate Practice	19	Childhood Abuse and Neglect	
Culturally Appropriate Practice	21	Providing for Cultural Diversity	59
Pathways to Professional Development	23	Changing Demographics	60
Ready, Set, Teach	23	Thinking and Acting in a Culturally Competent Way	60
The CDA Program	23	Cultural Awareness	61
Associate Degree Programs	25	Accommodating Diverse Learners	64
Baccalaureate Degree Programs	25	Hot Topics in Early Childhood Education	65
Alternative Certification Programs	25	Activities for Professional Development	67
Master's and Doctoral Degree Programs	25	Linking to Learning	68
New Roles for Early Childhood Professionals	26	What are Infants and Toddlers Like? attable smitsing	
I Am a Teacher	30	<b>3</b> Observation and Assessment	
Developing a Philosophy of Education	30	for Teaching and Learning:	
Read	32	Effective Teaching Through	
Reflect	32	Appropriate Evaluation	69
Value	33	Assessment and Purposes	71
Disease	33	Purposes of Assessment	
		rurposes of Assessment	
			xvii

Developmentally Appropriate Classroom Assessment	72	Activities for Professional Development	137
Formative and Summative Assessment	72	Linking to Learning	138
Informal-Authentic Assessment	73		
Using Assessment to Support Teaching and Learning	82	5 Theories Applied to Teaching	
Observation	83		
The Power of Observation	93	and Learning: Foundations for Practice	139
Purposes of Observation	93	101 Fractice	139
Advantages of Intentional, Systematic Observation	94	Piaget and Constructivist Learning Theory	141
Steps for Conducting Classroom Observations	96	Active Learning	142
Assessment for School Readiness	98	Adaptation	142
Screening	98	Piaget's Stages of Intellectual Development	144
Critical Issues of Assessment	101	Piaget and Developmentally Appropriate Practice	148
Assessment and Accountability	101	Vygotsky and Sociocultural Theory	148
Assessment of Children with Disabilities	102	Zone of Proximal Development	148
How Young is Too Young?	103	Social Interactions	150
Accommodating Diverse Learners	105	Scaffolding	150
Activities for Professional Development	107	Different Levels of Support	150
Linking to Learning	108	Implications for Teaching	151
		Gardner and Multiple Intelligences Theory	152
		Characteristics of Multiple Intelligences	153
<b>PART 2</b> Foundations: History		Behaviorism and Behavioral Theories	154
and Theories		Behaviorist Foundations	155
<b>4</b> The Past and the Present:		Skinner and Operant Conditioning	155
WA TO SEE THE SECOND SE	109	Bandura and Social Learning Theory	156
Prologue to the Future	109	Accommodating Diverse Learners	157
Why is the Past Important?	110	Erikson and Psychosocial Development	158
Rebirth of Ideas	110	Implications for Teaching	159
Building the Dream—Again	112	Maslow and Self-Actualization Theory	160
Implementing Current Practice	112	Life Essentials	161
Empowering Professionals	114	Safety and Security	162
Inspiring Professionals	114	Belonging and Love	162
History and Historical Figures from 1400–1850	115	Achievement and Prestige	163
1500–1700: The Foundations	115	Aesthetic Needs	163
1700–1850: From Naturalism to the Kindergarten	116	Bronfenbrenner and Ecological Theory	165
,	121	Activities for Professional Development	167
1850–1950: From a Garden of Children	101	Linking to Learning	168
to the Children's House	121		
1950–1962: From Politics to Education Superiority	123	PART 3 Programs and Services	
1962–2000: From Civil Rights To The Rights of Children	124		
2001–To the Present: Leaving No Child Behind	I Am I	for Children and Families	
to Every Child Succeeds	126	<b>6</b> Early Childhood Programs:	
Views of Children Through The Ages	128	Applying Theories to Practice	169
Miniature Adults	128	Demand for Quality Early Childhood Programs	170
Sinful Children	128	Model Programs and You	172
Blank Tablets	129	The Montessori Method	173
Growing Plants	129	Respect for the Child	173
Property noticulavi elangotogA	129	The Absorbent Mind	174
Investments in the Future	130	Sensitive Periods	174
Accommodating Diverse Learners	135	Prepared Environment	174
Implications for Teaching	136	Auto-Education	176

The Teacher's Role	177	Activities for Professional Development	215
Montessori and Contemporary Practices	177	Linking to Learning	216
Providing for Diversity and Disability	179	22Developmentally Appropriate Technology galatori Jeli	
Montessori at the Apple Store	179	<b>8</b> Federal and State Governments:	
Further Thoughts	180	Supporting Children's Success	217
HighScope: A Constructivist Curriculum	180	Federal Programs and Early Childhood	218
Basic Principles and Goals of the HighScope		나 [사람이 [1] [2] [1] [2] [4] [4] [4] [4] [4] [4] [4] [4] [4] [4	218
Curriculum	180	The Economic Opportunity Act of 1964	
Five Elements of the HighScope Curriculum	181	Elementary and Secondary Education Act (ESEA)	219
Providing for Diversity and Disability	183	No Child Left Behind Act (NCLB)	219
The Reggio Emilia Approach	183	Every Student Succeeds Act (ESSA)	219
Beliefs About Children and How They Learn	184	National Nutrition Programs	220
Adults' Roles	184	Title I Early Childhood Programs	221
The Environment	185	Head Start Programs	221
Program Practices	186	Head Start Performance Standards: Education and Child Development	223
Providing for Diversity and Disability	187	Head Start Child Development and Early Learning	223
The Project Approach	189	Framework	225
Accommodating Diverse Learners	191	Program Options	225
Creating a Learning Environment that Supports	Emising	Eligibility for Head Start Services	226
Diversity	191	Early Head Start and Other Head Start Programs	229
Activities for Professional Development	193	Migrant and Seasonal Head Start Program	229
Linking to Learning	194	American Indian/Alaska Native Head Start Programs	230
		Head Start Research	230
<b>7</b> Child Care: Meeting the Needs			232
of Children and Families	195	Early Head Start Research	
of Ciliuten and Pantines	193	Head Start Fade-Out Effect	232
The World of Child Care	196	Federal and State Learning Standards	234
The Popularity of Child Care	197	Foundations of The Standards Movement	234
Placement in Child Care Programs	198	Common Core State Standards (CCSS)	235
Types of Child Care Programs	199	What are Common Core State Standards?	235
Child Care by Relatives and Friends	199	Closing The Achievement Gap with Standards	236
Family Child Care	200	Standards are Changing Teaching and Learning	237
Intergenerational Child Care	200	Accommodating Diverse Learners	240
Center-Based Child Care	201	Inclusion and Collaboration	240
Employer-Sponsored Child Care	203	Activities for Professional Development	241
Department of Defense Child Care	204	Linking to Learning	242
Before- and After-School Care	205		
Proprietary Child Care	206	PART 4 Teaching Today's Young	
What Constitutes Quality Care and Education?	206	Children: Linking Development	
Program Accreditation	207	and Learning	
Healthy Child Care Environments	207	voical and Molor Development	
Safe Environments	210	9 Infants and Toddlers:	50
Respectful Environments	210	Foundation Years for Learning	243
Supportive Environments	211	What are Infants and Toddlers Like?	244
Challenging Environments	211	Understanding Child Development	247
Caregiver-to-Child Ratio	212	Culture and Child Development	247
Professional Staff Development	213	Research and Infant/Toddler Education	250
Accommodating Diverse Learners in Child Care	213	Neural Shearing	250
and Other Early Childhood Programs	213	Synaptogenesis	251
Children of Diverse Cultures	213	Age-Appropriate Experiences	251
Children with Special Needs	214	Nature and Nurture	251
Canada Wall Openia Needs	217	reduce and reduce	202

Motor Development	253	Kinds of Play	29
Basic Principles of Motor Development	254	Teachers' Roles in Promoting Play	29
Toilet Training	255	The New Preschool: Curriculum, Guidelines,	
The Case for Outdoor Play	255	and Goals	302
Cognitive and Intellectual Development	256	Accommodating Diverse Learners	30
Assimilation, Accommodation, and Adaptation		Preschool Goals	30
at Work	256	Literacy in the Preschool	30
Stages of Cognitive Development: Sensorimotor		The Daily Schedule	30
Intelligence	256	Helping Preschoolers Make Successful Transitions	31
Language Development	259	The Future of Preschool	31.
Theories of Language Acquisition	260	Universal Preschool	31
Sequence of Language Development	261	Rigorous Academic Standards	31
Implications for Teaching	264	High-Quality Teachers	31
Psychosocial and Emotional Development	266	Increased Use of Technology	31
Social Behaviors	266	Pre-K-3 Continuum	31
Attachment and Relationships	266	Increased Funding for High-Quality Preschool	
Temperament and Personality Development	268	Programs dosorog A. bold	31
Infant, Toddler, and Early Childhood Mental		Activities for Professional Development	31
Health	269	Linking to Learning	318
Quality Infant and Toddler Programs and Environments	272		
Developmentally Appropriate Programs	272	11 Vindangartan Education	
Curricula for Infants and Toddlers	272	11 Kindergarten Education:	
Preparing Environments to Support Infant	272	Learning all you Need	210
and Toddler Development	273	to Know	319
Accommodating Diverse Learners	277	The Kindergarten Today	32
Activities for Professional Development	279	The Changing Kindergarten	32
Linking to Learning	280	Who Attends Kindergarten?	32:
		Kindergarten Programs	32
<b>10</b> The Preschool Years:		Environments for Kindergartners	32
Readiness for School and Life	281	The Healthy Environment	32'
		The Respectful Environment	32
Why are Preschools so Popular?	282	The Supportive Environment	32
Broad-Based Public Support	282	The Challenging Environment	329
Working Parents	282	The Physical Environment	33
Highly Educated Workforce	283	What are Kindergarten Children Like?	33
Equal Opportunity	283	Physical Development	33
Research Based and Cost Effective	283	Social-Emotional Development	33
Eager to Learn	284	Cognitive and Language Development	334
Early Intervention	284	The Kindergarten Curriculum: Literacy and	
What are Preschoolers Like?	285	Reading	334
Physical and Motor Development	286	Literacy, Reading, and Kindergarten Children	334
Social-Emotional Development	286	The Kindergarten Curriculum: Math, Science,	
Cognitive Development	288	Social Studies, and the Arts	343
Language Development	289	Math in the Kindergarten	343
School Readiness and Young Children	289	Science in the Kindergarten	343
School Readiness	290	Social Studies in the Kindergarten	34
Readiness for Learning	290	Arts in the Kindergarten	34
Dimensions of Readiness	293	Developmentally Appropriate Practice	34
Play and Preschool Children	295	Accommodating Diverse Learners	34
Purposes of Play	295	Activities for Professional Development	348
Value of Play: Literacy	295	Linking to Learning	349

<b>12</b> The Primary Grades:		If AD3 III the Early Childhood Classicon	390
Preparation for Lifelong Success	350	Coding in the Early Childhood Classroom	392
edianuly liumanenes		Developmentally Appropriate Technology Use	202
Teaching in Grades One to Three	351	for Young Children	393
The Primary Grades and Contemporary Schooling	351	Technology and Special Childhood Populations	393
Learning Contexts  Additional quantities and a second and	352	Uses of Assistive Technology	394
What are Children in Grades One to Three Like?	354	Benefits of Assistive Technology	
Physical Development	354	Accommodating for Social Interaction	396
Social Development	356	Integrating Technology in Early Childhood Programs	396
Emotional Development	356	Science, Technology, Engineering, and Mathematics	396
Cognitive Development	359	Integrating Technology in Your Program	397
Moral Development	359	Using Smart Boards in the Classroom	402
Environments that Support Learning in the Primary	all trains	Using Twitter to Teach and Learn	404
Grades	361	Blogging in the Classroom	405
The Physical Environment	361	Technology and Assessment	405
Social Environment	362	Using Technology to Implement Learning Theories	406
Environments that Support Pro-Social and Conflict	0.00	Parents and Technology	407
Resolution Education	362	Technology and Parent Participation	407
Teaching and Learning in Grades One to Three	363	Supervision of Children's Internet Use	408
Does Class Size Make a Difference?	363	Accommodating Diverse Learners	409
Common Core State Standards	364	Phase 1: How to Communicate	409
Differentiated Instruction in the Primary Grades	368	Phase 2: Distance and Persistence	409
Curriculum in the Primary Grades: Reading and	200	Phase 3: Picture Discrimination	409
Language Arts	369	Phase 4: Sentence Structure	410
Curriculum in the Primary Grades: Math, Science,	272	Phase 5: Answering Questions	410
Social Studies and the Arts	373	Phase 6: Commenting	410
Math in the Primary Grades	373	Activities for Professional Development	411
Science in the Primary Grades		Linking to Learning	412
Social Studies in the Primary Grades		elcone ratem and Constitutivi involvement	
Arts in the Primary Grades	3/9		
Contemporary Topics in the Primary Grades	381	PART 5 Meeting the Special Needs	
Curriculum  Financial Litoragu		0 1	
Financial Literacy	381	of Young Children	
Bullying Education	381	<b>14</b> Guiding Children:	
Twenty-First-Century Skills	382	Helping Children Become	
Environmental Education The Maker Meyement	383	Responsible	413
THE WAKE MOVEMENT	384	What is Guiding Behavior?	414
Accommodating Diverse Learners	384	The Importance of Guiding Children's Behavior	415
Activities for Professional Development	385		415
Linking to Learning	386	Guiding Behavior in a Community of Learners  The Community of Learners	
		ing English Lagrage	416
<b>13</b> Technology and Young Children:		A Social Constructivist Approach to Guiding Children	418
0,		Guiding Behavior in The Zone of Proximal	110
Education for the Information Age	207	Development (ZPD)	418
Age	387	Ten Steps for Guiding Behavior: Steps One Through Five	421
Children of the Net Generation	388	Step One: Arrange and Modify the Environment	
Technology: A Definition	388	Step Two: Establish Appropriate Expectations	
Technological Integration in Educational Settings	389	Step Three: Model Appropriate Behavior	
Digital Literacy	389	Step Four: Guide the Whole Child	428
Technology and Social Collaboration	389	Step Five: Know and Use Developmentally	Line
Supporting Children's Technology Use	390	Appropriate Practice	429

Ten Steps for Guiding Behavior: Steps Six	120	<b>16</b> Children with Diverse Needs:	
Through Ten	429	Appropriate Education for All	461
Step Six: Meet Children's Needs	429	The Arm Advance Chipe Lagun, Guidelines,	162
Step Seven: Help Children Build New Behaviors	431	Children with Disabilities	462
Step Eight: Empower Children	432	Individuals with Disabilities Education Act (IDEA)	463
Step Nine: Use Praise and Encouragement	433	The Seven Principles of IDEA	464
Step Ten: Develop A Partnership with Parents, Families, and Others	434	Instructional Strategies for Teaching Children with Disabilities	467
Physical Punishment and Children's		Inclusive Education	467
Development	435	Consultation and Collaboration	470
Accommodating Diverse Learners	436	Universal Design	472
Tangible Reinforcement	436	Response to Intervention/Response to Instruction	
Activity-Based Reinforcement	436	(RTI)	472
Token Reinforcement	436	Children with Autism Spectrum Disorders (ASD)	475
Social Reinforcement	436	Hi-Tech or Lo-Tech? Both!	479
Natural Reinforcement	436	Children with Attention-Deficit Hyperactivity Disorder	481
Activities for Professional Development	437	Children Who are Gifted and Talented	486
Linking to Learning	438	Characteristics of Gifted and Talented Childen	486
		Providing for and Accommodating Gifted and	
15 II. danstandina Children's Cultures		Talented Children	486
15 Understanding Children's Culture:		Children Who Are Abused and Neglected	488
Living and Learning in a Diverse	120	Children as Property	488
Society	439	Definition of Abuse	488
America the Multicultural	440	Reporting Child Abuse	490
The Cultures of Our Children	440	Homeless Children	491
Developing Your Cultural Competence	441	Child Outcomes of Being Homeless	492
"Rules of Engagement" for being a Culturally		Combating Homelessness	492
Responsive Teacher	441	Accommodating Diverse Learners	494
Welcome Parent and Community Involvement	442	Activities for Professional Development	497
Multicultural Awareness	443	Linking to Learning	498
Multicultural Infusion	444		
Foster Cultural Awareness	444		
Teaching in a Multicultural Classroom	446	<b>17</b> Parents, Families, and the Communit	y:
Multicultural Literature	446	Building Partnerships for Student	3.00
Multicultural Science, Technology, Engineering,	147	Success	499
Arts, and Math (STEAM)	447	New Views of Parent/Family Partnerships	500
Thematic Teaching  Teach Your Local, State, and Common Core State	448	Parent Education–Parent Universities	500
Standards (CCSS)	449	Accountability, Reform, and Investment	501
Use Conflict-Resolution Strategies and Promote		Changing Families: Changing Involvement	502
Peaceful Living	451	Single-Parent Families	502
Teaching English Learners	453	Fathers	502
Teaching English Learners in Action	454		503
ELs: The Challenge of Educating All	454	Multigenerational Families  Teenage Parents	504
Supporting English Learners	455	Lesbian, Gay, Bisexual, and Transgender (LGBT)	304
Educational Models for Instructing EL Students	457	Families	505
Accommodating Diverse Learners	458	Military Families	506
Activities for Professional Development	459	Prison/Incarcerated Families	507
Linking to Learning	460	Implications of Changing Family Patterns	507

Types of Parent/Family Involvement	509	Activities for Professional Development	522
Home Visitation	514	Linking to Learning	524
Family Conferences	515		
Using Technology to Involve Parents	516		
Community Involvement	518	Appendix	
Community Resources	518	Time Line: The History of Early Childhood	
Benefits of Working with Community Agencies	518	Education	525
Developing Teacher–Community Agency		Endnotes	529
Connections	519	Glossary	561
Parents, Children, and School Absenteeism	520	Begins beione Aindergarten	
Parents' Rights and Accommodation of Diverse		Index	571
Learners	521		

Contents xxiii