

8th EDITION

FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION

GEORGE S. MORRISON



Suggested Correlation of *Fundamentals of Early Childhood Education, 8e* Chapter Content with NAEYC® Standards for Early Childhood Professional Preparation

Standard	Key Elements of the Standard	Chapter and Topic
1: Promoting Child Development and Learning	1a. Knowing and understanding young children's characteristics and needs 1b. Knowing and understanding the multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	1: Creating Healthy, Respectful, Supportive, and Challenging Learning Environments 1: Teaching the Whole Child 2: Issues Influencing the Practice of Early Childhood Education 2: Wellness and Healthy Living 2: Providing for Diverse Children and Cultures 2: How to Help English Learners Succeed 2. Multicultural Infusion 2: Preventing Violence, Bullying, Racism, and Abuse 3: Basic Beliefs About Teaching Children 3: The Importance of Theories of Learning 3: Jean Piaget and Constructivist Learning Theory 3: Zone of Proximal Development 3: How to Scaffold Children's Learning 4: Developmentally Appropriate Programs 4: The Importance of Child Care 4: What Is Quality Education and Care? 4: Teaching and Learning in the Inclusive Classroom: Learning Modalities 5: Teaching and Learning in the Inclusive Classroom: Accommodating Diverse Learners 6: Developmentally Appropriate Assessment 6: Table 6.1: Formal Measures of Assessment Used in Early Childhood 6: Teaching and Learning in the Inclusive Classroom: Assessment of Children with Disabilities 7: Table 7.2: Infant and Toddler Milestones 7: Portraits of Infants and Toddlers 7: Infant and Toddler Development 7: Figure 7.2: Individual Differences in Attachment 7: Figure 7.4: Sensorimotor Cognitive Development 7: Developmentally Appropriate Curriculum for Infants and Toddlers 7: Figure 7.5: Language Development in Infants and Toddlers 7: Preparing Enriched Environments 8: What Is Preschool? 8: What Are Preschoolers Like? 8: Portraits of Preschoolers 8: Using Blocks to Help Preschoolers Build Mathematical Skills 8: Figure 8.1: Building Blocks of Kindergarten Readiness 8: Developmentally Appropriate Practice and the Preschool Curriculum 8: Table 8.1: Types of Classroom Learning Centers 8: Play in Preschool Programs 9: Kindergarten Children: What They Are Like, Who Attends, and Formats of Programs 9: Portraits of Kindergarteners 9: Environments for Kindergarteners 9: Curriculum in the Kindergarten 9: Developmentally Appropriate Practice in the Kindergarten Classroom 9: How to Integrate Literacy and Content Areas Across the Kindergarten Curriculum 10: Early Elementary Children: What They Are Like 10: Portraits of First, Second, and Third Graders 10: Environments That Support Learning in the Primary Grades 10: Curriculum in the Early Elementary Grades 10: How to Implement a Successful Guided Reading Program 10: 5E Lesson Plan: Geometry 10: Bright Ideas For Teaching Math 10: Figure 10.2: Applying Bloom's Taxonomy to Early Childhood Classrooms 11: The Individuals with Disabilities Education Act (IDEA) 11: IDEA's Seven Principles 11: Figure 11.3: Examples of Assistive Technologies 11: Children with Autism 11: Children with Attention Deficit Hyperactivity Disorder (ADHD)

11: Teaching and Learning in the Inclusive Classroom: Instructional Strategies for Teaching Children with Disabilities
12: Guiding Behavior in a Community of Learners
12: Guiding Behavior in the Zone of Proximal Development
12: Guiding Behavior with Scaffolding
12: Twelve Steps for Guiding Behavior
12: Teaching and Learning in the Inclusive Classroom: Accommodating Diverse Learners

2: Building Family and Community Relationships

2a. Knowing about and understanding diverse family and community characteristics
2b. Supporting and engaging families and communities through respectful, reciprocal relationships
2c. Involving families and communities in their children's development and learning

1: Building Family and Community Relationships
1: Collaborating with Parents, Families, and Community Partners
2: Wellness and Healthy Living
2: Promoting Family and Community Involvement
2: Preventing Violence, Bullying, Racism, and Abuse
3: Urie Bronfenbrenner and Ecological Theory
3: Basic Beliefs About Collaborating with Parents and Families
4: Head Start Programs Increase Parent Involvement
6: Reporting to and Communicating with Parents and Families
7: Attachment and Relationships
7: Figure 7.2: Individual Differences in Attachment
7: Accommodating Diverse Infants and Toddlers
8: Figure 8.1: Building Blocks of Kindergarten Readiness
8: Best Practices for English Learners
10: Social Studies in the Primary Grades
11: Universal Design
11: Response to Intervention/Response to Instruction (RTI)
11: Teaching English Learners (ELs)
11: Dual Language Programs
12: Democratic Living

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

3a. Understanding the goals, benefits, and uses of assessment
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child
3d. Knowing about assessment partnerships with families and with professional colleagues

1: Observing, Documenting, and Assessing to Support Children and Families
3: Constructivism
4: Five Elements of the HighScope Model
6: Figure 6.1: Purposes of Assessment
6: Types and Methods of Assessment
6: Table 6.2: Informal Methods of Authentic Assessment
6: Figure 6.2: Authentic Assessments: Example of an Inclusion Classroom Checklist
6: Figure 6.3: Authentic Assessments: Excerpt of an Anecdotal Record
6: Figure 6.4: Authentic Assessments: Example of a Running Record
6: Figure 6.5: Authentic Assessments: Example of Event Sampling Using the ABC Method
6: Figure 6.6: Authentic Assessments: Example of Time Sample
6: Figure 6.7: Authentic Assessments: Example of a Rating Scale
6: Figure 6.8: Authentic Assessments: Example of a Cognitive Developmental Checklist, Ages 4–5
6: Table 6.3: Authentic Assessments: Example of a Social-Emotional Development Checklist
6: Figure 6.9: Authentic Assessments: Excerpt from an Interview Assessment
6: Figure 6.10: Authentic Assessments: Example of a Rubric
6: Figure 6.11: Four Steps to Effective Observation
7: Portraits of Infants and Toddlers
8: Portraits of Preschoolers
8: School Readiness
8: How to Use Technology as a Scaffolding Tool in the Preschool Classroom
8: Accommodating Play
9: Portraits of Kindergartners
10: Portraits of First, Second, and Third Graders
11: The Individuals with Disabilities Education Act (IDEA)
11: Individualized Education Programs (IEPs)
11: Teaching and Learning in the Inclusive Classroom: Instructional Strategies for Teaching Children with Disabilities
11: Response to Intervention/Response to Instruction (RTI)
11: Race, Socioeconomic Status, and Student Achievement
13: Home and School: An Unbeatable Team!
13: Figure 13.1: Six Types of Parent and Family Involvement
13: Prisons and Incarcerated Families
13: Homeless Families and Children
13: Grandparents as Parents

13: Parents, Children, and School Absenteeism
13: Linguistically Diverse Parents and Families
13: Lesbian, Gay, Bisexual, and Transgender (LGBT) Families
13: Getting Hispanic Parents Involved in Schools
13: Military Families
13: Involving Families Electronically
13: Teaching and Learning in the Inclusive Classroom: Involving Families of Children with Disabilities

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

4a. Understanding positive relationships and supportive interactions as the foundation of their work with children
4b. Knowing and understanding effective strategies and tools for early education
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d. Reflecting on their own practice to promote positive outcomes for each child

1: Developmentally Appropriate Practice and Essential Practices for Teaching in Inclusive Early Childhood Classrooms
1: Figure 1.3 Core Considerations in Developmentally Appropriate Practice
2: Providing for Diverse Children and Cultures
2: How to Help English Learners Succeed
2: Multicultural Infusion
2: Preventing Violence, Bullying, Racism, and Abuse
3: The History of Early Childhood Education
3: The Importance of Theories of Learning
3: Table 3.1: Contributions of Famous Individuals to Early Childhood Education
3: From Luther to Today: Basic Beliefs Essential for High-Quality Programs
3: Teaching and Learning in the Inclusive Classroom: Then and Now
3: Providing Prenatal and Parental Support for American Indian Communities
4: What Is Quality Education and Care?
4: The Effects of Care and Education on Children
4: Table 4.1: Comparing Early Childhood Programs
4: Reggio Emilia
4: Head Start Programs
4: Figure 4.2: The Head Start Child Development and Early Learning Framework
4: Tips for Implementing the Project Approach in Inclusive Classrooms
4: Creative Curriculum
4: Figure 4.1: Montessori Sensory Materials
5: Common Core State Standards, Next Generation Science Standards, and Infant/Toddler and Preschool Standards
5: How to Plan Lessons that Meet Standards
6: Principles of Assessment
6: The Significance of Using Observation to Assess
6: Types and Methods of Assessment
6: Critical Issues in the Assessment of Young Children
7: What Are Infants and Toddlers Like?
7: Figure 7.2: Individual Differences in Attachment
7: Table 7.2: Infant and Toddler Milestones
7: Developmentally Appropriate Curriculum for Infants and Toddlers
7: Figure 7.4: Stages of Sensorimotor Cognitive Development
7: Preparing Enriched Environments
7: Mental Health?
7: Accommodating Diverse Infants and Toddlers
8: What Are Preschoolers Like?
8: Portraits of Preschoolers
8: Best Practices for English Learners
8: Using Blocks to Help Preschoolers Build Mathematical Skills
8: School Readiness
8: Play in Preschool Programs
8: Transitions to Kindergarten
9: Kindergarten Children: What They Are Like, Who Attends, and Formats of Programs
9: Environments for Kindergartners
9: Curriculum in the Kindergarten
9: Developmentally Appropriate Practice in the Kindergarten Classroom
9: 5E Lesson Plan: Literacy
9: How to Integrate Literacy and Content Areas Across the Kindergarten Curriculum
10: Teaching in Grades One Through Three
10: Environments That Support Learning in the Primary Grades
10: Curriculum in the Early Elementary Grades
10: How to Implement a Successful Guided Reading Program
10: 5E Lesson Plan: Geometry
10: Bright Ideas for Teaching Math

10: Figure 10.2: Applying Bloom's Taxonomy to Early Childhood Classrooms
 11: The Individuals with Disabilities Education Act (IDEA)
 11: IDEA's Seven Principles
 11: Teaching and Learning in the Inclusive Classroom: Instructional Strategies for Teaching Children with Disabilities
 11: Teaching English Learners (ELs)
 11: Figure 11.3: Examples of Assistive Technologies
 11: Universal Design
 11: Response to Intervention/Response to Instruction (RTI)
 11: Dual Language Programs
 11: Multicultural Education
 12: Guiding Behavior in a Community of Learners
 12: Guiding Behavior in the Zone of Proximal Development
 12: Guiding Behavior with Scaffolding
 12: What Is the Social Constructivist Approach to Guiding Behavior?
 12: Twelve Steps for Guiding Behavior
 12: Teaching and Learning in the Inclusive Classroom: Accommodating Diverse Learners
 13: Changing Parents and Families: Changing Involvement
 13: Types of Parent and Family Involvement
 13: Teaching and Learning in the Inclusive Classroom: Involving Families of Children with Disabilities

5. Using Content Knowledge to Build Meaningful Curriculum

5a. Understanding content knowledge and resources in academic disciplines
 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

2: Providing for Diverse Children and Cultures
 3: The Importance of Theories of Learning
 3: How to Teach in a Child-Centered Program
 4: A Challenging Environment
 4: Program Models
 5: How Are Standards Changing Teaching and Learning?
 5: Infant/Toddler and Preschool State Standards
 5: No Child Left Behind
 5: Closing the Achievement Gap with Standards
 5: Teaching Standards with Technology
 5: Standards and Curriculum Materials
 5: How to Plan Lessons that Meet Standards
 6: Purposes of Observation
 6: Figure 6.11: Four Steps to Effective Observation
 7: Preparing Enriched Environments
 7: Developmentally Appropriate Curriculum for Infants and Toddlers
 7: Language Development
 7: Technology Tie-In: Rearing Infants and Toddlers In the World of Apps
 7: Curriculum for Infants and Toddlers
 8: What Is Preschool?
 8: Portraits of Preschoolers
 8: Developmentally Appropriate Practice and the Preschool Curriculum
 8: Figure 8.1: Building Blocks of Kindergarten Readiness
 8: Table 8.1: Types of Classroom Learning Centers
 8: Play in Preschool Programs
 8: Using Blocks to Help Preschoolers Build Mathematical Skills
 8: Best Practices for English Learners
 8: How to Promote Preschoolers' Cognitive Development
 9: Kindergarten Children: What They Are Like, Who Attends, and Formats of Programs
 9: Developmentally Appropriate Practice in the Kindergarten Classroom
 9: Literacy and Reading in the Kindergarten
 9: 5E Lesson Plan: Literacy
 9: Figure 9.1: Kindergarten Math Standards
 9: Science in Kindergarten
 9: Technology Integration in Kindergarten
 10: Environments That Support Learning In the Primary Grades
 10: How to Implement a Successful Guided Reading Program
 10: 5E Lesson Plan: Geometry
 10: Bright Ideas for Teaching Math
 11: Figure 11.1: Content Standards for Special Educators
 11: Figure 11.3: Examples of Assistive Technologies
 11: Children with Autism
 11: Children with Attention Deficit Hyperactivity Disorder (ADHD)

11: Teaching and Learning in the Inclusive Classroom: Instructional Strategies for Teaching Children with Disabilities
 11: Teaching English Learners (ELs)
 13: Home and School: An Unbeatable Team!
 13: Type 5—Leadership, Decision Making, and Advocacy

6: Becoming a Professional

6a. Identifying and involving oneself with the early childhood field
 6b. Knowing about and upholding ethical standards and other professional guidelines
 6c. Engaging in continuous, collaborative learning to inform practice
 6d. Integrating knowledgeable, reflective, and critical perspectives on early education
 6e. Engaging in informed advocacy for children and the profession

1: Pathways to Professional Development
 1: Figure 1.2 The Cycle of Reflective Practice
 1. Developing a Philosophy of Education
 1. Figure 1.6 Seventeen Competencies for Becoming a Professional
 1: Activities for Professional Development
 2: Providing for Diverse Children and Cultures
 2: Culturally Responsive Teaching
 2: Preventing Violence, Bullying, Racism, and Abuse
 2: How to Help English Learners Succeed
 2: Multicultural Infusion
 3: Basic Beliefs About Collaborating with Parents and Families
 4: The Importance of Child Care
 4: What Is Quality Education and Care?
 5: How Are Standards Changing Teaching and Learning?
 5: No Child Left Behind
 6: Assessment and Its Importance
 6: What Is Developmentally Appropriate Assessment
 7: Accommodating Diverse Infants and Toddlers
 7: Preparing Enriched Environments
 7: Five Best Practices That Support Infant and Toddler Care and Education
 7: Figure 7.2: Individual Differences in Attachment
 7: How to Plan a Curriculum for Infants and Toddlers
 7: Teaching And Learning in the Inclusive Classroom
 8: Portraits of Preschoolers
 8: How to Promote Preschoolers' Cognitive Development
 8: Using Blocks to Help Preschoolers Build Mathematical Skills
 8: Readiness and Culture
 8: Table 8.1 Types of Classroom Learning Centers
 8: Play in Preschool Programs
 9: The History of Kindergarten Education
 9: Portraits of Kindergarteners
 9: Literacy and Reading in Kindergarten
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 9: How to Integrate Literacy and Content Areas Across the Kindergarten Curriculum
 9: Technology Integration in the Kindergarten Classroom
 10: Teaching in Grades One Through Three
 10: Changing Teacher Roles
 10: How to Implement a Successful Guided Reading Program
 10: Figure 10.2: Applying Bloom's Taxonomy to Early Childhood Classrooms
 11: The Individuals with Disabilities Education Act (IDEA)
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 11: Teaching English Learners (ELs)
 11: Dual Language Programs
 11: Multicultural Education
 12: Guiding Behavior in the Zone of Proximal Development
 12: Guiding Behavior with Scaffolding
 12: How to Guide Hard-to-Manage Children to Help Ensure Their Success
 13: Figure 13.1: Six Types of Parent and Family Involvement
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EIGHTH EDITION

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.*

ABOUT THE AUTHOR

GEORGE S. MORRISON is professor of early childhood education at the University of North Texas, where he teaches courses on early childhood education and development to undergraduates and mentors 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*, Thirteenth Edition; *Fundamental of Early Childhood Education*, Eighth Edition; and *Teaching in America*, Fifth Edition. Professor Morrison has also written books about the education and development of infants, toddlers, and preschoolers; child development; the contemporary curriculum; and parent, family, 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 early education and teacher education, the integration of technology in instructional practice, and the efficacy of large class instruction in the preparation of preservice teachers. Professor Morrison also lectures and gives keynote addresses on early childhood education and development in Thailand, Taiwan, China, South Korea, and the Philippines.



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.

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 practice.

Changes in early childhood education and development bring both opportunities and challenges. Opportunities are endless for you to participate in the ongoing re-creation of the early childhood profession. In fact, creating and re-creating the early childhood profession is one of your constant professional roles. This means you will need to keep developing your own knowledge and skills throughout your career as an early childhood professional. *Fundamentals of Early Childhood Education* helps you wherever you are on the path to achieving this professional goal. The challenges involved in reforming the profession include collaboration, hard work, and constant dedication to achieving high-quality education for *all* children. I hope you will take full advantage of these opportunities to help all children learn the knowledge and skills they need to succeed in school and life. How you and I respond to the opportunities we have in front of us today will determine the future of early childhood education. This text helps you learn what it takes to understand and teach young children and how to provide them the support they and their families need and deserve.

Of the many changes in this new edition, I am most pleased to introduce you to a new version of *Fundamentals of Early Childhood Education*, the new Pearson eText. The Pearson eText (called that because it sits on a different platform from other eTexts) is an affordable, interactive version of the print text that includes exciting new features in every chapter, such as multiple-choice Check Your Understanding assessments at the end of each major chapter section, essay-based chapter quizzes at the end of each chapter, and video examples.

To learn more about the enhanced Pearson eText, go to www.pearsonhighered.com/etextbooks and to <http://www.pearsonhighered.com/etextbooks/students/what-are-etexts/index.html>

NEW TO THIS EDITION

You and your professors will benefit from new content and features in this eighth edition:

- **New Chapter-Opening Learning Outcomes.** Learning outcomes clarify what you will be able to do to demonstrate that you have learned chapter concepts. Located at the beginning of the chapters, each learning outcome aligns with a major chapter section, acts as an advance organizer for the chapter, and helps measure your learning and performance.
- **New Video Examples.** Video links in the margin provide illustrations of children's development and learning, teaching strategies, views of early childhood classrooms, and many more insights into the real world of teaching young children.



Watch this video on formative assessments as Sue Bredekamp discusses the importance of formative assessment and the need for integrating teaching and assessments. (www.youtube.com/watch?v=vluKdtlIG4g)



1.1

Check Your Understanding

Before you move on, click here to test your understanding of this section

- **New Check Your Understanding Exercises.** These multiple-choice assessments, located at the end of each major chapter section, help you determine whether you understand what is covered in the section or need to reread and review. Feedback is provided to help you understand why the correct answer is correct.
- **New Chapter Quizzes.** These short-answer-format assessments, located at the end of each chapter, help you gauge your understanding of the fundamental concepts covered in the chapter. One question aligns to each of the chapter's Learning Outcomes. Feedback is provided to help reinforce your understanding.
- **Updated references** enable you to confidently understand that you are reading the most current information available at the time of publication. This currency adds to professional confidence and competence.
- In response to reviewers' comments, **core content examples and illustrations** have been increased and extended to make this eighth edition even more practical and applied.
- The inclusion of **additional *Implications for Teaching* tips, suggestions, and instructional guidelines** enables you to apply major concepts to classroom teaching.

THEMES OF THIS BOOK

Fundamentals of Early Childhood Education, Eight Edition, integrates eight critical themes that are foundational to the education, development, and care of young children today.

1. 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 and a standards-based curriculum, this text anchors your professional practice in DAP, beginning in Chapter 1.
2. The integration of the fields of early childhood education and special education. Increasingly, special education and early childhood approaches are conducted in the inclusive classroom. These include making classrooms, the curriculum, and instructional practices accessible for all children; accommodating the diverse needs of all children; and differentiating instruction to promote achievement and learning for all children.
3. The importance of helping ensure that all children are successful in school and life. Increasingly, larger numbers of children are coming to school unprepared to meet the challenges of preschool or kindergarten. This text helps you educate all children and close the achievement gaps that exist between children of poverty and their more economically advantaged peers.
4. The importance of children's literacy development. This text helps you know how to promote children's literacy development and achievement so that all children can read on grade level and be successful.
5. The integration of science, technology, engineering, and mathematics (STEM) subjects into the early childhood curriculum. STEM subjects are of great importance for politicians and the public and, along with literacy, are the foundation of well-educated citizens.
6. The importance of meeting the diverse needs of today's children. America is an increasingly diverse society, and the nation's schools are more diverse than ever.

This text helps you teach to children's diverse language, culture, and socioeconomic needs.

7. The necessity of being able to manage today's classrooms and guide today's children as they grow and develop into responsible citizens. It is essential for you to enable children to guide their own behavior, and this text helps you achieve this goal.
8. The absolute necessity for participation in ongoing professional development. As an early childhood professional, you will be constantly challenged to create and re-create yourself as a high-quality teacher who is accountable for how, what, and to what extent children learn. *Fundamentals of Early Childhood Education*, Eighth Edition, helps you be the professional you need to be by outlining the competencies you will need in the classroom today.

FEATURES AND THEIR PURPOSES

The many features in this text were developed with a pedagogical purpose and content focus. They include the following:

- **Learning Outcomes.** These are written to organize the chapter content in advance of reading it and to provide an overview of what you will be expected to know and be able to do after reading the chapter. Review these carefully before you read the chapter, and review them again after you've read the chapter. Also, look over and try to answer or complete the *Check Your Understanding* exercises, the *Chapter Quiz*, and the *Activities for Professional Development* at the end of the chapter, which are written to reinforce and assess what you learned in each section of the chapter and are aligned with the *Learning Outcomes*.
- **Professionalism in Practice.** Written by experienced teachers and administrators of early childhood programs, these features give you insight into their professional philosophies and behaviors. Many of these are labeled as *Competency Builders*, which include step-by-step strategies, guidelines, or steps designed to walk you through the details of key tasks expected of them, such as observation, lesson planning, and creating a multicultural classroom. They help you build professional competencies in your work with children and families.
- **Diversity Tie-In.** These features include a variety of topics to create an awareness of the uniqueness and diversity of all children and families.
- **Technology Tie-In.** These include 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.
- **Portraits of Children.** These familiarize you with the developmental capabilities of children in each age group in the early childhood age range and help you become sensitive to universality and diversity in child development. These features put a spotlight on several children per age range in Chapters 7–10: infants and toddlers, preschool, kindergarten, and the primary grades. Photos of children, a list of their capabilities and interests by domain, and questions about DAP get you thinking about individual needs and approaches and applications to address those needs.

- ***Ethical Dilemmas.*** These are scenarios that help you learn to make important professional decisions based on NAEYC's Code of Ethical Conduct. Professionals need to work in an ethical way with children, their peers, families, and the community.
- ***Correlation to NAEYC Standards for Early Childhood Professional Practice.*** The inside cover of the book includes a helpful matrix linking the text's content to the NAEYC standards. In addition, every chapter-opening page includes the standard or standards relevant to that chapter's topic and what they mean for teachers. This reinforces for you what is expected of you in your work with children, families, and communities.

ACKNOWLEDGMENTS

In the course of my teaching, service, consulting, and writing, I meet and talk with many early childhood professionals who are deeply dedicated to doing their best for young children and their families. I am always touched, heartened, and encouraged by the openness, honesty, and unselfish sharing of ideas that characterize my professional colleagues. I thank all the individuals who contributed to the Professionalism in Practice, Diversity Tie-In, and Technology Tie-In features, as well as other program descriptions. They are all credited for sharing their personal accounts of their lives, their children's lives, and their programs.

I value, respect, and use the feedback and sound advice provided by the following reviewers: Ivy Beringer, Northern Virginia Community College, Alexandria, and Linda Grant, Georgia Piedmont Technical College.

I am blessed to work with my colleagues at Pearson. My editor, Julie Peters, is always thinking of ways to make *Fundamentals* an even better book. Julie is a constant source of bright and exciting ideas and is continually opening new doors and possibilities. I can always count on her for wise counsel about how to make *Fundamentals* more engaging and relevant for students and professors. Developmental editor Christie Robb is always helpful and supportive. She is an expert at managing and juggling all of the digital content and details for the new eText. Program Manager Megan Moffo and Project Manager Janet Domingo helped in innumerable and helpful ways to make sure that *Fundamentals* was published on time and in the right format! Andrea Hall, editorial assistant, was an expediter par excellence. Andrea is always pleasant, efficient, and willing to manage many details that are necessary to get the job done. Doug Bell, senior project manager at Lumina Datamatics, Inc., is author friendly. Doug, in his facilitative way, helped us meet the demands of permissions and other publishing details. Sarah Vostok, project manager, also of Lumina Datamatics, was patient and supportive throughout the copy editing phase of publication.

CONTRIBUTORS

With this new eighth edition of *Fundamentals of Early Childhood Education*, I am pleased to welcome three contributors who provided major content for all the chapters:

Elizabeth Beavers (Chapters 1, 6, 9, and 10).

Dr. Elizabeth Beavers has over twenty-five years of experience teaching and working with public school systems, preschools, and Head Starts in the fields of early childhood and early childhood special education. Elizabeth has experience as a classroom teacher, a program coordinator, a consultant for school districts, a trainer, and a teacher educator. She is presently an assistant professor at the University of Houston–Clear Lake. Elizabeth earned her B.S. in psychology, M.S. in special education, and Ph.D. in curriculum and instruction (with an emphasis on early childhood and elementary education). Her areas of expertise include teacher education (critical thinking and reflective practices), the emotional dimensions of teaching and learning, developmental disabilities, and instructional and intervention pedagogy. Elizabeth has presented at multiple local, state, national, and international conferences and has published in early childhood education journals. Elizabeth is an active member of national and local organizations including serving as president of the Texas Division of Early Childhood, president of Gulf Coast AEYC, and outreach chair for Texas AEYC, and on the Membership Council for the Council for Exceptional Children’s Division of Early Childhood. Elizabeth also serves on several early childhood advisory boards.

Donna Kirkwood (Chapters 3, 4, 7, 12, and 13).

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SUPPLEMENTS TO THE TEXT

All supplements are available online. To download and print supplement files, go to www.pearsonhighered.com and select “Catalog & Instructor Resources” from the “Educators” menu.

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CHAPTER 1

YOU AND EARLY CHILDHOOD EDUCATION

Becoming a Professional

LEARNING OUTCOMES

1. Describe who is an early childhood professional and identify the six standards for becoming an early childhood education (ECE) professional.
2. Define 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 why developing a philosophy of education is important for early childhood professionals.
5. Identify the primary roles for early childhood professionals and the expectations for twenty-first-century teachers.

NAEYC STANDARDS FOR EARLY CHILDHOOD PROFESSIONAL PREPARATION

Standard 1. Promoting Child Development and Learning

I am grounded in a child development knowledge base. I use my understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.¹

Standard 2. Building Family and Community Relationships

I understand that successful early childhood education depends upon partnerships with children's families and communities. I know about, understand, and value the importance and complex characteristics of children's families and communities. I use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.²

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

I understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. I know about and understand the goals, benefits, and uses of assessment. I know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each child.³

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

I understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. I understand and use positive relationships and supportive interactions as the foundation for my work with young children and families. I know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.⁴

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

I use my knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. I understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. I know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen my understanding. I use my own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.⁵

Standard 6. Becoming a Professional

I identify and conduct myself as a member of the early childhood profession. I know and use ethical guidelines and other professional standards related to early childhood practice. I am a continuous, collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives on my work, making informed decisions that integrate knowledge from a variety of sources. I am an informed advocate for sound educational practices and policies.⁶

MARIA CARDENAS is excited about her new assignment as a pre-kindergarten teacher. After years of study and service as an assistant teacher, Maria now has her own classroom of three- and four-year-old children: “I can’t believe this day has finally come! I’ve worked so hard, and now my dream has come true! I can’t wait to get started! I want my children to learn and be all they can be!”

Maria did not become a teacher overnight. She spent two years at a local community college and three at my university, learning the content, pedagogical, and professional knowledge and dispositions necessary to be a highly qualified early childhood teacher. There was never any doubt in Maria’s mind or mine that she would achieve her goals. I first met Maria as her faculty advisor when she entered my university teacher education program. From the beginning, Maria was enthusiastic about her career choice and determined that she would be a high-quality professional. In addition to all of her coursework, Maria volunteered in many community and school-based programs to get the experiences she needed to help her prepare for the day when she would have her own classroom. After five years of going to school part-time, Maria is ready to make a difference in the lives of “her” children. I hope you are as excited as Maria about your opportunity to teach young children!

Today, more than ever, the public and politicians all over the world are creating a lot of excitement by seeking ways to improve the quality of early childhood education and teaching.⁷ As a result, you have a wonderful opportunity to 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 child development and learning; build family and community relationships; observe, document, and assess to support young children and families; promote positive teaching and learning for young children; and identify with and conduct themselves as members of the early childhood profession.

You are preparing to be an **early childhood professional**, a person who successfully teaches all children (birth to age eight), 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, National Teacher of the Year Sean McComb believes that relationships are the foundation for helping students realize their potential.⁸

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

early childhood professional A person who successfully teaches all children (birth to age eight), promotes high personal standards, and continually expands his or her skills and knowledge.

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

The Six Standards of Professionalism

Being a professional goes beyond academic degrees and experiences. Professionalism in early childhood education is based on the six NAEYC standards for professional development. All six of the standards are important for your professional development, as shown in Figure 1.1. These are as follows:

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing to support young children and families
4. Using developmentally effective approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

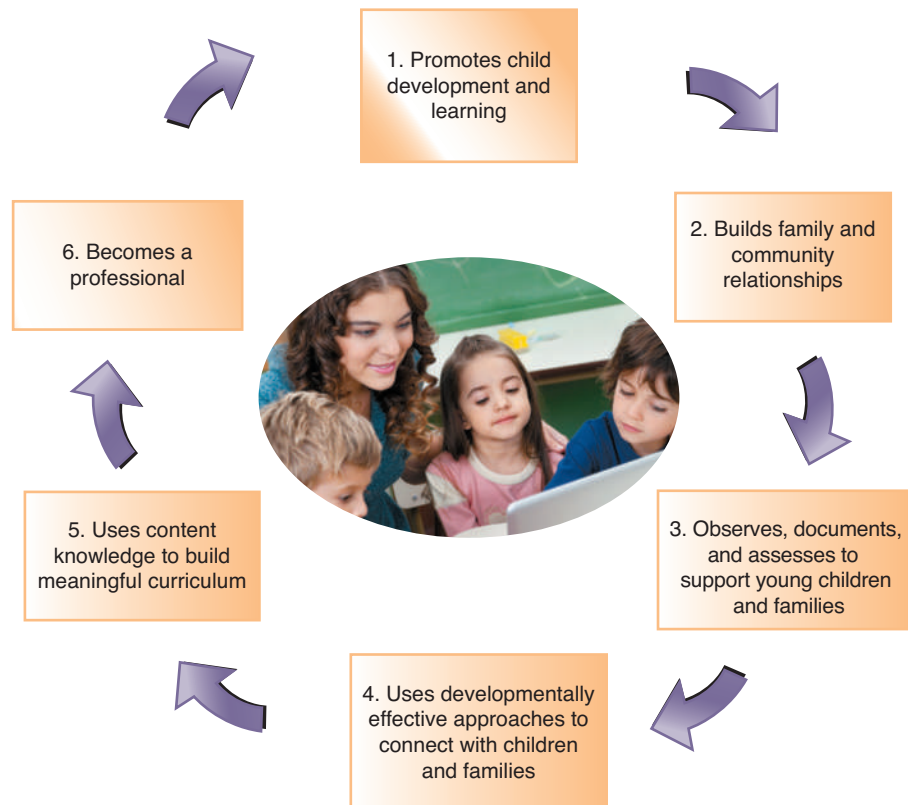


FIGURE 1.1 Six Standards of Early Childhood Professional Development

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 Standards for Early Childhood Professional Preparation: July 2009. Copyright © 2009 NAEYC®. Reprinted with permission. (Photo credit: Tyler Olson/Shutterstock.)

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

Standard 1: Child Development and Learning

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 eight. 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 young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging.”⁹

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

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

- **Children’s culture.** **Culture** is a group’s or an individual’s way of life including basic values, beliefs, religion, language, clothing, food, and various practices. Culture determines the foods children eat, influences the kind of care they receive or do not receive from their parents, and helps determine how they view and react to the world.
- **Language.** Quite often in immigrant families, the burden of helping the non-English-speaking family members communicate falls on the child. Children often act as interpreters for their families and have to learn to communicate as a survival skill.
- **Social relationships.** Getting along with one’s peers and significant adults, such as teachers, is as important a skill as learning to read and write. Unfortunately, many young children don’t have the parental guidance and support they need in order to learn the social skills necessary for peaceful and harmonious living.
- **Children’s and families’ socioeconomic conditions.** Among all children, 44 percent live in low-income families.¹⁰ Research clearly shows that children in poverty do not do well in school and life. This means that you will teach children in poverty and as a professional are responsible for their learning, growth, and development.
- **Children with disabilities.** The number of children and youths ages 3–21 receiving special education services is 6.4 million, or about 13 percent of all public school students.¹¹ There is every reason to believe that this number will increase as diagnostic methods 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.

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

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. These professional standards guide the preparation of teachers who are preparing to be early childhood special education teachers. These standards apply to you for two reasons: First, you will be teaching

inclusive classroom

A classroom in which children with disabilities are included in the regular classroom.

in an **inclusive classroom**, a classroom in which children with disabilities are included in the regular classroom. The inclusive classroom is the new normal for teachers today. Second, you must know about typical and atypical child growth and development and how to provide developmentally appropriate teaching and learning for children with disabilities in your classroom. You can access a full description of the DEC's professional standards and recommended practices online.

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 to involve, work with, and advocate for parents and families. To do this, 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. It is very important to be respectful of children and their families in order to build strong relationships. Saying that you are respectful of children and families is one thing; putting it 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 examples of things you can do to demonstrate your respectfulness for children and families:

- Talk with parents whose children have restricted diets to determine acceptable foods and recipes so all children can participate in classroom nutrition activities such as cooking.
- 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 problems, and so on.

Learning how to build family relationships is an important part of your professional development. Respectful and reciprocal relationships with parents and families empower them to be involved in their children's education.

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 in order 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 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: You the professional are gathering data; using that data to make instructional decisions; and sharing 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.

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 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; supporting learning through technology; and using integrative approaches to curriculum.¹²

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 academic disciplines to design, implement, and evaluate experiences that promote positive, developmentally appropriate learning for all children.¹³ To be 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 your colleagues, how you relate to parents and other family members, and how you relate to children. In **responsive relationships** you are responsive to the needs and interests of all children and their families.

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

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Content areas are important to children's learning. 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. Consequently, early childhood professionals understand the importance of each content area in children's development and learning, demonstrate the essential knowledge and skills needed to provide appropriate environments that support learning in each content area, and demonstrate basic knowledge of the research base underlying each content area.¹⁴

Content Areas. The content areas in early childhood are the following:

- Language and literacy, which consists of listening, speaking, reading, and writing.
- Reading, which includes the learning skills necessary for beginning to read and being able to read fluently for meaning. The national goal for reading is for all children to read on grade level by grade three.
- The arts, including music, creative movement, dance, drama, 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 in order 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). Today there is a growing emphasis on incorporating engineering and technology content in the school curriculum beginning in preschool. You will hear a lot about STEM throughout your teaching preparation and career. For example, the Wolf Trap Foundation for the Performing Arts in Virginia offers numerous experiences that promote STEM learning through the integration of early childhood arts programs. The Wolf Trap Foundation created an innovative initiative that is supported by the US Department of Education. The initiative provides professional development training of teaching strategies that integrate arts-based learning aimed to develop creativity, collaboration, and critical thinking in children. The purpose is to promote the engagement of children in high-quality, multisensory experiences infused with early childhood STEM learning.¹⁵

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) if adopted by a state. However, not all of the curriculum is specified by or through standards. What is taught in early childhood programs is also based on children's interests and on the "teachable moment," 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.

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.

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 also 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. Pedagogical knowledge includes instructional practices and how to use them to help children learn. For example, you take your knowledge of mathematics and the standards and use appropriate instructional practices. Finally, high-quality teachers must also know about and understand the children they teach. This is called *knowledge of learners and learning* and involves applying developmentally appropriate practice (DAP) to your teaching.

Modeling and Using Technology for Teaching and Learning. **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 word processing, sending and receiving messages, publishing, and Web research. Many teachers who effectively use technology say their job is to reach kids. 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 handheld devices, Smart Boards, educational videos, and document readers, you will be able to effectively teach. Today's teacher is a technological teacher. Today's students are technological students.

What Does This Mean for You? You will use technology of all kinds in order to do the following:

- Create meaningful learning activities for children.
- Teach children how to use technology and technological applications to enhance their own learning.
- Assess children's achievement.
- Connect children to learning experiences outside the classroom and around the world.
- Teach children the technological skills they will need in the workforce of the future.
- Keep your own records and communicate with families.

You can learn more about technology and your role as a teacher by accessing the *ISTE National Educational Technology Standards (NETS-T) and Performance Indicator for Teachers* at the website of the International Society for Technology in Education in the Linking to Learning section at the end of this chapter.



The role of technology is increasing in today's classrooms. As you watch the video, notice how the teacher uses technology in a developmentally appropriate way with her students and incorporates the use of technology across the curriculum.



PROFESSIONALISM IN PRACTICE

TEACHING AS A PASSION

Daniel Leija, known as "Dan the science man," is a third-grade teacher at Esparza Elementary School and a former Texas Teacher of the Year. Every Monday, Daniel conducts televised science experiments to the whole campus as one way to help bridge the gap between concepts and real-world application. As a ten-year veteran of ECE, Leija has written an essay about what it means to be a teacher and to be passionate about early childhood education. Here are his ideals, which can guide your teaching, too!

"I am a teacher. I have answered my nation's call to redefine the future. I have been entrusted to nurture and develop our country's most precious resource . . . our children.

I am a coach, mentor, counselor and friend, fully prepared to take the necessary steps to make each student's dream become a reality. I will never waver from my course.

I am a professional, the descendant of a proud and honorable heritage. I hold myself to a higher standard because I am accountable to our nation, my community, the students, and myself. I will always conduct myself in a manner that will bring credit to my field. I actively seek ways to sharpen my skills through continuing education and collaboration with my colleagues.

I am a partner. I work together with the community, business organizations, support agencies, administration, and parents to ensure each student receives the quality education that many seek and relatively few realize. My

classroom door is always open for my students and all who wish to catch a glimpse of how tomorrow's leaders are being prepared.

I am a shepherd. I openly reach out to and guide each student who passes through my door; rich, poor, privileged, or disadvantaged. I nurture and encourage each student to achieve their full potential. My students will overcome life's obstacles to become successful.

I am an advocate. I encourage my students to take risks, think outside the box, and always dream big. I help my students learn to be humble winners, gracious losers, and work together as a team to achieve their goals.

I am a confidant. I offer counsel to students who have nowhere else to turn in times of personal crisis. I offer the support, guidance, and encouragement my students need to pilot them through their hour of darkness. I will never jeopardize that bond of trust. I gladly take on each of these roles to ensure my students have the tools they need to be successful in an ever-changing world.

I am a teacher. I have answered the call. I cannot and will not fail."¹⁶

Daniel Leija's determination and passion for education serve as a model for you and all educators.

Source: Contributed by Daniel Leija, Teacher of the Year at Esparza Elementary School in San Antonio, Texas