

ANNUAL EDITIONS

Early Childhood Education

03/04



Early Childhood Education

03/04*Twenty-Fourth Edition***EDITORS****Karen Menke Paciorek***Eastern Michigan University*

Karen Menke Paciorek is a professor of early childhood education and coordinator of graduate education at Eastern Michigan University in Ypsilanti. Her degrees in early childhood education include a B.A. from the University of Pittsburgh, an M.A. from George Washington University, and a Ph.D. from Peabody College of Vanderbilt University. She edits, with Joyce Huth Munro, *Sources: Notable Selections in Early Childhood Education* and is the editor of *Taking Sides: Clashing Views on Controversial Issues in Early Childhood Education* (McGraw-Hill/Dushkin). She has served as president of the Michigan Association for the Education of Young Children and the Michigan Early Childhood Education Consortium. She presents at local, state, and national conferences on curriculum planning, guiding behavior, preparing the learning environment, and working with families. She currently serves as a school board trustee for the Northville Public Schools, Northville, Michigan.

Joyce Huth Munro*American Association of Colleges for Teacher Education*

Joyce Huth Munro is Associate for Professional Issues and Liaison at the American Association of Colleges for Teacher Education in Washington, D.C. She has been an administrator and professor at colleges in Kentucky, South Carolina, and New Jersey. Her current writing and research focuses on discovering what makes quality teacher education programs. She is coeditor, with Karen Menke Paciorek, of *Sources: Notable Selections in Early Childhood Education* (McGraw-Hill/Dushkin). At regional and national conferences, she presents seminars on innovative methods of teacher education and curriculum design. Dr. Munro holds an M.Ed. from the University of South Carolina and a Ph.D. from Peabody College at Vanderbilt University.

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Twenty-Fourth Edition

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Editors/Advisory Board

Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

Early childhood education is an interdisciplinary field that includes child development, family issues, educational practices, behavior guidance, and curriculum. *Annual Editions: Early Childhood Education 03/04* brings you the latest information in the field from a wide variety of recent journals, newspapers, and magazines. In selecting articles for this edition, we were careful to provide you with a well-balanced look at the issues and concerns facing teachers, families, society, and children. There are four themes found in readings chosen for this twenty-fourth edition of *Annual Editions: Early Childhood Education*. They are: (1) the consistent and concerted effort required by all involved to guide young children's behavior, (2) the ongoing debate over the most appropriate way for children to acquire literacy skills for a lifetime of reading proficiency and enjoyment, (3) how high-quality experiences provided by qualified teachers shape a young child's early learning, and (4) the effect of policy on the quality of programs for young children. It is especially gratifying to see issues affecting children and families covered in magazines other than professional association journals. The general public needs to be aware of the impact of positive early learning and family experiences on the growth and development of children.

Continuing in this edition of *Annual Editions: Early Childhood Education* are selected World Wide Web sites that can be used to further explore topics addressed in the articles. These sites will be cross-referenced by number in the topic guide. We have chosen to include only a few high-quality sites. Students are encouraged to explore these sites on their own, or in collaboration with others, for extended learning opportunities.

Given the wide range of topics included, *Annual Editions: Early Childhood Education 03/04* may be used by several groups—undergraduate or graduate students, professionals, parents, or administrators—who want to develop an understanding of the critical issues in the field.

The selection of readings for this edition has been a cooperative effort between the two editors and the advisory board members. We appreciate the time the advisory board members have taken to provide suggestions for improvement and possible articles for consideration. We couldn't produce this book without the assistance of many. The production and editorial staff of McGraw-Hill/Dushkin ably support and coordinate our efforts. This book is used at more than 550 colleges and universities throughout the country. We realize this is a

tremendous responsibility to provide a thorough review of the current literature—a responsibility we take seriously. Our goal is to provide the reader with a snapshot of the critical issues facing professionals in early childhood education.

To the instructor or reader interested in the history of early childhood care and education programs throughout the years, we invite you to view our other book, also published by McGraw-Hill/Dushkin. *Sources: Notable Selections in Early Childhood Education*, 2nd edition (1999) is a collection of 46 writings of enduring historical value by influential people in the field. All of the selections are primary sources that allow you to experience firsthand the thoughts and views of these important educators. Available also is the first edition of *Taking Sides: Clashing Views on Controversial Issues in Early Childhood Education*. This book is also published by McGraw-Hill/Dushkin and edited by Karen Menke Paciorek. Twenty controversial issues facing early childhood professionals or parents have been selected. The book can be used in a seminar or issues course.

We are grateful to readers who have corresponded with us about the selection and organization of previous editions. Your comments and articles sent for consideration are welcomed and will serve to modify future volumes. Take time to fill out and return the postage-paid *article rating form* on the last page. You may also contact either of us at karen.paciorek@emich.edu or jmunro@aacte.org

We look forward to hearing from you.



Karen Menke Paciorek
Editor



Joyce Huth Munro
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

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- 16. Creating Home-School Partnerships
- 20. Study: Full-Day Kindergarten Boosts Academic Performance
- 22. Measuring Results
- 44. Accountability Shovedown: Resisting the Standards Movement in Early Childhood Education

Accountability

- 44. Accountability Shovedown: Resisting the Standards Movement in Early Childhood Education
- 46. Putting Money Where It Matters
- 47. 'All Children Can Learn': Facts and Fallacies

Achievement

- 2. Does Universal Preschool Pay?
- 11. Developing High-Quality Family Involvement Programs in Early Childhood Settings

Aggressive behavior

- 28. Reinforcement in Developmentally Appropriate Early Childhood Classrooms
- 29. Bullying Among Children
- 30. Use the Environment to Prevent Discipline Problems and Support Learning

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Assessment

- 22. Measuring Results
- 45. Class-Size Reduction in California

At-risk children

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- 47. 'All Children Can Learn': Facts and Fallacies

Behavior

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- 16. Creating Home-School Partnerships
- 26. Guidance Techniques That Work
- 27. Guidance & Discipline Strategies for Young Children: Time Out Is Out
- 29. Bullying Among Children
- 30. Use the Environment to Prevent Discipline Problems and Support Learning

Blocks and games and toys

- 19. 10 Signs of a Great Preschool
- 21. The Child-Centered Kindergarten: A Position Paper
- 25. The Silencing of Recess Bells
- 34. Blocks as a Tool for Learning: Historical and Contemporary Perspectives
- 40. Children Are Born Mathematicians: Promoting the Construction of Early Mathematical Concepts in Children Under Five

Books

- 13. Talking to Kids About Race
- 21. The Child-Centered Kindergarten: A Position Paper
- 31. Helping Children Cope With Stress in the Classroom Setting

Bullying

- 29. Bullying Among Children

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- 15. Who's Watching the Kids?
- 17. For America's Infants and Toddlers, Are Important Values Threatened by Our Zeal to "Teach"?

Child development

- 7. Look Who's Listening
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- 12. No Time for Fun
- 17. For America's Infants and Toddlers, Are Important Values Threatened by Our Zeal to "Teach"?
- 23. Different Approaches to Teaching: Comparing Three Preschool Program Models
- 25. The Silencing of Recess Bells

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- 28. Reinforcement in Developmentally Appropriate Early Childhood Classrooms
- 29. Bullying Among Children

Class size

- 45. Class-Size Reduction in California
- 46. Putting Money Where It Matters

Cognitive development

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Constructivist curriculum

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Cost, educational

- 43. The "Failure" of Head Start

Curriculum

- 3. Eager to Learn—Educating Our Preschoolers: Executive Summary
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- 36. Using Documentation Panels to Communicate With Families
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Developmentally appropriate practice

- 21. The Child-Centered Kindergarten: A Position Paper

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Financing, educational

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Gender

- 9. Gender Expectations of Young Children and Their Behavior

Guidance

- 26. Guidance Techniques That Work
- 27. Guidance & Discipline Strategies for Young Children: Time Out Is Out

Head Start

- 43. The "Failure" of Head Start
- 48. In Early-Childhood Education and Care: Quality Counts

Health

- 5. Concern Turns to Preschool Facilities

Independence

- 6. Skills for School Readiness—and Life

Infants and toddlers

- 7. Look Who's Listening
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Kindergarten

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Learning

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- 8. What's the Difference Between Right and Wrong: Understanding How Children Think

Movement

- 35. Improving Public Health Through Early Childhood Movement Programs

Parents

- 9. Gender Expectations of Young Children and Their Behavior
- 10. Encouraging Fathers to Participate in the School Experiences of Young Children: The Teacher's Role
- 16. Creating Home-School Partnerships
- 19. 10 Signs of a Great Preschool
- 38. Fostering Language and Literacy in Classrooms and Homes
- 39. Helping Preschool Children Become Readers: Tips for Parents

Physical development

- 35. Improving Public Health Through Early Childhood Movement Programs

Play

- 12. No Time for Fun
- 18. All They Do Is Play? Play in Preschool
- 21. The Child-Centered Kindergarten: A Position Paper
- 25. The Silencing of Recess Bells

Policy

- 3. Eager to Learn—Educating Our Preschoolers: Executive Summary
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Preschool

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Project-based learning

- 24. Examining the Reggio Emilia Approach to Early Childhood Education
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Race

- 13. Talking to Kids About Race

Reading

- 37. The Right Way to Read
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Reggio Emilia

- 24. Examining the Reggio Emilia Approach to Early Childhood Education

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- 31. Helping Children Cope With Stress in the Classroom Setting

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- 28. Reinforcement in Developmentally Appropriate Early Childhood Classrooms

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- 44. Accountability Shovedown: Resisting the Standards Movement in Early Childhood Education
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Stress

- 31. Helping Children Cope With Stress in the Classroom Setting
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Teachers

- 4. How Do Education and Experience Affect Teachers of Young Children?
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Technology

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- 42. Young Children & Technology

Television

- 14. Cartoon Violence: Is It as Detrimental to Preschoolers as We Think?

Tests

- 20. Study: Full-Day Kindergarten Boosts Academic Performance
- 22. Measuring Results
- 31. Helping Children Cope With Stress in the Classroom Setting
- 47. 'All Children Can Learn': Facts and Fallacies

Toys

- 21. The Child-Centered Kindergarten: A Position Paper
- 34. Blocks as a Tool for Learning: Historical and Contemporary Perspectives

Violence

- 14. Cartoon Violence: Is It as Detrimental to Preschoolers as We Think?
- 29. Bullying Among Children

Writing

- 41. Salting the Oats: Using Inquiry-Based Science to Engage Learners at Risk

World Wide Web Sites

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

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The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.

General Sources

Children's Defense Fund (CDF)

<http://www.childrendefense.org>

At this site of the CDF, an organization that seeks to ensure that every child is treated fairly, there are reports and resources regarding current issues facing today's youth, along with national statistics on various subjects.

Connect for Kids

<http://www.connectforkids.org>

This nonprofit site provides news and information on issues affecting children and families, with over 1,500 helpful links to national and local resources.

Eric Clearing House on Elementary and Early Childhood Education

<http://www.ericee.org>

This invaluable site provides links to all ERIC system sites: clearinghouses, support components, and publishers of ERIC materials. You can search the massive ERIC database and find out what is new in early childhood education.

National Association for the Education of Young Children

<http://www.naeyc.org>

The NAEYC Web site is a valuable tool for anyone working with young children. Also see the National Education Association site: <http://www.nea.org>.

U.S. Department of Education

<http://www.ed.gov/pubs/TeachersGuide/>

Government goals, projects, grants, and other educational programs are listed here as well as many links to teacher services and resources.

UNIT 1: Perspectives

Child Care Directory: Careguide

<http://www.careguide.net>

Find licensed/registered child care by state, city, region, or age of child at this site. Site contains providers' pages, parents' pages, and many links.

Early Childhood Care and Development

<http://www.ecdgroup.com>

This site concerns international resources in support of children to age 8 and their families. It includes research and evaluation, policy matters, programming matters, and related Web sites.

Global SchoolNet Foundation

<http://www.gsn.org>

Access this site for multicultural education information. The site includes news for teachers, students, and parents as well as chat rooms, links to educational resources, programs, and contests and competitions.

Goals 2000: A Progress Report

<http://www.ed.gov/pubs/goals/progrpt/index.html>

Open this site to survey a progress report by the U.S. Department of Education on the Goals 2000 reform initiative. It provides a sense of educators' future goals.

UNIT 2: Child Development and Families

Administration for Children and Families

<http://www.acf.dhhs.gov>

This site provides information on federally funded programs that promote the economic and social well-being of families, children, and communities.

I Am Your Child

<http://www.iamyourchild.org>

Rob Reiner's I Am Your Child Foundation features excellent information on child development.

Internet Resources for Education

http://web.hamline.edu/personal/kfmeyer/cla_education.html#hamline

This site, which aims for "educational collaboration," takes you to Internet links that examine virtual classrooms, trends, policy, and infrastructure development. It leads to information about school reform, multiculturalism, technology in education, and much more.

The National Academy for Child Development

<http://www.nacd.org>

The NACD, an international organization, is dedicated to helping children and adults reach their full potential. Its home page presents links to various programs, research, and resources into such topics as learning disabilities, ADD/ADHD, brain injuries, autism, accelerated and gifted, and other similar topic areas.

National Parent Information Network/ERIC

<http://npin.org>

This clearinghouse of elementary, early childhood, and urban education data has information for parents and for people who work with parents.

National Safe Kids Campaign

<http://www.babycenter.com>

This site includes an easy-to-follow milestone chart and advice on when to call the doctor.

Parent Center

<http://www.parentcenter.com/general/34754.html>

Parenting resources can be found at this site as well as information for assisting children who are facing stressful situations as a result of terrorism.

Zero to Three

<http://www.zerotothree.org>

Find here developmental information on the first 3 years of life—an excellent site for both parents and professionals.

UNIT 3: Care and Educational Practices

Canada's Schoolnet Staff Room

<http://www.schoolnet.ca/home/e/>

Here is a resource and link site for anyone involved in education, including special-needs educators, teachers, parents, volunteers, and administrators.

Classroom Connect

<http://www.classroom.com/login/home.jhtml>

A major Web site for K–12 teachers and students, this site provides links to schools, teachers, and resources online. It includes discussion of the use of technology in the classroom.

The Council for Exceptional Children

<http://www.cec.sped.org/index.html>

Information on identifying and teaching gifted children, attention deficit disorders, and other topics in disabilities and gifted education may be accessed at this site.

National Resource Center for Health and Safety in Child Care

<http://nrc.uchsc.edu>

Search through this site's extensive links to find information on health and safety in child care. Health and safety tips are provided, as are other child-care information resources.

Online Innovation Institute

<http://oii.org>

A collaborative project among Internet-using educators, proponents of systemic reform, content-area experts, and teachers who desire professional growth, this site provides a learning environment for integrating the Internet into educators' individual teaching styles.

UNIT 4: Guiding and Supporting Young Children

Child Welfare League of America (CWLA)

<http://www.cwla.org>

The CWLA is the United States' oldest and largest organization devoted entirely to the well-being of vulnerable children and their families. Its Web site provides links to information about issues related to morality and values in education.

National Network for Family Resiliency

<http://www.nnfr.org>

This organization's home page will lead you to resource areas of interest in learning about resiliency, including General Family Resiliency, Violence Prevention, and Family Economics.

UNIT 5: Curricular Issues

Association for Childhood Education International (ACEI)

<http://www.udel.edu/bateman/acei/>

This site, established by the oldest professional early childhood education organization, describes the association, its programs, and the services it offers to both teachers and families.

California Reading Initiative

<http://www.sdcoe.k12.ca.us/score/promising/prreading/prreadin.html>

The California Reading Initiative site provides valuable insight into topics related to emergent literacy. Many resources for teachers and staff developers are provided.

Early Childhood Education Online

<http://www.ume.maine.edu/ECEOL-L/>

This site gives information on developmental guidelines and issues in the field, presents tips for observation and assessment, and gives information on advocacy.

International Reading Association

<http://www.reading.org>

This organization for professionals who are interested in literacy contains information about the reading process and assists teachers in dealing with literacy issues.

Phi Delta Kappa

<http://www.pdkintl.org>

This important organization publishes articles about all facets of education. By clicking on the links in this site, for example, you can check out the journal's online archive, which has resources such as articles having to do with assessment.

Reggio Emilia

<http://ericps.ed.uiuc.edu/eece/reggio.html>

Through ERIC, link to publications related to the Reggio Emilia approach and to resources, videos, and contact information.

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel/>

Basic teaching tips, new teaching methodologies, and forums for teachers to share experiences are provided on this site. Download software and participate in chats. It features educational resources on the Web, with new ones added each week.

Tech Learning

<http://www.techlearning.com>

An award-winning K–12 educational technology resource, this site offers thousands of classroom and administrative tools, case studies, curricular resources, and solutions.

UNIT 6: Trends

Awesome Library for Teachers

<http://www.neat-schoolhouse.org/teacher.html>

Open this page for links and access to teacher information on everything from educational assessment to general child development topics.

Future of Children

<http://www.futureofchildren.org>

Produced by the David and Lucille Packard Foundation, the primary purpose of this page is to disseminate timely information on major issues related to children's well-being.

National Institute on the Education of At-Risk Students

<http://www.cfda.gov/public/viewprog.asp?progid=1062>

The institute supports a range of research and development activities to improve the education of students at risk of educational failure due to limited English proficiency, race, geographic location, or economic disadvantage. Access links and summaries of the institute's work.

Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity

<http://www.ed.gov/pubs/Prospects/index.html>

This report analyzes cross-sectional data on language-minority and LEP students and outlines what actions are needed to improve their educational performance. Family and economic situations are addressed plus information on related reports and sites.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

UNIT 1

Perspectives

Unit Selections

1. **Overview of Existing Policies and Programs for Young Children**, *Preschool For All: Investing in a Productive and Just Society*
2. **Does Universal Preschool Pay?** *Business Week*
3. **Eager to Learn—Educating Our Preschoolers: Executive Summary**, Barbara Bowman, M. Suzanne Donovan, and M. Susan Burns
4. **How Do Education and Experience Affect Teachers of Young Children?** Susan Kontos and Amanda Wilcox-Herzog
5. **Concern Turns to Preschool Facilities**, Linda Jacobson

Key Points to Consider

- Should the federal government pay for preschool so all children can attend prior to entering kindergarten? If so, how will this affect private companies in the business of providing early care and education?
- What are the most harmful factors affecting children and families today?
- To effect real change in education, what are three key recommendations that should be enacted according to the National Research Council?
- Describe the post-secondary education and experience of early childhood teachers that are most beneficial in bringing about change in the educational system.
- What should be the minimum requirements for individuals who want a career working with young children?
- For optimal learning to occur, describe the ideal learning setting in which young children should spend their day.



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

Child Care Directory: Careguide

<http://www.careguide.net>

Early Childhood Care and Development

<http://www.ecdgroup.com>

Global SchoolNet Foundation

<http://www.gsn.org>

Goals 2000: A Progress Report

<http://www.ed.gov/pubs/goals/progrpt/index.html>

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UNIT 1 Perspectives

Five selections consider developments in early childhood education.

Unit Overview

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1. **Overview of Existing Policies and Programs for Young Children, *Preschool For All: Investing in a Productive and Just Society*, Committee for Economic Development, 2002**

When the American public starts to view early childhood education as an economic investment then, and only then, will the **funding** necessary for **quality programs** for all children begin to become available. The role of the **federal government** and the states in providing the incentive for businesses and communities to invest in young children can be crucial.

2

2. **Does Universal Preschool Pay?, *Business Week*, April 29, 2002**

Strong advocates of all children entering school ready to succeed support **universal preschool** offerings. However, many question the government using **federal funds** to support preschool. **Achievement** for all children, especially **at-risk children**, will only be attained when **quality** preschool experiences are available to all.

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3. **Eager to Learn—Educating Our Preschoolers: Executive Summary, Barbara Bowman, M. Suzanne Donovan, and M. Susan Burns (eds.), *National Research Council*, 2000**

An esteemed committee of early childhood educators compiled a list of 19 recommendations to guide us in providing optimal **learning** experiences for children aged 2 to 5. Included are recommendations on appropriate **curriculum**, **policy**, **teaching**, and **technology**.

11

4. **How Do Education and Experience Affect Teachers of Young Children?, Susan Kontos and Amanda Wilcox-Herzog, *Young Children*, July 2001**

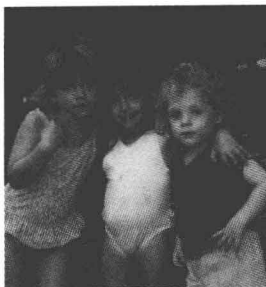
Three research studies point out that developmentally cohesive **teacher preparation programs** are most effective in preparing **teachers** of the young. The **quality** of the **learning environment** for the children is related to the specialized education that the teachers have received.

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5. **Concern Turns to Preschool Facilities, Linda Jacobson, *Education Week*, January 16, 2002**

Throughout America, many of our youngest citizens spend their days in cramped, dirty, and unsafe **environments** that are not conducive to quality learning experiences. The **equipment and materials** along with the physical setting play a key role in the **health and safety** of the children. Greater attention to detail is needed if young children are to have high-quality environments in which to learn.

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UNIT 2

Child Development and Families

Nine selections consider the effects of family life on the growing child and the importance of parent education.

Unit Overview

6. Skills for School Readiness—and Life, *Texas Child Care*, Fall 2002

The qualities most important for lifelong learning have little to do with academic skills but much to do with **social and emotional development**. Children who learn compassion, **independence**, and perseverance during the early childhood years acquire the skills necessary for lifelong learning.

7. Look Who's Listening, Richard Monastersky, *The Chronicle of Higher Education*, July 6, 2001

Language development in infants and toddlers has been researched for many years. Scientists are beginning to learn how this important area of **child development** is affected by both environment and heredity.

8. What's the Difference Between Right and Wrong: Understanding How Children Think, Sandra Crosser, *Earlychildhood News*, May/June 2002

Sandra Crosser offers suggestions to help young children develop **morality**. Strategies such as allowing children to experience moral conflict, discussing and praising moral behavior, and involving children in developing classroom rules are provided.

9. Gender Expectations of Young Children and Their Behavior, Rae Pica, *Earlychildhood News*, October 2001

Just how much of a young child's **behavior** and **development** is affected by environment and how much by genetic makeup is difficult to determine. **Gender** can affect many aspects of a child's life, including the way that **parents** interact with their children, toy selection, teachers' expectations, and interaction with peers.

10. Encouraging Fathers to Participate in the School Experiences of Young Children: The Teacher's Role, Barry B. Frieman and Terry R. Berkeley, *Early Childhood Education Journal*, Spring 2002

When it comes to **fathers** being involved in their children's education, some additional effort on the part of the teacher is often required to forge a successful partnership. It's not that fathers don't want to be a part of their child's schooling, but they often don't feel comfortable with their **parenting** skills or their ability to make a difference in the school setting. The authors provide strategies for helping to involve fathers in school experiences.

11. Developing High-Quality Family Involvement Programs in Early Childhood Settings, Lorenza DiNatale, *Young Children*, September 2002

Family participation is a predictor of school achievement by the children. Encouraging families to be involved during the preschool years is a key role of teachers of young children. Lorenza DiNatale provides suggestions for teachers on involving parents in early childhood programs.

12. No Time for Fun, Susan Garland, *Parents*, April 2001

As more young children have structured **playtime** woven into their daily schedules, signs of stress-induced behaviors are becoming more evident. **Families** are feeling pressured to give their children an advantage in school and in extracurricular activities by enrolling them in structured activities. The results are children who are anxious, frustrated, and tired. Normal **child development** can be affected in children who are overscheduled.

13. Talking to Kids About Race, Lori Miller Kase, *Parents*, July 2001

Parents have a responsibility to introduce their children to the topic of **race** from an early age. Children who hear parents speak positively about all races will grow up developing racial tolerance. What is learned in the **family** will be carried with the child into life.

14. **Cartoon Violence: Is It as Detrimental to Preschoolers as We Think?**, Kristen M. Peters and Fran C. Blumberg, *Early Childhood Education Journal*, Spring 2002

The debate continues over the effects of preschoolers watching **violent** cartoons. The authors argue that young children are able to reason morally and therefore their **behavior** is not as adversely affected by watching violent **television** as was once thought.

55



UNIT 3

Care and Educational Practices

Eleven selections examine various educational programs, assess the effectiveness of several teaching methods, and consider some of the problems faced by students with special needs.

Unit Overview

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15. **Who's Watching the Kids?**, Clara Hemphill, *Working Mother*, April 2002

Across America, the **quality** of child care is very uneven. Centers in many states may exceed the maximum staffing ratios for **infants** and **toddlers**. One of the points made in this article summarizing the ninth annual report on **child care** is that the **federal subsidy** has increased for **low-income** families, yet child care remains unaffordable for **middle-income families**.

62

16. **Creating Home-School Partnerships**, Keri Peterson, *Earlychildhood News*, January/February 2002

Of all the partnerships an early childhood program can establish, none is more important than with parents. **Research** shows that engaging families in school activities can increase children's **academic progress** as well as foster positive **behaviors**. When parents spend time assisting with homework and monitoring activities, everyone benefits. To maximize **parental partnerships**, **teachers** must first be trained in family **diversity** and communication.

66

17. **For America's Infants and Toddlers, Are Important Values Threatened by Our Zeal to "Teach"?**, Eleanor Stokes Szanton, *Young Children*, January 2001

The values that **families** and teachers transmit to **infants and toddlers** are largely shared by all Americans. Yet, perhaps the most important value of this uniquely American cluster of characteristics is **diversity**. Eleanor Stokes Szanton believes that national characteristics can be unintentionally threatened if **child care** programs ignore choice, exploration, and self-expression.

69

18. **All They Do Is Play? Play in Preschool**, Angie Dorrell, *Earlychildhood News*, March/April 2000

Valuable **learning** takes place during children's **play**. As they engage in preschool center play, children enhance their **creativity**. They also develop **language** and practice **social** skills. Angie Dorrell notes that an important **teachers'** role is to ensure that every center has good equipment and materials.

75

19. **10 Signs of a Great Preschool**, Irene Daria-Wiener, *Parents*, September 2001

Irene Daria-Wiener provides the fundamentals for identifying **quality** in **preschool** programs. She emphasizes **learning centers** as a valuable approach for **teaching** such aspects of the curriculum as **art**, language, and **blocks**.

79

20. **Study: Full-Day Kindergarten Boosts Academic Performance**, Debra Viadero, *Education Week*, April 17, 2002

Children who attend full-day **kindergarten** perform well on standardized **tests** and they are not likely to be held back in later grades. The **academic** gains of these children continue through **primary** grades. This **research** also confirms other positive cost benefits of kindergarten.

81

21. **The Child-Centered Kindergarten: A Position Paper**, Joan Moyer, *Childhood Education*, Spring 2001

This article defines a professional organization's position on the purpose and goals of **kindergarten**. Guidelines for **developmentally appropriate practices** are outlined, along with features of an experience-centered **environment**. The importance of **play** with essential materials such as **blocks** is stressed.

82

22. **Measuring Results**, David J. Hoff, *Education Week*, January 10, 2002

The growing need to account for the cost and impact of **preschool** programs is resulting in a search for meaningful and appropriate **assessments**. Because it is difficult to directly **test** young children's **academic** progress, program **quality** indicators are more appropriate measures of results.

87

23. **Different Approaches to Teaching: Comparing Three Preschool Program Models**, Amy Sussna Klein, *Earlychildhood News*, March/April 2002

Two significant types of **preschools**—Montessori and High/Scope—differ in their basic philosophy of **child development** and learning. While the **curriculum** of both is **constructivist**, the Montessori approach is more didactic.

91

24. **Examining the Reggio Emilia Approach to Early Childhood Education**, Valarie Mercillott Hewett, *Early Childhood Education Journal*, Winter 2001

The **Reggio Emilia** preschools take a **constructivist** approach to children's growth and learning. **Teachers** are regarded as guides and facilitators, and learning is accomplished largely through a **project-based** curriculum.

94

25. **The Silencing of Recess Bells**, Judith Kieff, *Childhood Education*, Annual Theme 2001

As learning is increasingly viewed as time-on-task, time for **play** and informal **social interaction** decreases. This article examines the relationship of play to **child development** in the **primary** grades, when play becomes a context for learning through **games**.

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UNIT 4

Guiding and Supporting Young Children

Seven selections examine the importance of establishing self-esteem and motivation in the child and consider the effects of stressors such as dealing with grief.

Unit Overview

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26. **Guidance Techniques That Work**, *Texas Child Care*, Spring 2002

The goal of **guidance** is to help young children develop self-control. The best way for **teachers** to achieve this goal is to give children clear expectations about **behavior** and create an **environment** that is low-stress and appropriate.

104

27. **Guidance & Discipline Strategies for Young Children: Time Out Is Out**, Kathy Preusses, *Earlychildhood News*, March/April 2002

In an early childhood classroom, **time-out** has been a well-used strategy of **guidance**. However, because time-out deprives children of the opportunity to learn self-control, it is actually a punishment strategy. **Teachers** can use more **developmentally appropriate practices** such as **redirecting behavior** and giving children choices in learning activities.

110

28. **Reinforcement in Developmentally Appropriate Early Childhood Classrooms**, Tashawna K. Duncan, Kristen M. Kemple, and Tina M. Smith, *Childhood Education*, Summer 2000

Teachers working with **special needs** children may need to devise alternative strategies for **guiding behavior**. Reinforcement to lessen **aggressive behavior** can be compatible with **developmentally appropriate practices**. In choosing which reinforcers to use, teachers must be aware of children's **social development** and **diversity**.

113

29. **Bullying Among Children**, Janis R. Bullock, *Childhood Education*, Spring 2002
In **primary** grades, some children begin acting out by **bullying** other children. An inflated sense of self-esteem and lack of problem-solving skills are often demonstrated by children who behave aggressively toward their peers. In some cases, **teachers** may need to make referrals to school counselors. 120
30. **Use the Environment to Prevent Discipline Problems and Support Learning**, Nancy Ratcliff, *Young Children*, September 2001
One of the most important ways to prevent behavior problems is to provide an appropriately designed physical **environment**. Another is to maintain a relaxed, yet interesting, schedule to decrease **discipline** problems. **Aggressive behaviors** can be decreased through a balance of **social interaction** and individual activities. 124
31. **Helping Children Cope With Stress in the Classroom Setting**, Karen Fallin, Charlotte Wallinga, and Mick Coleman, *Childhood Education*, Fall 2001
Young children frequently experience **stress** connected to school experiences. Stressors such as standardized **tests**, overly demanding curriculum, and athletic competition can lead to emotional or physical problems. **Teachers** can use **literature** and discussion strategies to help children develop coping skills and understand their **emotions**. 128
32. **Children and Grief: The Role of the Early Childhood Educator**, Andrea Ruth Hopkins, *Young Children*, January 2002
Before **teachers** decide the strategies they will use to help children deal with death, they should first become acquainted with how **cognitive** stages relate to grieving and **stress**. Teachers have these tasks in death education: helping children feel safe, creating a caring classroom, and designing **developmentally appropriate practices** for children to discuss death. 134



UNIT 5 Curricular Issues

Ten selections consider various curricular choices. The areas covered include play, developmentally appropriate learning, emergent literacy, motor development, technology, and conceptualizing curriculum.

Unit Overview 140

33. **Learning Centers: Why and How**, *Texas Child Care*, Spring 2002
Establishing a hands-on **developmentally appropriate** learning environment can involve the use of centers. Children are free to explore the various **learning centers** and acquire skills they will need for a lifetime of learning through exploration. Examples are given of **materials** appropriate to include in various centers such as the art, block, and science centers. 142
34. **Blocks as a Tool for Learning: Historical and Contemporary Perspectives**, Karen Hewitt, *Young Children*, January 2001
Any adult with fond memories of childhood play with **blocks** as their **toy** of choice will enjoy reading Karen Hewitt's review. For more than 100 years, blocks have been a key play material as well as a useful **mathematical** tool. The early childhood **curriculum** is enhanced through the use of blocks. 148
35. **Improving Public Health Through Early Childhood Movement Programs**, Clersida Garcia, Luis Garcia, Jerald Floyd, and John Lawson, *Journal of Physical Education, Recreation & Dance*, January 2002
As the American population grows more sedentary and overweight, teachers of young children can be proactive and involve children in **movement programs** that will increase physical activity. The authors provide **developmentally appropriate** suggestions for enhancing the **physical development** of children during the preschool years. 155