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Early Childhood Education

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Twentieth Edition

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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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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.

New to ANNUAL EDITIONS is the inclusion of related World Wide Web sites. These sites have been selected by our editorial staff to represent some of the best resources found on the World Wide Web today. Through our carefully developed topic guide, we have linked these Web resources to the articles covered in this ANNUAL EDITIONS reader. We think that you will find this volume useful, and we hope that you will take a moment to visit us on the Web at <http://www.dushkin.com> to tell us what you think.

Early childhood education is an interdisciplinary field that includes child development, family issues, educational practices, behavior guidance, and curriculum. *Annual Editions: Early Childhood Education 99/00* brings you the latest information in the field from a wide variety of recent journals, newspapers, and magazines. In selecting articles for this first edition of the new millennium 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 twentieth edition of *Annual Editions: Early Childhood Education*. They are: (1) the recent release of key findings on how the brain develops, (2) the importance of long-term effects of quality preschool experiences, (3) activities for children with special needs, and (4) the knowledge possessed by infants at birth and how those abilities can best be fostered and honed for later success.

We continue to find more articles that are relevant for our readers in popular magazines. For this we are pleased, for it indicates that the field of early childhood education has made an impact on the economy, life-style, education, and behavioral patterns of the general public. As much as we would like to include more of these articles, however, we realize that we cannot forget the advanced student or seasoned professional who looks to *Annual Editions: Early Childhood Education* for a complete summary of current trends and issues. Therefore, in this edition we have included a few articles appropriate for the non-beginning-level reader. While we recognize that we cannot provide articles equally suited for all readers, we do want to include a sample of the many high-quality research articles available for the early childhood professional. In most cases what is included is an edited version of the complete article. The reader is directed to the journal for the full text.

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.

Given the wide range of topics it includes, *Annual Editions: Early Childhood Education 99/00* may be used with several groups: undergraduate or graduate students studying early childhood education, profession-

als pursuing further development, or parents seeking to improve their skills.

The selection of readings for this edition has been a cooperative effort between the two editors. We meet each year with members of our advisory board, who share with us in the selection process. The production and editorial staff of Dushkin/McGraw-Hill ably support and coordinate our efforts.

To the instructor or reader interested in the history of early childhood care and education programs throughout the years, we invite you to review our latest book, also published by Dushkin/McGraw-Hill. *Sources: Notable Selections in Early Childhood Education, 2nd ed.* (1999) is a collection of numerous 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. The instructor interested in using both *Sources* and *Annual Editions* may contact the editors for a list of compatible articles from the two books.

We are grateful to readers who have corresponded with us about the selection and organization of previous editions. Your comments and articles for consideration are welcomed and will serve to modify future volumes. Please take the time to fill out and return the postage-paid *article rating form* on the last page. You may also contact either one of us online at: ted_paciorek@online.emich.edu or jhmunro@aol.com.

We look forward to hearing from you.



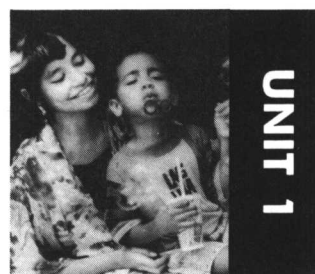
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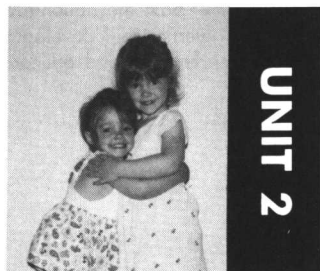
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1. Preschoolers' Education Takes Center Stage, Linda Jacobson, <i>Education Week</i> , April 22, 1998. <i>Preschool</i> education is expanding in states all across the country. The strong economy, coupled with more governors being aware of the importance of <i>quality</i> early childhood programs, has fueled the increase. Qualified <i>teachers</i> are going to be needed to fill the many new positions anticipated.	8
2. New Brain Development Research—A Wonderful Window of Opportunity to Build Public Support for Early Childhood Education! Julee J. Newberger, <i>Young Children</i> , May 1997. Now is the time for early childhood educators to take advantage of the interest in the importance of quality early childhood experiences. Research on <i>brain development</i> supports capitalizing on critical periods of development.	10
3. Highlights of the Quality 2000 Initiative: Not by Chance, Sharon L. Kagan and Michelle J. Neuman, <i>Young Children</i> , September 1997. Sharon Kagan and Michelle Neuman list eight key recommendations for Quality 2000. The goal is to have <i>high-quality early care</i> and education programs available for all children from birth to age 5 by the year 2010. Strategies for following through with the recommendations are included.	16
4. A Child Shall Lead Us, Marian Wright Edelman, from <i>The State of America's Children Yearbook, 1998</i> , Children's Defense Fund, 1998. Marian Wright Edelman presents thought-provoking statistics and facts related to America's children and <i>poverty, public policy</i> , and access to child care. She poses five questions about our <i>national priorities</i> .	24



Perspectives

Six selections consider both the national and international development of early childhood education.



UNIT 2

Child Development and Families

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

5. **Child Care: How Does Your State Rate?** Betty Holcomb, with Catherine Cartwright, Shaun Dreisbach, and Sarah Hutter, *Working Mother*, July/August 1998. 31
For the sixth year *Working Mother* has invited a panel of experts in the field to rate each state on **child care** programs and services for young children. Included is a chart with a summary of the findings. More detailed information on each state is available in the article.
6. **Can Education Reduce Social Inequity?** Robert E. Slavin, *Educational Leadership*, December 1997/January 1998. 36
Robert Slavin asserts that an equity gap does not need to exist between children from **wealthy and impoverished backgrounds**. He makes recommendations for helping to increase academic achievement for all children.

Overview 40

7. **Fetal Psychology**, Janet L. Hopson, *Psychology Today*, September/October 1998. 42
New research has afforded an opportunity for us to learn much more about the extraordinary **development** that takes place in the womb. Janet Hopson describes fetal ability to hear, taste, smell, see, and learn.
8. **Children's Prenatal Exposure to Drugs: Implications for Early Childhood Educators**, Phyllis K. Mayfield and J. Keith Chapman, *Dimensions of Early Childhood*, Summer/Fall 1998. 46
The authors provide specific guidelines for early childhood settings that include children with **prenatal drug** exposure. Programs that include **family-centered intervention** are most successful.
9. **A Bundle of Emotions**, *Newsweek*, Special Issue, Spring/Summer 1997. 51
Infants are able to communicate their needs from birth. Stages of **emotional development** for the first 36 months of life are described in this essay.
10. **Baby Talk**, Shannon Brownlee, *U.S. News & World Report*, June 15, 1998. 54
The learning of one's **language** has always fascinated researchers. New information sheds light on this most difficult, but routinely undertaken, task, with specific attention given to the role of the environment.

11. **Boys Will Be Boys**, Barbara Kantrowitz and Claudia Kalb, *Newsweek*, May 11, 1998. 59

For the past decade, great attention has been focused on young girls and their educational opportunities and **developmental abilities**. Now boys are being closely examined to better determine what makes them tick and what learning settings are best suited for their unique qualities.

12. **The Education of Hispanics in Early Childhood: Of Roots and Wings**, Eugene E. Garcia, *Young Children*, March 1997. 63

In this very personal look at one man's early years, we are presented with a wealth of information on the Hispanic culture. **Multicultural education** requires the teacher to be familiar with each child's lifestyle. Demographic information on Hispanic families is included.

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A. CARING FOR YOUNG CHILDREN

13. **It May Cause Anxiety, but Day Care Can Benefit Kids**, Beth Azar, *APA Monitor*, June 1997. 74

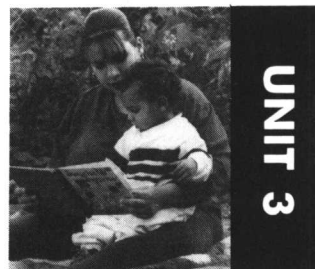
New information from a major study shows that young children in **high-quality child care** do as well on cognitive and language **assessments** as those who stay home. Outcomes such as these help relieve **parents** of worry about the effects of child care.

14. **Meeting Basic Needs: Health and Safety Practices in Feeding and Diapering Infants**, Janis Warrick and Mary Kay Helling, *Early Childhood Education Journal*, Spring 1997. 76

It is vital to the well-being of **infants** that diapering, sanitation, safety, and feeding routines are periodically assessed. **Health and safety** are the highest priorities in following daily procedures in **child care**.

15. **Simply Sensational Spaces: A Multi-"S" Approach to Toddler Environments**, Linda H. Lowman and Linda H. Ruhmann, *Young Children*, May 1998. 81

Good programs for **toddlers** are not scaled-down versions of pre-school programs. They emphasize **motor development**, pretend **play**, and learning through discovery. Toddler programs also focus on stability, a key to strong **emotional development**.



Care and Educational Practices

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

B. EDUCATIONAL PRACTICES

16. **Homework Doesn't Help**, Sharon Begley, *Newsweek*, March 30, 1998. 87
Research has begun to show that homework is not useful in **primary** grades. Much of the homework assigned by **teachers** duplicates, but does not reinforce, assignments in the classroom.
17. **Don't Shut Fathers Out**, Eugenia Hepworth Berger, *Early Childhood Education Journal*, Volume 26, Number 1, Fall 1998. 89
Throughout history, the role of fatherhood in **families** has gone through cultural changes. For strong **emotional development**, a young child needs the support of a father. Fathers should be encouraged to become involved in preschool and primary grade programs.

C. SPECIAL NEEDS

18. **From Philosophy to Practice in Inclusive Early Childhood Programs**, Tom Udel, Joyce Peters, and Torry Piazza Templeman, *Teaching Exceptional Children*, January/February 1998. 95
Developmentally appropriate practice is a vital element of an **inclusive** program. But elements of early childhood children with special education are also necessary for **children with disabilities**.
19. **Together Is Better: Specific Tips on How to Include Children with Various Types of Disabilities**, Jane Russell-Fox, *Young Children*, May 1997. 100
Children with **special needs** require modifications to routines and special **teaching** techniques in a **developmentally appropriate** setting. Specific strategies geared to specific needs can result in successful **inclusion**.
20. **Inclusion of Young Children with Special Needs in Early Childhood Education: The Research Base**, Samuel L. Odom and Karen E. Diamond, *Early Childhood Research Quarterly*, Volume 13, Number 1, 1998. 103
The current movement toward inclusion is the basis of much research to determine teachers' beliefs, children's **social development**, and professional **collaboration**. The **family** perspective is viewed as an important contributor to the ways a **special-needs** child participates in an inclusive program.

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- 21. Challenges to Family Involvement**, Mick Coleman 116
and Susan Churchill, *Childhood Education*, Spring 1997.
Because of the **diversity** of both families and **child care**
programs, teachers should develop a philosophy of **family**
involvement.
- 22. Beyond Discipline to Guidance**, Dan Gartrell, *Young* 121
Children, September 1997.
The concept of **guiding behavior** goes beyond discipline to
teaching **empathy**, **self-esteem**, and self-control. **Teachers** can
foster **social development** by following sound guidance
practices.
- 23. Teaching Peace Concepts to Children**, Anarella Cel- 129
litti, *Dimensions of Early Childhood*, Spring 1998.
Teachers play an important role in modeling and **guiding be-**
havior that leads to a peaceful classroom. Children's **social de-**
velopment can be shaped by teachers who include conflict
resolution and the need to take responsibility in their daily classwork
along with reading and writing.
- 24. Creating a Community of Learning for Homeless** 133
Children, Ralph da Costa Nunez and Kate Collignon,
Educational Leadership, October 1997.
Homeless children are at risk in areas of **development** and
education. **Teachers** need to **collaborate** with **families** to pro-
vide comprehensive support services. Together, they must attend to
issues of **violence**, **abuse**, **housing**, and **poverty**.
- 25. Fostering Intrinsic Motivation in Early Childhood** 137
Classrooms, Martha P. Carlton and Adam Winsler, *Early*
Childhood Education Journal, Volume 25, Number 3,
Spring 1998.
The authors describe the **innate curiosity** that motivates infants
to learn. Recommendations are given for caregivers to help children
retain—and even develop—this intrinsic motivation.

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- 26. Why Curriculum Matters in Early Childhood Education**, 148
Lawrence J. Schweinhart and David P. Weikart, *Educa-*
tional Leadership, March 1998.
With the debate over the importance of early childhood programs
turning into which type of program is best for young children, close
scrutiny of the **curriculum** and the role of the teacher is under
way. For more than 30 years Lawrence Schweinhart and David
Weikart have examined preschool programs. Here they report that
developmentally appropriate programs are far superior to
direct instruction programs in many areas.
- 27. Fostering Creativity in the Early Childhood Classroom**, 152
Mary K. Smith, *Early Childhood Education Journal*, Winter
1996.
Mary Smith reminds us that fostering **creative development**
requires much more than providing a well-stocked art area. The
atmosphere, attitude of the teacher, activities, and materials avail-
able all serve to support creative development in many **curricular**
areas.



Guiding and Supporting Young Children

Five selections examine the importance of establishing self-esteem in the child and consider the effects of stressors, discipline, and peer relationships on behavior.



Curricular Issues

Eight selections consider various curricular choices. The areas covered include creating, inventing, emergent literacy, motor development, and conceptualizing curriculum.

28. **Challenging Movement Experiences for Young Children** 159
 Stephen W. Sanders and Bill Yongue, *Dimensions of Early Childhood*, Winter 1998.
 The authors provide six tables with criteria for establishing a **developmentally appropriate** motor program for young children. **Motor development** experiences require much more than time for the children to run around outside the gym. Carefully planned movement experiences are needed in key areas.
29. **Learning to Read and Write: Developmentally Appropriate Practices for Young Children** 166
The Reading Teacher, October 1998.
 This joint position statement of the **International Reading Association** (IRA) and the National Association for the Education of Young Children (NAEYC) was approved after extensive review by members of both organizations. It represents the most current and **developmentally appropriate** information related to the process of learning to read and early **literacy** experiences.
30. **NAEYC Position Statement: Responding to Linguistic and Cultural Diversity—Recommendations for Effective Early Childhood Education** 184
Young Children, January 1996.
 In this position statement, **the National Association for the Education of Young Children** (NAEYC) offers several positive recommendations for meeting the educational needs of young children from minority linguistic and cultural backgrounds. This paper can be valuable for **teacher preparation programs**.
31. **Beginning to Implement the Reggio Philosophy** 192
 Lynn Staley, *Young Children*, September 1998.
 Implementing the **Reggio Emilia** philosophy can be a challenge for teachers in this country. Lynn Staley chronicles the steps taken by teachers as they moved to a **child-centered** project approach philosophy for their university-based program.
32. **Supporting Math Thinking**, Alice P. Wakefield, *Phi Delta Kappan*, November 1997. 198
Problem-solving activities in **math education** can be made available through the use of manipulatives and games. Opportunities for constructing mathematics knowledge through problem-solving activities allow children to better understand the concepts to be learned.
33. **Documenting Children's Learning**, Judy Harris Helm, Sallee Beneke, and Kathy Steinheimer, *Childhood Education*, Summer 1997. 202
 Documentation of learning by collecting materials over time is a key component of a quality **assessment** program. **Teachers** who collect evidence of learning that includes photographs, narratives, samples of work, self-reflections, and pictures are better able to develop an accurate record of each child's strengths and abilities.

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34. Tomorrow's Child, Jerry Adler, *Newsweek*, November 2, 1998. 210

Children born in the year 2000 will experience new threats and opportunities, including an increase in **divorce** and a more flexible **family** life. In contrast to the future of childhood, the **history** of family life is portrayed by landmarks.

35. Let's Be Real! Lyn Fasoli and Janet Gonzalez-Mena, *Child Care Information Exchange*, March 1997. 213

"Reflection" is a term that has received attention in preparation programs designed for **teachers**. The reader is invited to reflect upon his or her professional preparation as well as on how **authentic** he or she is in everyday encounters with young children.

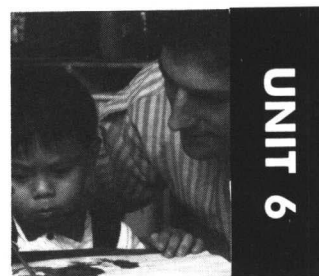
36. What Matters Most: A Competent Teacher for Every Child, Linda Darling-Hammond, *Phi Delta Kappan*, November 1996. 217

This report of a national commission on **teaching** calls for all children to have competent, caring, and qualified teachers by the year 2006. **Quality of learning** in the classroom relates directly to the skill and knowledge of teachers.

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Trends

Three selections consider the present and future of early childhood education.

Early Childhood Education

99/00

Twentieth Edition

EDITORS

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Karen Menke Paciorek is a professor of early childhood education at Eastern Michigan University. 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 is the coeditor, with Joyce Huth Munro, of *Sources: Notable Selections in Early Childhood Education* (Dushkin/McGraw-Hill Publishers). She has served as president of the Michigan Association for the Education of Young Children and is the current chair of 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.

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Topic Guide

This topic guide suggests how the selections and World Wide Web sites found in the next section of this book relate to topics of traditional concern to students and professionals involved with the study of early childhood education. It is useful for locating interrelated articles and Web sites for reading and research. The guide is arranged alphabetically according to topic.

The relevant Web sites, which are numbered and annotated on pages 4 and 5, are easily identified by the Web icon (Ⓜ) under the topic articles. By linking the articles and the Web sites by topic, this ANNUAL EDITIONS reader becomes a powerful learning and research tool.

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
Abuse	24. Creating a Community of Learning for Homeless Children Ⓜ 17, 19, 20, 21		31. Beginning to Implement the Reggio Philosophy
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Child Development	2. New Brain Development Research 7. Fetal Psychology 8. Children's Prenatal Exposure 9. Bundle of Emotions 10. Baby Talk 11. Boys Will Be Boys 12. Education of Hispanics 24. Creating a Community of Learning for Homeless Children Ⓜ 10, 12, 13, 19, 21		26. Why Curriculum Matters
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			17. Don't Shut Fathers Out
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			25. Fostering Intrinsic Motivation Ⓜ 14, 15, 16, 17, 18
		Health and Safety	8. Children's Prenatal Exposure
			14. Meeting Basic Needs Ⓜ 10, 13, 17, 19

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Learning	15. Simply Sensational Spaces 16. Homework Doesn't Help 24. Creating a Community of Learning for Homeless Children 26. Why Curriculum Matters 33. Documenting Children's Learning 36. What Matters Most ☉ 8, 9, 10, 11, 12, 14, 22, 23, 24, 26	Self-Esteem	22. Beyond Discipline to Guidance ☉ 27, 28
Mathematics	32. Supporting Math Thinking ☉ 23, 24, 27, 31, 33	Social Development	11. Boys Will Be Boys 20. Inclusion of Young Children 23. Teaching Peace Concepts ☉ 10, 11, 24
Motor Development	7. Fetal Psychology 15. Simply Sensational Spaces 28. Challenging Movement Experiences ☉ 20	Special Needs	18. From Philosophy to Practice 19. Together Is Better 20. Inclusion of Young Children 33. Documenting Children's Learning ☉ 4, 7, 10, 16, 17, 18, 19, 20, 21
Multicultural	12. Education of Hispanics ☉ 3, 9, 11, 32, 33	Teachers/Teaching	16. Homework Doesn't Help 19. Together Is Better 22. Beyond Discipline to Guidance 23. Teaching Peace Concepts 24. Creating a Community of Learning for Homeless Children 25. Fostering Intrinsic Motivation 31. Beginning to Implement the Reggio Philosophy 32. Supporting Math Thinking 33. Documenting Children's Learning 35. Let's Be Real 36. What Matters Most ☉ 2, 9, 14, 15, 16, 18, 20, 22, 23, 24, 25, 26, 27, 28, 31, 33
Play	15. Simply Sensational Spaces 26. Why Curriculum Matters ☉ 14, 15, 18, 24, 26, 27, 28	Violence	4. Child Shall Lead Us 24. Creating a Community of Learning for Homeless Children ☉ 19, 21
Policy	1. Preschoolers' Education 4. Child Shall Lead Us 5. Child Care 6. Can Education Reduce Social Inequity? ☉ 6, 23, 33		

AE: Early Childhood Education

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. If you are interested in learning more about specific topics found in this book, these Web sites are a good place to start. The sites are cross-referenced by number and appear in the topic guide on the previous two pages. Also, you can link to these Web sites through our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

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

1. Educational Resources Information Center

<http://www.accesseric.org:81>

This invaluable site provides links to all ERIC sites: clearinghouses, support components, and publishers of ERIC materials. You can search the massive ERIC database, find out what is new in early childhood education at <http://ericps.ed.uiuc.edu/ericece.html>, and ask questions about ERIC.

2. 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>.

3. 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.

4. 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.

Perspectives

5. Child Care Directory: Careguide

<http://www.careguide.net>

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

6. 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.

7. Poverty in America Research Index

<http://www.mindspring.com/~nexweb21/povindex.htm>

Open this page to find definitions and tables related to poverty and poverty areas. The site provides answers to FAQs, facts about poverty, and discussion of poverty myths vs. realities. Welfare reform is also addressed.

Child Development and Families

8. Early Childhood Education Online

<http://www.ume.maine.edu/cofed/eceol/welcome.shtml>

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

9. 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.

10. 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.

11. World Education Exchange/Hamline University

<http://www.hamline.edu/~kjmaier/>

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

12. Zero to Three

<http://www.zerotothree.org>

Find here developmental information on the first 3 years of life: an excellent site for both parent and professional.

Care and Educational Practices

13. American Academy of Pediatrics (AAP)

<http://www.aap.org>

AAP provides information for physical, mental, and social health for infants, children, adolescents, and young adults.

14. 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.

15. Classroom Connect

<http://www.classroom.net>

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.

16. ERIC Clearinghouse on Disabilities and Gifted Education

<http://www.cec.sped.org/gifted/gt-faqs.htm>

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

17. 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. In addition, national U.S. health and safety performance standards are reproduced here.

18. 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.

Guiding and Supporting Young Children

19. 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.

20. Early Intervention Solutions (EIS)

<http://www.earlyintervention.com>

EIS presents this site to address concerns about child stress and reinforcement. It suggests ways to deal with negative behaviors that may result from stress and anxiety among children.

21. National Network for Family Resiliency

<http://www.nnfr.org>

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

Curricular Issues

22. 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.

23. Education Week on the Web

<http://www.edweek.org>

At this *Education Week* home page, you will be able to open archives, read special reports, keep up on current events, look at job opportunities, and access a variety of articles of relevance in educational psychology. A great deal of material is helpful in learning and instruction.

24. Kathy Schrock's Guide for Educators

<http://www.discoveryschool.com/schrockguide/>

This is a classified list of sites on the Internet found to be useful for enhancing curriculum and teacher professional growth. It is updated daily.

25. 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.

26. Reggio Emilia

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

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

27. Teachers Helping Teachers

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

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

28. Verio Pittsburgh

<http://pittsburgh.verio.net>

This site contains Web sites for educators and covers a wide range of topics dealing with K-12 resources and curricula. Its links will prove useful for examining issues ranging from curricular concerns to teaching values.

Trends

29. 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.

30. Carfax

<http://www.carfax.co.uk/subjeduc.htm>

Look through this index for links to education publications such as *Journal of Beliefs and Values*, *Educational Philosophy and Theory*, and *Assessment in Education*. The site also provides links to articles and research that will prove helpful in assessment.

31. EdWeb/Andy Carvin

<http://edweb.cnidr.org>

The purpose of EdWeb is to explore the worlds of educational reform and information technology. Access educational resources around the world, learn about trends in education policy and information infrastructure development, and examine success stories of computers in the classroom.

32. National Institute on the Education of At-Risk Students

<http://www.ed.gov/offices/OERI/At-Risk/>

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

33. 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 in the United States and outlines what actions are needed to improve their educational performance. Family and economic situations are addressed. Information on related reports and sites is provided.

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 Selections

1. **Preschoolers' Education Takes Center Stage**, Linda Jacobson
2. **New Brain Development Research—A Wonderful Window of Opportunity to Build Public Support for Early Childhood Education!** Julee J. Newberger
3. **Highlights of the Quality 2000 Initiative: Not by Chance**, Sharon L. Kagan and Michelle J. Neuman
4. **A Child Shall Lead Us**, Marian Wright Edelman
5. **Child Care: How Does Your State Rate?** Betty Holcomb, with Catherine Cartwright, Shaun Dreisbach, and Sarah Hutter
6. **Can Education Reduce Social Inequity?** Robert E. Slavin

Key Points to Consider

- ❖ How can quality preschool programs benefit children?
- ❖ What should be done to capitalize on the window of opportunity in early care and education?
- ❖ What steps should be taken to ensure all children have a fair start for a lifetime of learning?
- ❖ What are the key goals of the Quality 2000 Initiative? How can they best be attained?
- ❖ What states are doing the most to provide quality care and education experiences for all of their children?



Links

www.dushkin.com/online/

5. **Child Care Directory: Careguide**
<http://www.careguide.net>
6. **Goals 2000: A Progress Report**
<http://www.ed.gov/pubs/goals/progrpt/index.html>
7. **Poverty in America Research Index**
<http://www.mindspring.com/~nexweb21/povindex.htm>

These sites are annotated on pages 4 and 5.