Who Am I in the Lives of Children?
Who Am I in the Lives of Children?

An Introduction to Early Childhood Education

Stephanie Feeney
University of Hawai‘i at Mānoa, Emerita

Eva Morvcik
Honolulu Community College

Sherry Nolte
Honolulu Community College
Credits and acknowledgments for materials borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within the text.

Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.

Copyright © 2019, 2016, 2013, 2010 by Pearson Education, Inc. All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please visit http://www.pearsoned.com/permissions/

Cataloging-in-Publication Data is on file at the Library of Congress

TK
A Letter to Readers

Dear Reader,

You are enrolled in a course that introduces you to the underlying theoretical principles of developmentally appropriate practices in early childhood care and education. Your textbook, *Who Am I in the Lives of Children? An Introduction to Early Childhood Education, 11th ed.*, provides a rich overview of the field’s past and present. It provides you with a wealth of information about the early care and education field and how to be a reflective, effective teacher of young children.

*Who Am I in the Lives of Children?* addresses how current trends and movements occurring nationally and internationally affect our field. This supplement provides you with additional information specific to California. California has a unique structure for:

- teacher certification
- ensuring that its state-funded child care and development programs are of the highest quality, and
- easing your progress through the higher education system

Since the last edition of this text, the authors have added information and resources that will make this course more meaningful to you as you explore a career working with young children. Also since that last update, the California Department of Education, Early Learning and Support Division has also continued developing and implementing new documents, tools, and resources to support high-quality services to children and families. We have included those available at press time.

Both your textbook and the California Early Learning System emphasize the importance of reflective practice. Throughout the text you have many opportunities to reflect on your knowledge, skills, and experiences. You will see this emphasis on reflection in the various California tools and initiatives as well.

In keeping with the emphasis on reflective practice, *Who Am I in the Lives of Children?* includes digital opportunities for you to assess your own understanding of the text content. By using A Quick Check, A Final Check, Application Exercises, and Shared Writing, you can make sure you have mastered the content of the chapters. (Note: The new digital version of *Who Am I in the Lives of Children?* is available in REVEL, which has an accompanying app. Your instructor sets up the course in REVEL, shares an access code with you, and you gain access via your laptop, tablet or Pearson REVEL app.)

Another addition to both the text and the California Learning and Development System is the addition of video to enhance your understanding of important concepts. Links to video examples and video-based Application Exercises are included in every chapter of your text in REVEL. As you explore the programs and initiatives that comprise the Learning and Development System you will also find video clips to support your thinking and learning. The Competencies Self-Assessment Toolkit has an especially helpful collection of videos to help you think about the ways you implement the competencies in your work with children and families.

The Early Childhood Education field is fortunate to have access to a constructivist text as respectful to children, families, and educators as *Who Am I in the Lives of Children?* The text is described as being “a warm, comprehensive, child-centered approach to early childhood education,” and I agree wholeheartedly. The California Learning and Development System is also child- and family-centered and supports the use of observation and reflection to meet the diverse needs of California’s children and families. This text and the California system are companions in your learning. Together they will give you a wealth of knowledge and skills to become a capable and reflective educator of young children.

This supplement will enable you to see how national trends in early childhood education are being implemented in California. Early Childhood Education is a dynamic field. As the authors of *Who Am I in the Lives of Children?* explain, “...you have lots of learning challenges and joys ahead as you become an early childhood educator.” Enjoy the journey!

Sydney Fisher Larson, Professor Emeritus
College of the Redwoods Eureka, CA
California’s Learning and Development System provides a comprehensive approach to ensuring California’s children have access to high-quality child care and development services. According to State Superintendent of Public Instruction, Tom Torlakson, “We know that investments in early learning pay off for our state, our society, and for California’s children.”

The Learning Foundations are at the core of California’s Learning and Development System and they will inform all other parts of the system including staff development, curriculum frameworks, program and child assessment, and guidelines and resources. These initiatives will help you when you become a teacher to make a contribution to an excellent system of early care and education programs for the children of California.

The supplement will introduce you to the following California Department of Education/Early Education and Support Division Initiatives and Documents. Note: Websites do change and links break. If you encounter a broken link, simply search for the content using the website name and search words. Precede URLs with “http://www.”. Full addresses are shown for those that do not include http://www

Learning and Development Foundations
- California Infant/Toddler Learning and Development Foundations
cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf
- California Preschool Learning Foundation, Volume 1
cde.ca.gov/sp/cd/re/documents/preschoollf.pdf
- California Preschool Learning Foundation, Volume 2
cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol2.pdf
- California Preschool Learning Foundation, Volume 3
cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf

Curriculum Framework
- California Infant/Toddler Curriculum Framework
cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf
- California Preschool Curriculum Framework, Volume 1
cde.ca.gov/sp/cd/re/documents/psframeworkvol1.pdf
- California Preschool Curriculum Framework, Volume 2
cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf
- California Preschool Curriculum Framework, Volume 3
cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf

Desired Results Assessment System
- DRDP System
https://www.desiredresults.us/about-desired-results
- DRDP Tutorials
https://www.desiredresults.us/drdep-tutorials
- Desired Results Developmental Profile for School-Age, Preschool, & Infant/Toddler
Professional Development
(Only programs with services for students/early childhood educators are included.)

- California Early Childhood Mentor Program
cementor.org
- California Preschool Instructional Network
cpin.us
- Child Development Training Consortium
https://www.childdevelopment.org
- California Early Childhood Online
cearlychildhoodonline.org
- California School-Age Consortium
https://calsac.org
- Family Child Care at Its Best
humanservices.ucdavis.edu/ChildDev/Programs/
FamilyChildCare.aspx?unit=CHLDEV
- Program for Infant/Toddler Care
pitc.org/pub/pite_docs/home.csp
- Child Development Permit Matrix
cde.ca.gov/sp/cd/re/documents/credentials/CREDS/child-dev-permits.html
- California Early Childhood Educator Competencies
cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf
- CompSAT, Competencies-Based, Self-Assessment Toolkit
ececompsat.org/about.html
- California Community College Curriculum Alignment Project
https://www.childdevelopment.org/cs/cdtc/print/hdocs/services_cap.htm
- California Quality Rating and Improvement System (QRIS)
cde.ca.gov/sp/cd/rt/californiaqris.asp

Learning and Development Foundations

In 2002, the National Association for the Education of Young Children in collaboration with the National Association of Early Childhood Specialists in State Departments of Education adopted a joint position statement entitled “Early Learning Standards: Creating the Conditions for Success,” recommending that states develop Early Learning Standards. California’s response to this recommendation was to develop Early Learning Foundations.

“The term ‘foundations’ is used “because the focus on preschool learning in California includes the full range of domains, the term ‘foundation’ is used rather than ‘standards’ (PLF V1, p. xi–xii). This term is intended to convey that learning in every domain affects young children’s readiness for school.” California identifies nine domains in its Preschool Learning Foundations. Volume 1 of the California Preschool Learning Foundations covers social-emotional development, language and literacy, English-language development, and mathematics. Volume 2 addresses visual and performing arts, physical development, and health. Volume 3 includes history/social science and science. “The foundations describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool” (PLF V3, p. xi).

“The foundations are designed to promote understanding of young children’s development of knowledge
The Preschool Learning Foundations
Volume 1 covers these domains.

- Social Emotional Development

  - Interactions with Adults: The developing ability to respond to and engage with adults
  - Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance
  - Interactions with Peers: The developing ability to respond to and engage with other children
  - Relationships with Peers: The development of relationships with certain peers through interactions over time
  - Identity of Self in Relation to Others: The developing concept that the child is an individual operating within social relationships
  - Recognition of Ability: The developing understanding that the child can take action to influence the environment
  - Expression of Emotions: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
  - Empathy: The developing ability to share in the emotional experiences of others
  - Emotion Regulation: The developing ability to manage emotional responses with assistance from others and independently
  - Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
  - Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people

- Language Development

  - Receptive Language: The developing ability to understand words and increasingly complex utterances
  - Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
  - Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally
  - Interest in Print: The developing interest in engaging with print in books and in the environment

- Cognitive Development

  - Cause and Effect: The developing understanding that one event brings about another
  - Spatial Relationships: The developing understanding of how things move and fit in space
  - Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
  - Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
  - Memory: The developing ability to store and later retrieve information about past experiences
  - Number Sense: The developing understanding of number and quantity
  - Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
  - Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
  - Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
  - Understanding Personal Care Routines: The developing ability to understand and participate in personal care routines

- Perceptual and Motor Development

  - Perceptual Development: The developing ability to become aware of the social and physical environment through the senses
  - Gross Motor: The developing ability to move the large muscles
  - Fine Motor: The developing ability to move the small muscles

The Preschool Learning Foundations
Volume 1 covers these domains.

- Social Emotional Development—"The competencies covered by the social-emotional development foundations
requests and directions • basic and advanced concepts • speaking • children use nonverbal and verbal strategies to communicate with others • communication of needs • vocabulary production • conversation • utterance length and complexity • grammar • inquiry • children begin to understand and use social conventions in english • social conventions • children use language to create oral narratives about their personal experiences • narrative development • reading • children demonstrate an appreciation and enjoyment of reading and literature • participate in read-aloud activity • interest in books and reading • children show an increasing understanding of book reading • personal connection to the story • story structure • children demonstrate an understanding of print conventions • children demonstrate awareness that print carries meaning • environmental print • children demonstrate progress in their knowledge of the alphabet in english • letter awareness • letter recognition • children demonstrate phonological awareness • rhyming • onset (initial sound) • sound differences in home language and english • writing • children use writing to communicate their ideas • writing as communication • writing to represent words and ideas • writing their name • mathematics • "young children's development of mathematics knowledge and skills is receiving increasing attention in research and practice" (PLF V1 p. xiii). • number sense • algebra and functions • measurement • geometry • mathematical reasoning

Language and Literacy—"The foundations that were written for this domain reflect the field's growing interest in and understanding of the knowledge and skills that foster children's language and literacy learning during the preschool years" (PLF V1, p. xiii).

Listening and Speaking
• Language Use and Conventions
• Vocabulary
• Grammar

Reading
• Concepts about Print
• Phonological Awareness
• Alphabets and Word/Print Recognition
• Comprehension and Analysis of Age-Appropriate Text
• Literacy Interest and Response

Writing
• Writing Strategies

English Language Development—"The English-language development foundations are specifically designed for children entering preschool with a home language other than English. Some English learners will begin preschool already having had some experience with English. For other English learners, preschool will offer them their first meaningful exposure to English. No matter how much background English learners have with English before they enter preschool, they will be on a path of acquiring a second language. As the English-language development foundations indicate, the learning task for English learners is sequential and multifaceted" (PLF V1 p. xiii).

Listening
• Children Listen with Understanding
• Beginning Words

Mathematics—"Young children's development of mathematics knowledge and skills is receiving increasing attention in research and practice" (PLF V1 p. xiii).

Number Sense

Algebra and Functions

Measurement

Geometry

Mathematical Reasoning

Children Use Nonverbal and Verbal Strategies to Communicate with Others

Communication of Needs

Vocabulary Production

Conversation

Utterance Length and Complexity

Grammar

Inquiry

Children Begin to Understand and Use Social Conventions in English

Social Conventions

Children Use Language to Create Oral Narratives About Their Personal Experiences

Narrative Development

Children Demonstrate an Appreciation and Enjoyment of Reading and Literature

Participate in Read-Aloud Activity

Interest in Books and Reading

Children Show an Increasing Understanding of Book Reading

Personal Connection to the Story

Story Structure

Children Demonstrate an Understanding of Print Conventions

Children Demonstrate Awareness that Print Carries Meaning

Environmental Print

Children Demonstrate Progress in Their Knowledge of the Alphabet in English

Letter Awareness

Letter Recognition

Children Demonstrate Phonological Awareness

Rhyming

Onset (Initial Sound)

Sound Differences in Home Language and English

Children Use Writing to Communicate Their Ideas

Writing as Communication

Writing to Represent Words and Ideas

Writing Their Name

Requests and Directions

Basic and Advanced Concepts

Speaking

Children Use Nonverbal and Verbal Strategies to Communicate with Others

Communication of Needs

Vocabulary Production

Conversation

Utterance Length and Complexity

Grammar

Inquiry

Children Begin to Understand and Use Social Conventions in English

Social Conventions

Children Use Language to Create Oral Narratives About Their Personal Experiences

Narrative Development

Reading

Listening and Speaking

Language Use and Conventions

Vocabulary

Grammar

Listening

Children Listen with Understanding

Beginning Words

Social Interaction

Interactions with Familiar Adults

Interactions with Peers

Group Participation

Cooperation and Responsibility

Relationships

Attachment to Parents

Close Relationships with Teachers and Caregivers

Friendships

Self

Self-Awareness

Self-Regulation

Social and Emotional Understanding

Empathy and Caring

Initiative in Learning

Social Interaction

Interactions with Familiar Adults

Interactions with Peers

Group Participation

Cooperation and Responsibility

Relationships

Attachment to Parents

Close Relationships with Teachers and Caregivers

Friendships

Language and Literacy—"The foundations that were written for this domain reflect the field’s growing interest in and understanding of the knowledge and skills that foster children’s language and literacy learning during the preschool years" (PLF V1, p. xiii).

Listening and Speaking
• Language Use and Conventions
• Vocabulary
• Grammar

Reading
• Concepts about Print
• Phonological Awareness
• Alphabets and Word/Print Recognition
• Comprehension and Analysis of Age-Appropriate Text
• Literacy Interest and Response

Writing
• Writing Strategies

English Language Development—“The English-language development foundations are specifically designed for children entering preschool with a home language other than English. Some English learners will begin preschool already having had some experience with English. For other English learners, preschool will offer them their first meaningful exposure to English. No matter how much background English learners have with English before they enter preschool, they will be on a path of acquiring a second language. As the English-language development foundations indicate, the learning task for English learners is sequential and multifaceted” (PLF V1 p. xiii).

Listening
• Children Listen with Understanding
• Beginning Words

Mathematics—“Young children’s development of mathematics knowledge and skills is receiving increasing attention in research and practice” (PLF V1 p. xiii).

Number Sense

Algebra and Functions

Measurement

Geometry

Mathematical Reasoning
The Preschool Learning Foundations, Volume 2, addresses the following subjects.

- Visual and Performing Arts—“The foundations written for this domain reflect the many ways in which young children experience the joys of learning, creativity, self-expression, and playful exploration. The arts provide varied and meaningful opportunities for children to engage in integrated learning experiences that contribute to their development in all domains” (PLF V2, p. xiii).
  - Visual Art
    - Notice, Respond, and Engage
    - Develop Skills in Visual Art
    - Create, Invent, and Express through Visual Art
  - Music
    - Notice, Respond, and Engage
    - Develop Skills in Music
    - Create, Invent, and Express through Music
  - Drama
    - Notice, Respond, and Engage
    - Invent, and Express through Drama
  - Dance
    - Notice, Respond, and Engage
    - Develop Skills in Drama
    - Invent, and Express through Dance

- Physical Development—“The competencies covered by the physical development domain center on what preschool children do much of the day. This area of development describes many avenues for young children’s play, engagement with others, exploration, and learning” (PLF V2, p. xiii).
  - Fundamental Movement Skills
    - Balance
    - Locomotor Skills
    - Manipulative Skills
  - Perceptual-Motor Skills and Movement Concepts
    - Body Awareness
    - Spatial Awareness
    - Directional Awareness
  - Active Physical Play
    - Active Participation
    - Cardiovascular Endurance
    - Muscular Strength, Muscular Endurance, and Flexibility
  - Health—“Young children’s development of health knowledge, attitudes, habits, and behaviors is receiving increasing attention in research and practice” (PLF V2, p. xiii).
    - Health Habits
      - Basic Hygiene
      - Oral Health
      - Knowledge of Wellness
      - Sun Safety

The Preschool Learning Foundations, Volume 3, covers these areas of development.

- History-Social Science—“The foundations for this domain reflect the many ways in which young children learn about basic concepts of history-social science” The history-social science foundations “center on young children’s capacity to operate as members of a community” (PLF V3, p. xiii).
  - Self and Identity
    - Culture and Diversity
    - Relationships
    - Social Roles and Occupations
  - Becoming a Preschool Community Member (Civics)
    - Skills for Demographic participation
    - Responsible Conduct
    - Fairness and Respect for Other People
    - Conflict Resolution
  - Sense of Time (History)
    - Understanding Past Events
    - Anticipating and Planning Future Events
    - Personal History
    - Historical Changes in People and the World
  - Sense of Place (Geography and Ecology)
    - Navigating Familiar Locations
    - Caring for the Natural World
    - Understanding the Physical World through Drawings and Maps
  - Marketplace (Economics)
    - Exchange
  - Science—“The competencies covered by the science domain center on content that connects with the natural curiosity of preschool children” (PLF V3 p. xiii).
    - Scientific Inquiry
      - Observation and Investigation
      - Documentation and Communication
    - Physical Sciences
      - Properties and Characteristics of Nonliving Objects and Materials
      - Changes in Nonliving Objects and Materials
    - Life Science
      - Properties and Characteristics of Living Things
      - Changes in Living Things
    - Earth Sciences
      - Properties and Characteristics of Earth Materials and Objects
      - Changes in the Earth
Curriculum Framework

The California Learning and Development System includes curriculum frameworks to “provide an overall approach for teachers to support children’s learning through environments and experiences that are:

- developmentally appropriate,
- reflective of thoughtful observation and intentional planning,
- individually and culturally meaningful, and
- inclusive of children with disabilities or other special needs” (PCF V1, p. 2).

The frameworks are based on the Infant/Toddler and the Preschool Learning Foundations and continue to support the California Department of Education, Early Education and Support Division’s philosophy that high quality child care and development programs can enhance children’s learning in all the developmental domains.

The Infant/Toddler Curriculum Framework and the three volumes of the Preschool Curriculum Framework each cover the same learning domains as their corresponding foundations.

Each Curriculum Framework also includes overarching principles, a brief discussion of English-language development in all domains, universal design for learning, curriculum planning including supporting children as active meaning-makers, integrated curriculum, the environment and daily routines as curriculum, the daily schedule, and the curriculum planning process.

The are eight overarching principles for each age group that emphasize developmentally appropriate practice.

Infant/Toddler Curriculum Framework

“The purpose of the California Infant/Toddler Curriculum Framework is to provide early childhood professionals with a structure they can use to make informed decisions about curriculum practices. The framework is based on current research on how infants and toddlers learn and develop in four domains: social-emotional, language, cognitive, and perceptual and motor development. It presents principles for supporting early learning, a planning process, and strategies to assist infant/toddler care teachers in their efforts to support children’s from learning birth to age three” (I/TCF p.1).

The overarching principles for infants and toddlers focus on the unique needs of infants and toddlers.

- The family is at the core of a young child’s learning and development.
- Infant/toddler learning and development is grounded in relationships.
- Emotions drive early learning and development.
- Responsiveness to children’s self-initiated exploration fosters learning.
- Individualized teaching and care benefits all children.
- Responsiveness to culture and language supports children’s learning.
- Intentional teaching and care enriches children’s learning experiences.
- Time for reflection and planning enhances teaching and care (I/T CF, p.4).

The Infant/Toddler Curriculum Framework also emphasizes that “program policies that support effective infant/toddler curriculum planning and implementation include these elements:

- **Primary Care** — assigning a primary infant care teacher to each child and family
- **Small Groups** — creating small groups of children and caregivers
- **Continuity** — maintaining consistent teacher assignments and groups over time
- **Personalized Care** — responding to individual needs, abilities, and schedules
- **Cultural Continuity** — maintaining cultural consistency between home and program through dialogue and collaboration with families
- **Inclusion of Children with Special Needs** — providing appropriate accommodations and support for children with disabilities or other special needs” (I/TF, p.12)

The Infant/Toddler Framework also points out, in planning and supporting learning for infants and toddlers programs must recognize:
1. Infants follow their own learning agenda.
2. Infants learn holistically.
3. Infants experience major developmental transitions in their first three years.
4. Infants are in the process of developing their first sense of self (I/TCF, p.13).

Another unique aspect to infant/toddler curriculum planning is that teachers must plan for these three contexts for learning.

1. "The play environment as curriculum. Curricular plans include the selection of play materials that add interest and complexity to distinct areas where infants and toddlers freely play. A thoughtful selection of materials invites infants and toddlers to explore experiences that challenge their emerging skills, concepts, and ideas.

2. Interactions and conversations as curriculum. Curricular plans address ways of being with infants and toddlers during interaction, including nonverbal interaction, conversations, cooperation, conflicts, and times when infants express strong feelings such as delight, sadness, anger, or frustration.

3. Caregiving routines as curriculum. Curricular plans include care routines, particularly mealtimes, diaper changes, and nap times. Intentional teaching invites infants and toddlers to participate in care routines that deepen their relationship experiences and open up possibilities for building emerging skills and concepts" (I/TCF, p. 20–21).

The authors of the Infant/Toddler Curriculum Framework point out, “Planning infant/toddler curriculum begins with teachers discovering, through careful listening and observation, each child’s development. Observation is an essential teaching skill. When teachers mindfully observe, they find out how individual children make discoveries and make meaning within everyday moments of play and interactions" (I/TCF p. 26).

Preschool Curriculum Framework

The preschool curriculum frameworks are based on eight overarching principles. “Grounded in early childhood research and practice, the following eight principles emphasize offering young children individually, culturally, and linguistically responsive learning experiences and environments:

1. Relationships are central.
2. Play is a primary context for learning.
3. Learning is integrated.
4. Intentional teaching enhances children’s learning experiences.
5. Family and community partnerships create meaningful connections.
6. Individualization of learning includes all children.
7. Responsiveness to culture and language supports children’s learning.
8. Teachers need time for reflection and planning” (V1, p. 5).

The Preschool Curriculum Framework includes strategies to support English-language learners that focus on integration of learning in all domains. “In an integrated curriculum, the key to supporting all children is to plan learning activities and environments based on an ongoing understanding of each child’s interests, needs, and family and cultural experiences. For young children who are learning English, this approach means focused attention to each child’s unique experiences in acquiring a second language and an understanding of how to use a child’s first language to help her understand a second language. In applying an integrated approach, teachers take advantage of every moment to provide children with opportunities to communicate with greater understanding and skill while engaged in play or in adult-guided learning activities” (PCF V3, p. 12).

There is also content on universal design which “provides for multiple means of representation, multiple means of expression, and multiple means of engagement” (PLF V3, p. 14).

The foundation suggests that “effective curriculum for young children engages their active minds and nurtures their enthusiastic search for meaning and understanding” (PCF V3, p. 15).
The California Department of Education (CDE) Early Education and Support Division (EESD) Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age, who are enrolled in early care and education programs and before-and after-school programs, and their families.

The Desired Results for Children and Families

- DR1: Children are personally and socially competent
- DR2: Children are effective learners
- DR3: Children show physical and motor competence
- DR4: Children are safe and healthy
- DR5: Families support their child’s learning and development
- DR6: Families achieve their goals

The DR system implemented by the California Department of Education is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state’s learning and development foundations for early care and education programs and the content standards for kindergarten.

Components of the DR System

The DR system consists of the following components:

1. Desired Results Developmental Profile® (2015) A Developmental Continuum from Early Infancy up to Kindergarten Entry
   The DRDP© (2015) assessment instruments are designed for teachers to observe, document, and reflect on the learning, development, and progress of children, birth through 12 years of age, who are enrolled in early care and education programs and before- and after-school programs. The assessment results are intended to be used by the teacher to plan curriculum for individual children.

Who Am I in the Lives of Children? provides an in-depth look at the role of early childhood education programs in facilitating children's learning and development. Based in constructivist theory, Who Am I in the Lives of Children? provides detailed information about child development as the foundation for early childhood education programs. The authors recognize that relationships are primary in meeting the developmental needs of children and that observation and assessment are necessary to provide developmentally appropriate programs. They explain the role of the classroom environments “to meet the needs of the children and support your educational values and developmental goals.” Who Am I in the Lives of Children? also recognizes play as central to children's learning and development. The content of the curriculum and the curriculum planning in the California Curriculum Framework are consistent with the child-centered approach in Who Am I in the Lives of Children? The authors of your text and the California Curriculum Foundations emphasize the need to include all children and to develop partnerships with families. As you read Who Am I in the Lives of Children? and the California Curriculum Framework, you will find that both put children at the center.
3. Environment Rating Scales (ERS)

The ERS are used to measure the quality of the program environment (e.g., child-teacher interactions, children’s interactions and activities, use of language, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted by CDE/EESD program staff.

4. Program Self Evaluation

The Program Self Evaluation addresses: family and community involvement; governance and administration; funding; standards, assessment, and accountability; staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning. Program quality is assessed annually through the required self-evaluation and the reviews conducted by CDE/EESD program staff.

Professional Development

The California Department of Education, Child Development Division recognizes that to ensure the implementation of its Learning and Development System it must address the professional development of those of you who are already working in the field and those of you considering a career in early care and education. The CDE/CDD has a variety of programs to support pre-service and in-service early childhood educators. Several programs are:

- **California Early Childhood Mentor Program**, also offered at community colleges throughout the state, provides stipends to selected teachers and directors who mentor early childhood education students in field placements. The mentors are selected by local selection committees through a rigorous application process. When you are ready to enroll in your field experience course you may be able to work with a Mentor Teacher in your community. There are also Director Mentors available to work with directors throughout the community on request. [http://www.ecementor.org/](http://www.ecementor.org/)

- **California Preschool Instructional Network (CPIN)** “provides high quality professional development for...”

---

Who Am I in the Lives of Children? addresses program quality improvement throughout the text. The authors introduce the California Desired Results system in Chapter 5 – Observing and Assessing Young Children. You can deepen your understanding of California’s assessment and accountability initiatives by considering the Desired Results for Children and Families as you explore the text. [https://www.desiredresults.us](https://www.desiredresults.us) Chapter 8 – The Learning Environment introduces you to environmental evaluation tools including the ECERS.
preschool administrators and teachers highlighting current research-based information, resources, and effective instructional practices which are focused on preparing children to flourish in early childhood and succeed in elementary school and beyond. CPIN is organized into 11 regions of the state that will disseminate information, training and resources to their particular region” (CPIN website).

The Child Development Training Consortium (CDTC) provides support to early childhood education and child development students in California colleges through tuition reimbursements or stipends, Child Development Permit application fees, and other services which vary campus to campus. These services focus on those of you currently employed in the child care and development field. http://childdevelopment.org

The California Early Childhood Online (CECO). CECO is an online learning portal. The CECO website explains, “To support early childhood teachers, the California Early Learning and Development System provides an integrated set of resources based on state-of-the-art information for early learning and development and best practices in early education.” This site requires that you log in to create a student profile. It provides access to professional development. http://www.caearlychildhoodonline.org

Family Child Care at Its Best provides high-quality, university-based child development education to thousands of licensed family childcare providers throughout California. The program is funded by a contract from the state Department of Education, which enables the center to offer the courses free to participants who may otherwise be unable to afford them. http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare.aspx?unit=CHLDEV

The Program of Infant/Toddler Caregivers (PITC), in collaboration with the California Department of Education offers Infant/Toddler Learning & Development Academies to provide an opportunity to learn about the California Department of Education’s new learning and development system and how these resources can be used to support program quality and optimal child growth and development. http://www.pitc.org/pub/pitc_docs/home.csp

The California School-Age Consortium (CalSAC) supports the out-of-school time child care field with training, conferences, and projects specific to the needs of school-age children in child care. https://calsac.org

The California Association for the Education of Young Children (CAEYC) is the state affiliate of the National Association for the Education of Young Children, a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. There are over 25 local affiliates of CAEYC throughout the state. https://caeyc.org

In both Chapter 1 – The Teacher and Chapter 14 – Becoming an Early Childhood Professional, Who Am I in the Lives of Children? emphasizes that early childhood education is a career with a code of ethical conduct and an obligation to ongoing professional development and participation in professional organizations. California provides many opportunities for you to increase your knowledge and skills and demonstrate your commitment to lifelong learning.

Child Development Permit

The California Child Development Permits, currently issued in six levels, by the California Commission on Teacher Credentialing, authorizes individuals to work in child care and development programs. The six permits include:

- Associate Teacher Permit
- Assistant Teacher Permit
- Teacher Permit
- Master Teacher Permit
- Site Supervisor Permit
- Program Director Permit

The Child Development Permit is required for employees of child care and development programs funded through the California Department of Education, Child Development Division. The California Department of Social Services, Community Care Licensing (CDSS, CCL) accepts the Site Supervisor Permit and the Program Director Permit to qualify holders to be the Director of Title 22 licensed child care facilities. CDSS, CCL also accepts the Child Development Associate Teacher Permit, Child Development Teacher Permit, or Child Development Master Teacher Permit as verification of qualifications for a Teacher in a licensed facility.

In the 2014 Budget Act, the California Legislature issued a directive to the Commission on Teacher Credentialing to review the Child Development Permit Matrix. The matrix had not been reviewed or changed since 1994. A Child Development Permit Advisory Panel was convened with members selected from stakeholder groups throughout the state. After an intensive review and public comment period the panel has sent a proposal to the Commission on Teacher Credentialing for their consideration. The proposal suggests four permit levels (rather than the current six) including a 12 unit Associate, Associate Degree level Teacher, Bachelor Degree level Teacher Specialist, and a Post-Baccalaureate Degree Program Administrator. (The full report is available at this link: https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-02/2017-02-2a.pdf.)

The full commission has not adopted this proposal. If the proposal is adopted it will take time to fully develop and implement to new matrix. All current Child Development Permit holders will be “grandfathered” into the system and will be able to renew their permits as current regulations require.
# Child Development Permit Matrix - with Alternative Qualification Options Indicated

<table>
<thead>
<tr>
<th>Permit Title</th>
<th>Education Requirement (Option 1 for all permits)</th>
<th>Experience Requirement (Applies to Option 1 Only)</th>
<th>Alternative Qualifications (with option numbers indicated)</th>
<th>Authorization</th>
<th>Five Year Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant (Optional)</td>
<td>Option 1: 6 units of Early Childhood Education (ECE) or Child Development (CD)</td>
<td>None</td>
<td>Option 2: Accredited HERO program (including RCP)</td>
<td>Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor of Program Director.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Associate Teacher</td>
<td>Option 1: 12 units ECE/CD including core courses**</td>
<td>50 days of 3+ hours per day within 2 years</td>
<td>Option 2: Child Development Associate (CDA) Credential</td>
<td>Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Teacher</td>
<td>Option 1: 24 units ECE/CD including core courses**</td>
<td>175 days of 3+ hours per day within 4 years</td>
<td>Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant and an aide.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Option 1: 24 units ECE/CD including core courses**</td>
<td>350 days of 3+ hours per day within 4 years</td>
<td>Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program and serve as a coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Site Supervisor</td>
<td>Option 1: AA (or 60 units), which includes:</td>
<td>350 days of 3+ hours per day within 4 years</td>
<td>Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or</td>
<td>Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program and serve as coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Program Director</td>
<td>Option 1: BA or higher (does not have to be in ECE/CD) including:</td>
<td>One year of Site Supervisor experience</td>
<td>Option 2: Admin credential with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or</td>
<td>Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
</tbody>
</table>

Note: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

- One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.
- Core courses include: child/human growth & development, child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas.
- ** Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.
- **** Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6080 for assistance in locating an advisor.

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.
You might want to look over the Child Development Permit matrix as you read, “Specialized Knowledge and Skills” and “Finding Your Path - Educational Requirements” in Chapter 1 – The Teacher and “Becoming a Professional” in Chapter 14. The following websites will be useful:

- Child Development Training Consortium (click on Child Development Permit Matrix - right side of the page)
  
  https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm

- California Commission on Teacher Credentialing
  
  https://www.ctc.ca.gov/credentials/req-child-dev

California Early Childhood Educator Competencies

The California Department of Education, Child Development Division, in collaboration with First 5 California developed and released the California Early Childhood Educators Competencies in 2011. This document supports the belief of the authors of Who Am I in the Lives of Children? In the introduction of the competencies, the authors state, “Early childhood educators who work directly with young children are doing the most important work of their profession. The early childhood education field’s strength stems from the many professionals who dedicate their life’s work to directly serving young children and their families.”

The purpose of the Early Childhood Educator Competencies is explained as follows:

The ECE competencies serve several interrelated purposes. First, they provide coherent structure and content for efforts to foster the professional development of California’s early childhood workforce. Second, they inform the course of study that early childhood educators follow as they pursue study in institutions of higher education. Third, they provide guidance in the definition of ECE credentials and certifications. And fourth, they give comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support young children’s learning and development across program types.

The CA ECE Competencies identify 12 competency or performance areas including:

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observations, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

In 2017, the California Department of Education, Early Learning and Support Division began work to add competencies related to Adult Learning and Coaching into the Professionalism competency.

There are differing levels of competencies depending on the context in which an early childhood educator works. Although where an educator falls on this context rubric may vary, one can assume that the first context would encompass an aide or teacher in a classroom, the second context, a lead or mentor teacher, the third, a site or program director, and the fourth, an agency director, child advocate, community professional trainer, or college/university faculty. All of the competencies build on the base knowledge, skills, and dispositions of the context before them.

Supporting Early Learning and Development

An early childhood educator who supports early learning and development experiences possesses and applies fundamental knowledge, usually in the immediate context of the group or classroom.

Planning and Guiding Early Learning and Development

An early childhood educator who plans and guides early learning and development experiences possesses and applies broad knowledge, usually in the immediate context of the group or classroom.
Creating and Maintaining Program Policies and Practices

An early childhood educator who creates and maintains program policies and practices possesses and applies deep knowledge, usually in the broad context of a program or site, and supervises program staff.

Advancing the Early Childhood Profession

An early childhood educator who advances the early childhood profession models data-informed decision making that often has an impact on policy and practice across programs, or in the early care and education field. http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf

Competencies Self-Assessment Toolkit (CompSAT)

CompSAT is the companion to the CA ECE Competencies. CompSAT guides early educators through a process of self-reflection and authentic assessment in the 12 competency areas detailed in the ECE Competencies. This tool allows you to engage in reflection and authentic self-assessment as part of the fabric of your daily practice with children and families, thus enriching and enhancing your work.

CompSAT offers you guidance and support through 12 modules, each one named for one of the CA ECE Competencies. The modules address many of the issues and challenges that come with providing high quality early care and education. http://www.ececompsat.org/about.html

Chapter 14 – Becoming an Early Childhood Professional in Who Am I in the Lives of Children? identifies nine areas of knowledge and skills which are included in standards for professional development. California has identified 12 competencies. California includes separate competencies for dual-language learners and children with special needs. The California Competencies also include Leadership in ECE and Administration and Supervision. Both the authors of your text and the California system recognize the wide range of knowledge and skills required to provide high-quality care to children and their families. Like the CompSAT, Who Am I in the Lives of Children? encourages you to reflect on your knowledge and skills and how to strengthen them.

Quality Rating and Improvement System (QRIS)

Throughout the country, states have developed Quality Rating and Improvement Systems and are using these to both rate the quality of child care and development programs and to identify areas which could be developed to enhance the experience for young children and their families. “The California QRIS (CA-QRIS) Consortium strives to improve the quality of early learning with a focus in three areas of program quality: child development and readiness for school; teachers and teaching; and program and environment quality.” http://www.cde.ca.gov/sp/cd/rt/californiaqris.asp

Unlike other states, California has a collective of county and regional QRISs. The entire state includes some common tiers but each county or region may include tiers specific to their region of the state.

Each QRIS in California must:

• Assess program quality comparably across provider types (publicly and privately funded centers and family child care homes) throughout the state;
• Align program standards with early learning and practitioner standards;
• Support continuous quality improvement for participating programs and their staff; and
• Provide families with information about program quality to assist them in making informed choices.

Understanding the California Quality Rating and Improvement System will enhance your understanding of the section in Chapter 2 of the text regarding national Quality Rating and Improvement Systems as required by the Childcare and Development Block Grants.

Program Guidelines and Resources

Preschool Program Guidelines

In 2015, the California Department of Education, Child Development Division published the Preschool Program Guidelines. The guidelines were developed to update information included in the Prekindergarten Learning and Development Guidelines published in 2000. The guidelines are designed for those responsible for preschool program planning. These will include a DVD to deepen the understanding of administrators and other program planners. The guidelines include three parts. http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf

PART ONE: Setting the Stage for Program Quality

Chapter 1 Current Issues in Early Childhood Education

• Evidence from Research
• Need for High-Quality Preschool Programs
• Early Childhood Investments and Societal Impacts
• Recent Research on Brain Development
• School Readiness
• The California Context
California Quality Rating and Improvement System (CA-QRIS) Quality Continuum Framework - Rating Matrix with Elements and Points for Consortia Common Tiers 1, 3, and 4

<table>
<thead>
<tr>
<th>Element</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Child Observation</td>
<td>• Not required</td>
<td>• Program uses evidence-based child assessment/observation tool annually that covers all five domains of development</td>
<td>• Program uses valid and reliable child assessment/observation tool aligned with CA Foundations &amp; Frameworks 1 twice a year</td>
<td>• DRDP (minimum twice a year) and results used to inform curriculum planning</td>
<td>• Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning</td>
</tr>
<tr>
<td>2. Developmental and Health Screenings</td>
<td>• Meets Title 22 Regulations</td>
<td>• Health Screening Form (Community Care Licensing form UC 701 “Physician’s Report - Child Care Centers” or equivalent) used at entry, then:</td>
<td>• Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND</td>
<td>• Meets Criteria from point level 2</td>
<td>• Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Annually OR 2. Ensures vision and hearing screenings are conducted annually</td>
<td></td>
<td>AND</td>
<td>• Program staff uses children’s screening results to make referrals and implement intervention strategies and adaptations as appropriate AND</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AND</td>
<td>• Meets Criteria from point level 2</td>
</tr>
<tr>
<td><strong>CORE II: TEACHERS AND TEACHING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)</td>
<td>• Meets Title 22 Regulations</td>
<td></td>
<td></td>
<td></td>
<td>• Associate’s degree (AA/AS) in ECE/CD (or closely related field) OR BA/BS in any field plus 24 units of ECE/CD (or master’s degree in ECE/CD) OR Program Director Permit AND 21 hours PD annually</td>
</tr>
<tr>
<td></td>
<td>Center: 24 units of ECE/CD2 OR Associate Teacher Permit</td>
<td></td>
<td></td>
<td></td>
<td>• Bachelor’s degree in ECE/CD (or closely related field) OR BA/BS in any field plus 24 units of ECE/CD (or master’s degree in ECE/CD) OR Program Director Permit AND 21 hours PD annually</td>
</tr>
<tr>
<td></td>
<td>FCCH: 12 units of ECE/CD OR Associate Teacher Permit</td>
<td></td>
<td></td>
<td></td>
<td>Independent assessment with CLASS with minimum CLASS scores: Pre-K</td>
</tr>
<tr>
<td></td>
<td>21 hours professional development (PD) annually</td>
<td></td>
<td></td>
<td></td>
<td>• Emotional Support - 5.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Instructional Support - 5.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Classroom Organization - 5.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Toddlers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Emotional &amp; Behavioral Support - 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Engaged Support for Learning - 3.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Infant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Responsive Caregiving (RC) - 5.0</td>
</tr>
<tr>
<td>4. Effective Teacher-Child Interactions: CLASS Assessments (use tool for appropriate age group as available)</td>
<td>• Not Required</td>
<td>• Familiarity with CLASS for appropriate age group as available by one representative from the site</td>
<td>• Independent CLASS assessment by reliable observer to inform the program’s professional development/improvement plan</td>
<td>• Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Emotional Support - 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Instructional Support - 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Classroom Organization - 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Toddlers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Emotional &amp; Behavioral Support - 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Engaged Support for Learning - 3.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Infant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Responsive Caregiving (RC) - 5</td>
</tr>
</tbody>
</table>

1 Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

2 For all ECE/CD units, the core eight are desired but not required.

Note: Point values are not indicative of Tiers 1–5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).
<table>
<thead>
<tr>
<th>Element</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Ratios and Group Size</td>
<td>Center: Title 22 Regulations&lt;br&gt;Infant Ratio of 1:4&lt;br&gt;Toddler Option Ratio of 1:6&lt;br&gt;Preschool Ratio of 1:12&lt;br&gt;FCCH: Title 22 Regulations excluded from point values in ratio and group size</td>
<td>Center - Ratio: Group Size&lt;br&gt;Infant/Toddler - 4:16&lt;br&gt;Toddler - 3:18&lt;br&gt;Preschool - 3:36</td>
<td>Center - Ratio: Group Size&lt;br&gt;Infant/Toddler - 3:12&lt;br&gt;Toddler - 2:12&lt;br&gt;Preschool - 2:24</td>
<td>Center - Ratio: Group Size&lt;br&gt;Infant/Toddler - 3:12 or 2:8&lt;br&gt;Toddler - 2:10&lt;br&gt;Preschool - 2:24 or 2:20</td>
<td>Center - Ratio: Group Size&lt;br&gt;Infant/Toddler - 3:9 or better&lt;br&gt;Toddler - 3:12 or better&lt;br&gt;Preschool - 1:8 ratio and group size of no more than 20</td>
</tr>
<tr>
<td>6. Program Environment Rating Scale(s)</td>
<td>Not Required</td>
<td>Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan</td>
<td>Assessment on the whole tool. Results used to inform the program’s Quality Improvement Plan</td>
<td>Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0</td>
<td>Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education</td>
</tr>
<tr>
<td>7. Director Qualifications</td>
<td>12 units ECE/CD + 3 units management/ administration</td>
<td>24 units ECE/CD + 16 units General Education +/with 3 units management/ administration OR Master Teacher Permit</td>
<td>Associate’s degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND 21 hours PD annually</td>
<td>Bachelor’s degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit AND 21 hours PD annually</td>
<td>Master’s degree with 30 units ECE/CD including specialized courses +/with 8 units management/administration, OR Administrative Credential AND 21 hours PD annually</td>
</tr>
</tbody>
</table>

### TOTAL POINT RANGES

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Common-Tier 1</th>
<th>Local-Tier 2</th>
<th>Common-Tier 3</th>
<th>Common-Tier 4</th>
<th>Local-Tier 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers</td>
<td>Blocked (7 points) - Must Meet All Elements</td>
<td>Point Range 8 to 19</td>
<td>Point Range 20 to 25</td>
<td>Point Range 26 to 31</td>
<td>Point Range 32 and above</td>
</tr>
<tr>
<td>FCCHs</td>
<td>Blocked (5 points) - Must Meet All Elements</td>
<td>Point Range 6 to 13</td>
<td>Point Range 14 to 17</td>
<td>Point Range 18 to 21</td>
<td>Point Range 22 and above</td>
</tr>
</tbody>
</table>

3 Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.
4 Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 updated on May 28, 2015; effective July 1, 2015.
Chapter 2 The Preschool Child
- Executive Function Skills
- Five Essential Domains of School Readiness
  - Social-Emotional Development
  - Language and Literacy
  - Cognition and General Knowledge
  - Physical Well-Being
  - Motor Development
- Approaches toward Learning the Role in Children’s Learning and Development

Chapter 3 The Role of the Preschool Teacher
- Build and Maintain Positive Relationships with Children
- Build and Maintain Positive Relationships with Families
- Create an Environment for Social and Emotional Learning
- Be Responsive to Children’s Linguistic and Cultural Experiences
- Include Children with a Wide Range of Abilities and Approaches to Learning
- Understand Children’s Needs and Capabilities
- Balance Child-Initiated and Teacher-Initiated Activities
- Assess How Well the Program Meets Children’s Needs

Chapter 4 The Role of the Administrator
- Reflective Curriculum Planning
- Setting the Conditions for Work
- Creating a Collaborative Work Environment and Learning Community
- Integrating Reflective Practice, Reflective Supervision, and Mentorship
- Accountability to Maintain Program Quality

PART THREE: Program Guidelines
Chapter 8 Guidelines for Operating Preschool Programs
- California Preschool Program Guidelines
- Guideline 1: Aspiring to Be a High-Quality Program
- Guideline 2: Addressing Culture, Diversity, and Equity
- Guideline 3: Supporting Relationships, Interactions, and Guidance
- Guideline 4: Engaging Families and Communities
- Guideline 5: Including Children with Disabilities or Other Special Needs
- Guideline 6: Promoting Health, Safety, and Nutrition
- Guideline 7: Assessing Children’s Development and Learning
- Guideline 8: Planning the Learning Environment and Curriculum
- Guideline 9: Supporting Professionalism and Continuous Learning
- Guideline 10: Administering Programs and Supervising Staff

Infant/Toddler Learning and Development Program Guidelines

“This publication, Infant/Toddler Learning and Development Program Guidelines, presents information about how to provide high-quality early care and education, including recommendations for program policies and day-to-day practices that will improve program services to all infants and toddlers (children from birth to 36 months of age). It contains vitally important information about early learning.
and development. With this publication, the California Department of Education intends to provide a starting point for strengthening all programs that educate and care for infants and toddlers, including centers, family child care homes, and kith and kin care. The guidelines specifically address the concerns of program leaders, teachers, and family members. They also inform community organizations, policymakers, business leaders, and others interested in improving the care and education of California’s youngest children.

The guidelines pay particular attention to the role of the family in early care and education, to the inclusion of children with disabilities or other special needs, and to collaboration between programs and families. Because high-quality programming cannot be attained without attention to these topics in all components of care, the topics are woven throughout the publication rather than treated separately. In addition, family child care and care by relatives are included in the main body of the guidelines and, when necessary for clarity, are addressed individually (I/TLDG, p. 2).


Family Partnerships and Culture
California is one of the most diverse states in our country (second only to Hawaii). While this diversity gives California its richness, it also makes it imperative that early education programs and families work together to provide children the most developmentally appropriate experience. California produced Family Partnerships and Culture because, “it is important for program staff to learn to collaborate effectively with families. To develop a partnership and to tap into the family as a primary resource, teachers and program staff must reach out to families, learn about, and develop strong partnerships with them. This process requires openness to learning and an effort to understand the individuality of each family and the diversity of the families from which the children come. Culturally competent practices are essential in the early learning setting or environment in order to form authentic partnerships with families that promote children’s development. Specific knowledge of the child’s cultural or multicultural background and life
at home can be the key to effective teaching and learning.”

This publication aims to assist early childhood professionals in the development of cultural competence in working with children and families from diverse cultural backgrounds, specifically to:

- value families and their contribution to children’s learning
- approach cultural diversity with an open mind
- apply knowledge gained about families, including their values and beliefs, to teaching and learning

Guiding Principles for Developing Cultural Competence

- Cognitive Cultural Competence
- Affective Cultural Competence
- Cultural Responsiveness
- NAEYC Cultural Competence Project

Understanding Culture

- Definition of Culture
- Why an Understanding of Culture Is Important
- Distinguishing Between Ethnicity and Culture
- Learning About Cultures
- Exploring Dimensions of Culture
- Collectivist versus Individualist Cultures
- Myths About Cultures
- Support Development of the Home Language

Understanding Contemporary Families and Households

- Family Composition
- Culturally Based Family Strengths
- Family Strains

Culture, Family Life, and the Early Childhood Curricula

- Implications of Culture and Family
- Curriculum Frameworks

Who Am I in the Lives of Children? shares a belief with California’s Family Relationships and Culture “that family members play a crucial role in young children’s lives and are children’s first and most important teachers.” This document will heighten your understanding of program-family partnerships. Concepts of family collaboration and respect for home culture are infused throughout the text and are emphasized in Chapter 13 – Partnerships with Families.


“This guide is designed to help the reader understand the preschool English learner more fully. Each chapter provides important information about the development, abilities, and everyday experiences of the preschool English learner that is based on current and rigorously conducted research. The preschool English learner is (1) a child whose first language is other than English and as a result is learning English as a second language; or (2) a child who is developing two or more languages, one of which may be English. During the preschool years from birth through five years of age, most children are still acquiring the basic knowledge of their home language, even when that language is English. The purpose of this guide is to enrich the reader’s understanding of the language and literacy development of young English learners” (PEL, 2nd ed., p. 2).

California’s Best Practices for Young Dual Language Learners: Research Overview Papers

California’s State Advisory Committee on Early Learning and Care released research overviews of topics specific to the unique needs of young dual-language learners in the state. These papers cover:

- Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain
- Program Elements and Teaching Practices to Support Young Dual Language Learners
- Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners
- Assessment of Young Dual Language Learners in Preschool
- Early Intervention and Young Dual Language Learners with Special Needs

Who Am I in the Lives of Children? is an introduction to the Early Childhood Education field and does not cover English Language Learners in depth. It is sensitive to the needs of children and families developing their English skills and adapting to American culture. Topics related to serving dual language learners are covered in Chapter 1: The Teacher – Attitudes Towards Diversity, Chapter 10: The Curriculum – Language Curriculum, and Chapter 12: Including All Children – Dual Language Learners.

Inclusion Works!

“The purpose of (Inclusion Works!) is to help child care providers learn strategies that promote inclusion of and a sense of belonging for all children.

Child care providers who are not accustomed to enrolling children with disabilities or other special needs into their programs will be reassured by the following considerations:

“This online publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of these other important resources. This alignment demonstrates that early learning is a significant part of the educational system and that the knowledge and skills of young children are foundational to future learning” (Alignment p. 6).

California Child Care Disaster Plan 2016

In cooperation with the University of California–San Francisco, the California State Department of Education published The California Child Care Disaster Plan. This document provides information and resources to support child care providers, children in their care, and their families before, during, and after an emergency or disaster. http://cchp.ucsf.edu/sites/cchp.ucsf.edu/files/CA-ChildCare-Disaster-Plan.pdf

All About Young Children

This is a series of videos created to provide families information on children’s early development. It is available in eight languages. “As a parent, you are your child’s first teacher. You have experienced how fascinating and how puzzling your young child can sometimes be. We invite you to explore with us information that can help you understand your child’s learning and discover new ways to support your growing child.” http://allaboutyoungchildren.org

Principles and Practices of Teaching Young Children

Course Descriptor: Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher–child relationships, professional ethics, career pathways, and professional standards.
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and contrast historical and current early childhood education perspectives,</td>
<td>Chapter 1: The Teacher</td>
</tr>
<tr>
<td>theories, and program types and philosophies.</td>
<td>Chapter 2: The Field of Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>Chapter 3: History and Educational Models</td>
</tr>
<tr>
<td></td>
<td>Chapter 4: Child Development</td>
</tr>
<tr>
<td>2. Describe the role of the early childhood educator, including ethical conduct and</td>
<td>Chapter 1: The Teacher</td>
</tr>
<tr>
<td>professional pathways.</td>
<td>Chapter 5: Observation and Assessment</td>
</tr>
<tr>
<td></td>
<td>Chapter 6: Relationships and Guidance</td>
</tr>
<tr>
<td></td>
<td>Chapter 14: Becoming an Early Childhood Professional</td>
</tr>
<tr>
<td></td>
<td>Appendix A: NAEYC Code of Ethics</td>
</tr>
<tr>
<td>3. Identify quality in early childhood programs related to environment, curriculum, and</td>
<td>Chapter 7: Health, Safety, and Well-Being</td>
</tr>
<tr>
<td>teaching strategies.</td>
<td>Chapter 8: The Learning Environment</td>
</tr>
<tr>
<td></td>
<td>Chapter 9: Understanding and Supporting Play</td>
</tr>
<tr>
<td></td>
<td>Chapter 10: The Curriculum</td>
</tr>
<tr>
<td></td>
<td>Chapter 11: Curriculum Planning</td>
</tr>
<tr>
<td></td>
<td>Chapter 12: Including All Children</td>
</tr>
<tr>
<td></td>
<td>Chapter 13: Partnerships with Families</td>
</tr>
</tbody>
</table>
Features of this Book

New Contextualized Video Links
Classroom videos and videos of teachers help you to understand what it is like to teach young children and make practical connections between what you are reading and what teaching is really like. Try answering the question(s) that accompany these videos to deepen your understanding.

New Comprehension Checks and Application Opportunities

A Quick Check
Click on A Quick Check to check your understanding of the major chapter section you’ve just read.

Application Exercise 3.2 Final Reflection

Learning Outcomes
We had a purpose and specific learning outcomes in mind as we wrote each chapter of this book. Review this list to make sure that you are able to demonstrate the knowledge and skills that the items cover. Each outcome aligns with a major section of the chapter, and serves as a useful review of chapter content.

Video Example 9.1: Solitary Play
Watch the video to see an infant engaged in solitary play. What do you think was engaging to the baby about this play? What skills and concepts might he be developing?

A Quick Check 9.1
Gauge your understanding of the concepts in this section.

Final Reflection
Respond to a question about chapter content with a short answer at the end of the chapter. This involves reflection and application.

Chapter Learning Outcomes:

1.1 Explain the context in which early childhood education occurs and the most important tasks that characterize the work of the early childhood educator.

1.2 Discuss the importance of teachers’ personal attributes, both those that are inborn and those that are learned from culture, family, and community.

1.3 Demonstrate understanding of what it means to be a professional with emphasis on the role of morality and ethics.

1.4 Describe educational pathways that are appropriate to a variety of career goals and identify some that you think might be appropriate for you.
We show which professional standards apply to the chapter in which you are learning. Thinking and reflecting is a cornerstone of "Reflect on . . . " Notes that talk about record. Important issues. When you do share, it is important to consider your ethical and legal obligations to others, how you protect this information, and the uses to which you put it are all important. And it is generally considered appropriate to share observations and assessment results with other teachers and administrators who work with the child. Who else can benefit from your work?

Reflect On

Your Ethical Responsibilities and Confidentiality

A mother of a child in your class asks you to share how a relative's child (also in your class) is doing in school. She shares a brief description of why you designed it in this way.

Reflect On

Your Interest in Child Development

How did your interest in young children begin? What did you first notice about them? What interested you then? What intrigues you now about young children?

Related NAEYC Professional Preparation Standards

We show which professional standards apply to the chapter in this brief section.

Golden Rules

for Interviewing a Child for Assessment

1. Don't interrupt a child who is actively involved with friends or play activities; instead, invite the child to join you during an interview after play or
2. Choose a quiet corner for the interview where you can sit at the child's level.
3. Plan a few questions in advance and relate them to your objectives for children—remember, you want to know what children understand and can do, not whether they liked an activity or the way you teach.
4. Use open-ended questions that have many possible answers to avoid the child feeling there is a "right" answer. Start with phrases like "Tell me about . . . " and "What do you think . . . ?"
5. Use language that is easy for the child to understand.
6. If the child doesn't answer a question, try restating the question and asking it again.
7. Use the child's answers and interests to guide the interview.
8. Record children's behavior as well as their words.

Connecting with Families

Another feature is guidelines or strategies contained in boxes that we call "Connecting with Families." These give you practical ideas for ways to include families in your program.

Golden Rules

"Golden Rules" boxes contain important principles and practices for teaching, summarized and presented in a clear and useful format.

Starting Your Professional Portfolio

Today, professionals in many fields create portfolios in which they document for employers and themselves their qualifications, skills, experiences, and unique qualities. Portfolios are "living documents" that will change as you grow, learn, and have new experiences.
Portfolios are “living documents” that will change as you grow, learn, and have new experiences. Guidelines for starting a portfolio can be found in Chapter 1.

To Learn More: This section lists books and websites that might be of interest if you want to follow up on what you have learned.

Shared Writing: At the end of each chapter is a shared writing exercise intended to give you an opportunity to share your thoughts on some aspect of the chapter with your classmates and instructor.

At the back of the book you will find a Bibliography, which lists the books and articles that we consulted as we wrote each chapter. We hope you will have the opportunity to read some of these references as you develop into a committed early childhood educator.
Supplements to this Text

The supplements package for the tenth edition is revised and upgraded. All online ancillaries are available for download by adopting professors via pearsonhighered.com in the Instructor’s Resource Center. Contact your Pearson sales representative for additional information.

**Instructor’s Resource Manual**  This manual contains chapter overviews and activity ideas for both in and out of class.

**Online Test Bank**  The Test Bank includes a variety of test items, including multiple choice, true/false, and short essay, and is available in Word.

**TestGen Computerized Test Bank**  TestGen is a powerful assessment generation program available exclusively from Pearson that helps instructors easily create quizzes and exams. You install TestGen on your personal computer (Windows or Macintosh) and create your own exams for print or online use. The items are the same as those in the Test Bank. The tests can be downloaded in a variety of learning management system formats.

**Online PowerPoint Slides**  PowerPoint slides highlight key concepts and strategies in each chapter and enhance lectures and discussions.
## Brief Contents

1. The Teacher  
2. The Field of Early Childhood Education  
3. History of Early Childhood Education  
4. Child Development  
5. Observing and Assessing Young Children  
6. Relationships and Guidance  
7. Health, Safety, and Well-Being  
8. The Learning Environment  
9. Understanding and Supporting Play  
10. The Curriculum  
11. Curriculum Planning  
12. Including All Children  
13. Partnerships with Families  
14. Becoming an Early Childhood Professional
Contents

1  The Teacher  1
The Work of the Early Childhood Educator  2
   The Context  2
   Working with Children  5
      PRACTICE BASED ON KNOWLEDGE OF CHILDREN  5
      INTENTIONAL TEACHING  5
      ADDRESSING STANDARDS  5
   Working with Families  6
   Working as Part of a Team  6
The Teacher as a Person  7
   Temperament  8
   Multiple Intelligences  10
   Personal Values and Morality  11
   Attitudes about Diversity  12
   The Impact of Life Experiences  13
The Teacher as a Professional  14
   Specialized Knowledge and Skills  15
   Professional Conduct  16
   Professional Values and Ethics  18
      PROFESSIONAL VALUES  18
      PROFESSIONAL ETHICS  20
Careers in Early Childhood Education: Finding Your Path  22
   Roles  23
   Educational Requirements  23
   Career Paths  25
   Stages of Professional Development  27
Final Thoughts  28
   To Learn More  28
   Starting Your Professional Portfolio  28
   Sample Portfolio Table of Contents  30
   Document Your Skill & Knowledge About Teachers in Your Professional Portfolio  31

2  The Field of Early Childhood Education  32
Education and Care Programs for Children from Birth to Age 5  33
   Ways to Classify Programs  33
      CHILDREN SERVED  34
      PURPOSES  34
      SETTINGS  34
      SPONSORSHIP AND FUNDING  34
   Child Care  34
      CENTER-BASED EDUCATION AND CARE  36
      HOME-BASED EDUCATION AND CARE  36
      AVAILABILITY AND FINANCING  36
   Early Childhood Education  38
      LABORATORY SCHOOLS  39
      PARENT COOPERATIVES  39
   Head Start  39
   EARLY HEAD START  40
   RESEARCH ON HEAD START AND SIMILAR PROGRAMS FOR LOW-INCOME CHILDREN  40
   Early Childhood Family Education  42
   HOME VISITING PROGRAMS  43
   FAMILY-CHILD INTERACTION PROGRAMS  43
   State-Funded Public Prekindergarten Programs  44
   Programs for Children Birth to Age 5 with Disabilities  44
   Programs for Children 5–8 Years of Age  45
      Public School Programs: Kindergarten Through Grade 3  46
      Charter Schools  47
      Home Schools  48
      Programs for Children Ages 5–8 with Disabilities  48
   Educational Standards  49
      Common Core Standards  49
      Early Learning Standards  50
   Program Accountability Measures  51
      Licensure of Early Childhood Programs  52
      Accreditation of Programs for Children  52
      Quality Rating and Improvement Systems  53
      Workforce Qualifications  54
   School Readiness  54
Final Thoughts  56
   To Learn More  57
   Document Your Skill & Knowledge About the Field of Early Childhood Education in Your Professional Portfolio  57

3  History of Early Childhood Education  59
The Origins of Early Childhood Education  60
   The Roots of Developmentally Appropriate Practice  60
   Ancient Greece and Rome (400 B.C.–A.D. 200)  61
      PLATO  61
      ARISTOTLE  62
      QUINTILIAN  62
   The Middle Ages (500–1450)  62
   The Renaissance and the Reformation (1300–1600)  63
      MARTIN LUTHER  63
      JOHN AMOS COMENIUS—THE FATHER OF EARLY CHILDHOOD EDUCATION  64
      JOHN LOCKE—THE CHILD IS A BLANK SLATE  65
      JEAN JACQUES ROUSSEAU—THE CHILD IS INHERENTLY GOOD  65
   The Industrial Revolution (1800s)  66
      JOHANN PESTALOZZI—EARLY CHILDHOOD EDUCATION BEGINS  66
      ROBERT OWEN  67
   Educational Movements That Shaped Early Childhood Education  68
      Froebel and the Kindergarten  68
         THE KINDERGARTEN  69
         THE KINDERGARTEN MOVEMENT  70
         ISSUES RELATED TO THE KINDERGARTEN MOVEMENT  71

Final Thoughts  72
To Learn More  73
Document Your Skill & Knowledge About the History of Early Childhood Education in Your Professional Portfolio  73
Contents

4 Child Development
Why Study Child Development? 93
Principles of Child Development 94
The Child Develops as a Whole 96
Development Follows Predictable Patterns 96
Rates of Development Vary 97
Development Is Influenced by Maturation and Experience 97
Development Proceeds from Top Down and from Center Outward 98
Culture Affects Development 98
Applying Principles to Practice 99

Heredity and Environment 100
The Biological Basis of Development 100
INHERITED CHARACTERISTICS 101
BASIC NEEDS 101
TEMPERAMENT 102
The Impact of Environment 104
THE CRITICAL NATURE OF NURTURING RELATIONSHIPS 104
THE IMPORTANCE OF EARLY EXPERIENCES 106
BRAIN RESEARCH AND ITS IMPLICATIONS FOR EARLY CHILDHOOD PROGRAMS 107

Theories of Development 110
Arnold Gesell and Maturational Theory 110
IMPLICATIONS OF MATURATIONAL THEORY FOR PRACTICE 111
Jean Piaget and Constructivist Theory 112
KINDS OF KNOWLEDGE 113
PIAGETIAN STAGES OF COGNITIVE DEVELOPMENT 113
PIAGET’S CONTRIBUTIONS TO UNDERSTANDING SOCIAL AND MORAL DEVELOPMENT 115
IMPLICATIONS OF CONSTRUCTIVIST THEORY FOR PRACTICE 116

Laurence Kohlberg and Moral Development Theory 116
Lev Vygotsky and Sociocultural Theory 117
IMPLICATIONS OF SOCIOCULTURAL THEORY FOR PRACTICE 118
Urie Bronfenbrenner and Ecological Theory 119
IMPLICATIONS OF ECOLOGICAL SYSTEMS THEORY FOR PRACTICE 120
Erik Erikson and Psychosocial Theory 121
IMPLICATIONS OF PSYCHOLOGICAL THEORY FOR PRACTICE 121
B. F. Skinner and Behaviorist Theory 122
IMPLICATIONS OF BEHAVIORIST THEORY 123
Howard Gardner and Multiple Intelligences Theory 123
IMPLICATIONS OF MULTIPLE INTELLIGENCES THEORY FOR PRACTICE 123
Abraham Maslow and Self-Actualization Theory 125
IMPLICATIONS OF SELF-ACTUALIZATION THEORY FOR PRACTICE 125

Development of the Whole Child 126
Domains of Development 126
Periods of Development 126
Understanding Infants’ Development 127
INFANTS’ PHYSICAL DEVELOPMENT 127
INFANTS’ COGNITIVE AND LANGUAGE DEVELOPMENT 127
INFANTS’ SOCIAL AND EMOTIONAL DEVELOPMENT 127
Understanding Toddlers’ Development 127
TODDLERS’ PHYSICAL DEVELOPMENT 128
TODDLERS’ COGNITIVE AND LANGUAGE DEVELOPMENT 128
TODDLERS’ SOCIAL AND EMOTIONAL DEVELOPMENT 129
Understanding Preschoolers’/Kindergartners’ Development 130
PRESCHOOLERS’/KINDERGARTNERS’ PHYSICAL DEVELOPMENT 130
PRESCHOOLERS’/KINDERGARTNERS’ COGNITIVE AND LANGUAGE DEVELOPMENT 130
PRESCHOOLERS’/KINDERGARTNERS’ SOCIAL AND EMOTIONAL DEVELOPMENT 130
Understanding Young School-Age Children’s Development 132
UNDERSTANDING SCHOOL-AGE CHILDREN’S PHYSICAL DEVELOPMENT 132
UNDERSTANDING SCHOOL-AGE CHILDREN’S COGNITIVE AND LANGUAGE DEVELOPMENT 132
UNDERSTANDING SCHOOL-AGE CHILDREN’S SOCIAL AND EMOTIONAL DEVELOPMENT 132

Final Thoughts 134
To Learn More 134
Document Your Skill & Knowledge About Child Development in Your Professional Portfolio 135

5 Observing and Assessing Young Children 136
The Purpose of Assessment 137
Components of Assessment 138
Formative and Summative Assessment 138
Authentic Assessment and Standardized Assessment 138
CONFIDENTIALITY 139
Observation 140
Learning to Observe 141
OBSERVING 141
RECORDING 142
INTERPRETING 142
Writing Observations 143
RUNNING RECORDS 145
ANECDOAL RECORDS 146
USING WRITTEN OBSERVATIONS 151
Digital Observation 151
  ANNOTATED PHOTOGRAPHS 151
  VIDEO AND AUDIO RECORDINGS 151
Other Methods of Authentic Assessment 152
  Structured Observation 152
  TIME SAMPLES 153
  EVENT SAMPLES 153
  CHECKLISTS, RATING SCALES, AND RUBRICS 154
  INTERVIEWS 155
  SELECTING AN OBSERVATION TECHNIQUE 157
  Work Samples 157
  Portfolio Assessment 157
  CREATING PORTFOLIOS 158
  PORTFOLIO SYSTEMS 162
  PORTFOLIOS IN KINDERGARTEN AND THE PRIMARY GRADES 163
  SHARING PORTFOLIOS 164
Documentation Panels and Presentations 165
Standardized Assessment 166
  What Is Standardized Assessment? 166
  Kinds of Standardized Assessments 166
    SCREENING 167
    DEVELOPMENTAL ASSESSMENT 168
    DIAGNOSTIC ASSESSMENT 168
    READINESS AND ACHIEVEMENT TESTS 169
  Concerns with Standardized Testing 169
Final Thoughts 170
  To Learn More 170
  Document Your Skill & Knowledge About Observing and Assessing Young Children in Your Professional Portfolio 171

6 Relationships and Guidance 172
The Foundations of Child Guidance 173
  The Meaning of Child Guidance 173
  Relationships 174
  Understanding and Honoring Differences 175
  Knowledge of Development 178
Goals for Guidance 178
  Long-Term Goals 178
    SOCIAL AND EMOTIONAL INTELLIGENCE 179
    SELF-REGULATION 181
    SELF-IDENTITY AND RESILIENCY 181
    SKILLS FOR LIVING IN A COMMUNITY 183
  Short- Term Goals 183
Communication: A Powerful Guidance Tool 184
  Respectful and Authentic Speech 184
  Conversations 185
  Listening 185
    NONVERBAL MESSAGES 186
    ACTIVE LISTENING 186
  Responding 187
    REFLECTIVE AND RESPONSIVE STATEMENTS 187
    ENcouragement INstead of PRaise 187
    I-MESSAGES 188
    RESPONSIVE CAREGIVING: THE ART OF COMMUNICATING WITH INFANTS AND TODDLERS 190
Guiding Groups 191
  Use Authority 191
  Create Guidelines for Behavior 192
  Anticipate Problems 193
  Orchestrating Transitions 195
  Manage Large Group Times 196
  Build a Positive Classroom Climate 199
    CREATE A SUPPORTIVE ENVIRONMENT 199
    ENCOURAGE FRIENDSHIPS 199
    MODEL AND TEACH RESPECT AND FAIRNESS 201
  Teach Children to Deal with Conflict 201
    HELP CHILDREN IDENTIFY AND EXPRESS THEIR FEELINGS 202
    ENCOURAGE CHILDREN TO SOLVE PROBLEMS 203
    INCLUDE CONFLICT RESOLUTION IN YOUR TEACHING AND YOUR ACTIVITY PLANNING 204
Managing Inappropriate Behaviors 205
  Reframing Misbehavior as “Mistaken Behavior” 205
    DIFFERENTIATE THE CHILD FROM THE BEHAVIOR 206
    RECOGNIZE YOUR “BUTTON PUSHERS” 207
  Strategies for Dealing with Mistaken Behavior 207
    REDIRECTION 208
    NATURAL AND LOGICAL CONSEQUENCES 208
    AVOID TIME-OUT 208
    REINFORCEMENT 209
    PHYSICAL PUNISHMENT: WHY IT IS NEVER A CHOICE 210
Bullying 210
Challenging Behaviors 211
Final Thoughts 213
  To Learn More 213
  Document Your Skill & Knowledge About Child Guidance in Your Professional Portfolio 214

7 Health, Safety, and Well-Being 215
Safe Places for Children 216
  Risks vs Hazards 217
  Developmental Differences and Safety 217
  Safe Outdoor Environments 218
    PLAYGROUNDS 218
    PRACTICES THAT PROMOTE OUTDOOR SAFETY 218
  Vehicle and Trip Safety 220
  Safe Indoor Environments 221
    MATERIAL SAFETY 221
    SAFE EQUIPMENT AND FURNISHINGS 222
    PRACTICES That PROMOTE SAFETY 223
    PUT INFANTS TO SLEEP SAFELY 223
    ESTABLISH SYSTEMS TO ENSURE THAT EQUIPMENT AND FACILITIES ARE SAFE 223
    SUPERVISE FOR SAFETY 223
    SAFE GROUP SIZES AND TEACHER–CHILD RATIOS 223
    MONITOR ACCESS 223
    PREPARE FOR EMERGENCIES 224
  Teach Children to Be Safe 224
  Protecting Children from Abuse and Neglect 226
Healthy Places for Children 228
  Understand How Illness Spreads 228
  Follow Healthy Routines 229
    HAND WASHING 229
    DIAPERING AND TOILETING 230
    TOOTHBRUSHING 231
    CLEAN, SANITIZE, AND DISINFECT 231
    USE STANDARD PRECAUTIONS 232
    PREPARE AND STORE FOOD SAFELY 232
    FOLLOW GUIDELINES FOR EXCLUDING SICK CHILDREN 232
  Work with a Health Care Professional 233
  Know About Conditions That Affect Health 233
Special Features

Golden Rules

Golden Rules for Writing Anecdotal Records 149
Golden Rules for Interviewing a Child for Assessment 156
Golden Rules for Creating Child Portfolios 161
Golden Rules for Guiding Groups 194
Golden Rules for Group Times 198
Golden Rules for Responding to Mistaken Behavior 207
Golden Rules for Ensuring Safe Toys and Materials 222
Golden Rules for Helping Children Protect Themselves from Abuse 227
Golden Rules for Supporting Movement 237
Golden Rules for Supporting Children’s Healthy Eating 237
Golden Rules for Good Beginnings 243
Golden Rules for Creating Indoor Learning Environments 260
Golden Rules for Outdoor Playscapes 265
Golden Rules for a Good Day for Young Children 288
Golden Rules for Supporting Children’s Play 315
Golden Rules for Having a Conversation with a Young Child 342
Golden Rules for Helping Children Develop Concepts About Print 344
Golden Rules for Reading a Story to a Group 346
Golden Rules for Creative Movement with Young Children 356
Golden Rules for Selecting a Topic for an Integrated Curriculum Study 397
Golden Rules for Building Strong Relationships with Families 462

Suggestions for Building a Professional Portfolio

Starting Your Professional Portfolio 28
The Field of Early Childhood Education 57
The History of ECE 91
Child Development 135
Observing and Assessing Young Children 171
Child Guidance 214
Promoting Children’s Health, Safety, and Well-Being 249
The Learning Environment 291
Play 324
Curriculum 367
Curriculum Planning 410
Including All Children 442
Partnerships with Families 475
Becoming an Early Childhood Professional 493

Connecting with Families

Understanding Individual Development 99
On Assessment 164
About Guidance Practices 175
About Nutrition 239
About Play 309
About Curriculum 333
Using Weekly Plans 395
Through Integrated Curriculum 404
About Program Involvement 468