

DOCUMENT RESUME

ED 341 484

PS 020 273

AUTHOR Stoops, Jack; And Others  
 TITLE Developmentally Appropriate Early Childhood Education: Presenter's Guide for Program Development Workshop.  
 INSTITUTION Chapter 1 Rural Technical Assistance Center, Portland, OR. Region 6.; Northwest Regional Educational Lab., Portland, Oreg.  
 SPONS AGENCY Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.  
 REPORT NO TAC-B-181  
 PUB DATE Jun 91  
 CONTRACT LC90086006  
 NOTE 273p.; For related documents, see PS 020 274-275.  
 PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC11 Plus Postage.  
 DESCRIPTORS Administrators; \*Child Development; \*Class Organization; Disadvantaged Youth; \*Early Childhood Education; \*High Risk Students; Inservice Education; Parent Participation; Parent School Relationship; \*Program Development; Teachers; \*Workshops  
 IDENTIFIERS Age Appropriateness; \*Developmentally Appropriate Programs; Education Consolidation Improvement Act Chapter 1

ABSTRACT

A workshop designed to familiarize teachers and administrators with developmentally appropriate issues and practices for use in early childhood education is described in this presenter's guide. The workshop is process-oriented, meaning that participants engage in activities that require them to absorb and share new information. Activities include: (1) presentation of introductory material, resource information, and a summary; (2) exercises in which small groups discuss developmentally appropriate issues and practices and complete surveys about developmentally appropriate programs; and (3) sessions that provide an overview of developmentally appropriate issues and practices and cover the topics of classroom organization and the development of a plan of action for improving developmentally appropriate programs. The guide presents an overall design and purposes for the workshop and a training agenda that lists each activity and the time and materials required for the activity. Also included are individual instruction sheets that give the procedures to be followed during the activity and references to appropriate transparencies and handouts. Copies of the 9 transparencies and 24 handouts used are provided. One of the handouts is an annotated bibliography containing 35 items. Ten lists of resource materials are appended. (BC)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

TAC-B-181

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to:

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view.

PS  
EA

ED341484

# DEVELOPMENTALLY APPROPRIATE EARLY CHILDHOOD EDUCATION

## PRESENTER'S GUIDE FOR PROGRAM DEVELOPMENT WORKSHOP

Jack Stoops  
Page Kalkowski  
Joan Shaughnessy  
Carole Hunt  
Barbara Hernandez

June 1991

Region 6  
Rural Technical Assistance Center  
Northwest Regional Educational Laboratory  
101 S.W. Main, Suite 500  
Portland, Oregon 97204

PS 020273

### **Acknowledgements**

**Caroline Harsha  
provided word processing assistance  
which contributed greatly  
to the timely completion of this project.**

**The work reported was performed under Contract LC90086006 with the U. S. Department of Education. Opinions expressed in this report are those of the authors and do not necessarily reflect the position or policy of the U. S. Department of Education, Office of Planning, Budget and Evaluation.**

# EARLY CHILDHOOD DEVELOPMENTALLY APPROPRIATE EDUCATION

<b>Goal:</b>	The purpose of this workshop is to familiarize teachers and administrators with developmentally appropriate issues and practices (DAP) for use in early childhood education. Besides the knowledge and skills participants will acquire, they may also expand their knowledge beyond the scope of this workshop by reading the selections provided in the Annotated Bibliography.
--------------	---

- Assumptions:** The presenter needs working knowledge of early childhood education (ECE), including a knowledge of developmentally appropriate practices, parent involvement, and classroom organization. In addition, it is assumed the presenter has basic presenting skills and is able to set the flow of the workshop without overly detailed instructions.
- Workshop Purposes:**
1. To help participants obtain an understanding of developmental appropriateness
  2. To provide participants with sufficient knowledge and skills in developmentally appropriate practices to enhance their teaching in early childhood programs
  3. Provide participants with enough information about early childhood education and developmental appropriateness to provide feedback to their districts about their ECE programs
- Workshop Format:** This workshop is process oriented. Participants will be engaged in several activities that require them to absorb and share new information.
- Audience:** School district personnel who are involved in planning, teaching or administering early childhood programs
- Number of Participants:** Number of participants may vary; however, the size of audience needs to be large enough to provide for group activities.
- Estimated Length of Workshop:** Schedule 3-4 hours for this workshop, depending on audience participation
- Equipment/ Materials Needed:** Overhead projector and screen, transparencies, training handouts, resource materials

## **How Materials Are Organized**

The presenter's guide contains the overall design and purposes for the workshop, an at-a-glance training agenda that lists each activity and the time and materials required, and individual instruction sheets for each activity which give the procedures to follow and carry out the activity. Procedures give step-by-step instructions and include references to appropriate transparencies, participant handouts and resource materials, which are numbered in sequence as they appear in the procedures. Separate packets contain the transparencies, participant handouts and resource materials. Resource materials are provided for participants to review toward the end of the workshop.

# EARLY CHILDHOOD DEVELOPMENTALLY APPROPRIATE PRACTICES WORKSHOP

## PURPOSES AND AGENDA

### PURPOSES:

1. To help participants obtain an understanding of developmental appropriateness
2. To provide participants with sufficient knowledge and skills in developmentally appropriate practices to enhance their teaching in early childhood programs
3. Provide participants with enough information about early childhood education and developmental appropriateness to provide feedback to their districts about their ECE programs

### AGENDA

Activity	Purpose
1. Introductions and Agenda Review	Introduce trainer to participants; focus on purposes of session; reach common understanding of agenda and purposes of workshop; give opportunity to surface concerns
2. ECE Jigsaw	Provide information on ECE and DAP; give participants an opportunity to "teach" each other
3. Overview of DAP	Explain principles, components and outcomes of developmentally appropriate programs
4. Classroom Organization	Explore ways to organize classrooms into environments; provide opportunity to design such a classroom
5. DAP Survey	Provide information to evaluate programs
6. Resources	Provide an opportunity to review available materials for further investigation
7. Action Plan	Develop a plan to implement changes in classrooms
8. Summary and Evaluation	Provide closure; allow for final clarifications; evaluate training

## At-A-Glance Training Agenda for 4-Hour Workshop

<b>Time</b>	<b>Activity</b>	<b>Materials</b>
20 minutes	1. Introductions and Agenda Sharing  Notes:	Name Tags HO 1: Overall Design and Purposes* HO 2: Philosophy and Definition HO 3: Sign-Up Sheet for Services and Materials
45 minutes	2. ECE Jigsaw  Notes:	Thumbnail Descriptions of Articles HO 4-10: Articles for Jigsaw Activity HO 11: Expert Sheet
15 minutes	<b>BREAK</b>	
25 minutes	3. Overview of DAP  Notes:	Overhead Screen Transparencies 1-9
30 minutes	4. Classroom Organization  Notes:	Screen, blank transparencies and pens HO 12: Classroom Organization: An Overview HO 13: Classroom Floor Plan HO 14: Suggested Floor Plan HO 15: "Designing the Classroom to Promote Literacy Development" HO 16: Article Abstracts

\*HO=Handout

<b>Time</b>	<b>Activity</b>	<b>Materials</b>
35 minutes	5. DAP Survey  Notes:	HO 17: Teacher Survey
30 minutes	6. Resources (with stretch break)  Notes:	HO 18: Sample Curriculum HO 19: Annotated Bibliography HO 20: Child Development HO 21: NAESP Accountability Standards for Early Childhood Education HO 22: Early Childhood Key Experiences Checklist
25 minutes	7. Action Plan  Notes:	HO 17: Teacher Survey HO 23: Action Planning Form
15 minutes	8. Summary and Evaluation  Notes:	HO 24: Workshop Evaluation Form

## WORKSHOP PROCEDURES

**Activity 1:** Introductions and Agenda Review

**Time Required:** 20 minutes

**Materials:** Name Tags

**Handout 1:** Overall Design and Purposes

**Handout 2:** Philosophy and Definition

**Handout 3:** Sign Up Sheet for Services and Materials

**Procedures:** Individual trainers may have their own style of introducing a workshop. The following is one suggested way.

1. Introduce self (and co-trainers) and give background for training--how it was developed and why it is being offered at a particular site.
2. Provide opportunity for participants to introduce themselves.
3. Refer participants to their handout packets; share overall purposes and design of the workshop (HO 1).
4. Next, go over philosophy and definition of *developmentally appropriate* (HO 2).
5. Ask for clarification questions or concerns.
6. Tell participants that additional resource materials are available in the back of the room (see resource materials packet). Remind them that time is available on the agenda for them to review materials and sign up to request copies (HO 3). An Annotated Bibliography is also included in their packet (HO 19).

## WORKSHOP PROCEDURES

**Activity 2:** ECE Jigsaw

**Time Required:** 45 minutes

**Materials:** Thumbnail Descriptions of Jigsaw Articles

**Handout 4:** *NAEYC Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*

**Handout 5:** *Increasing Parental Involvement in Elementary School: The Nitty-Gritty of One Successful Program*

**Handout 6:** *Fostering Communication Between Parents and Preschools*

**Handout 7:** *Research on Early Childhood Education*

**Handout 8:** *NAEYC Position Statement on Developmentally Appropriate Practice in Programs for 4- and 5-Year-Olds*

**Handout 9:** *Right from the Start--A report on the NASBE Task Force on Early Childhood Education*

**Handout 10:** *Prekindergarten: The Possible Dreams*

**Handout 11:** Expert Sheet

**Procedures:**

1. Explain to participants that they will become an "expert" on an article discussing early childhood education and DAP. They will be divided into groups and assigned an article to read. Each group member will have 15 minutes to read the article. (Note: you may choose to use all or any of the articles listed. You will need to make appropriate numbers of copies before session and may wish to make each article on a different color of paper.)
2. Divide participants into small groups, according to how many articles (HOs 4-10) are being used. Assign each group an article to read.

3. Once articles are assigned, tell participants they will have 15 minutes to read their articles and five minutes to discuss them in their small groups. Provide HO 11 as a means for recording the main points of the articles.
4. When all groups have recorded the main points of their articles, have them count off in their small groups and reform so that new groups consist of one participant from each previous small group (all the ones form a group; all the twos, etc.) Allow 15 minutes for participants to teach each other about the articles they have read. If there are five small groups, each group member has approximately 3 minutes to explain the main points of his or her article.
5. Allow approximately 10 minutes for the entire group to discuss any questions they have about the information presented in the articles.

## **Thumbnail Descriptions of Jigsaw Articles**

### **Handout 4**

***NAEYC Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8.***

The document defines "Developmentally Appropriate Practice" (DAP) according to NAEYC position and provides guidelines for judging whether program, curriculum and learning activities and materials are DAP.

### **Handout 5**

***Increasing Parental Involvement in Elementary School: The Nitty-Gritty of One Successful Program.*** Harlene Galen.

The paper describes research indicating parental involvement is a necessary element for increasing student achievement. It explains how a school "bridged" from traditional to expanded parental involvement.

### **Handout 6**

***Fostering Communication Between Parents and Preschools.*** Blakely Fetridge Bundy.

The article explains how teachers can foster a higher level of communication between parents and preschools and gives a number of specific suggestions.

### **Handout 7**

***Research on Early Childhood Education.*** Kathleen Cotton and Nancy Faires Conklin.

This is a synthesis of research articles about the effects of preschool and kindergarten on the cognitive and affective development of participants.

### **Handout 8**

***NAEYC Position Statement on Developmentally Appropriate Practices in Programs for 4- and 5-year-olds.***

This is NAEYC's position statement on "Developmentally Appropriate Practice" (DAP) in programs for 4- and 5-year olds. It explains how children learn and some of the best methods for teaching them. It gives a good list of appropriate/inappropriate practices.

## Handout 9

### ***RIGHT FROM THE START. A Report on the NASBE Task Force on Early Childhood Education.***

**This NASBE Task Force report promotes a vision for early childhood education that combines a restructured approach to schooling for 4- through 8-year-olds with a call for new partnerships among schools, parents, and early childhood programs.**

## Handout 10

### ***Prekindergarten: The Possible Dream.***

**With research showing that much of a child's physical, emotional and cognitive development occurs by the age of five, educators and parents are recognizing the importance of providing stimulating environments during those early days.**

## WORKSHOP PROCEDURES

- Activity 3:** Overview of DAP
- Time Required:** 25 minutes
- Materials:** Overhead and screen, Transparencies 1-9
- Procedures:**
1. Explain that you are going to present information about DAP components and outcomes that have been synthesized from major articles on the topic. (Sources for information are given on each transparency.)
  2. Present transparencies. You may wish to indicate the following:
    - a. **Transparency 1** gives components of exemplary programs found through research.
    - b. **Transparency 2** explains the sound foundation (effects) of DAP for curriculum and teaching practices.
    - c. **Transparency 3** shows that significant effects of DAP are long-term: students of such programs are more likely to graduate from high school and demonstrate greater social and emotional maturity, evidenced in part by better attitudes toward schooling.
    - d. **Transparency 4** gives the philosophy of DAP.
    - e. **Transparency 5** introduces the two components of DAP: age appropriateness and individual appropriateness. It is important to address both when designing curricula.  
  
You may want to ask for a volunteer to explain these two concepts before showing Transparency 6 and 7.
    - f. **Transparency 6** defines age appropriateness.

- g. Transparency 7 defines individual appropriateness.**

**If a volunteer has defined these, discuss similarities and differences between his or her response and formal definitions.**

- h. Transparency 8 gives components of DAP. Go over and ask for questions or comments.**

- i. Transparency 9 indicates importance of parent involvement in DAP programs and gives ways parents can be involved.**

## WORKSHOP PROCEDURES

- Activity 4:** Classroom Organization
- Time Required:** 30 minutes
- Materials:** Overhead and screen, blank transparencies, pens
- Handout 12:** Classroom Organization: An Overview
- Handout 13:** Classroom Floor Plan
- Handout 14:** Suggested Floor Arrangement
- Handout 15:** "Designing the Classroom to Promote Literacy Development"
- Handout 16:** Article Abstracts
- Procedures:**
1. Tell participants this activity will give them information about the physical organization of their classrooms and what some research is saying about DAP classroom organization.
  2. Note that a "learning environment classroom" immerses a student in a rich, stimulating, interactive environment which is designed to provide for success in all subjects and for the needs of students who are responsible for their own learning in a natural, non-competitive, non-threatening, risk-taking setting.  
  
Explain how research shows classroom arrangement can have great consequences in attitude, behavior, and achievement of students. When children are encouraged to experience their environment with several senses, the learning from these experiences is more meaningful.
  3. Explain they are going to divide into groups to plan a DAP classroom. Refer to HO 12 which gives them some guidelines for planning, HO 13 which gives some sample floor plans, and HO 14 which gives them a blank floor plan to fill in. Note there is no "right way" to arrange a room.
  4. Divide participants into small groups of no more than five members. Note: You may wish to group participants according to the type of instructional model they are now using: "pull-out," "in-class," or "self-contained." Distribute a blank transparency to each group. Have each group choose a recorder to

**transfer their plan to the transparency and a spokesperson to present the plan and its rationale to the larger group. Allow 15 minutes for plan design.**

- 5. Have spokespersons briefly present plans.**
- 6. Refer to HO 15 and HO 16 in packet. Participants may wish to read further about this subject.**

## WORKSHOP PROCEDURES

- Activity 5:** DAP Survey
- Time Required:** 35 minutes
- Materials:** Handout 17: Teacher Survey
- Procedures:**
1. Explain that participants will complete a self-study survey designed to assist them in their efforts to establish and improve DAP programs.
  2. Refer to HO 17 and go over instructions for completing survey. Explain the entire survey is enclosed but due to time constraints only the first two sections are to be completed. They may complete the following sections at their convenience.
  3. Have participants complete survey individually or in small groups if they are from the same program. Allow 15 minutes for this portion of the activity.
  4. Debrief the activity by having participants form pairs to share the results of their surveys. Allow 10 minutes for sharing. Ask for volunteers to share questions, concerns or results as appropriate.

## WORKSHOP PROCEDURES

- Activity 6:** Resources
- Time Required:** 30 minutes
- Materials:**
- Handout 18:** Sample Curriculum
  - Handout 19:** Annotated Bibliography
  - Handout 20:** Child Development
  - Handout 21:** NAESP Accountability Standards for Early Childhood Education
  - Handout 22:** Early Childhood Key Experiences Checklist
- Procedures:**
1. Refer to **HO 18** in handout packet, tell participants this sample curriculum contains eight essential elements.
  2. Review eight elements and any salient points. Call for questions.
  3. Refer to **HO 19** and mention the bibliography is divided into three sections: (1) General Issues; (2) Curriculum: Early Literacy and Math; and (3) Assessment.  
  
Mention that materials available from the Laboratory are indicated by an asterisk.
  4. Refer to **HOs 20-22** and tell participants these contain information useful to their programs; they are included to assure participants have this information.
  5. Allow participants 15 minutes to stretch and review resource materials at back of room. Remind them that they each have a sign up sheet to request materials (**HO 3**).
  6. Remind participants they will reconvene for a final action planning activity.

## WORKSHOP PROCEDURES

**Activity 7:** Action Plan

**Time Required:** 25 minutes

**Materials:** Handout 17: Teacher Survey

Handout 23: Action Planning Form

**Procedures:**

1. Refer to **HO 17** from previous activity where participants completed a survey about their program. Go over item 4 on page 11 of Handout 17 about planning and taking risks.
2. Ask them to develop their own strategies to make their programs more developmentally appropriate. Suggest they consider the following items:
  - a. People to contact
  - b. Tasks to complete
  - c. Resources to review
  - d. Timeline for task completion
3. Have them use **HO 23** to record their plans. Allow 15 minutes for this activity.
4. Debrief action planning by asking all or some participants to share their plans as time allows.

## WORKSHOP PROCEDURES

- Activity 8:** Summary and Evaluation
- Time Required:** 15 minutes
- Materials:** Handout 24: Workshop Evaluation Form
- Procedures:**
1. Sum up the major elements of the workshop and call for questions or comments.
  2. Remind participants about the services available from the Laboratory.
  3. Refer to **HO 24** in packet and ask participants to fill out an evaluation and leave it with the trainer.

# TRANSPARENCIES

# DEVELOPMENTALLY APPROPRIATE PRACTICES WORKSHOP

## LIST OF TRANSPARENCIES

Number	Title
❖ T 1	Exemplary Preschool Children Programs for At-Risk Children
❖ T 2	Children in Developmentally Appropriate Preschools
❖ T 3	Long-Term Effects of Developmentally Appropriate Programs
❖ T 4	Developmentally Appropriate Program Philosophy
❖ T 5	Age Appropriateness + Individual Appropriateness
❖ T 6	Age Appropriateness
❖ T 7	Individual Appropriateness
❖ T 8	Developmentally Appropriate Checklist
❖ T 9	Exemplary Parent Involvement Programs

***Research shows that . . .***

**EXEMPLARY PRESCHOOL  
PROGRAMS FOR AT-RISK CHILDREN**

***have . . .***

- 1. Curriculum and teaching practices based on principles of children's learning**
- 2. Sustained parental involvement**
- 3. Periodic monitoring and evaluation**

"Exemplary Preschool Programs for At-Risk Children: A Review of Recent Literature," Balasubramaniam and Turnbull, 1988

# **CHILDREN IN DEVELOPMENTALLY APPROPRIATE PRESCHOOL PROGRAMS HAVE:**

- **Higher self-esteem**
- **More motivation**
- **More persistence in independent tasks**
- **Better problem-solving abilities**
- **Better social adjustment**
- **Less delinquency**



"Exemplary Preschool Programs for At-Risk Children: A Review of Recent Literature," Balasubramaniam and Turnbull, 1988

# **LONG-TERM EFFECTS OF DEVELOPMENTALLY APPROPRIATE PROGRAMS**

- **Increase in percentage of students who graduate from high school**
- **greater social and emotional maturity**
- **fewer referrals for remedial classes, special ed**
- **fewer retentions**
- **better attitudes toward school**



"Exemplary Preschool Programs for At-Risk Children: A Review of Recent Literature."  
Balasubramaniam and Turnbull, 1988; and

"Effective Preschool Programs for Students at Risk," Nancy Karweit, Chapter 4 in *Effective Programs for Students at Risk*, Slavin, Karweit, and Madden, 1989.

**Encouraging preschool children to make choices and follow through on them may lead them to a deeper sense of social responsibility and to greater academic and economic success in adult life.**

*The Teacher's Idea Book*, Michelle Graves, High/Scope Press, Ipsilanti, Michigan, 1989.

**AGE APPROPRIATENESS**

**+ INDIVIDUAL APPROPRIATENESS**

---

**DEVELOPMENTAL APPROPRIATENESS**

*A Plan for the Implementation of Developmentally Appropriate Practices, K-5 Schools,  
Corvallis School District 509J*

## **AGE APPROPRIATENESS**

- **Teachers prepare the learning environment and plan appropriate experiences based on knowledge of universal, predictable sequences of:**
    - **physical,**
    - **emotional,**
    - **social, and**
    - **cognitive**
- child development.**

# INDIVIDUAL APPROPRIATENESS

**Each child is unique, with and individual:**

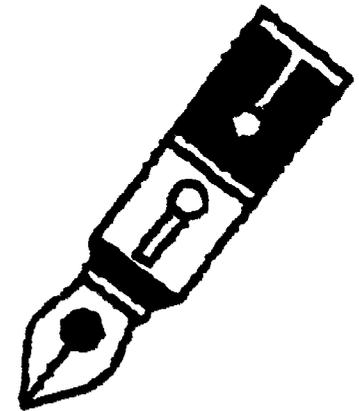
- **pattern and timing of growth,**
- **personality,**
- **learning style, and**
- **family background.**

**Curriculum and adult-child interactions should be responsive to individual differences.**

*A Plan for the Implementation of Developmentally Appropriate Practices, K-5 Schools, Corvallis School District 509J*

## **DEVELOPMENTALLY APPROPRIATE CHECKLIST**

- **Responsive to individual developmental differences**
- **Focus on whole child**
- **Active involvement of children**
- **Cooperative learning**
- **Parents as partners**
- **Continuous progress assessed through multiple means**
- **Teacher-directed and child-initiated activities**
- **Independent and guided activities**
- **Large-group, small-group, and individual activities**



Randy Hitz, Montana State University, Oregon Association of Education of Young Children Conference, October 1990; and

"Early Childhood Education," National Association of Elementary School Principals.

## **EXEMPLARY PARENT-INVOLVEMENT PROGRAMS**

- **Organize home visits and other outreach activities by program staff in order to help parents teach their own children.**
- **Arrange parent-teacher conferences.**
- **Conduct classes on child development.**
- **Provide weekend sessions for all parents.**
- **Videotape parent-child interaction and provide feedback.**
- **Circulate toys, library books and news articles.**
- **Invite participation in parent advisory committees.**
- **Involve parents as volunteers or paid staff assistants.**

"Exemplary Preschool Programs for At-Risk Children: A Review of Recent Literature," Balasubramaniam and Turnbull, 1988

# HANDOUTS

# DEVELOPMENTALLY APPROPRIATE PRACTICES WORKSHOP

## LIST OF HANDOUTS

Handout Number	Handout Title
❖ HO 1	Overall design and purposes
❖ HO 2	Philosophy and Definition
❖ HO 3	Sign-Up Sheet for Services and Materials from Northwest Regional Educational Laboratory
❖ HO 4	NAEYC Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8
❖ HO 5	Increasing Parental Involvement in Elementary School: The Nitty Gritty of One Successful Program
❖ HO 6	Fostering Communication Between Parents and Preschools
❖ HO 7	Research on Early Childhood Education
❖ HO 8	NAEYC Position Statement on Developmentally Appropriate Practice in Programs for 4- and 5-Year-Olds
❖ HO 9	Right From the Start-A Report in the NASBE Task Force on Early Childhood Education
❖ HO 10	Prekindergarten: The Possible Dream
❖ HO 11	Expert Sheet
❖ HO 12	Classroom Organization: An Overview
❖ HO 13	Classroom Floor Plan
❖ HO 14	Suggested Floor Plan

# DEVELOPMENTALLY APPROPRIATE PRACTICES WORKSHOP

## LIST OF HANDOUTS

Handout Number	Handout Title
✦ HO 15	Designing the Classroom to Promote Literacy Development
✦ HO 16	Article Abstracts
✦ HO 17	Teacher Survey (Parts I and II)
✦ HO 18	Sample Curriculum
✦ HO 19	Annotated Bibliography
✦ HO 20	Child Development
✦ HO 21	NAESP Accountability Standards for Early Childhood Education
✦ HO 22	Early Childhood Key Experiences Checklist
✦ HO 23	Action Planning Form
✦ HO 24	Workshop Evaluation Form

## **EARLY CHILDHOOD DEVELOPMENTALLY APPROPRIATE PRACTICES WORKSHOP**

### **OVERALL DESIGN AND PURPOSES**

#### **PURPOSES:**

1. To help participants obtain an understanding of developmental appropriateness
2. To provide participants with sufficient knowledge and skills in developmentally appropriate practices to enhance their teaching in early childhood programs
3. Provide participants with enough information about early childhood education and developmental appropriateness to provide feedback to their districts about their ECE programs

#### **OVERALL DESIGN**

<b>Activity</b>	<b>Purpose</b>
<b>Introductions</b>	Introduce trainer to participants; focus on purpose of session
<b>Agenda Sharing</b>	Reach common understanding of agenda and purposes of workshop; give opportunity to surface concerns.
<b>Overview</b>	Explain principles, components and outcomes of developmentally appropriate programs
<b>ECE Jigsaw</b>	Provide information on ECE and DAP; give participants an opportunity to "teach" each other
<b>Classroom Organization</b>	Explore ways to organize classrooms into environments; provide opportunity to design such a classroom
<b>DAP Survey</b>	Provide information to evaluate programs
<b>Resources</b>	Provide an opportunity to review available materials for further investigation
<b>Action Plan</b>	Develop a plan to implement changes in classrooms
<b>Summary and Evaluation</b>	Summarize workshop; evaluate training

## PHILOSOPHY AND DEFINITION

### **Philosophy Behind Developmental Appropriateness**

This first and possibly most critical part of a child's formal education should allow for success and set the path for active life-long learning. The curricula and instructional practices are child-centered and designed in such a manner that discovery and inquiry are the pillars supporting physical, social, emotional, and cognitive growth. This can be fostered within a caring environment designed to develop curiosity and creativity implemented by dedicated teachers and supported by involved parents.

### **Definition of *Developmental Appropriateness***

For the purposes of this workshop the writers are using the following *National Association for the Education of Young Children (NAEYC) (1987) definition of development appropriateness or developmentally appropriate:*

The concept of *developmental appropriateness* has the two dimensions of age appropriateness and individual appropriateness. ...there are universal, predictable sequences of growth and change that occur in children in all domains of development during the first nine years of life. Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding. Teachers can use child development knowledge to identify the range of appropriate behaviors, activities, and materials for a specific age group. This knowledge is used in conjunction with understanding about individual children's growth patterns, strengths, interest, and experiences to design the most appropriate learning environment. Although the content of the curriculum is determined by many factors such as tradition, the subject matter of the disciplines, social or cultural values, and parental desires, for the content and teaching strategies to be developmentally appropriate they must be age appropriate and individually appropriate (p. 2, 3).

## **SIGN-UP SHEET FOR SERVICES AND MATERIALS FROM NORTHWEST REGIONAL EDUCATIONAL LABORATORY Region 6 Rural Technical Assistance Center (R-TAC)**

We offer on-site, telephone, and mail consultations, workshops, and materials for rural districts to improve their Chapter 1 projects. These services are provided at no cost to the state department of education or rural districts. However, workshops and on-site consultations must be approved by the State Department of Education before they are provided. If you wish to receive services from the Region 6 R-TAC, please sign up below and we will contact you to discuss how we can assist you, or call us at 1 (800) 547-6339.

- Connecticut Teacher Survey
- Ten Attributes of Successful Programs
- Sample Daily Schedule from Early Childhood Developmentally Appropriate Classrooms
- Principles of Appropriate Practices for Primary Aged Children
- Child-Selected Activities
- Child Literacy Tip Sheets
- National Education Goal 1
- Informational Sheets on Chapter 1 Early Childhood Provisions, Requirements and Goals
- Noteworthy Early Childhood Programs Resource Guide
- Poem "The Little Boy"
- Developmentally Appropriate Math and Language Activities
- OTHER \_\_\_\_\_

---

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

AFFILIATION: \_\_\_\_\_

PHONE: \_\_\_\_\_

## PART 1

# NAEYC Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8

## Introduction

The quality of our nation's educational system has come under intense public scrutiny in the 1980s. While much of the attention has been directed at secondary and postsecondary education, the field of early childhood education must also examine its practices in light of current knowledge of child development and learning.

The purpose of this paper is to describe developmentally appropriate practice in early childhood programs for administrators, teachers, parents, policy makers, and others who make decisions about the care and education of young children. An early childhood program is any part-day or full-day group program in a center, school, or other facility that serves children from birth through age 8. Early childhood programs include child care centers, private and public preschools, kindergartens, and primary grade schools.

## Rationale

In recent years, a trend toward increased emphasis on formal instruction in academic skills has emerged in early childhood programs. This trend toward formal academic instruction for younger children is based on misconceptions about early learning (Elkind, 1986). Despite the trend among some educators to formalize instruction, there has been no comparable evidence of change in what young children need for optimal devel-

opment or how they learn. In fact, a growing body of research has emerged recently affirming that children learn most effectively through a concrete, play-oriented approach to early childhood education.

In addition to an increased emphasis on academics, early childhood programs have experienced other changes. The number of programs has increased in response to the growing demand for out-of-home care and education during the early years. Some characteristics of early childhood programs have also changed in the last few years. For example, children are now enrolled in programs at younger ages, many from infancy. The length of the program day for all ages of children has been extended in response to the need for extended hours of care for employed families. Similarly, program sponsorship has become more diverse. The public schools are playing a larger role in providing prekindergarten programs or before- and after-school child care. Corporate America is also becoming a more visible sponsor of child care programs.

Programs have changed in response to social, economic, and political forces; however, these changes have not always taken into account the basic developmental needs of young children, which have remained constant. The trend toward early academics, for example, is antithetical to what we know about how young children learn. Programs should be tailored to meet the needs of children, rather than expecting children to adjust to the demands of a specific program.

## Position Statement

The National Association for the Education of Young Children (NAEYC) believes that a high quality early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while re-

sponding to the needs of families. Although the quality of an early childhood program may be affected by many factors, a major determinant of program quality is the extent to which knowledge of child development is applied in program practices—the degree to which



Vivienne della Grootta

*The curriculum and adults' interaction are responsive to individual differences in ability and interests.*

the program is *developmentally appropriate*. NAEYC believes that high quality, developmentally appropriate programs should be available to all children and their families.

In this position paper, the concept of *developmental appropriateness* will first be defined. Then guidelines will be presented describing how developmental appropriateness can be applied to four components of early childhood programs: curriculum; adult-child interactions; relations between the home and program; and developmental evaluation of children. The statement concludes with a discussion of major policy implications and recommendations. These guidelines are designed to be used in conjunction with NAEYC's Criteria for High Quality Early Childhood Programs, the standards for accreditation by the National Academy of Early Childhood Programs (NAEYC, 1984).

## Definition of developmental appropriateness

The concept of *developmental appropriateness* has two dimensions: age appropriateness and individual appropriateness.

1. **Age appropriateness.** Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first 9 years of life. These predictable changes occur in all domains of development—physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
2. **Individual appropriateness.** Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding.

Teachers can use child development knowledge to identify the range of appropriate behaviors, activities, and materials for a specific age group. This knowledge

is used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the most appropriate learning environment. Although the content of the curriculum is determined by many factors such as tradition, the subject matter of the disciplines, social or cultural values, and parental desires, for the content and teaching strategies to be developmentally appropriate they must be age appropriate and individually appropriate.

Children's play is a primary vehicle for and indicator of their mental growth. Play enables children to prog-

ress along the developmental sequence from the sensorimotor intelligence of infancy to preoperational thought in the preschool years to the concrete operational thinking exhibited by primary children (Fein, 1979; Fromberg, 1986; Piaget, 1952; Sponseller, 1982). In addition to its role in cognitive development, play also serves important functions in children's physical, emotional, and social development (Herron & Sutton-Smith, 1974). Therefore, child-initiated, child-directed, teacher-supported play is an essential component of developmentally appropriate practice (Fein & Rivkin, 1986).

## Guidelines for Developmentally Appropriate Practice

### I. Curriculum

A developmentally appropriate curriculum for young children is planned to be appropriate for the age span of the children within the group and is implemented with attention to the different needs, interests, and developmental levels of those individual children.

**A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive through an integrated approach (Almy, 1975; Biber, 1984; Elkind, 1986; Forman & Kushner, 1983; Kline, 1985; Skeen, Garner, & Cartwright, 1984; Spodek, 1985).**

Realistic curriculum goals for children should address all of these areas in age-appropriate ways. Children's learning does not occur in narrowly defined subject areas; their development and learning are integrated. Any activity that stimulates one dimension of development and learning affects other dimensions as well.

**B. Appropriate curriculum planning is based on teachers' observations and recordings of each child's special interests and developmental progress (Almy, 1975; Biber, 1984; Cohen, Stern, & Balaban, 1983; Goodwin & Goodwin, 1982).**

Realistic curriculum goals and plans are based on regular assessment of individual

needs, strengths, and interests. Curriculum is based on both age-appropriate and individually appropriate information. For example, individual children's family/cultural backgrounds—such as expressive styles, ways of interacting, play, and games—are used to broaden the curriculum for all children.

**C. Curriculum planning emphasizes learning as an interactive process. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials (Biber, 1984; Fein, 1979; Forman & Kushner, 1983; Fromberg, 1986; Goffin & Tull, 1985; Griffin, 1982; Kamii, 1985; Lay-Dopyera & Dopyera, 1986; Powell, 1985; Sponseller, 1982).**

The process of interacting with materials and people results in learning. Finished products or "correct" solutions that conform to adult standards are not very accurate criteria for judging whether learning has occurred. Much of young children's learning takes place when they direct their own play activities. During play, children feel successful when they engage in a task they have defined for themselves, such as finding their way through an obstacle course with a friend or pouring water into and out of various containers. Such learning should not be inhibited by adult-established concepts of completion, achievement, and failure. Activities should be designed to concentrate on furthering

emerging skills through creative activity and intense involvement.

- D. Learning activities and materials should be concrete, real, and relevant to the lives of young children** (Almy, 1975; Biber, 1984; Evans, 1984; Forman & Kuschner, 1983; Hawkins, 1970; Hirsch, 1984; Holt, 1979; Kamii, 1985; Kline, 1985; Piaget, 1972; Schickedanz, 1986; Seefeldt, 1986; Smith, 1985; Weber, 1984).

Children need years of play with real objects and events before they are able to understand the meaning of symbols such as letters and numbers. Learning takes place as young children touch, manipulate, and experiment with things and interact with people. Throughout early childhood, children's concepts and language gradually develop to enable them to understand more abstract or symbolic information. Pictures and stories should be used frequently to build upon children's real experiences.

Workbooks, worksheets, coloring books, and adult-made models of art products for children to copy are *not* appropriate for young children, especially those younger than 6. Children older than 5 show increasing abilities to learn through written exercises, oral presentations, and other adult-directed teaching strategies.



*Child-initiated, child-directed, teacher-supported play is an essential component of developmentally appropriate practice.*

However, the child's active participation in self-directed play with concrete, real-life experiences continues to be a key to motivated, meaningful learning in kindergarten and the primary grades.

Basic learning materials and activities for an appropriate curriculum include sand, water, clay, and accessories to use with them; hollow, table, and unit blocks; puzzles with varying numbers of pieces; many types of games; a variety of small manipulative toys; dramatic play props such as those for housekeeping and transportation; a variety of science investigation equipment and items to explore; a changing selection of appropriate and aesthetically pleasing books and recordings; supplies of paper, water-based paint and markers, and other materials for creative expression; large muscle equipment; field trips; classroom responsibilities, such as helping with routines; and positive interactions and problem-solving opportunities with other children and adults.

- E. Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Adults are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range** (Kitano, 1982; Languis, Sanders, & Tipps, 1980; Schickedanz, Schickedanz, & Forsyth, 1982; Souweine, Crimmins, & Mazel, 1981; Uphoff & Gilmore, 1985).

Activities and equipment should be provided for a chronological age range which in many cases is at least 12 months. However, the normal developmental age range in any group may be as much as 2 years. Some mainstreamed situations will demand a wider range of expectations. When the developmental age range of a group is more than 18 months, the need increases for a large variety of furnishings, equipment, and teaching strategies. The complexity of materials should also reflect the age span of the group. For example, a group that includes 3-, 4-, and 5-year-olds would need books of varying length and complexity; puzzles with varying numbers and sizes of pieces; games that require a range of skills and abilities to follow rules; and other diverse materials, teaching methods, and room arrangements.

**F. Teachers provide a variety of activities and materials; teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills (Davidson, 1985; Ferreiro & Teberosky, 1982; Forman & Kaden, 1986; Gerber, 1982; Gilbert, 1981; Gonzalez-Mena & Eyer, 1980; Greenberg, 1976; Hill, 1979; Hirsch, 1984; Holt, 1979; Honig, 1980, 1981; Kamii, 1982, 1985; Kamii & DeVries, 1980; Lasky & Mukerji, 1980; McDonald, 1979; National Institute of Education, 1984; Schickedanz, 1986; Smith, 1982; Smith, 1983; Sparling, 1984; Stewart, 1982; Veach, 1977; Willert & Kamii, 1985; Willis & Ricciuti, 1975).**

As children work with materials or activities, teachers listen, observe, and interpret children's behavior. Teachers can then facilitate children's involvement and learning by asking questions, making suggestions, or adding more complex materials or ideas to a situation. During a program year, as well as from one year to another, activities and environments



Carolyn Williams

*Learning activities and materials should be concrete, real, and relevant to the lives of young children.*

for children should change in arrangement and inventory, and special events should also be planned. Examples of developmentally appropriate learning activities for various age groups follow.

### **1. Infants and toddlers**

Infants and toddlers learn by experiencing the environment through their senses (seeing, hearing, tasting, smelling, and feeling), by physically moving around, and through social interaction. Nonmobile infants absorb and organize a great deal of information about the world around them, so adults talk and sing with them about what is happening and bring them objects to observe and manipulate. At times adults carry nonmobile infants around the environment to show them interesting events and people. Mobile infants and toddlers increasingly use toys, language, and other learning materials in their play.

Adults play a vital socialization role with infants and toddlers. Warm, positive relationships with adults help infants develop a sense of trust in the world and feelings of competence. These interactions are critical for the development of the children's healthy self-esteem. The trusted adult becomes the secure base from which the mobile infant or toddler explores the environment.

Important independence skills are being acquired during these years, including personal care such as toileting, feeding, and dressing. The most appropriate teaching technique for this age group is to give ample opportunities for the children to use self-initiated repetition to practice newly acquired skills and to experience feelings of autonomy and success. Infants will bat at, grasp, bang, or drop their toys. Patience is essential as a toddler struggles to put on a sweater. Imitation, hiding, and naming games are also important for learning at this age. Realistic toys will enable children to engage in increasingly complex types of play.

Two-year-olds are learning to produce language rapidly. They need simple books, pictures, puzzles, and music, and time and space for active play such as jumping, running, and dancing. Toddlers are acquiring



David Phillips

*Infants and toddlers learn by experiencing the environment through their senses.*

social skills, but in groups there should be several of the same toy because egocentric toddlers are not yet able to understand the concept of sharing.

## **2. Three-, 4-, and 5-year-olds**

Curriculum for 3-year-olds should emphasize language, activity, and movement, with major emphasis on large muscle activity. Appropriate activities include dramatic play, wheel toys and climbers, puzzles and blocks, and opportunities to talk and listen to simple stories.

Four-year-olds enjoy a greater variety of experiences and more small motor activities like scissors, art, manipulatives, and cooking. They are more able to concentrate and remember as well as recognize objects by shape, color, or size. Four-year-olds are developing basic math concepts and problem-solving skills.

Some 4-year-olds and most 5-year-olds combine ideas into more complex relations (for example, number concepts such as one-to-one correspondence) and have growing memory capacity and fine motor physical skills. Some 4-year-olds and most 5s display a growing interest in the functional aspects of written language, such as recognizing meaningful words and trying to write their

own names. Activities designed solely to teach the alphabet, phonics, and penmanship are much less appropriate for this age group than providing a print-rich environment that stimulates the development of language and literacy skills in a meaningful context.

Curriculum for 4s and 5s can expand beyond the child's immediate experience of self, home, and family to include special events and trips. Five-year-olds are developing interest in community and the world outside their own. They also use motor skills well, even daringly, and show increasing ability to pay attention for longer times and in larger groups if the topic is meaningful.

## **3. Six-, 7-, and 8-year-olds**

Six-year-olds are active and demonstrate considerable verbal ability; they are becoming interested in games and rules and develop concepts and problem-solving skills from these experiences. Most 6-year-olds and many 7- and 8-year-olds may be more mature mentally than physically. Therefore, hands-on activity and experimentation is more appropriate for this age group than fatiguing mechanical seatwork.

Seven-year-olds seem to need time to catch up and practice with many newly acquired physical and cognitive skills. They become increasingly able to reason, to listen to others, and to show social give-and-take.

Eight-year-olds combine great curiosity with increased social interest. Now they are able to learn about other, more distant peoples. During first, second, and third grade, children can learn from the symbolic experiences of reading books and listening to stories; however, their understanding of what they read is based on their ability to relate the written word to their own experience. Primary grade children also learn to communicate through written language, dictating or writing stories about their own experiences or fantasies. The same is true of the development of number concepts. Children's mathematical concepts develop from their own thinking during games and real-life experiences that involve quantification, such as cooking or carpentry.



Marietta Lynch

*Teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills.*

**G. Adults provide opportunities for children to choose from among a variety of activities, materials, and equipment; and time to explore through active involvement. Adults facilitate children's engagement with materials and activities and extend the child's learning by asking questions or making suggestions that stimulate children's thinking (Elkind, 1986; Forman & Kushner, 1983; Goffin & Tull, 1985; Kamii & Lee-Katz, 1979; Lay-Dopyera & Dopyera, 1986; Sackoff & Hart, 1984; Skeen, Garner, & Cartwright, 1984; Sparling, 1984).**

Children of all ages need uninterrupted periods of time to become involved, investigate, select, and persist at activities. The teacher's role in child-chosen activity is to prepare the environment with stimulating, challenging activity choices and then to facilitate children's engagement. In developmentally appropriate programs, adults:

1. provide a rich variety of activities and materials from which to choose.  
Such variety increases the likelihood of a child's prolonged or satisfied attention and increases independence and opportunity for making decisions.
2. offer children the choice to participate in a small group or in a solitary activity.
3. assist and guide children who are not yet able to use easily and enjoy child-choice activity periods.
4. provide opportunities for child-initiated, child-directed practice of skills as a self-chosen activity.

Children need opportunities to repeat acquired skills to fully assimilate their learning. Repetition that is initiated and directed by the child, not adult-directed drill and practice, is most valuable for assimilation.

**H. Multicultural and nonsexist experiences, materials, and equipment should be provided for children of all ages (Ramsey, 1979, 1982; Saracho & Spodek, 1983; Sprung, 1978).**

Providing a wide variety of multicultural, nonstereotyping materials and activities helps

ensure the individual appropriateness of the curriculum and also

1. enhances each child's self-concept and esteem,
2. supports the integrity of the child's family,
3. enhances the child's learning processes in both the home and the early childhood program by strengthening ties,
4. extends experiences of children and their families to include knowledge of the ways of others, especially those who share the community, and
5. enriches the lives of all participants with respectful acceptance and appreciation of differences and similarities among them.

Multicultural experiences should not be limited to a celebration of holidays and should in-



*Multicultural experiences should not be limited to a celebration of holidays and should include foods, music, families, shelter, and other aspects common to all cultures*

Nya Kwawon Tanyor

clude foods, music, families, shelter, and other aspects common to all cultures.

- I. **Adults provide a balance of rest and active movement for children throughout the program day** (Cratty, 1982; Curtis, 1986; Hendrick, 1986; Stewart, 1982; Willis & Ricciuti, 1975).

For infants and toddlers, naps and quiet activities such as listening to rhymes and music provide periodic rest from the intense physical exploration that is characteristic of this age group. Two-year-olds, and many 3s, will need morning and/or afternoon naps, and should also have periods of carefully planned transition to quieting-down or rousing, especially before and after eating and sleeping. Children at about 2½- to 3-years-old become able to maintain brief interest in occasional small-group, teacher-conducted activities, and may enjoy quiet stories, music, and fingerplays together between periods of intense activity. Most 4s and many 5s still need naps, especially if their waking days are very long as they are in some child care situations. Children at this age need planned alternations of active and quiet activities and are usually willing to participate in brief, interesting, small-group activities. Older children continue to need alternating periods of active and quiet activity throughout the day, beyond traditionally provided recess.

The pace of the program day will vary depending on the length of time children are present, but children should never be rushed and schedules should be flexible enough to take advantage of impromptu experiences. The balance between active and quiet activity should be maintained throughout the day by alternating activities.

- J. **Outdoor experiences should be provided for children of all ages** (Cratty, 1982; Curtis, 1986; Frost & Klein, 1979).

Because their physical development is occurring so rapidly, young children through age 8 need daily outdoor experiences to practice large muscle skills, learn about outdoor environments, and experience freedom not always possible indoors. Outdoor time is an integral part of the curriculum and requires planning; it is not simply a time for children to release pent-up energy.

# Increasing Parental Involvement in Elementary School:

## The Nitty-Gritty of One Successful Program

Harlene Galen

Some individuals feel that parents have no place in the public elementary school, regardless of the ages of the children who attend. These include staff who affirm that no adult other than the teacher belongs in the classroom, as well as parents who feel ill at ease about the school's way of life. Dorothy Rich (1988), a recognized authority on the family as educator, describes such parents as being relieved that they no longer must figure out schools' "complex worlds, with rituals, routines, and practices" (p. 266). However, research does not support these individuals' positions.

### What research says about parental involvement

A quarter of a century ago, research evidence confirming the benefits of parental involvement in

*Harlene Galen, Ed.D., is principal of Magowan School, Edgewater Park, New Jersey. She is a former preschool head teacher/director, elementary and middle school teacher, and curriculum coordinator. Dr. Galen is also an adjunct early childhood college instructor.*

*Illustrations © 1991 by Judith Battaglia.*

children's education began to appear (e.g., Bloom, 1964; Coleman, 1966). The cause-effect relationship between student achievement and parental participation has consistently been strengthened by subsequent research findings (Greenberg, 1989). The 1981 annotated bibliography, *The Evidence Grows* (Henderson, 1981), reports 35 studies showing that various types of parental inclusion had positive results, including measurable gains in pupils' performance. A 1987 update, *The Evidence Continues to Grow: Parental Involvement Improves Student Achievement* (Henderson, 1987), summarizes 18 additional studies with similar findings.

A recent research-based policy statement, *Right from the Start* (1988), from the National Association of State Boards of Education, concluded that parental involvement was essential. It recommended that primary programs should:

- Promote an environment in which parents are valued as primary influences in their children's lives and are essential partners in the education of their children.
- Recognize that the self-esteem of parents is integral to the development of the child and should be

enhanced by the parents' positive interaction with the school.

- Include parents in decision making about their own child and on the overall early childhood program.
- Ensure opportunities and access for parents to observe and volunteer in classrooms.
- Promote exchange of information and ideas between parents and teachers which will benefit the child. (p. 19)

### How individuals can increase parental involvement in the school

An individual or group of individuals can increase the inclusion of parents in the school system. The secret is to approach this goal systematically. Often a good source to use as a model is a public school system that has established a successful parental involvement program.

With this in mind, this article will outline the parents' program at the Mildred Magowan School in Edgewater Park, New Jersey, one of fourteen schools statewide designated in July 1988 as a model school in the New Jersey "Parents as Partners in Learning" project. Magowan's program was also

chosen for presentation at the April 1989 National School Boards Association's 49th Annual Convention, and was selected for audio taping (National School Boards Association, 1989).

### The community

Edgewater Park is a residential, racially integrated township of three square miles, one-third of which is either farmland or undeveloped land. Housing of the 9,300 residents includes 1,700 single-family homes and 6 apartment/condominium unit buildings. Children live in a variety of family settings, including single-parent, two-parent, and step-parent families. Very few families have a parent who is home full-time.

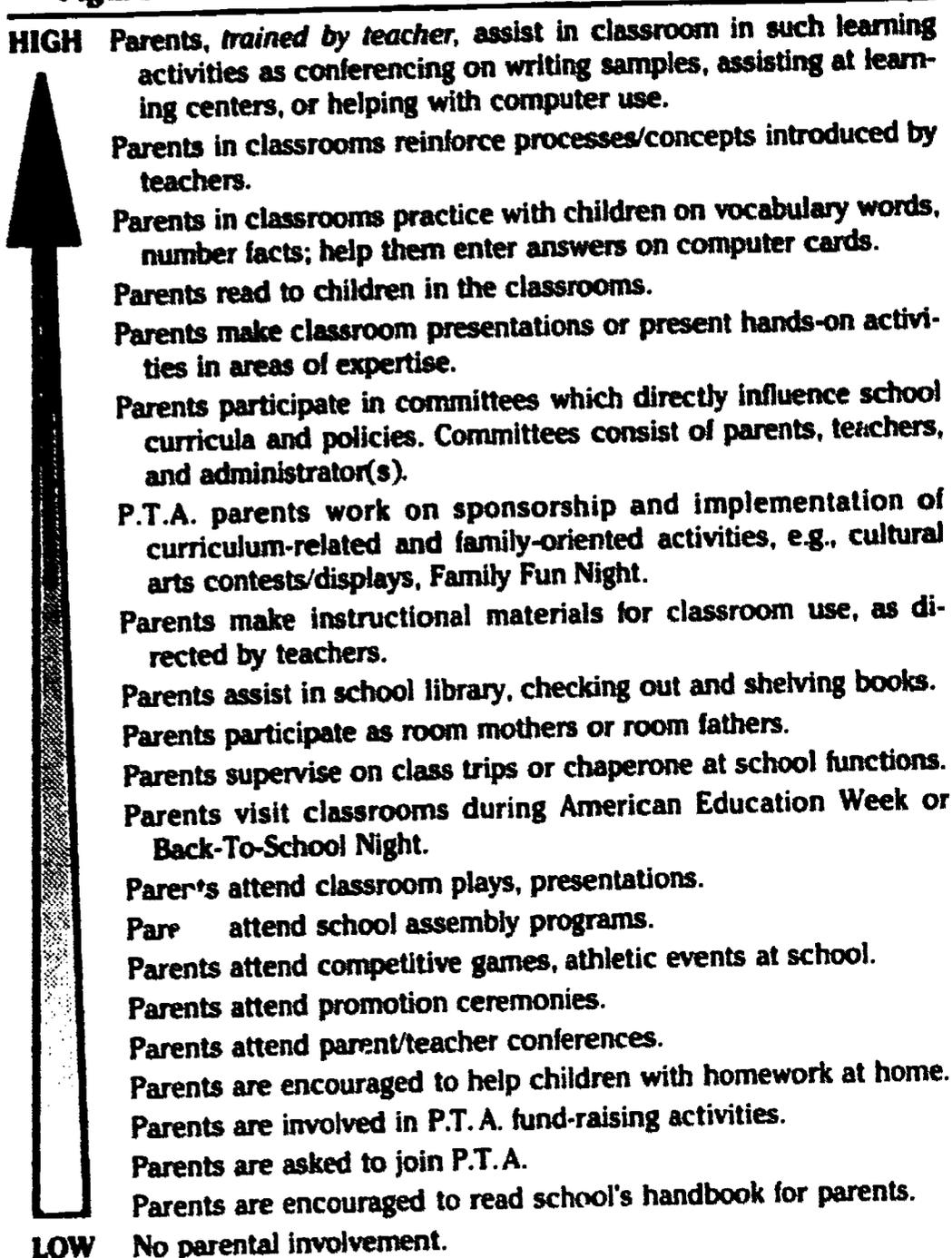
### The school district

The district's three schools are: Jacques, housing Magowan's fourth graders, six preschool handicapped programs, a transitional multiple handicapped program, the computer lab for Magowan students, the before/after school child care program, the preschool community education program, and administrative and child study team offices; Magowan, 540 boys and girls in grades K-3 and four special education classes; and Ridgway, 350 pupils in grades 5-8. High-school-age students attend Burlington City High School on a tuition basis.

### Background of parental participation

Historically, Magowan School had welcomed parents at "traditional" times. Parent/staff/student interaction had occurred at "Back-to-School Night," during American Education Week, parent/teacher conferences after report card distribution, and birthday parties in kindergarten through grade 3. Parents had served as helpers on class trips, and mothers had assisted in the school library. Pupils had per-

**Figure 1. Continuum of Magowan parental involvement**



formed for their parents at seasonal concerts, "Field Day," and assembly programs. School-home partnerships had been encouraged. A "Parents' Handbook" had been sent home at the beginning of each school year. Teachers had given children marked papers for their parents' signatures.

### Parental participation today

Ten years ago, however, an eight-step procedure for increased parental participation was introduced. The number of involved

parents has increased gradually, with a higher percentage each year assisting at the highest levels as defined by the "Continuum of Magowan Parental Involvement" (see Figure 1).

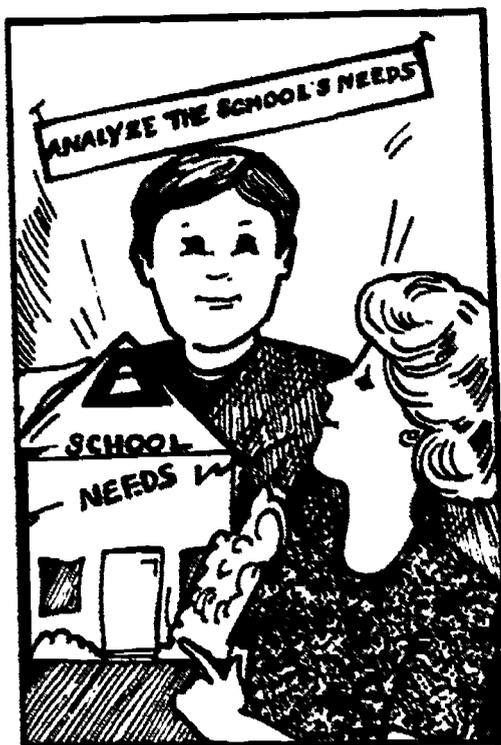
During each of the last four years (1986-90), 130 to 180 parents have assisted in the school in some way. The 1988-89 school year had more fathers in the classroom than in any previous year, a record sustained for the 1989-90 term. In-classroom parental assistance, while limited initially to a few

classes, has steadily grown because of professionals' endorsement of its benefits to students. Of course all parents have received careful in-service training to define their roles as reinforcing and providing opportunities to practice what the teacher has taught. Originally a higher concentration of parents assisted in the kindergartens, first, second, and third grades; but since 1987 every class in Magowan School has had the advantage of some form of parental involvement. The most popular forms of parental activity are: helping children in learning centers, reviewing number facts with children, and assisting in the computer laboratory. The last two years have seen an expansion of parental participation into the district's middle school in non-traditional ways.

**An eight-step procedure for expansion of parental involvement**

Following is the nitty-gritty of how Magowan "bridged" from traditional to expanded parental involvement. Where relevant, specific examples are given. Adoption/adaptation of this model may provide others with the framework

they need to accomplish further expansion of parents' participation in their public schools.



1. The principal and other district administrators analyzed the school's needs.

Note: The district's superintendent was one of the administrators involved. He was directly responsible for obtaining Board of Education approval, a crucial component for success.



2. A committee of teachers, concerned PTA parents, and the principal identified which of the needs might be addressed by parent/staff collaboration.

Note: Representation of parents on the planning committee is the only insurance for parental support. If the committee has difficulty identifying which needs to consider, application of a decision-making model may help (see Figure 2).

**Figure 2. Decision-making model**

Need Being Considered: \_\_\_\_\_

Rank each item according to the four parameters below:

	Low								High	
Usefulness	1	2	3	4	5	6	7	8	9	10
Attainability	1	2	3	4	5	6	7	8	9	10
Desirability	1	2	3	4	5	6	7	8	9	10
Urgency	1	2	3	4	5	6	7	8	9	10

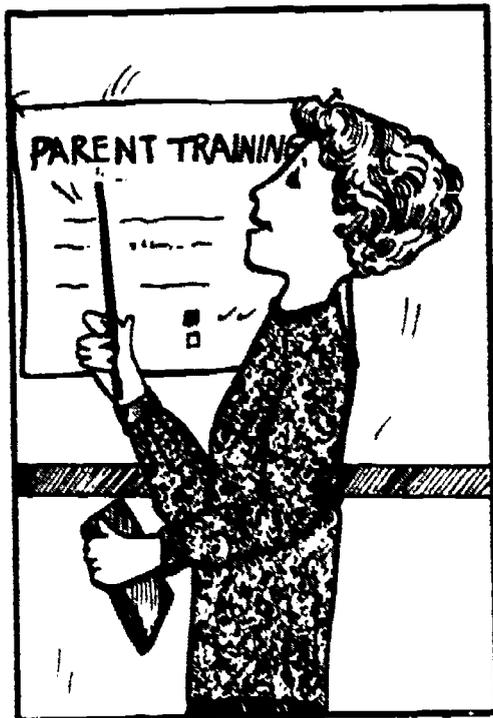
Total for all four parameters \_\_\_\_\_

If Attainability scores less than 5, the decision on the item should be negative.



3. A gradual increase of parental involvement was outlined (see Figure 1). The goals were to start small, target at least one area where parents would benefit personally from their involvement, and maximize parents' inclusion in teaching/learning activities.

*Example:* Since personal computers were just beginning to become household items when parental involvement expansion commenced, computer training became the target for personal benefit. Some 40 parents responded and even though home computers have become more common, this area is still a drawing card. For each of the last four school years 40 to 60 parents have been trained and have assisted in the lab.



4. The committee ascertained what training was needed for both parents and teachers to make the partnership successful. The principal followed through on the provision of training.

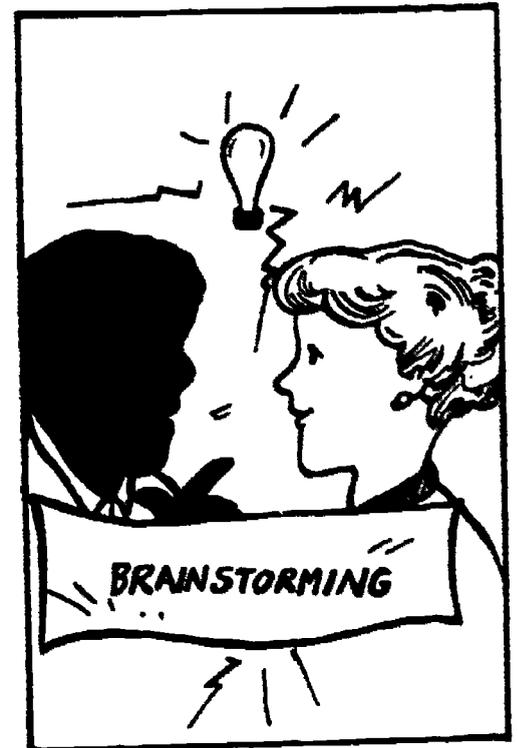
*Example:* For the 1988-89 and 1989-90 school years, a concerted effort was made by the kindergar-

ten staff to educate parents about the benefits of developmentally appropriate activities in centers, instead of paper and pencil tasks for children's introduction to, and mastery of, basic concepts. The Board of Education approved a half-day release time each school month so that kindergarten teachers could meet with helping parents, describe the concepts they would be introducing and reinforcing in the classroom centers, guide the parents in making the manipulatives needed for the centers, and practice the activities with the parents. The parents, then, were well-trained to assist in the centers.



5. An effort was also made to spread the word about the benefits of parental involvement to parents, children and staff.

*Example:* Children are wonderful promoters of parental involvement. We stressed that any amount of time the parent could give would be appreciated and would let the child know that the parent felt school was important. We encouraged parents who could only "join in" one time to do so.



6. Ideas for increasing involvement of parents unable to come to the school were generated through brainstorming by the committee. Several ideas were chosen for implementation.

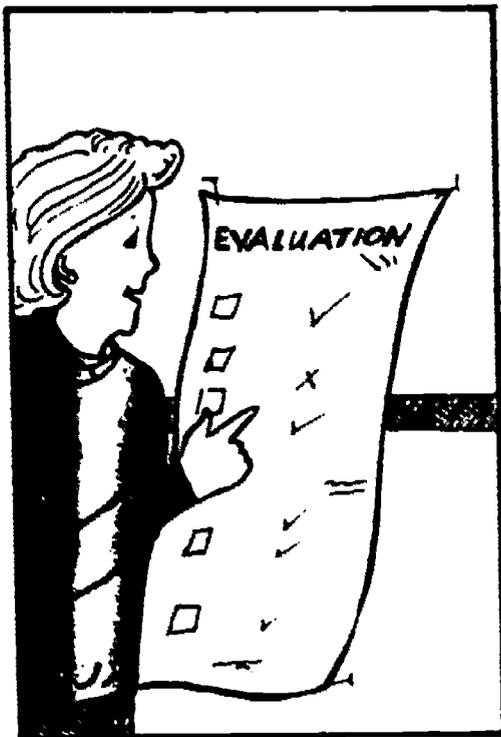
*Note:* Making the parent who cannot visit school feel that he or she is a team member is not as hard as it appears. Teachers' phoning these parents every few months to share something commendable about the students often stimulates parental participation in talking to their sons and daughters about these "good news" calls. Many also begin to send notes to the teachers and/or to call them at school during teacher-designated times.

7. Ways to consistently reinforce appreciation by the principal to the staff and parents and by the teachers to parents were discussed. Some were selected and begun.

*Example:* Each month on the back of the school cafeteria's menu appears not only important information about school happenings, but also a list of all the parents who have assisted during the previous school month. These helpers' names are submitted to the office monthly



by each teacher. Why was the menu chosen? It is the *one* notice that every child is interested in taking home. Children enjoy making choices about what they eat for lunch!



8. A decision was reached to make evaluation of the program by both parents and faculty an ongoing activity.

*Example:* Teachers' evaluations of the helping parents who assisted pupils in mastery of their number facts revealed that many parents

were ineffective during the 1987-88 school year. Teachers suggested a more specific in-service for the 1988-89 year. Such a session, which involved role-playing, was conducted by the principal. Teachers' written evaluations showed that parents improved.

### **How involvement increases appreciation**

The exodus of elementary teachers from the profession today is more often due to practitioners' reactions to the lack of respect and worth afforded them by society, as well as to their concern about remuneration (Elam, 1989). Increasing parental participation in the elementary school, in general, and in its classrooms specifically, has the potential for modifying the public's valuing of educators. Doubtful? Read the reaction of Bruce Behmke, the parent of a daughter in Magowan School's second grade, who has been volunteering in his daughter's classroom since kindergarten:

My time as a volunteer has been a valuable learning experience. By observing my child, her peers, and the teacher, I've realized that academics is just one part of a child's life. Teachers' participation in the nurturing process of meeting children's *many* needs and helping them feel a sense of purpose and confidence is an awesome, yet un-

dervalued, contribution today. (September 1990)

### **References**

- Bloom, B. (1964). *Stability and change in human characteristics*. Chicago, IL: University of Chicago.
- Coleman, J. (1966). *Equality of educational opportunity*. Washington, DC: U.S. Office of Education, U.S. Government Printing Office.
- Elam, S. (1989). The second Gallup/Phi Delta Kappa poll of teachers' attitudes toward the public schools. *Phi Delta Kappan*, 70(10), 785-798.
- Greenberg, P. (1989). Parents as partners in young children's development and education: A new American tad? Why does it matter? *Young Children*, 44(4), 61-75.
- Henderson, A. (1981). *The evidence grows*. Columbia, MD: National Committee for Citizens in Education.
- Henderson, A. (1987). *The evidence continues to grow: Parent involvement improves student achievement*. Columbia, MD: National Committee for Citizens in Education.
- National Association of State Boards of Education, Task Force on Early Childhood Education. (1988). *Right from the start*. Alexandria, VA: Author.
- National School Boards Association. (1989). *How we got parents really involved in their children's education*. Cassette NSBA 89, A-9. Chicago, IL: Teach 'em, Inc.
- New Jersey Department of Education, Division of General Academic Education. (1988). *Partners in learning, phase II, model sites*. Trenton, NJ: Author.
- Rich, D. (1988). *Megaskills*. Boston, MA: Houghton-Mifflin.

Copyright © 1991 by the National Association for the Education of Young Children. See cover 2 for reprint information. [Volume 46, Number 2]

## **A compassionate booklet!**

### **Teacher-Parent Relationships**

**Jeannette Galambos Stone**

Full of practical guidance and beautiful photographs, this book addresses an aspect of teaching which is difficult but essential for teachers to do gracefully--working warmly and respectfully with parents. NAEYC order #226 \$3.50

**Teacher-Parent  
Relationships**

Jeannette Galambos Stone  
Author of NAEYC's *Good & Beautiful*

# Fostering Communication Between Parents and Preschools

Blakely Fetridge Bundy

**T**he need for close communication between home and school has long been recognized by early childhood educators (Honig, 1979). Parents know their children intimately and have much valuable information to share with teachers. Teachers are knowledgeable about child development and have experiences with young children, which makes them valuable resources for parents (Balaban, 1985). Both are primarily concerned with the optimal growth and development of the child, and this common interest makes parents and teachers important allies. The parent-teacher relationship should be built on mutual respect and a pooling of knowledge and information about individual children and principles of child development (Schweinhart & Weikart, 1986).

Fully interactive communication is a complex process. In working to do their share of the process, teachers have, over the years, devised

*Blakely Fetridge Bundy, M.Ed., is a teacher at Willow Wood Preschool in Winnetka, Illinois, a free-lance writer specializing in early childhood and family-related topics, and an early childhood consultant.*

many ways to help parents know both about the school or center and about individual children. Most programs probably already use some of the strategies described in the following discussion, but all programs can find useful sugges-

tions to add to their repertoires.

Communication strategies can be divided into two broad categories:

- general information about the school's philosophy, curriculum, upcoming events, and activities, and information that has a general



*Home visits are generally enjoyed by everyone involved.*

appeal to many or most of the families, and

- specific information about individual children.

Both kinds of information are necessary if parents and teachers are to know and understand one another. Since parents are, after all, unique individuals with special needs, interests, abilities, and preferences, it works best to use a rich variety of communications techniques throughout the year to reach parents most effectively (Henniger, 1977).

### ***Communicating general information***

#### **Initial contacts**

Presenting the philosophy of the school begins with the very first contact. During initial phone calls or visits, the school must be clear about its philosophy so that parents can match their expectations with what the school actually offers. That way, for example, parents who favor a strongly academic program will look elsewhere when they hear about a developmental philosophy. Brochures can contain a brief statement of philosophy, tuition, hours, and other general information. The best initial contact, however, is a visit to the school, including observation of teachers and children in the classroom. By recommending a pre-enrollment visit, the school conveys two messages to parents: 1) we respect your judgment in making arrangements for your child, and 2) we are proud of our school and we encourage parents to see it for themselves (Balaban, 1985).

**Orientation meetings.** Once a child is enrolled, the school widens the channels of communication. A parent orientation meeting before school opens provides the staff with an opportunity to meet parents and

to inform them about daily procedures, such as dropoff, pickup, snacks, and clothing, as well as school-wide events, fundraising, and other pertinent information. Such meetings are excellent times to discuss how the school handles the issue of separation. Some centers prefer to have separate orientation meetings for each classroom. In this way, the meeting is smaller and

and parenting.

To inform parents about what's going on in individual classrooms, teachers may send home periodic letters that explain current curriculum plans. For example, if the class will be learning about dinosaurs for the next few weeks, a letter could enumerate some of the art projects, manipulatives, songs, and stories the children will use. Some

---

## **A school handbook can include a great deal of information: class lists, staff lists, sick-child procedures, birthday routines, the school calendar, hours of operation, and the school's philosophy statement.**

---

more intimate, focusing on the children in a particular classroom. Parents of children in the same class can meet one another more easily in such a setting.

**School handbooks.** Before a child's first day is a good time to provide a school handbook. The handbook can include a great deal of information, such as: lists of each class, the staff, and the board of directors; sick child procedures; celebration of birthdays; the school calendar; hours of operation; tuition information; and an overview of the school's philosophy. Parents can refer to the handbook throughout the year.

#### **School-year contacts**

**Newsletters.** As the year progresses, parents can be kept informed about what's going on in the school and in the classroom through a variety of methods. A school newsletter can relay information about upcoming events, remind parents of school policy (e.g., "put names in all clothing"; "pickup time is 11:30"), and contain articles on child development

teachers like to suggest follow-up activities parents can do at home, such as visits to museums or books to read. These suggestions help parents take an active part in their child's education (Henniger, 1977).

**Curriculum events.** Some schools send home weekly or monthly curriculum plans that include information about themes, art projects, rug time activities, field trips, and prop boxes being used in the classroom. Other schools display their curriculum plans at the classroom door, so parents can note the day's activities as they drop off or pick up their children. At pickup time, Children's Workshop, Inc. in Pompano, Florida, posts a "Daily Log," written by the teacher, which describes the events of the day ("Prickly Problems," 1989).

Bulletin boards offer busy parents a peek at children's current art projects and display notices of upcoming meetings, fundraising, and events of interest to parents of preschoolers. Keeping bulletin boards fresh, filled with current information, and placed in a visible spot encourages parents to check them frequently.



*Photos of children in activities can go on bulletin boards before going home or into school photo albums.*

**Readings and visuals for home use.** Many centers provide lending libraries of books and pamphlets of interest to parents. They may also include audiovisual aids, such as cassettes and videotapes. Winnetka (Illinois) Public School Nursery has an "articles box" in their entry hall. Current articles of interest to parents on topics ranging from sibling rivalry to superheroes are placed by category in a file box. There are always at least five copies of each article, which parents are encouraged to take home, with no obligation to return. Teachers may recommend appropriate articles, knowing that they are easily accessible in the articles box.

**Program for parents.** Parent meetings or programs provide an opportunity for parents and teachers together to listen to pertinent speakers, ask questions, and discuss matters of interest. However, luring busy parents to meetings is not always easy. Willow Wood Preschool in Winnetka, Illinois, draws capacity crowds to its parents' night by showing slides of children "in ac-

tion" at school. Staff members discuss the school's philosophy and curriculum, as illustrated by the slides. Parents come to see slides of their children, but they go home with a greater understanding of the developmental philosophy and why "we do what we do." Another popular parents' night activity is to invite parents to participate in children's art projects. Fingerpainting, water play, and playdough are icebreakers that help parents and teachers establish a friendly relationship, while parents learn what it feels like to be a 3- or 4-year-old.

Some schools invite the children and their fathers to a special Dads' Saturday each year. Children and their fathers attend an hour session in which fathers participate in free play, rug time, and snack, just as the children do on a regular day. Dads learn a great deal in that hour about the classroom, the curriculum, the teacher, their child's classmates, and their child in the classroom environment. Teachers learn about the father-child relationship during that time. Needless to say, the morning is a highlight for children!

**Social events for parents and teachers.** Purely social events can make parents and teachers all the more familiar and comfortable with one another. Glencoe (Illinois) Junior Kindergarten sponsors several events throughout the year, including a holiday cookie party, a February hot dog lunch for children, mothers, and siblings, and an end-of-the-year picnic for the entire school. The director also invites parents to join her for coffee and informal conversation several times throughout the year. Winnetka (Illinois) Community Nursery and Day Care Center sponsors two family potluck dinners each year. Keeping it short — 6:15 to 7:30 — guarantees almost 100% attendance. Bright Horizons, which runs several work-site child care centers in Massachusetts, encourages parents and teachers to linger and socialize by providing a residential-like living room filled with comfortable chairs, sofas, and a full coffee pot.

**Parents' suggestion box.** Although most information of a general nature usually flows from the school to the parents, parents should be encouraged to communicate their opinions to the school, as well. A suggestion box invites parents' ideas and opinions.

---

**"Articles boxes" can provide parents with current information in a take-home form.**

---

An annual survey, which is required for accreditation by the National Academy of Early Childhood Programs, is another vehicle for parental input about general issues. The

results of the survey might be published in the school newsletter.

### **Communicating specific information about individual children**

Disseminating information about individual children takes different forms than dissemination of general information. News about the unit on transportation can be shared with all parents, while Matthew's success with scissors is more personal.

### **Before school begins**

Focusing an exchange of information about individual children begins with intake information before school begins. Most schools require a confidential form, which asks about the child's family, health history, birth and infancy, abilities, toileting habits, and anything else the center will need to know. Some schools ask parents to fill out the questionnaire at home;

others invite parents to an intake conference where the form is filled out with the director or teacher.

**Home visits.** Winnetka Public School Nursery begins the parent-teacher relationship with a home visit. Visits are scheduled for the week before school begins and last only about 20 minutes. The expressed purpose of the home visit is to introduce the child to her teachers in familiar surroundings. However, it is also a comfortable place for parents to meet and chat with the person to whom they will soon entrust their child. Teachers bring along a Polaroid<sup>®</sup> camera to snap a photo of parent and child together for the classroom bulletin board. Then the parent takes a photograph of the child and teacher, which the child is allowed to keep. Nancy Balaban (1985) reports that some parents are unnerved by the home visit, fearing that they will be judged on their housekeeping; others feel that it's an invasion of their privacy; but

most thoroughly enjoy the sociability of the occasion. Teachers, of course, need to stress that the purpose of the visit is to learn more about the child, not the house.

### **During the school year**

Daily communication between parents and teachers at arrival and departure times allows for brief exchanges of information ("Alexandra was up with a cough during the night"; "Tyler used pine cones to create a dinosaur today"). Because it is a busy time for teachers, however, often there is opportunity for only a few words about a child's day, unless there is a serious issue to discuss (Levin & Klein, 1988). To ensure that each parent and child is greeted each day by both the director and classroom teacher, Winnetka Community Day Care center uses the "ticket system." At arrival, parents bring their children to the director, who has a box of construction paper "tickets." The tickets have no significance other than providing a vehicle for the director and teacher to touch base with each parent and child each day. While the child is choosing his favorite color ticket, the director has a moment to greet the parent, present an opportunity for any information to be passed along, or set up another time to talk. As the child deposits the ticket in a box held by the classroom teacher, parent and teacher have a chance to do the same.

Because it's important to keep track of infants' feeding, sleeping, and elimination, some centers send home a daily report on the babies in their care. Caretakers at Bright Horizons (Massachusetts) fill out a card with information on naps, diaper changes, and feeding each day. At the bottom of the card is a space to add a comment about the kind of day the baby had, such as "learning to verbalize," "full of smiles," or "rather cranky."



Nancy P. Alexander

*Anecdotal notebooks offer easy sharing of events and an excellent resource for parent-teacher conferences.*

**"Happy notes" and photos.** "Happy notes," written on a single piece of paper and pinned to the child's back at going home time, tell parents about something positive that happened during the day ("Vashti learned how to slide down the pole today" or "Alex and Scot-tie built an elaborate airport with blocks"). YMCA Child Development Center in Richmond, California, sends photographs of children involved in an activity, along with a note. UWM Day Care Center in Milwaukee, Wisconsin, asks teachers to keep track of how often they talk with parents. The goal is for each teacher to talk to each parent every week. If teachers don't talk to parents, they send a note home, often asking a question inviting an answer about the child. If the question is not answered, teachers telephone parents at home at night ("Prickly Problems," 1989).

**"No problem" telephone calls.** Telephoning can be a comfortable way to talk with parents, particularly if phone calls aren't automatically thought of as "trouble." Some schools suggest that teachers call parents once a month to report on their child's progress. If parents expect routine

---

## Social events such as coffee times and potlucks can provide families and staff with relaxed time to talk.

---

calls, they won't be worried when they hear the teacher on the other end of the line.

**Individual notebooks.** Bright Horizons provides a notebook for each child, which is kept on top of the child's cubby. During naptime each day, the teacher jots down notes about the child, including accomplishments, activities, or

## Teachers can foster communication

**About the school through**  
 having an articulated philosophy  
 inviting parents to visit  
 orientation meetings  
 newsletters  
 bulletin boards  
 programs for parents  
 social events for parents and families  
 boxes for articles or suggestions

**About individual children through**  
 enrollment information forms  
 home visits  
 greeting and pickup routines  
 "happy notes" and photos of children  
 telephone calls  
 notebooks about each child  
 regular and special conferences

problems. The parent can check the notebook at pickup time each evening or can take it home to read over the weekend. Daily notebook entries keep parents informed of current happenings, are useful to teachers when preparing conferences, and form an invaluable record of the child's development over a period of years.

**Well-prepared for conferences.** Conferences are the most formal means of communication between parents and teachers. With privacy and adequate time, parents and teachers can discuss the child's progress, set goals, and agree on procedures. If each comes to the conference prepared — the

## Reaching out

Effective communication between home and school is a vital ingredient in quality early childhood education. By employing a variety of communication techniques, early childhood educators can reach out to parents. Together they can provide the very best for young children.

## For further reading

- Lorcklund, G., & Burger, C. (1987). Making conferences work for parents, teachers, and children. *Young Children, 42*(2), 26-31.
- Clay, J. W. (1990). Working with lesbian and gay parents and their children. *Young Children, 45*(3), 31-35.
- Elkind, D. (1988). Parent involvement. *Young Children, 43*(2), 2.
- Galinsky, E., & David, J. (1988). *The preschool years: Family strategies that work — from experts and parents*. New York: Times Books.
- Galinsky, E. (1988). Parents and teacher-caregivers: Sources of tension, sources of support. *Young Children, 43*(3), 4-12.
- Galinsky, E. (1990). Raising children in the 1990s: The challenges for parents, educators, and business. *Young Children, 45*(2), 2-3, 67-69.
- Galinsky, E. (1990). Why are some

teacher with well-documented observations and recommendations, and the parent with thoughtful questions and opinions about the child's experience in school — conferences can be fruitful. Conferences have the greatest chance of being successful, however, if there have been many other opportunities for communication during the rest of the year.

parent/teacher partnerships clouded with difficulties? *Young Children*, 45(5), 2-3, 38-39.

Greenberg, P. (1989). Parents as partners in young children's development and education: A new American fad? Why does it matter? *Young Children*, 44(4), 61-75.

Margolis, H., & Brannigan, G.G. (1986). Building trust with parents. *Academic Therapy*, 22(71), 71-73.

Morgan, E.L. (1989). Talking with parents when concerns come up. *Young Children*, 44(2), 52-56.

Powell, D.R. (1989). *Families and early childhood programs*. Washington, DC: NAEYC.

Powell, D.R. (1990). Home visiting in the early years: Policy and program design decisions. *Young Children*, 45(6), 65-72.

Schmitt, D. (1986). Parents and schools as partners in preschool education. *Educational Leadership*, 44(3), 40-41.

Stone, J.G. (1987). *Teacher-parent relationships*. Washington, DC: NAEYC.

## References

Balaban, N. (1985). *Starting school From separation to independence*. New York: Teachers College Press, Columbia University.

Prickly problems — #3 parent communication. (1989, February). *Child Care Information Exchange*, p. 15.

Henniger, M.L. (1977). *Building parent-teacher relations through written communications*. Unpublished position paper, Washington, D.C. (ERIC Document Reproduction Service No. ED 211 216).

Honig, A.S. (1979). *Parent involvement in early childhood education* (rev. ed.). Washington, DC: NAEYC.

Levin, D.E., & Klein, A. (1988). What did you do in school today? Using the school environment to foster communication between children and parents. *Day Care and Early Education*, 15(3), 6-10.

Schweinhart, L.J., & Weikart, D.P. (1986). Early childhood development programs: A public investment opportunity. *Educational Leadership*, 44(3), 11.

Copyright © 1991 by the National Association for the Education of Young Children. See cover 2 for reprint information. [Volume 46, Number 2]

# FYI

## 1991—Year of the Lifetime Reader



The Center for the Book in the Library of Congress has designated 1991 as the *Year of the Lifetime Reader*. Research provides clear evidence of the importance of reading to children from a very young age to stimulate interest in language and communication, and establish the lifetime habits of reading for pleasure as well as to obtain information.

Have you explored opportunities for bringing young children and books together? Did you know that in 1988...

- there were 9,094 public libraries and 5,919 branches?
- nearly 5,000 new juvenile books were published?
- sales of juvenile books reached \$751 million?

Source: *The Bowker Annual Library and Book Trade Almanac 1990-91*. New York: R. R. Bowker Company

The first national survey of public libraries on services available to children reported that:

- 37% of public library users in 1988 were children under the age of 14 years.
- 62% of libraries surveyed cooperated with preschools or child care centers an average of 14 times during 1988-89.

Source: National Center for Education Statistics. *Services and Resources for Children in Public Libraries, 1988-89*, U.S. Department of Education, Office of Educational Research and Improvement, March 1990.

For more information about the Year of the Lifetime Reader, contact Center for the Book, Library of Congress, Washington, DC 20540

**Topical Synthesis #3**

**Research on Early Childhood Education**

**Kathleen Cotton and Nancy Faires Conklin**



Northwest Regional Educational Laboratory  
101 S.W. Main Street, Suite 500  
Portland, Oregon 97204  
Telephone (503) 275-9500

School Improvement Program



## The Early Childhood Education Research

We are concerned here with research conducted with children three, four, and five years old—the ages which are the focus of most preschool and kindergarten programs. Thus, programs and treatments conducted with infants and toddlers are excluded from the analysis, as are those custodial care arrangements not intended to promote children's general development or foster familiarity with academic activities. In addition, we need to point out that the focus here is the *general* early childhood education research; we have not conducted a detailed analysis of the research on special programs for handicapped children.

Twenty-eight research documents were reviewed in preparation for this report. Eighteen were studies, eight were reviews, and two reported the results of both a study and a review effort. Seventeen reported the results of research conducted with preschool children, six concerned research with kindergarteners, two reported on research with both groups, and three had to do with research with these plus either younger or older children. Many of the studies had a longitudinal design, and the majority of the studies and reviews were concerned with economically disadvantaged, urban, largely black populations.

About half the studies and reviews looked at the effects of preschool or kindergarten in general on the cognitive and affective development of participants. The rest were concerned with specific components within the context of preschool or kindergarten, such as the effects of parent involvement in early childhood programs and the differential effects of curriculum models. Many outcome areas were examined, particularly the effects of early childhood programs on IQ, achievement, incidence of grade retentions, and incidence of referrals for remedial or special education.

### The Effects of Preschool

The early studies and evaluations of Head Start programs produced a finding that educators and researchers of the 1960s and 1970s found disheartening: that while impressive

cognitive gains result from preschool participation, these gains level off and, in most cases, completely "wash out" by the end of second grade. That is, before the end of the primary grades, there are no longer any IQ or achievement differences between children who had attended preschool programs and demographically similar children who had not.

Many writers, however, have pointed out that this convergence of scores for preschool participants and nonparticipants is to be expected. "We simply cannot," notes Zigler (1986), "inoculate children in one year of preschool against the ravages of a life of deprivation." Thus, the federally funded Follow Through program for primary children was developed to help them maintain and increase the gains they had made as preschoolers.

Meanwhile, other research was being conducted regarding Head Start and other preschool programs, and attention began to shift from the limited focus on the IQ scores of preschool "graduates" to other cognitive measures and, particularly, to noncognitive outcomes, both short-term and long-term.

### Short-term Benefits

Research has established a variety of short-term benefits associated with disadvantaged children's preschool attendance. As noted above, IQ and achievement scores increase dramatically (Berrueta-Clement, et al. 1985; Consortium for Longitudinal Studies 1983; Illinois State Board of Education 1985; Irvine 1982; Miller and Dyer 1975; Schweinhart 1985; Bronson, et al. 1985). In addition, Bronson, et al. found preschool graduates to exhibit better task completion and more cooperative interaction with peers.

Of the various curriculum models used in preschool programs, the greatest short-term benefits are obtained when children participate in so-called "didactic" programs—programs which have a pre-academic focus, in which the teacher selects and directs the majority of the classroom activities, and in which there is a high degree of structure (McKey, et al. 1985; Powell 1986; Schweinhart, et al. 1986; Huston-Stein, et al. 1977).

## Long-term Benefits

After the first wave of research which cast doubt on the long-term value of preschool programs for economically disadvantaged children, researchers and early childhood specialists began to question the wisdom of using only cognitive measures--and particularly IQ scores--as the indicator of program success. The 1985 Illinois State Board of Education review states that:

...growing reservations about the validity and limitations of using IQ as predictor and sole indicator of academic achievement led to the inclusion of scholastic achievement, scholastic placement, non-cognitive development, and social responsibility as other indications of effectiveness. (p. 16)

Many researchers have found that, like IQ differences, the majority of achievement differences between preschool participants and nonparticipants disappear by the middle of the primary years. Other researchers and reviewers, however, such as Lazar and Darlington (1982), Gray, et al. (1982) and the Illinois State Board of Education (1985) report that cognitive gains did persist beyond the primary years among the disadvantaged student populations with which they were concerned.

It is in the noncognitive realm, however, that the greatest benefits of preschool experience occur. Longitudinal studies, some of which have followed preschool graduates all the way into adulthood, have identified many positive and significant relationships between preschool participation and task-related, social, and attitudinal outcomes. According to the researchers and reviewers whose work was consulted in preparation for this report, preschool graduates outshine nonparticipants in the following areas:

- **Fewer referrals for remedial classes or special education.** Preschool graduates were more likely to remain in regular classes throughout their public school years (Berrueta-Clement, et al. 1985; Consortium for Longitudinal Studies 1983; Featherstone 1986; Gray, et al. 1982; Illinois State Board of Education 1985; Irvine 1982; Lazar and Darlington 1982;

Schweinhart 1985; Stallings and Stipek 1986; Powell 1986).

- **Fewer retentions.** Preschool graduates were less likely to repeat grades (Berrueta-Clement, et al. 1985; Consortium for Longitudinal Studies 1983; Gray, et al. 1982; Illinois State Board of Education 1985; Irvine 1982; Lazar and Darlington 1982; Schweinhart 1985; Stallings and Stipek 1986; Powell 1986).
- **Higher grades.** Graduates had fewer failing grades throughout their school years (Berrueta-Clement, et al. 1985; Consortium for Longitudinal Studies 1983; Featherstone 1986; Illinois State Board of Education 1985; Schweinhart 1985).
- **Greater social and emotional maturity.** Those who attended preschool received higher teacher ratings on measures of social and emotional maturity (Berrueta-Clement, et al. 1985; Illinois State Board of Education 1985; Irvine 1982).
- **More frequent high school graduation/GED completion.** Preschool graduates completed high school in greater numbers (Berrueta-Clement, et al. 1985; Consortium for Longitudinal Studies 1983; Featherstone 1986; Illinois State Board of Education 1985; Schweinhart 1985).
- **Greater academic motivation, on-task behavior, capacity for independent work, and time spent on homework.** Preschool participants were rated higher than nonparticipants on these measures (Bronson, et al. 1985; Illinois State Board of Education 1985; Irvine 1982; Lazar and Darlington 1982; Schweinhart 1985; Stallings and Stipek 1986; Consortium for Longitudinal Studies; Berrueta-Clement, et al. 1985; Miller and Dyer 1975).
- **Lower incidence of absenteeism/detentions.** Graduates had lower incidences of absenteeism and detentions (Illinois State Board of Education 1985).
- **Better attitudes toward school.** Preschool graduates had much higher scores on measures of attitude toward school and

toward particular subject areas (Berrueta-Clement, et al. 1985; Consortium for Longitudinal Studies 1983; Lazar and Darlington 1982; Miller and Dyer 1975).

- **Better self-esteem, greater internal locus of control.** Those who attended preschool had higher scores on self-esteem and locus of control measures than did those who did not attend preschool (Berrueta-Clement, et al. 1985; Consortium for Longitudinal Studies; Illinois State Board of Education 1985).
- **Lower incidence of illegitimate pregnancy, drug abuse, and delinquent acts.** Older students who had attended preschool as small children had lower incidences of these behaviors, according to self-reports (Featherstone 1986; Stallings and Stipek 1986; Consortium for Longitudinal Studies 1983; Berrueta-Clement 1985; Powell 1986; Schweinhart, et al. 1986; Gersten 1986).
- **More sports participation.** Preschool graduates were more likely to engage in school-sponsored sports (Powell 1986; Gray, et al. 1982).
- **Higher future aspirations, more postsecondary education.** Preschool graduates had higher aspirations for their futures than nonparticipants and were more likely to enroll in postsecondary programs (Featherstone 1986; Consortium for Longitudinal Studies; Berrueta-Clement, et al. 1985; Schweinhart 1985; Lazar and Darlington; Stallings and Stipek 1986).

Once out of school, young people who had attended preschool continued to make a better showing in life than those who had not. They were found to have:

- **Higher employment rates and better earnings and, correspondingly, a lower incidence of dependence on welfare** (Berrueta-Clement, et al. 1985; Consortium for Longitudinal Studies 1983; Gray, et al. 1982; Illinois State Board of Education 1985; Irvine 1982; Lazar and Darlington 1982; Schweinhart 1985; Stallings and Stipek 1986).

- **Fewer arrests and antisocial acts** (Berrueta-Clement, et al. 1985; Consortium for Longitudinal Studies 1983; Featherstone 1986; Irvine 1982; Lazar and Darlington 1982).
- **Better relationships with family members, a higher incidence of volunteer work, and more frequent church attendance** (Berrueta-Clement, et al. 1985; Lazar and Darlington 1982).

While parents' reactions to their children's preschool experience is not a major focus of this report, it is well worth noting that some researchers have compared the attitudes of parents whose children attended preschool with those whose children did not. These researchers found that parents of preschool graduates:

- **Had better attitudes towards their children's schooling** (Illinois State Board of Education 1985; Lazar and Darlington 1982).
- **Had higher expectations for their children's learning and greater satisfaction with their children's achievements** (Consortium for Longitudinal Studies 1983; Featherstone 1986).
- **Contacted teachers more often, even though their children had fewer school problems than children who had not been to preschool** (Featherstone 1986).

Preschool attendance and finishing high school? Staying out of trouble with the law? Attending church! While the relationship between even very good preschool programs and these much later events may seem very tenuous, several of the researchers and reviewers in this area have posited causal models to explain such relationships. The general theme of these models is that good early experiences can set in motion a chain of events that pervades the child's life through high school and beyond, increasing the quality of his/her life experiences along the way. One such model is offered by Berrueta-Clement, et al. (1985), who summarize its workings as follows:

...the causal model confirms that preschool education provides poor children with a "head start" both intellectually and socially. It suggests that the initial effect of preschool on intellectual performance generates long-term effects through its intermediate effects on scholastic achievement directly, and on commitment to schooling and scholastic placement, which indirectly affect scholastic achievement. These intermediate effects are important in their own right—increasing subjects' maturity, reducing their need for special education services, enhancing their scholastic achievement, and eventually helping them to stay in school longer. Finally, the effects of preschool have extended beyond school into the adult world as these young people have found more employment and have experienced less involvement in delinquent activities than their non-preschool counterparts. (p. 267)

## **Effects on Different Student Populations**

As noted above, the majority of the preschool education research has been conducted with economically disadvantaged populations. The findings cited previously make clear that these children benefit greatly from preschool educational experiences. We also know that early childhood education is very beneficial for handicapped children (Casto and Mastropieri 1986), and educational literature abounds with stories of the positive effects of the early stimulation and learning opportunities offered to those we regard as gifted and talented.

What about middle class children? A 1985 review effort conducted by the Illinois State Board of Education included data on both low-income and middle class preschoolers. After noting that the youngsters from low-income homes benefitted most from preschool participation, the reviewers stated that preschool may enhance the development and learning of middle class children as well. "There are some initial findings that socioeconomically

advantaged children, although generally not considered at risk for educational and social failure, may nevertheless benefit from preschool education." (p. 17) Most investigators seem to agree that more research would be required to determine the effects of preschool experiences in the lives of these children.

Some investigators (Illinois State Board of Education 1985; Consortium for Longitudinal Studies 1983) have sought to determine whether preschool participation affects students differentially based on factors such as IQ, sex, birth order, one- or two-parent family composition, whether the mother works outside the home, etc. Most studies have found no differences, and the few studies which did note some differences did not find significant ones.

## PART 5

## NAEYC Position Statement on Developmentally Appropriate Practice in Programs for 4- and 5-Year-Olds

### Background information

In the mid 1980s, a great deal of public attention has focused on the quality of our nation's educational system. Early childhood education programs for 4- and 5-year-old children have become the focus of some controversy. Various issues are under debate, including the length of program day for this age group, the effect of various forms of sponsorship, and the nature of the curriculum.

Curriculum issues are of particular concern to early childhood educators in light of the increasingly widespread demand for use of inappropriate formal teaching techniques for young children, over-emphasis on achievement of narrowly defined academic skills, and increased reliance on psychometric tests to determine enrollment and retention in programs.

These trends are primarily the result of misconceptions about how young children learn (Elkind, 1986). In many cases, concerned adults, who want children to succeed, apply adult education standards to the curriculum for young children and pressure early childhood programs to demonstrate that children are "really learning." Many programs respond by emphasizing ac-

ademic skill development with paper-and-pencil activities that are developmentally inappropriate for young children.

The National Association for the Education of Young Children (NAEYC), the nation's largest professional association of early childhood educators, believes that high quality, developmentally appropriate programs should be available for all 4- and 5-year-old children. NAEYC believes that quality is not determined by the length of the program day or by the sponsorship, although these factors can affect quality. NAEYC believes that a major determinant of the quality of an early childhood program is the degree to which the program is developmentally appropriate. This position statement describes both appropriate practices and inappropriate practices in early childhood programs. These beliefs about appropriate practice are supported by a growing body of both laboratory and clinical classroom research and theory. This statement is intended for use by teachers, parents, school administrators, policy makers, and others who provide educational programs for 4- and 5-year-olds.

## Position Statement

### How young children learn

Young children learn by doing. The work of Piaget (1950, 1972), Montessori (1964), Erikson (1950), and other child development theorists and researchers (Elkind, 1986; Kamii, 1985) has demonstrated that learning is a complex process that results from the interaction of children's own thinking and their experiences in the external world. Maturation is an important contributor

to learning because it provides a framework from which children's learning proceeds. As children get older, they acquire new skills and experiences that facilitate the learning process. For example, as children grow physically, they are more able to manipulate and explore their own environment. Also, as children mature, they are more able to understand the point of view of other people.

Knowledge is not something that is given to children as though they were empty vessels to be filled. Children acquire knowledge about the physical and social worlds in which they live through playful interaction with objects and people. Children do not need to be forced to learn; they are motivated by their own desire to make sense of their world.

## How to teach young children

How young children learn should determine how teachers of young children teach. The word *teach* tends to imply *telling* or *giving information*. But the correct way to teach young children is not to lecture or verbally instruct them. Teachers of young children are more like guides or facilitators (Fornan & Kushner, 1983; Lay-Dopyera & Dopyera, 1986; Piaget, 1972). They prepare the environment so that it provides stimulating, challenging materials and activities for children. Then, teachers closely observe to see what children understand and pose additional challenges to push their thinking further.

*For children to fully understand and remember what they have learned, whether it is related to reading, mathematics, or other subject matter areas, the information must be meaningful to the child in context of the child's experience and development*



Rich Krosenkueffer



© 1990 Rich Reinhard

*Children work individually or in small, informal groups most of the time*



*Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning*

It is possible to drill children until they can correctly recite pieces of information such as the alphabet or the numbers from 1 to 20. However, children's responses to rote tasks do not reflect real understanding of the information. For children to understand fully and remember what they have learned, whether it is related to reading, mathematics, or other subject matter areas, the information must be meaningful to the child in context of the child's experience and development.

Learning information in meaningful context is not only essential for children's understanding and development of concepts, but is also important for stimulating motivation in children. If learning is relevant for children, they are more likely to persist with a task and to be motivated to learn more.

## **Developmentally appropriate practice for 4- and 5-year-olds**

Developmentally appropriate teaching strategies are based on knowledge of how young children learn. Curriculum derives from many sources such as the knowledge base of various disciplines, society, culture, and parents' desires. The degree to which both teaching strategies and the curriculum are developmentally appropriate is a major determinant of program quality. Developmentally appropriate programs are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled.

Because people develop concepts from both positive and negative examples, the components of a program for 4- and 5-year-olds are described here both in terms of what is appropriate and what is *not* appropriate practice. These components overlap considerably and have been identified here for purposes of clarity only.



*Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.*

Subjects & Predicates

Marietta Lynch

# Integrated Components of APPROPRIATE and INAPPROPRIATE Practice for 4- AND 5-YEAR-OLD CHILDREN

<u>Component</u>	<u>APPROPRIATE Practice</u>	<u>INAPPROPRIATE Practice</u>
<b>Curriculum goals</b>	<ul style="list-style-type: none"> <li>● Experiences are provided that meet children's needs and stimulate learning in all developmental areas—physical, social, emotional, and intellectual.</li> <li>● Each child is viewed as a unique person with an individual pattern and timing of growth and development. The curriculum and adults' interaction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.</li> <li>● Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Experiences are narrowly focused on the child's intellectual development without recognition that all areas of a child's development are interrelated.</li> <li>● Children are evaluated only against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills.</li> </ul>
<b>Teaching strategies</b>	<ul style="list-style-type: none"> <li>● Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.</li> <li>● Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art, and music.</li> <li>● Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or the children spontaneously initiate.</li> <li>● Children work individually or in small, informal groups most of the time.</li> <li>● Children are provided concrete learning activities with materials and people relevant to their own life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Children's worth is measured by how well they conform to rigid expectations and perform on standardized tests.</li> <li>● Teachers use highly structured, teacher-directed lessons almost exclusively.</li> <li>● The teacher directs all the activity, deciding what children will do and when. The teacher does most of the activity for the children, such as cutting shapes, performing steps in an experiment.</li> <li>● Children are expected to sit down, watch, be quiet, and listen, or do paper-and-pencil tasks for inappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.</li> <li>● Large group, teacher-directed instruction is used most of the time.</li> <li>● Workbooks, ditto sheets, flashcards, and other similarly structured abstract materials dominate the curriculum.</li> </ul>

<u>Component</u>	<u>APPROPRIATE Practice</u>	<u>INAPPROPRIATE Practice</u>
<b>Teaching strategies</b> <i>(continued)</i>	<ul style="list-style-type: none"> <li>● Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.</li> <li>● Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.</li> <li>● Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized.</li> </ul>
<b>Guidance of social-emotional development</b>	<ul style="list-style-type: none"> <li>● Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits. Teachers' expectations match and respect children's developing capabilities.</li> <li>● Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or refereeing disagreements.</li> <li>● Children work individually at desks or tables most of the time or listen to teacher directions in the total group. Teachers intervene to resolve disputes or enforce classroom rules and schedules.</li> </ul>
<b>Language development and literacy</b>	<ul style="list-style-type: none"> <li>● Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification. Basic skills develop when they are meaningful to children. An abundance of these types of activities is provided to develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song, coloring within predefined lines, or being instructed in correct formation of letters on a printed line.</li> </ul>

**Component****APPROPRIATE Practice****INAPPROPRIATE Practice****Cognitive development**

- Children develop understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems. Learnings about math, science, social studies, health, and other content areas are all integrated through meaningful activities such as those when children build with blocks; measure sand, water, or ingredients for cooking; observe changes in the environment; work with wood and tools; sort objects for a purpose; explore animals, plants, water, wheels and gears; sing and listen to music from various cultures; and draw, paint, and work with clay. Routines are followed that help children keep themselves healthy and safe.

- Instruction stresses isolated skill development through memorization and rote, such as counting, circling an item on a worksheet, memorizing facts, watching demonstrations, drilling with flashcards, or looking at maps. Children's cognitive development is seen as fragmented in content areas such as math, science, or social studies, and times are set aside to concentrate on each area.

**Physical development**

- Children have daily opportunities to use large muscles, including running, jumping, and balancing. Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.
- Children have daily opportunities to develop small muscles skills through play activities such as pegboards, puzzles, painting, cutting, and other similar activities.

- Opportunity for large muscle activity is limited. Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way to get children to use up excess energy), rather than an integral part of children's learning environment.
- Small motor activity is limited to writing with pencils, or coloring predrawn forms, or similar structured lessons.

**Aesthetic development**

- Children have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment and enjoy various forms of music. A variety of art media are available for creative expression, such as easel and finger painting and clay.

- Art and music are provided only when time permits. Art consists of coloring predrawn forms, copying an adult-made model of a product, or following other adult-prescribed directions.

**Motivation**

- Children's natural curiosity and desire to make sense of their world are used to motivate them to become involved in learning activities.

- Children are required to participate in all activities to obtain the teacher's approval, to obtain extrinsic rewards like stickers or privileges, or to avoid punishment.

<u>Component</u>	<u>APPROPRIATE Practice</u>	<u>INAPPROPRIATE Practice</u>
<b>Parent-teacher relations</b>	<ul style="list-style-type: none"> <li>● Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers communicate with parents only about problems or conflicts. Parents view teachers as experts and feel isolated from their child's experiences.</li> </ul>
<b>Assessment of children</b>	<ul style="list-style-type: none"> <li>● Decisions that have a major impact on children (such as enrollment, retention, assignment to remedial classes) are based primarily on information obtained from observations by teachers and parents, not on the basis of a single test score. Developmental assessment of children's progress and achievement is used to plan curriculum, identify children with special needs, communicate with parents, and evaluate the program's effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>● Psychometric tests are used as the sole criterion to prohibit entrance to the program or to recommend that children be retained or placed in remedial classrooms.</li> </ul>
<b>Program entry</b>	<ul style="list-style-type: none"> <li>● In public schools, there is a place for every child of legal entry age, regardless of the developmental level of the child. No public school program should deny access to children on the basis of results of screening or other arbitrary determinations of the child's lack of readiness. The educational system adjusts to the developmental needs and levels of the children it serves; children are not expected to adapt to an inappropriate system.</li> </ul>	<ul style="list-style-type: none"> <li>● Eligible-age children are denied entry to kindergarten or retained in kindergarten because they are judged not ready on the basis of inappropriate and inflexible expectations.</li> </ul>
<b>Teacher qualifications</b>	<ul style="list-style-type: none"> <li>● Teachers are qualified to work with 4- and 5-year-olds through college-level preparation in Early Childhood Education or Child Development and supervised experience with this age group.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers with no specialized training or supervised experience working with 4- and 5-year-olds are viewed as qualified because they are state certified, regardless of the level of certification.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>● The group size and ratio of teachers to children is limited to enable individualized and age-appropriate programming. Four- and 5-year-olds are in groups of no more than 20 children with 2 adults.</li> </ul>	<ul style="list-style-type: none"> <li>● Because older children can function reasonably well in large groups, it is assumed that group size and number of adults can be the same for 4- and 5-year-olds as for elementary grades.</li> </ul>

## Bibliography

These references include both laboratory and clinical classroom research to document the broad-based literature that forms the foundation for sound practice in early childhood education.

### Related position statements

- International Reading Association. (1985). *Literacy and pre-first grade*. Newark, DE: International Reading Association.
- NAEYC. (1984). *Accreditation criteria and procedures of the National Academy of Early Childhood Programs*. Washington, DC: NAEYC.
- NAEYC. (1986). *Position statement on developmentally appropriate practice in early childhood programs serving children from birth through age 8*.
- Nebraska State Board of Education. (1984). *Position statement on kindergarten*. Lincoln, NE: Nebraska State Department of Education.
- Southern Association on Children Under Six. (1984, July). A statement on developmentally appropriate educational experiences for kindergarten. *Dimensions*, 12(4), 25.
- Southern Association on Children Under Six. (1986). *Position statement on quality four-year-old programs in public schools*. *Dimensions*, 14(3), 29.
- Southern Association on Children Under Six. (1986). *Position statement on quality child care*. *Dimensions*, 14(4), p. 28.
- State Department of Education, Columbia, South Carolina. (1983, rev. ed.). *Early childhood education in South Carolina. Learning experiences for 3-, 4-, and 5-year-old children*.
- Texas Association for the Education of Young Children. (no date). *Developmentally appropriate kindergarten reading programs: A position statement*.

### Developmentally appropriate practices and curriculum goals

- Biber, B. (1984). *Early education and psychological development*. New Haven: Yale University Press.
- Council of Chief State School Officers. (1988). *Early childhood and family education: Foundations for success*. Washington, DC: Author.
- Elkind, D. (1986, May). Formal education and early childhood education: An essential difference. *Phi Delta Kappan*, 631-636.
- Elkind, D. (1988). Early childhood education on its own terms. In S. L. Kagan & E. Zigler (Eds.), *Handbook of research in early childhood education* (pp. 185-211). New York: Free Press.
- Elkind, D. (1988). The resistance to developmentally appropriate educational practice with young children: The real issue. In C. Warger (Ed.), *Public school early childhood programs*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Erikson, E. (1950). *Childhood and society*. New York: Norton.
- Kagan, S. L. (Ed.). (1989). Early care and education: Reflecting on options and opportunities [special issue]. *Phi Delta Kappan*, 71 (2).
- Katz, L., Evangelou, D., & Hartman, J. A. (in press). *The case for mixed-age grouping*. Washington, DC: NAEYC.
- Kohlberg, L., & Mayer, R. (1972). Development as the arm of education. *Harvard Educational Review*, 42, 449-496.
- Marx, F., & Seligson, M. (1988). *The public school early childhood study. The state survey*. New York: Bank Street College.
- Missouri Department of Elementary and Secondary Education. (1989). *Project construct: Curriculum and assessment specifications*. St. Louis: Author.
- Montessori, M. (1964). *The Montessori method*. Cambridge, MA: Robert Bentley.
- National Association of State Boards of Education. (1988). *Right from the start: The report of the NASBE task force on early childhood education*. Alexandria, VA: Author.
- Piaget, J. (1950). *The psychology of intelligence*. London: Routledge & Kegan Paul.
- Piaget, J. (1952). *The origins of intelligence in children* (M. Cook, Trans.) New York: Norton. (Original work published 1936).
- Spodek, B. (1985). *Teaching in the early years* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Weber, E. (1984). *Ideas influencing early childhood education: A theoretical analysis*. New York: Teachers College Press, Columbia University.

### Teaching strategies

- Fein, G. (1979). Play and the acquisition of symbols. In L. Katz (Ed.), *Current topics in early childhood education, Vol. 2*. Norwood, NJ: Ablex.
- Fein, G., & Rivkin, M. (Eds.). (1986). *The young child at play: Reviews of research* (Vol. 4). Washington, DC: NAEYC.
- Fromberg, D. (1986). Play. In C. Seeferdt (Ed.), *Early childhood curriculum: A review of current research*. New York: Teachers College Press, Columbia University.
- Fornan, G., & Kuschner, D. (1983). *The child's construction of knowledge: Piaget for teaching children*. Washington, DC: NAEYC.
- Herron, R., & Sutton-Smith, B. (1974). *Child's play*. New York: Wiley.
- Kamil, C. (1985). Leading primary education toward excellence: Beyond worksheets and drill. *Young Children*, 40(6), 3-9.
- Languis, M., Sanders, T., & Tipps, S. (1980). *Brain and learning: Directions in early childhood education*. Washington, DC: NAEYC.
- Lay-Dopyera, M., & Dopyera, J. (1986). Strategies for teaching. In C. Seeferdt (Ed.), *Early childhood curriculum: A review of current research*. New York: Teachers College Press, Columbia University.
- Piaget, J. (1972). *Science of education and the psychology of the child* (rev. ed.). New York: Viking. (Original work published 1965)
- Souweine, J. K., Cimmmins, S., & Mazel, C. (1981). *Mainstreaming: Ideas for teaching young children*. Washington, DC: NAEYC.
- Sponseller, D. (1982). Play and early education. In B. Spodek (Ed.), *Handbook of research in early childhood education*. New York: Free Press.

### Guidance of socioemotional development

- Asher, S. R., Renshaw, P. D., & Hymel, S. (1982). Peer relations and the development of social skills. In S. G. Moore & C. R. Cooper (Eds.), *The young child: Reviews of research* (Vol. 3, pp. 137-158). Washington, DC: NAEYC.
- Erikson, E. (1950). *Childhood and society*. New York: Norton.
- Greenberg, P. (in press). *Encouraging self-esteem and self-discipline: Character development infancy through age 8*. Washington, DC: NAEYC.
- Honig, A. S. (1985). Research in review. Compliance, control, and discipline (Parts 1 & 2). *Young children*, 40(2), 50-58; 40(3), 47-52.
- Moore, S. (1982). Prosocial behavior in the early years: Parent and peer influences. In B. Spodek (Ed.), *Handbook of research in early childhood education*. New York: Free Press.
- Read, K. H., Gardner, P., & Mahler, B. (1986). *Early childhood programs: A laboratory for human relationships* (8th ed.). New York: Holt, Rinehart & Winston.
- Rubin, K., & Everett, B. (1982). Social perspective-taking in young children. In S. G. Moore & C. R. Cooper (Eds.), *The young child: Reviews of research* (Vol. 3, pp. 97-114). Washington, DC: NAEYC.
- Stone, J. (1978). *A guide to discipline* (rev. ed.). Washington, DC: NAEYC.

### Language development and literacy

- Cazden, C. (Ed.). (1981). *Language in early childhood education* (rev. ed.). Washington, DC: NAEYC.
- Ferreiro, E., & Teberosky, A. (1982). *Literacy before schooling*. Exeter, NH: Heinemann.
- Genishi, C. (1986). Acquiring language and communicative competence. In C. Seeferdt (Ed.), *Early childhood curriculum: A review of current research*. New York: Teachers College Press, Columbia University.
- Heibert, E. H. (1988). The role of literacy experiences in early childhood programs. *The Elementary School Journal*, 89(2), 161-172.
- Lloyd-Jones, R., & Lunstford, A. A. (Eds.). (1988). *The English Coalition Conference. Democracy through language*. Urbana, IL: National Council of Teachers of English.
- Schachter, F. F., & Strage, A. A. (1982). Adults' talk and children's language development. In S. G. Moore & C. R. Cooper (Eds.), *The*

young child: *Reviews of research* (Vol. 3, pp. 79-96). Washington, DC: NAEYC.

Schickedanz, J. (1986). *More than the ABCs: The early stages of reading and writing*. Washington, DC: NAEYC.

Smith, F. (1982). *Understanding reading*. New York: Holt, Rinehart & Winston.

Strickland, D. S., & Morrow, L. M. (Eds.). (1988). *Emerging literacy: Young children learn to read and write*. Newark, DE: International Reading Association.

Willert, M., & Kamil, C. (1985). Reading in kindergarten: Direct versus indirect teaching. *Young Children*, 40(4), 3-9.

### Cognitive development

DeVries, R., with Kohlberg, L. (1987). *Programs of early education: The constructivist view*. New York: Longman.

Forman, G., & Kaden, M. (1986). Research on science education in young children. In C. Seefeldt (Ed.), *Early childhood curriculum: A review of current research*. New York: Teachers College Press, Columbia University.

Goffin, S., & Tull, C. (1985). Problem solving: Encouraging active learning. *Young Children*, 40(3), 28-32.

Kamil, C. (1982). *Number in preschool and kindergarten*. Washington, DC: NAEYC.

Hawkins, D. (1970). *Messing about in science*. ESS Reader. Newton, MA: Education Development Center.

Hirsch, E. (Ed.). (1984). *The block book*. Washington, DC: NAEYC.

Holt, B. (1979). *Science with young children*. Washington, DC: NAEYC.

Sackoff, E., & Hart, R. (1984, Summer). Toys: Research and applications. *Children's Environments Quarterly*, 1-2.

Wellman, H. M. (1982). The foundations of knowledge: Concept development in the young child. In S. G. Moore & C. R. Cooper (Eds.), *The young child: Reviews of research* (Vol. 3, pp. 115-134). Washington, DC: NAEYC.

### Physical development

Cratty, B. (1982). Motor development in early childhood: Critical issues for researchers in the 1980's. In B. Spodek (Ed.), *Handbook of research in early childhood education*. New York: Free Press.

Curtis, S. (1986). New views on movement development and implications for curriculum in early childhood education. In C. Seefeldt (Ed.), *Early childhood curriculum: A review of current research*. New York: Teachers College Press, Columbia University.

### Aesthetic development

Davidson, L. (1985). Preschool children's tonal knowledge: Antecedents of scale. In J. Boswell (Ed.), *The young child and music: Contemporary principles in child development and music education: Proceedings of the Music in Early Childhood Conference* (pp. 25-40). Reston, VA: Music Educators National Conference.

Evans, E. D. (1984). Children's aesthetics. In L. G. Katz (Ed.), *Current topics in early childhood education* (Vol. 5, pp. 73-104). Norwood, NJ: Ablex.

Gilbert, J. P. (1981). Motoric music skill development in young children: A longitudinal investigation. *Psychology of Music*, 9(1), 21-24.

Greenberg, M. (1976). Music in early childhood education: A survey with recommendations. *Council for Research in Music Education*, 45, 1-20.

Lasky, L., & Mukerji, R. (1980). *Art Basic for young children*. Washington, DC: NAEYC.

McDonald, D. T. (1979). *Music in our lives: The early years*. Washington, DC: NAEYC.

Seefeldt, C. (1986). The visual arts. In C. Seefeldt (Ed.), *The early childhood curriculum: A review of current research*. New York: Teachers College Press, Columbia University.

Smith, N. (1983). *Experience and art: Teaching children to paint*. New York: Teachers College Press, Columbia University.

### Motivation

Elkind, D. (1986). Formal education and early childhood education: An essential difference. *Phi Delta Kappan*, 631-636.

Gottfried, A. (1983). Intrinsic motivation in young children. *Young Children*, 39(1), 64-73.

### Parent-teacher relations

Croft, D. J. (1979). *Parents and teachers: A resource book for home, school, and community relations*. Belmont, CA: Wadsworth.

Gazda, G. M. (1973). *Human relations development: A manual for educators*. Boston: Allyn & Bacon.

Greenberg, P. (1989). Parents as partners in young children's development and education: A new American lad? Why does it matter? *Young Children*, 44(4), 61-74.

Honig, A. (1982). Parent involvement in early childhood education. In B. Spodek (Ed.), *Handbook of research in early childhood education*. New York: Free Press.

Katz, L. (1990). Mothering and teaching: Some significant distinctions. In L. Katz (Ed.), *Current topics in early childhood education* (Vol. 3, pp. 47-64). Norwood, NJ: Ablex.

Lightfoot, S. (1978). *Worlds apart: Relationships between families and schools*. New York: Basic.

### Assessment of children

Cohen, D. H., Stern, V., & Balaban, N. (1983). *Observing and recording the behavior of young children* (3rd ed.). New York: Teachers College Press, Columbia University.

Goodwin, W., & Goodwin, L. (1982). Measuring young children. In B. Spodek (Ed.), *Handbook of research in early childhood education*. New York: Free Press.

Meisels, S. (1985). *Developmental screening in early childhood*. Washington, DC: NAEYC.

*Standards for educational and psychological testing* (1985). Washington, DC: American Psychological Association, American Educational Research Association, and National Council on Measurement in Education.

### Teacher qualifications and staffing

Almy, M. (1982). Day care and early childhood education. In E. Zigler & E. Gordon (Eds.), *Daycare: Scientific and social policy issues* (pp. 476-495). Boston: Auburn House.

Feeney, S., & Chun, R. (1985). Research in review: Effective teachers of young children. *Young Children*, 41(1), 47-52.

NAEYC. (1982). *Early childhood teacher education guidelines for four- and five-year programs*. Washington, DC: NAEYC.

Ruopp, R., Travers, J., Glantz, F., & Coelen, C. (1979). *Children at the center: Final report of the National Day Care Study, Vol. 1*. Cambridge, MA: Abt Associates.

**A landmark event!**

The National Association of State Boards of Education (NASBE) issued in October the first school reform report focusing on 4- through 8-year-olds.

# Right From the Start

## A Report on the NASBE Task Force on Early Childhood Education

Tom Schultz and Joan Lombardi

**T**hree groups have been involved in recent debates about the changing role of public schools in serving young children and their parents. *Early childhood educators* are concerned about whether teaching, curriculum, and assessment practices in prekindergarten and the primary grades are "developmentally appropriate"; about whether new school-based preschool programs are competing with existing community programs for space, children, and staff; and about problems encountered by children and parents in making the transition from other early childhood programs to

*Tom Schultz, Ph.D., served as Chief of Staff to the NASBE Task Force on Early Childhood Education.*

*Joan Lombardi, Ph.D., served as Senior Staff Associate to the Task Force. She is a member of NAEYC's Governing Board.*

*The work of the NASBE Task Force on Early Childhood Education was supported by grants from the Carnegie Corporation of New York, The Exxon Education Foundation, and the Head Start Bureau, U.S. Administration for Children, Youth and Families.*

the public schools. *Public school administrators* are coping with new state-funded preschool initiatives, new federal mandates to serve preschool children with special needs, and local parents concerned about meeting pressing needs for child care. Their concerns tend to center on practical questions of funding, facilities, and staffing. *State policymakers* are seeking to make wise choices about the assignment of sponsorship for new early childhood programs, and the development of standards and funding systems that will support high-quality services.

The Early Childhood Task Force of the National Association of State Boards of Education (NASBE) provided the first opportunity for national leaders from these three groups to work to develop a common policy agenda on early childhood issues (see Figure 1, a list of Task Force members). This article, based on the Task Force report released in October 1988, provides background on the Task Force, a summary of its recommendations,

and suggested strategies for early childhood educators to use this report in advocacy activities.

### *Background on the Task Force*

The National Association of State Boards of Education represents state boards of education, which are elected or appointed bodies of lay citizens responsible for setting standards, approving programs, and developing policies for public schools. In July 1986, NASBE began a program of technical assistance to help state policymakers plan new early childhood initiatives. Based on work in a number of states, NASBE identified a common set of concerns and issues regarding public school involvement in early childhood services and devised plans for the Task Force during the fall of 1987. The Task Force focused on two goals:

- Developing more successful models for teaching in the early years of elementary school, based on our knowledge of child development and the lessons of successful preschool programs
- Finding new ways for public schools to complement and supplement the efforts of other early childhood programs in serving preschool children and their families

The Task Force members drew on many sources of advice and evidence in the course of their year of activity. They were briefed by leading experts and reviewed position statements and commissioned papers on key issues. They conducted four regional hearings, which included visits to 14 exemplary early childhood programs and testimony from 165 witnesses. They listened to state legislators, school principals and superintendents, teachers, Head Start and child care center directors, teacher trainers, and parents.

*Young Children* • January 1989

## Recommendations

The NASBE Task Force report, *Right From the Start*, complements other recent proposals for school improvement and new early childhood programs. In contrast to other school reform reports, it focuses on the crucial early years of education, when children gain the essential skills, knowledge, and dispositions critical to later school success. Compared to other recent early childhood policy reports, its scope is limited to influencing public school programs and policies, but it seeks to broaden the definition of early childhood issues to promote improvements in kindergarten and the early school grades.

*Right From the Start* promotes a vision for early childhood education that combines a restructured approach to schooling for 4- to 8-year-olds with a call for new partnerships among schools, parents, and other early childhood programs. At the heart of this vision are two recommendations.

Early childhood units should be established in elementary schools to provide a new pedagogy for working with children ages 4 to 8 and a focal point for enhanced services to preschool children and their parents.

The goals of establishing an early childhood unit are to improve ex-

**Figure 1**

### NASBE Early Childhood Education Task Force Members

- Richard Owens—Task Force Chair, President, NASBE  
Roseann Bentley—Missouri State Board of Education  
Roy Blunt—Missouri Secretary of State  
Dodie Truman Borup—U.S. Administration for Children, Youth and Families  
Barbara Bowman—Erikson Institute  
Richard Boyd—Mississippi State Department of Education  
Mary Busch—Indianapolis, Indiana Board of Education  
Maria Chavez—New Mexico State Board of Education  
Hillary Rodham Clinton—First Lady, Arkansas  
Michael Cowper—First Lady, Alaska  
Carolyn Cummings—Saginaw County Public Schools, Michigan  
Barbara Day—University of North Carolina  
David Elkind—Tufts University  
Ethel Hall—Alabama State Board of Education  
Rebecca Pena Hines—University of Texas Child Care Center  
Sharon Lynn Kagan—Bush Center in Child Development and Social Policy, Yale University  
Donna Kenney Moffat—Buffalo, New York Public Schools  
Gwen Morgan—Wheelock College  
Gary Patterson—Governor's Office, South Carolina  
Lee Etta Powell—Cincinnati, Ohio Public Schools  
Gregory Ross—Children's World Learning Centers, Inc.  
Donnetta Spink—National PTA Commission on Education  
Kaye Steinmetz—Missouri House of Representatives  
Jule Sugarman—Washington State Department of Social and Health Services  
Elizabeth Strong Ussery—Head Start Bureau, U.S. Administration for Children, Youth and Families  
Bernice Weissbourd—Family Focus, Inc.  
Cathy Zeuske—Wisconsin House of Representatives

isting programs for children, preschool to third grade, and to plan for new high-quality preschool services. The establishment of these units reflects the Task Force's belief in sound child development principles: that learning occurs best when there is a focus on the whole child; that learning for children and adults is interactive; that young children learn from concrete work and play, much of which is child-initiated; and that young children are profoundly influenced by their families and the surrounding community. Based on these principles, the central characteristics of the early childhood unit are:

- developmentally appropriate curriculum,
- improved assessment,
- responsiveness to cultural and linguistic diversity,
- partnerships with parents, and
- training and support for staff and administrators.

The Task Force attached no particular magic to any specific span of grades or organizational structure. The report suggests several different possible models for an early childhood unit:

• One version would be a *separate facility* that would concentrate efforts of the principal, teachers, other staff, and community groups on implementing an approach to school based on the unique developmental needs of young children.

• A second model would designate an *early childhood unit director* with specialized training in early childhood development, responsible to the school principal, and with substantial authority for teacher and program development.

• A third version would consist of a *staffing team* with one or more lead teachers and a focal point of staff development activities for teachers of children 4 to 8 years of age.

Naturally, just as children and families are different, no one type of program will be effective for every community. By establishing early childhood units, however, public schools can put renewed emphasis on goals and practices that are more appropriate to the younger child and that respond to individual developmental differences and cultural and linguistic diversity.

The Task Force heard a variety of concerns regarding recent trends in teaching, curriculum, and assessment practices in the early grades. Increased use of standardized tests for younger children was linked with greater prevalence of worksheets and workbooks, tracking and retention of children, an increased focus on narrowly defined basic skills, and a segmented and fragmented approach to the teaching of skills and content. Early childhood and child development experts criticized these trends as inconsistent with our knowledge of how children learn best in their early years of schooling. Scholars in education research and curriculum shared concerns that these practices fail to socialize children into appropriate roles as writers, readers, and problem solvers in mathematics and science. Public school staff ex-

pressed concerns that these policies and mandates limit their flexibility and use of professional judgment in dealing successfully with individual children.

The Task Force members concluded that the early childhood unit concept is a useful strategy to lead to defining and defending a more appropriate pedagogy for young children. They also believe that developmentally appropriate curriculum and assessment for young children can respond to concerns of the public and of parents for increased accountability from schools and enhanced school success for all children.

Through the establishment of an early childhood unit, a school can also commit to an expansion of parent involvement and family support. There was a strong consensus that schools should launch new plans for parental outreach and family support in which parents are valued as primary influences in their children's lives and are essential partners in their education. Such efforts should include parents in decision making about their own child and on the overall early childhood program, assure opportunities and access for parents to observe and volunteer in classrooms, promote a frequent exchange of information and ideas between parents and teachers, and provide a gradual and supportive transition process from home to school.

Central to the implementation of the early childhood unit is a well-trained staff supported by knowledgeable and sensitive administrators. The Task Force considered three critical issues regarding staff of public school early childhood programs: qualifications, training, and support and compensation. New efforts are needed at the local and state level to make preservice qualifications for teachers of young children more appro-

priate; to increase in-service training, planning time, and teacher participation in decision making; and to ensure that early childhood teachers in preschool and child care programs sponsored by the school receive compensation equivalent to that of other school staff with comparable training, experience, and credentials.

**Public schools should develop partnerships with other early childhood programs and community agencies to build and improve services for young children and their parents.**

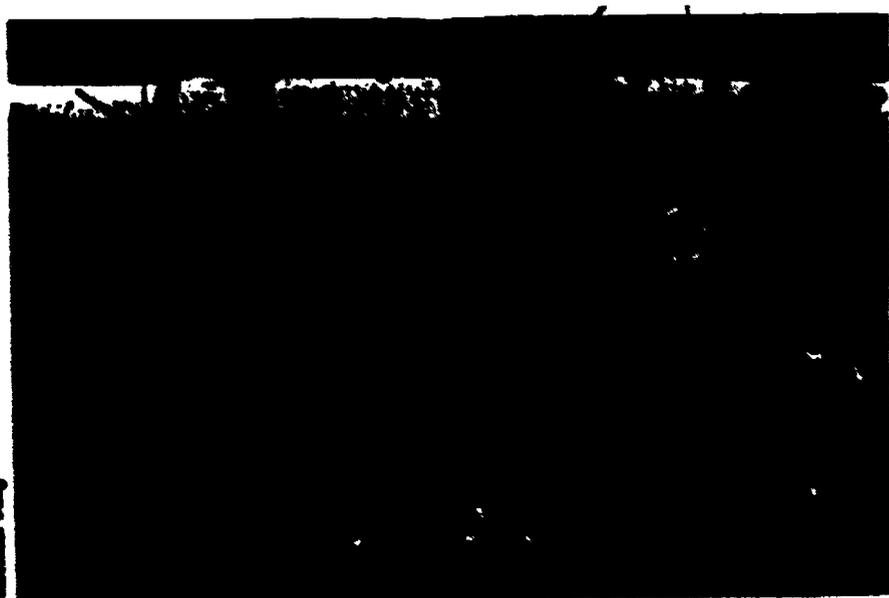
The Task Force found that to serve young children effectively, schools need to forge new partnerships with other early childhood programs and community agencies. They concluded that collaboration is needed to:

- expand and improve child care
- improve staff quality
- ensure comprehensive services to children and families

The report argues that collaboration is a necessary and appropriate strategy and is in the self-interest of public schools. Over the past few decades there has been an explosion of early childhood programs in communities across the country. Today, early childhood systems in communities often include Head Start, public and private part-day and full-day center-based programs, a range of home-based services, and an increasing number of child care resource and referral programs. The Task Force believes this mixed system for delivering service will continue and offers advantages to parents and children. Thus, collaboration reflects the reality of our nation's diverse system of educating and caring for young children.

Clearly, children who participate in high-quality early childhood programs come to school with in-

Michael Terry



proved health, self-concept, and social skills, and better attitudes toward learning. The schools cannot exercise direct responsibility for assuring quality in the many preschool programs operated by other agencies. But as a large and influential public institution, schools can do a great deal to help advocate for improvements in other early childhood programs. Such efforts are especially important to expand public funding for child care programs and to increase compensation and training of early childhood staff across programs in the community.

The Task Force concluded that the degree and type of public school involvement in child care will vary depending on community needs and available resources. In some cases, schools may need to directly provide or sponsor full-day services to preschoolers and/or before- and after-school service for children in elementary grades. In other communities, schools may choose not to provide services directly, but to collaborate with existing programs. For example, schools may allow child care providers to use space in school facilities, initiate formal linkages with community resource and referral agencies, and reexamine school transportation policies in

relation to existing child care arrangements. Public schools could also sponsor or participate in joint staff development programs and cooperate with defining paths for career development for early childhood staff across different agencies.

The Task Force also recommended that schools do more to ensure that the comprehensive needs of children and families are being met. This calls for expanded collaboration with those agencies in the community that provide such services as health care, social services, and family support. Schools can use their unique access to children and families to serve as a conduit for information regarding community programs. Local education leaders can also collaborate with others to stimulate new and improved services.

In summary, *Right From the Start* seeks to shift the attention of public school leaders and policymakers from their present preoccupation with simply designing new programs for 4-year-olds. Defining the agenda for improving public school early childhood services involves three priority steps:

- developing early childhood units to improve the quality of programs for young children already being served in public schools

- building cooperative partnerships between public schools and existing community programs and agencies
- planning and developing new services, in cooperation with other agencies, based on community needs and the capabilities of different providers

### **Strategies for Implementing Task Force recommendations**

The NASBE Task Force recommendations will require changes in classroom and school practice, in local policies and organizational relationships, and in state-level regulations and resources. Early childhood educators will be crucial to efforts to help move the recommendations forward with policymakers at both the state and local levels.

The Task Force report contains a series of strategies for local school boards and administrators to use to establish early childhood units and to further collaboration in early childhood services. These strategies include a wide variety of specific actions (i.e., reduction in class size, in-service training recommendations, parent involvement policies) that are needed to ensure successful early childhood programs. The report also contains a series of specific recommendations for state policymakers (see summary in Figure 2).

Early childhood educators can advocate for the NASBE recommendations by:

- reading and discussing the NASBE Task Force report with colleagues in meetings, workshops, and conference presentations
- sending copies of the report or reactions to the report to state and local policymakers
- recommending a state or local task force to study the issues outlined by NASBE in relation to their own community
- volunteering to serve on a state

**Figure 2**

**Making It Happen—State Policy Recommendations from *Right From the Start***

**Promoting the early childhood unit**

1. Sponsor experiments to test different models of the early childhood unit.
2. Review and improve state policies related to curriculum and teaching in the early school years.
3. Review and improve state policies related to the assessment and testing of young children.
4. Review and improve state policies related to parent involvement and family support services.
5. Review and improve policies on the training and certification of staff for early childhood programs.
6. Sponsor efforts to inform and educate parents and citizens on the characteristics and benefits of high-quality early education.
7. Provide additional resources for implementation of the early childhood unit.

**Promoting collaboration in early childhood services**

1. Create systems for state agency collaboration in planning, standard setting, and program development.
2. Build systems to encourage early childhood programs and professionals to help each other.
3. Provide funding and incentives to support local collaboration in early childhood services.
4. Support recruitment efforts to increase the supply and stability of the early childhood work force.

**Financing early childhood services**

1. Promote early childhood funding as an investment strategy.
2. Understand the importance of quality in developing programs.
3. Promote equity and access to services.
4. Use a blend of federal, state, local, and parental support.

or local task force studying the issues

• inviting state board members and other policymakers to visit a high-quality early childhood program

• selecting a few items from the report (i.e., testing, teacher certification, salaries) and recommending and working for changes in these priority areas

The NASBE report has advanced the thinking of each key group represented on the Task Force. Early childhood leaders gained a richer sense of the organizational and policy strategies necessary to support implementation of high-quality early childhood services in the public schools. State policymakers gained an appreciation for the connection between regulations and programs for kindergarten and early grade instruction on the one hand and decisions made in new preschool programs on the other. Public school leaders learned about the importance of viewing early childhood as a continuum from birth through age 8, of planning for young children with an understanding of their family context, and of

the opportunity for partnerships with other early childhood programs and community agencies.

For the early childhood community, the NASBE report is significant perhaps less as a source of new ideas and recommendations but rather as an added endorsement for major themes and principles long advocated by NAEYC and other early childhood professional organizations. It is worth noting that, along with NASBE, public education organizations such as the Council of Chief State School Officers, the Association for Supervision and Curriculum Development, and the National Association of Elementary School Principals are engaged in major projects this year to examine early childhood policy issues and provide guidance to their members on the components of effective programs for young children. Similar efforts are also under way at the state level, as shown in the recent report of the California School Readiness Task Force.

As these varied organizations report their conclusions and recommendations, we will hopefully see a

broadened base of consensus and support for the principles of developmentally appropriate instruction, active involvement of and support to parents, and comprehensive services as components of all early childhood programs. These reports will also help to translate these concepts into arguments and strategies tailored to particular audiences. Early childhood leaders can assist these efforts by contributing their professional expertise to public schools as they seek to respond to recommendations from their own professional organizations. In addition, the early childhood community can use this set of reports from public education organizations to bolster their own advocacy efforts in states and communities.

**Copies of *Right From the Start: The Report of the NASBE Task Force on Early Childhood Education* may be obtained from NASBE (1012 Cameron St., Alexandria, VA 22314) for \$5 a copy, prepaid. Inquiries about bulk rates are encouraged. ■**

Copyright © 1989 by the National Association for the Education of Young Children. See cover 2 for reprint information.

*Young Children* • January 1989

# Prekindergarten: The Possible Dream

Sheryl Smyser

Is your school prepared for the four-year-olds?

**L**ori and Jason hop off a yellow school bus each morning and make their way to the school entrance. Their friends Scott and Lisa arrive by car and join them. Together, they go to their classroom, where they are greeted by the teacher and shed their backpacks. The only difference between these children and millions of others preparing for another school day is that these children are only four years old. They are among the growing number of preschoolers who attend public schools.

Preschool education is gaining in popularity. Today there are public and private classes for preschoolers in everything from swimming to art appreciation. With children as young as six weeks now receiving day care, it is inevitable that school-like activities are introduced earlier and earlier.

An important factor in the growth of preschool education is an increased awareness of the importance of the preschool years. With research showing that much of a child's physical, emotional, and cognitive development occurs by the age of five, educators and parents are recognizing the importance of providing stimulating environments during those early years.

Sheryl Smyser is lower division director of Berkeley Preparatory School in Tampa, Florida.



While there is controversy about how a preschool environment should be structured, who is better equipped to provide it than the nation's elementary schools, with their years of experience in early childhood education?

Many elementary schools are beginning to add a prekindergarten year because of increasing concern for at-risk children. Educators have long known that meeting a child's needs early is much more effective than later remediation, and studies of early childhood programs have repeatedly found that high quality programs can make a positive difference for young children—especially for the disadvantaged.

Another reason why elementary schools are extending their offerings to

prekindergarten students is that society makes such programs necessary. Today, most children are growing up in families where child care is a major concern. More and more children live in single-parent households and the National Alliance of Business estimates that the number of working mothers with children under six will double in the next decade.

With the demand for preschool child care showing no signs of slowing, how can an elementary school provide high quality care in a prekindergarten program? There are three major areas to be considered.

## The Teacher

Probably the most important decision a principal must make in establishing a prekindergarten program is choosing the teacher who will run it. Because a preschool teacher is parent, nurse, custodian, police officer, and CEO, the teacher's philosophy and style will be deeply felt throughout the program.

The person chosen must not only enjoy working with four-year-olds, but should have specialized training in the needs and developmental levels of this age group. The prekindergarten teacher should be creative and flexible in planning appropriate learning activities, and possess the qualities of pa-

***“The prekindergarten program should include planned activities for social and emotional development, and lots of opportunities for children to practice newly learned social skills.”***

tience, warmth, and responsibility to carry them out. A vital requirement is a high energy level, since the pace of a prekindergarten classroom can be staggering.

Above all, the teacher must have a genuine respect and love for four-year-olds. Young children, like most of us, can sense if they are not liked.

#### **The Space**

In planning space for your prekindergarten program, be sure to follow any guidelines your state has for health and safety. Requirements for prekindergarten children are usually more stringent than those for older children. Your superintendent or state department of education will be able to provide specifications.

In addition to meeting health and safety standards, both inside and outside space will need to be arranged to support the prekindergarten curriculum. The inside space is usually arranged in a number of centers, which are changed frequently to maintain interest in such things as reading, math and science, small and large motor skills, block building, housekeeping, woodworking, music, art, drama, sand and water, and cooking.

When arranging the prekindergarten room, keep in mind traffic flow and convenience. Quiet centers, such as the library and the math/science table, should be located away from noisy centers, such as block building and music. Messy centers, such as art and cooking, should be on a washable surface and near a lavatory. Non-messy centers should be carpeted to limit noise. Different levels, such as a reading loft or a

pit for group work, add space and interest to the room.

The furniture in the room should be child-size and include at least one chair per child and one table for every five or six children. There should be storage areas for the children's, as well as the teacher's, belongings. There should also be display areas throughout the room.

While the room may contain some indoor equipment for large motor development, such as a climbing apparatus or a balance beam, it is important to also provide a safe outdoor play area with such appropriate equipment as tire swings, a jungle gym, balls, ropes, and a sandbox. There should be a hard-surfaced area for tricycles and other wheeled toys, as well as a soft-surfaced area to protect against injuries beneath swings and climbing apparatus.

#### **The Program**

According to a 1986 position paper of the National Association for the Education of Young Children, a major determinant of quality in early childhood programs is a developmentally appropriate curriculum. Very few early childhood educators recommend highly structured, academic-based programs for four-year-olds. These formal programs do not seem to help any but the most disadvantaged children. And even these children are often better served by a less structured, more traditional preschool program.

Prekindergartners are active learners in the cognitive stage known as preoperational, which means that they can think symbolically but aren't very logical. Because they learn easily and nat-

urally through play, they need manipulatives and other types of instruction that actively involve them.

The prekindergarten teacher should have carefully thought-out curricular goals that can be achieved by balancing teacher-directed and child-selected activities. The curriculum should encompass work in the following three areas.

**Physical Development.** Both large and small motor skills should be developed in the prekindergarten program. The outdoor playground can be used for running, climbing, and other activities that involve large motor skills. Small motor skills are developed through such activities as puzzles, bead-stringing, and painting.

**Cognitive Development.** The prekindergarten classroom should be rich in language. The ability of a child to speak and listen are important foundation skills for reading. But teaching children to read should not be the focus of the prekindergarten program. Instead, the program should focus on oral language. The children should be read to and talked to a great deal. They should also have ample opportunity to use language naturally among themselves while working or playing together.

Other useful skills can also be integrated into the prekindergarten curriculum. For example, the math/science center could include an aquarium, a clock, magnets, and other manipulatives. The cooking center can easily integrate measurement skills, while building with blocks can lead to a fundamental understanding of fractions.

Creative development is also important. Not only should music, art, and drama centers encourage creativity, but the curriculum should include daily planned activities in singing, dancing, painting, and dramatic play.

**Social/Emotional Development.** The early years are very important in a child's social and emotional development. Bloom's research (1964) indicates that about 50 percent of a child's personality is established by the age of five. Some of the personality components formed at this age are self-concept, sex role identification, intellectual

interest, independence, and a code of ethics. The prekindergarten program should include planned activities for social and emotional development, and lots of opportunities for children to practice newly learned social skills.

Prekindergarten children need to learn to function within a group, and to value the ideas and different perspectives of group members. This interaction takes place naturally in most of the learning centers. But while group work is important for the prekindergarten, so is development of independence in learning. This budding independence is fostered as the child makes choices in the learning centers, and follows through on activities initiated by the teacher.

Emotionally, prekindergarten children need to learn that school is a pleasant place where they can be successful. The early establishment of a positive self-concept and a positive view of work provides a foundation for later achievement. These positive attitudes are formed through developmentally appropriate activities at which the child can be successful.

Adding a prekindergarten to an existing elementary school takes considerable thought and effort. But with proper planning it can be done. Having a high quality prekindergarten in your school is a possible dream. □

#### REFERENCES

- Bloom, B. *Stability and Change in Human Characteristics*. New York: John Wiley & Sons, Inc., 1964.
- Bredenkamp, S. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. Washington, D.C.: National Association for the Education of Young Children, 1987.
- Consortium for Longitudinal Studies. *Summary Report: Lasting Effects After Preschool*. Washington, D.C.: Government Printing Office, 1979.
- Consortium for Longitudinal Studies. *As the Twig Is Bent . . . Lasting Effects of Preschool Programs*. Hillsdale, N.J.: Erlbaum, 1983.
- Hess, R. and Croft, D. *Teachers of Young Children*. Boston: Houghton Mifflin Co., 1981.
- Meisels, S. *Developmental Screening in Early Childhood*. Washington, D.C.: National Association for the Education of Young Children, 1985.
- National Association for the Education of Young Children. *Good Teaching Practices for 4 and 5 Year Olds*. Washington, D.C.: the Association, 1986.

**EXPERT SHEET**

**Name:** \_\_\_\_\_

**I am reading:** \_\_\_\_\_

**Main Topic(s):**

1.

2.

3.

4.

**Notes:**

## CLASSROOM ORGANIZATION: AN OVERVIEW

Preparing a classroom's physical environment is often overlooked in instructional planning, but careful attention to it contributes to the success of an instructional program. Concentrating on pedagogical and interpersonal factors, teachers and curriculum developers often give little attention to the spatial context in which teaching and learning occur. This often results in a situation in which the physical environment does not support the activities and needs of students.

To nourish emerging literacy, one must provide a literacy rich environment, take an interdisciplinary approach, and recognize individual differences and levels of development. Classroom arrangement is one factor that feeds a literacy rich environment. No single way is recommended: teachers need to organize their rooms to suit both their needs and personal preferences and those of their students.

Some helpful guidelines are:

1. Arrange classroom as centers with sections dedicated to particular activities or content areas. General materials pertinent to the content area as well as materials specific to topics currently under study are available in the center. These resources are designed to develop literacy as well as present content. They are usually manipulative and designed so that students can use them independently or in small groups.
2. Separate centers by furniture that houses materials and serves as a partition.
3. Design the room so that the teacher can hold large group instruction when students are at their desks or tables, or sitting on the floor in one of the center areas large enough for the entire class to meet together.
4. Position centers so that areas where "quiet work" is required, e.g., math or science, are situated away from areas where "noisy work" is the norm, e.g., drama, blocks, art.
5. Allow space for a teacher conference table where small group and individualized instruction may occur. It should be placed in a quiet area of the room but situated so the teacher can see the rest of the room where students are working independently.
6. Make the literacy center the focal point of the room; allow enough space to convey the message that reading, writing and oral language is a valued and important part of the classroom.

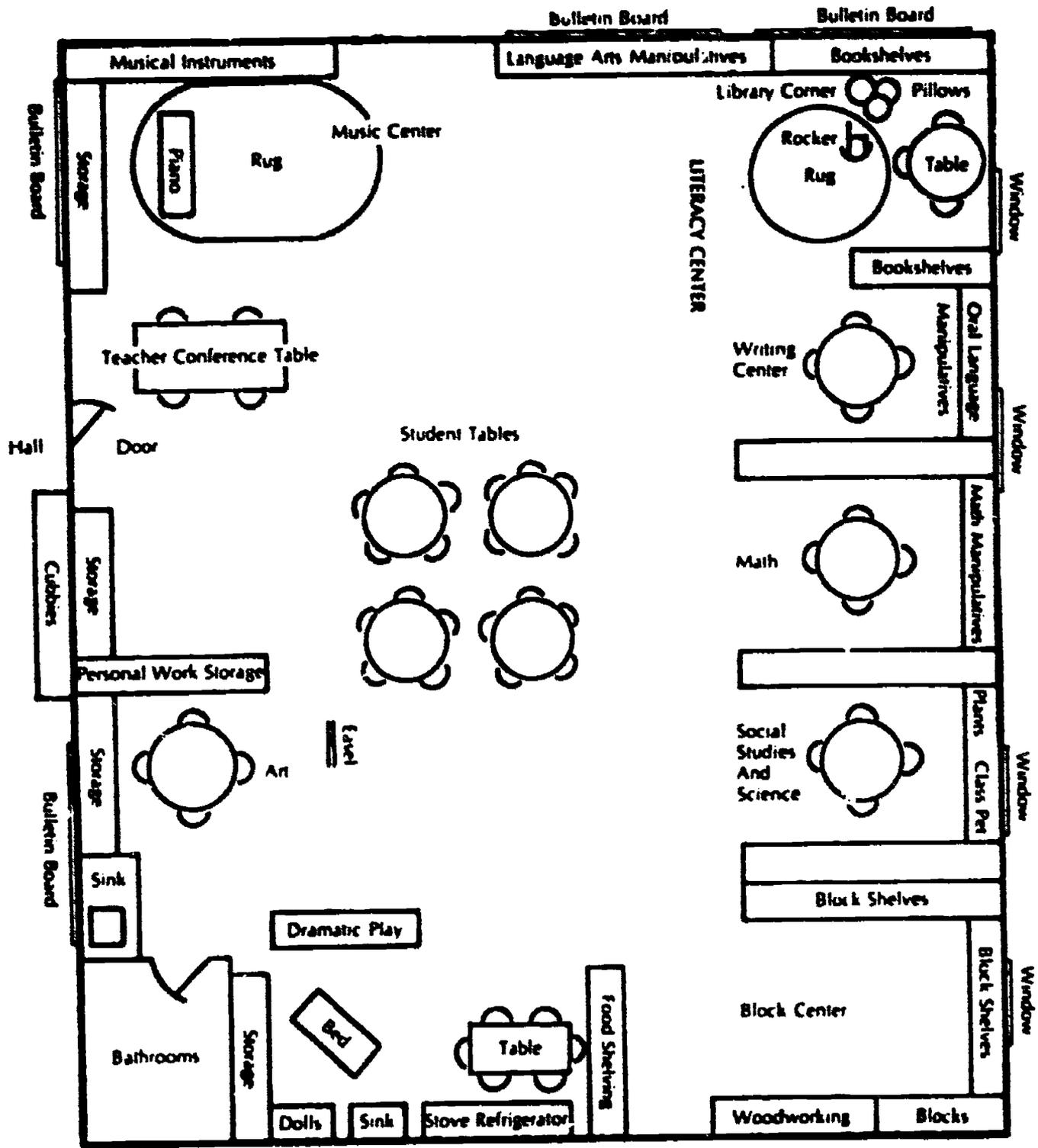
A rich literacy environment allows for adult guidance and social interaction with peers. It underscores the concurrent, integrated nature of learning and using oral language, reading and writing. The room is designed to promote functional literacy through real life experiences that are meaningful and interesting to students. It provides for the integration of literacy and content areas to add enthusiasm, motivation and meaning. It provides space for personal growth through direct instruction in small group and

individual learning settings. It also provides ample space for children to learn independently and with peers through manipulation, exploration and play.

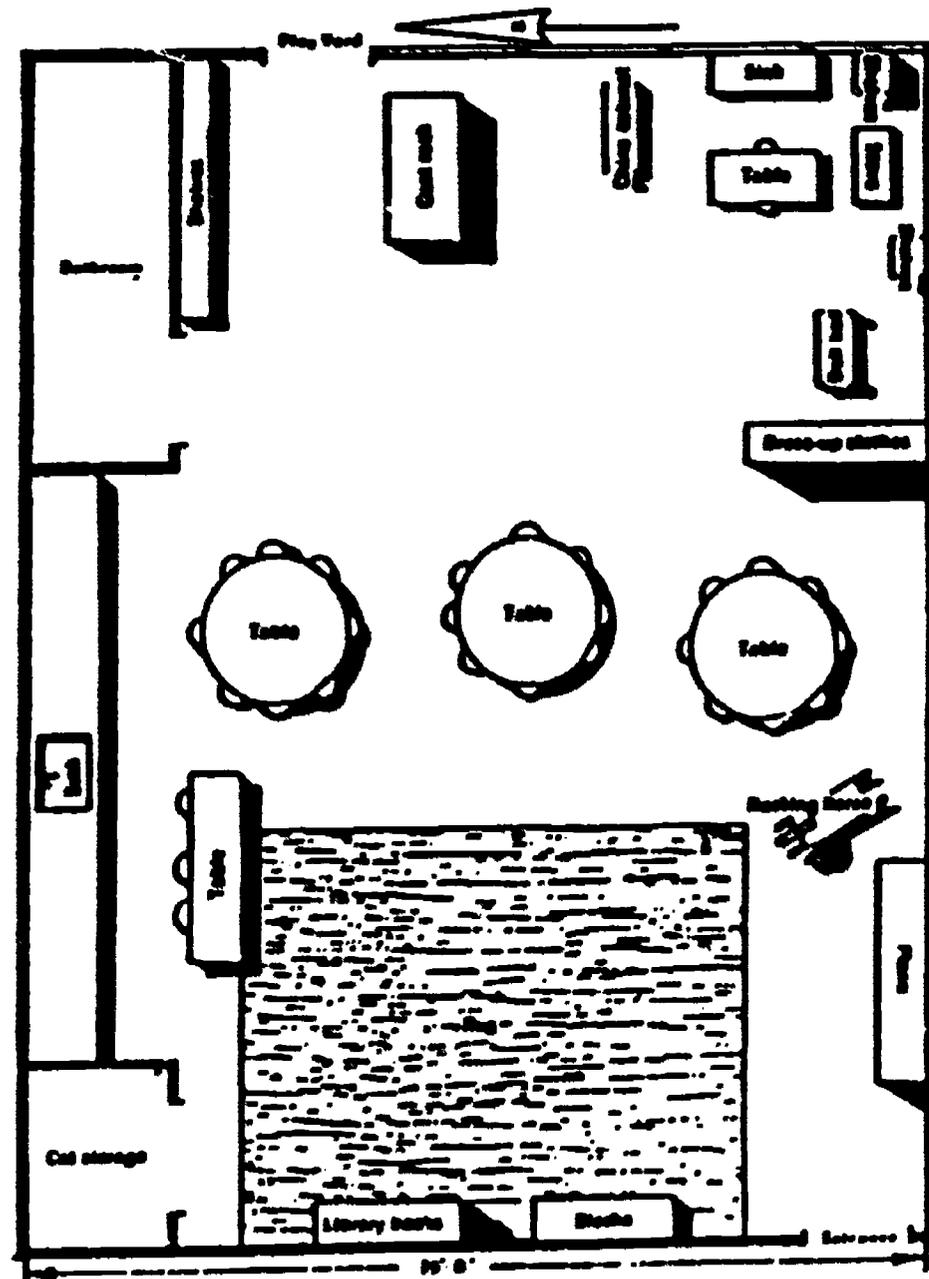
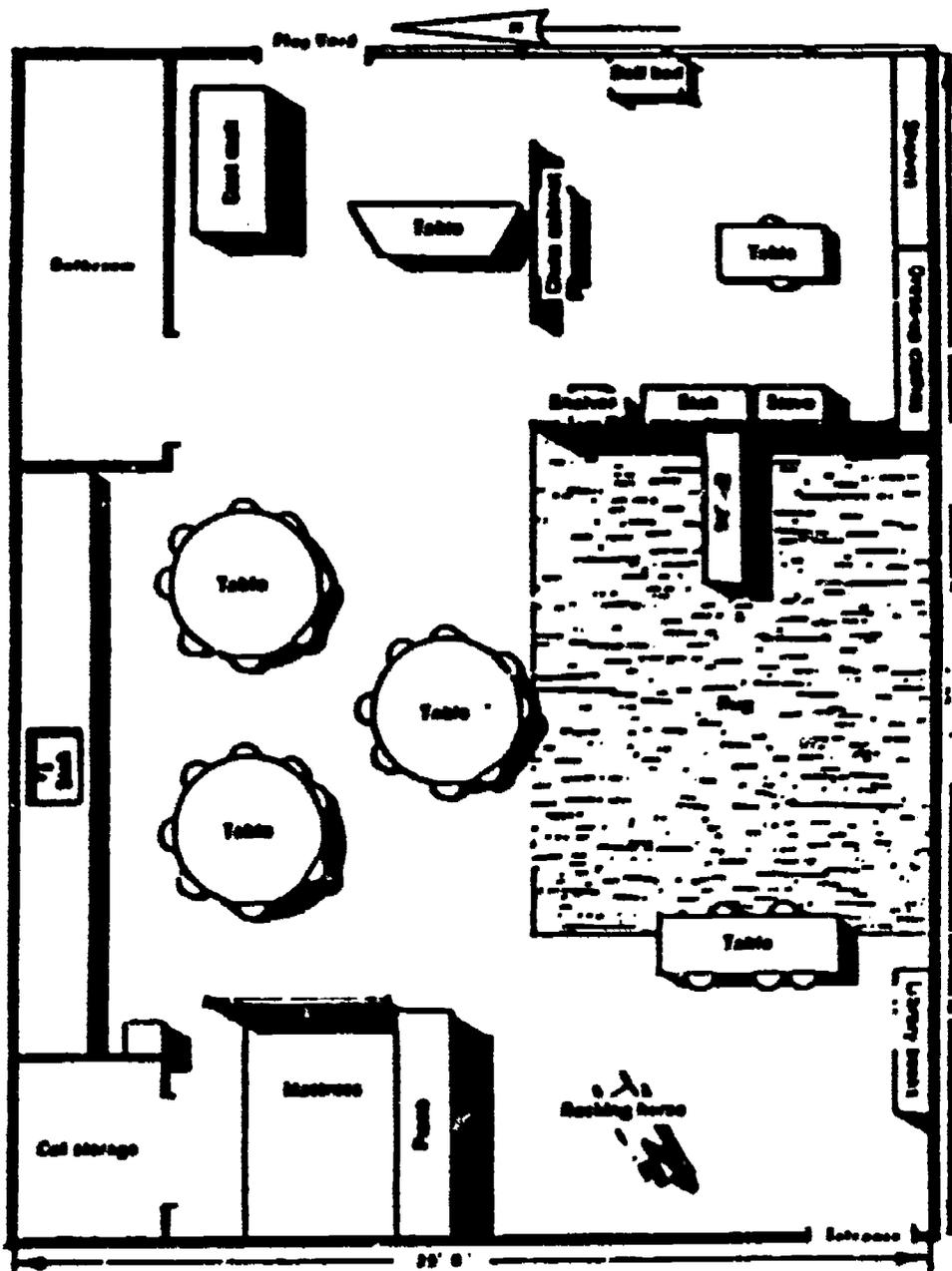
The room is designed to help students associate literacy with enjoyment. With an appealing physical design interesting activities and guidance of a competent teacher, the school environment will assist students to develop literacy through pleasurable, positive and successful experiences, thus ensuring a lifelong desire to refine and use literacy skills.

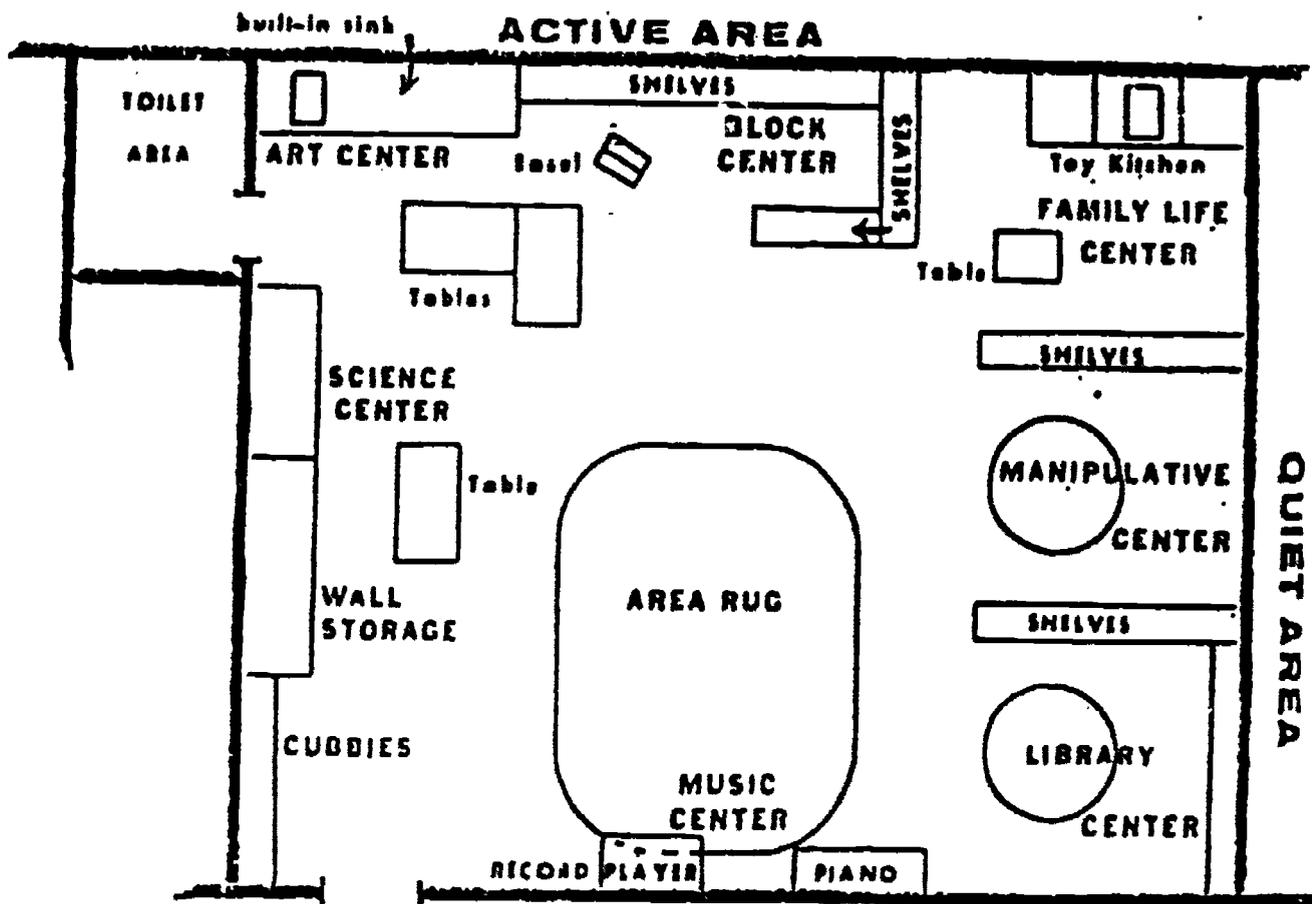
Adapted from: "Designing Classroom to Promote Literacy Development" by Lesley Mandel Morrow in *Emerging Literacy: Young Children Learn to Read and Write*. Dorothy Strickland and Lesley Mandel Morrow, eds. Newark, DE: International Reading Association, 1989.

### Classroom Floor Plan



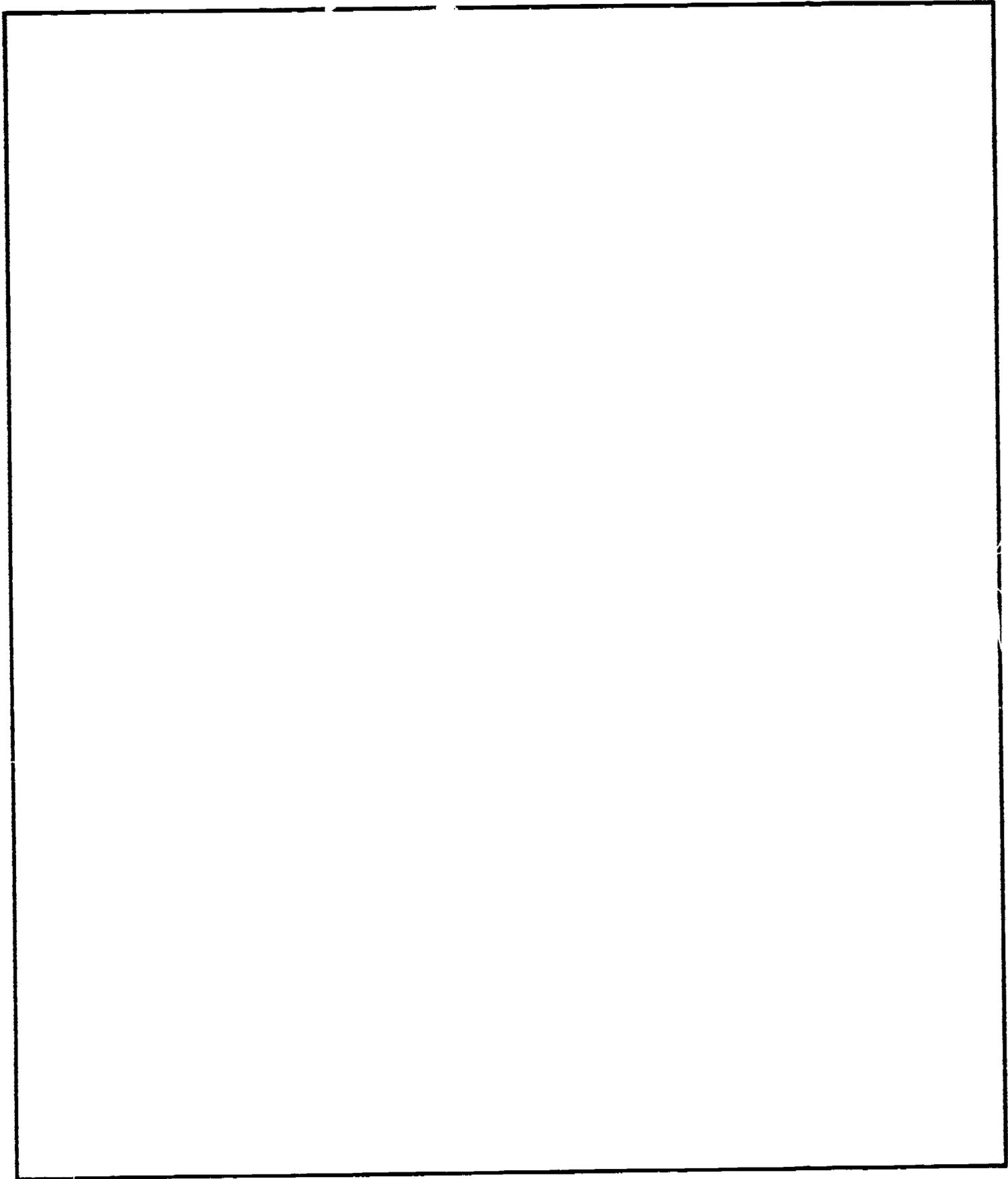
From L. M. Morrow, *Literacy Development in the Early Years: Helping Children Read and Write*. Prentice Hall, 1989. Used with permission.





[ A suggested floor plan to be used for adapting a regular classroom into a "learning center." This is not a building plan.]

## SUGGESTED FLOOR ARRANGEMENT



## CHAPTER TEN

# Designing the Classroom to Promote Literacy Development

Lesley Mandel Morrow

---

**My purpose is to describe a physical environment that supports optimum literacy development in classrooms for children from preschool through the early childhood grades. Discussion of spaces and materials will concentrate specifically on instruction in reading, writing, and oral language. Classroom areas devoted to music, art, dramatic play, block play, science, math, and social studies will be described to illustrate how they can be designed to promote literacy throughout the school day.**

---

**P**lato said, "What is honored in a country will be cultivated there." Teachers who honor literacy provide special spaces and materials in their classrooms to promote literacy development as an integral part of the total school curriculum.

Peter was the mail carrier today at school. That meant he got to deliver to his classmates letters that arrived from their pen pals from a kindergarten class in another school district. They wrote to one another once a week. Peter had on his mail carrier's hat, and he hung his mailbag on his shoulder. He had gone to the school office to pick up the letters and had placed them in the cubbies of the children to whom they were addressed. He was able to do this since each cubby was labeled with the name of a student.

Later in the day, the children opened their letters and shared them with great enthusiasm. Some letters had pictures, some had scribble writing, and some were written using invented spelling. Peter's pen pal, Jay, used a combination of real cursive writing and letter like forms. Peter was delighted to receive his mail. During center time he went to the writing area, took a piece of paper, and wrote a letter to Jay. Although most of Peter's writing at this time was a series of random letters in manuscript, his letter to Jay seemed to model the cursive writing his friend had used. Proud of his work, he showed his teacher, folded the letter, and placed it in an envelope. He copied Jay's name and address from a card he had especially for his pen pal, pasted on a sticker stamp, and dropped the letter in the outgoing mailbox in the writing center (see Figures 1 and 2).

Figure 1  
Jay's Letter to Peter

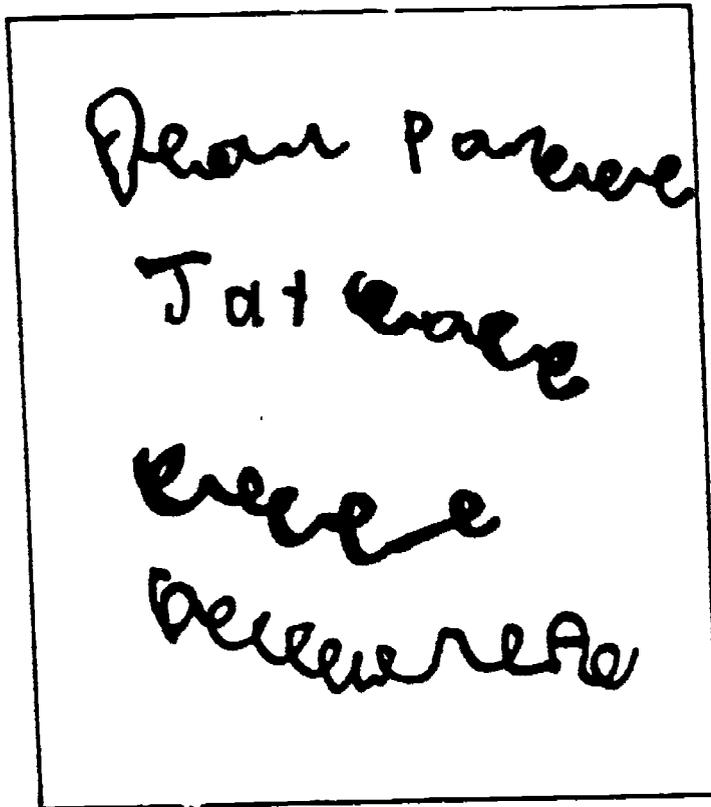
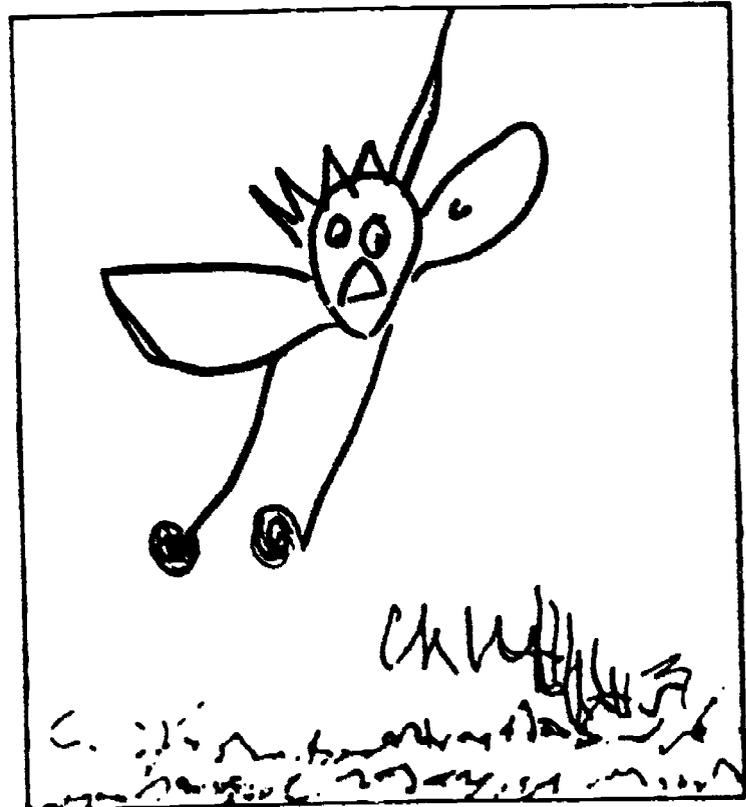


Figure 2  
Peter's Letter to Jay



In this example, we see children participating in functional literacy activities. The classroom had a writing center with paper, pencils, envelopes, stamps, and a mailbox for a pen pal program, as well as props to help a student act as a mail carrier. The classroom environment was prepared with materials and space that stimulated literacy behaviors.

This chapter describes a physical environment that supports optimum literacy development in an early childhood classroom. Discussion of spaces and materials will concentrate specifically on instruction in reading, writing, and oral language. Classroom areas devoted to music, art, dramatic play, block play, science, math, and social studies will be described to illustrate how they can be designed to promote literacy. The overall physical plan is designed around the concept of promoting

literacy as an interdisciplinary pursuit integrated throughout the school day. The suggested plan will accommodate whole class, small group, and individualized learning, all of which are necessary in promoting literacy. The classroom features discussed here will be appropriate for preschool through the early childhood grades.

### The Need for a Rich Literacy Environment

Careful attention to a classroom's physical design contributes to the success of an instructional program. Preparing a classroom's physical environment is often overlooked in instructional planning. Teachers and curriculum developers tend

Murphy

to concentrate on pedagogical and interpersonal factors, but give little consideration to the spatial context in which teaching and learning occur. They direct their energies toward varying teaching strategies while the classroom setting remains relatively unchanged. When program and environment are not coordinated, "Setting Deprivation" often results, a situation in which the physical environment fails to support the activities and needs of students (Spivak, 1973).

While the learning environment is often viewed as merely background or scenery for teaching and learning, there is another way to view the physical environment and the teacher's role in creating it. This view recognizes that in arranging the environment purposefully, teachers acknowledge the physical setting as an active and pervasive influence on their own activities and attitudes, as well as those of the children in their classrooms. Appropriate physical arrangement of furniture, material selection, and the aesthetic quality of a room provide a setting that contributes to teaching and learning (Phyfe-Perkins, 1979; Sutfin, 1980). Careful attention to physical classroom design is essential to the success of instructional programs (Weinstein, 1977).

Observations of homes where children learned to read without direct instruction before coming to school have taught us much about rich literacy environments. Initially, children who entered school already reading were described as having learned to read "naturally." The phrase "learning to read naturally" is somewhat misleading. It sounds as if the child learned to read without the support of an adult, other children, or the environment. Although most of these youngsters experienced no formal reading instruction such as that typically provided in school, they usually have supportive parents in an environment rich with the materials of literacy. The adults respond to children's literacy based questions and comments and provide experiences that help them learn to read.

More specifically, early readers tend to come from homes where parents read to them, help them write and read, and often read themselves. Such parents read a wide variety of materials, including novels, magazines, newspapers, and work related

information. They keep reading materials in all rooms of their homes—especially in the children's rooms. They take their children to libraries and bookstores often (Durkin, 1966; Morrow, 1983; Taylor, 1983; Teale, 1984). Their homes hold ample supplies of books and writing materials for themselves and for their children. They generally value reading as an important activity, associate books with pleasure, and reward activities relating to literacy. Those activities are often functional and related to real life situations, such as cooperative preparation of shopping lists by parents and children, reading and following recipes, and leaving personal notes as a form of communication. Literacy serves a purpose and is a part of normal home functioning.

From the results of investigations into homes, Holdaway (1979) developed a theory of literacy development, part of which maintains that the literacy environment that characterizes such homes is appropriate to school based literacy instruction as well. Classrooms are characterized by self regulated, individualized activities; frequent peer interaction; and an environment rich with literacy materials.

Historically, other theorists and philosophers have emphasized the importance of the physical environment in learning and literacy development. Pestalozzi (Rusk & Scotland, 1979) and Froebel (1974) described real life environments in which young children's learning could flourish. Both described the preparation of manipulative materials that would foster literacy development. Montessori (1965) described a carefully prepared classroom environment intended to promote independent learning and recommended that every material in the environment have its specific learning objective or role. The objectives and materials she recommended were more highly structured than those of Pestalozzi and Froebel, who allowed for more natural learning situations in which children explored and experimented with materials in their environment.

According to Piaget, children acquire knowledge by interacting with the world or the environment (Piaget & Inhelder, 1969). Those who interpret his theories into educational practice in-

involve children in problem solving situations where they can assimilate new experiences into what they already know. Learning takes place as the child interacts with peers and adults in social settings and conducive environments (Vygotsky, 1978). Ideal settings are oriented to real life situations, and materials are chosen to provide opportunities for children to explore and experiment. Dewey (1966) probably would have agreed with the educational settings provided by Piagetians. But, in addition, Dewey believed that learning was best when it was interdisciplinary. In other words, learning takes place through the integration of content area. He believed that storing materials in subject area learning centers encouraged interest and learning.

Based on the discussion just outlined, any classroom designed to provide a rich literacy environment and optimum literacy development will offer an abundant supply of materials for reading, writing, and oral language. These materials will be housed in a literacy center. Literacy development will be integrated with content area teaching and reflected in materials provided in content area learning centers. Materials and settings throughout the classroom will be designed to emulate real life experiences and make literacy meaningful to children. They will be based on backgrounds and information children already possess, and will be functional so that children can see a need and purpose for using literacy skills.

This chapter is devoted to a discussion of the classroom physical environment. However, although we can describe the optimal environment, in practice we cannot separate the teacher from the environment. While instruction is supported by the environment, a successful classroom cannot function without a competent teacher. Good teachers are the single most important factor in a successful classroom environment.

## Preparing a Rich Literacy Environment

The program that nourishes emergent literacy requires a literacy rich environment, an interdisciplinary approach, and recognition of individual differences and levels of development. Although there

is no single way to effectively arrange a classroom, the plan is suggested here as a guide. Teachers are encouraged to arrange their rooms to suit their needs and personal preferences, as well as those of their children.

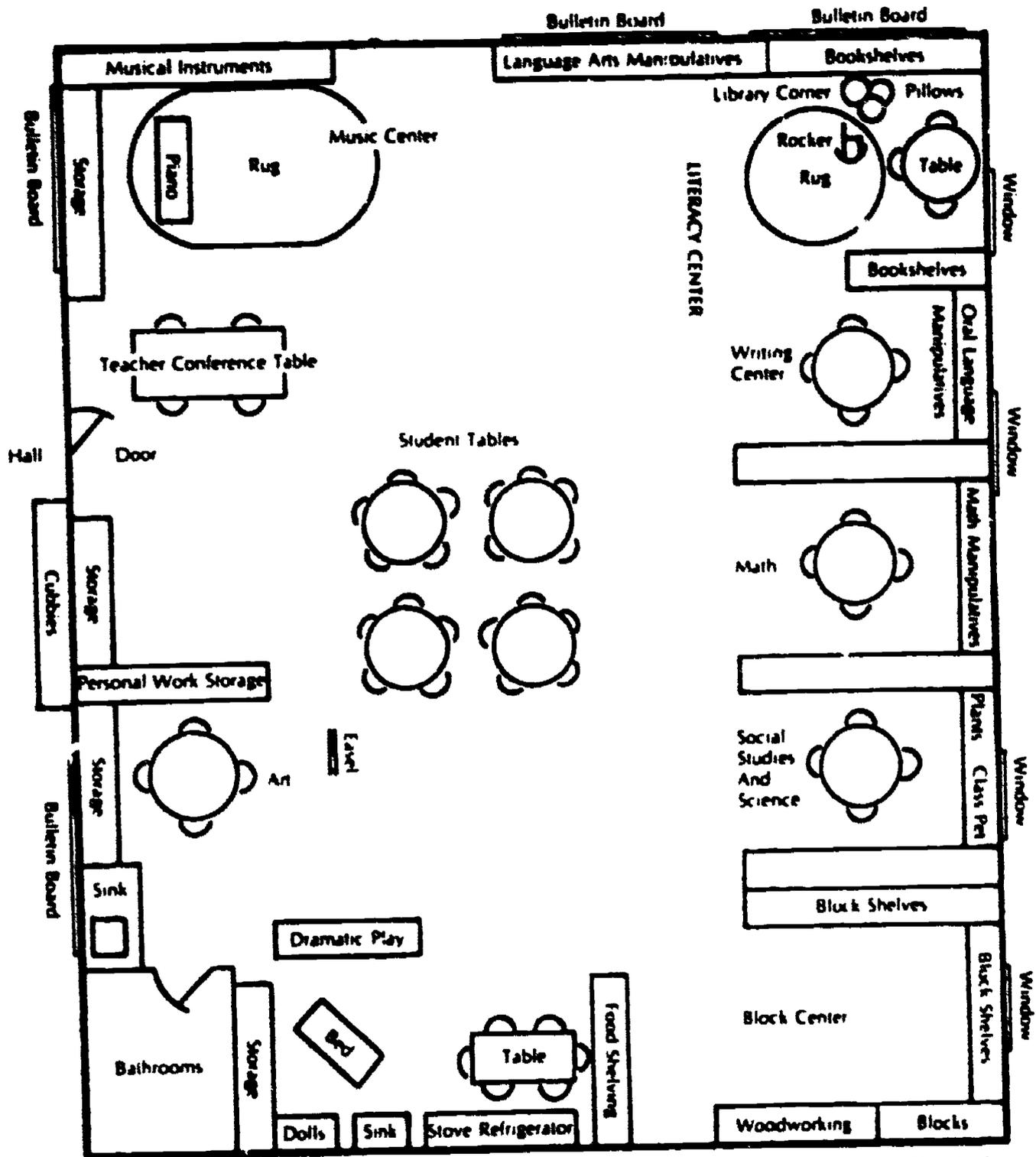
Classrooms can be arranged in centers with sections dedicated to particular activities or content areas, such as social studies, science, math, art, music, dramatic play, block play, and literacy. Centers contain general materials pertinent to the content area and materials specific to topics currently under study. Resources are devoted to the content area but are designed to develop literacy as well. The materials are usually manipulative and activity oriented, and are designed so children can use them independently or in small groups.

Centers are separated by furniture that houses their materials and serves as a partition. Center materials can be stored on tables, on shelves, or in boxes. Centers often include bulletin boards. Areas are accessible and labeled. Each piece of equipment in a center should have its own designated spot so that teachers can direct children to specific items, and children can find and return them easily. Early in a school year, a center need hold only a small number of items, with new materials added gradually as the year progresses. Before new items are placed in centers, they should be introduced by the teacher as to their purpose, use, and placement (Montessori, 1965).

The room is designed so that the teacher can hold large group instruction when the children are sitting at their desks or tables, or sitting on the floor in the Library Corner or the Music Center, both of which are likely to be large enough for the entire class to meet together. The Teacher Conference Table provides space for small group and individualized instruction, necessary especially for interaction guided by an adult and for skill development. The conference table is placed in a quiet area of the room to facilitate the instruction that occurs around it, but it is situated so the teacher can see the rest of the room where children are working independently. The various centers offer settings for independent self directed learning.

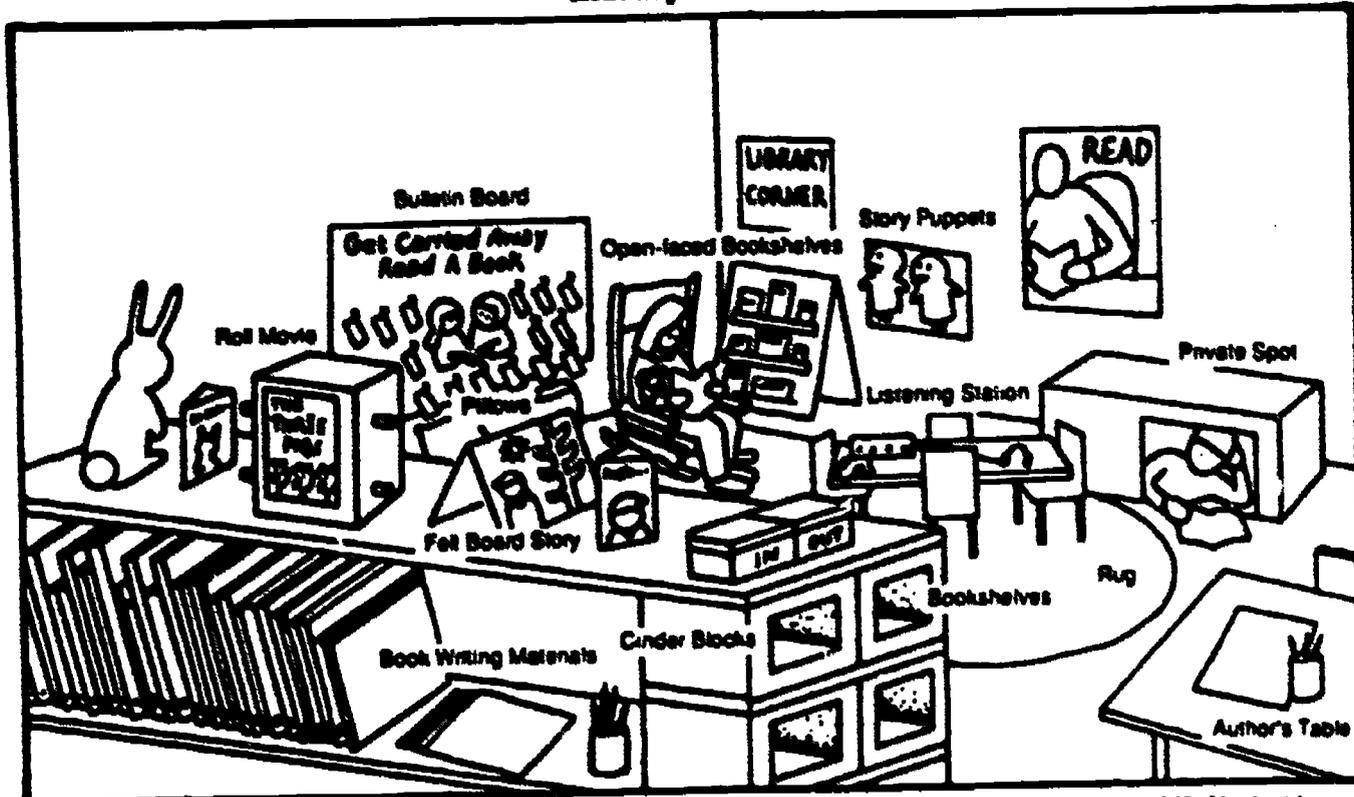
As you will note on the classroom floor plan, the centers have been positioned so that areas where quiet work is typical (Literacy Center, Math

# Classroom Floor Plan



From L. M. Morrow, *Literacy Development in the Early Years. Helping Children Read and Write* Prentice Hall, 1989  
 Used with permission.

## Library Corner



From L.M. Morrow, *Literacy Development in the Early Years: Helping Children Read and Write* Prentice Hall, 1989 Used with permission.



The library corner is a cosy place where children can relax and read, leaning on soft pillows, sitting on a rug, and hugging stuffed animals.

Center, Social Studies, Science) are away from typically noisy, more active centers (Dramatic Play, Blocks, Art).

## The Literacy Center

The Literacy Center, which includes the library corner, writing area, oral language area, and additional language arts materials, is the focal point in the room (Stauffer, 1970). It occupies a portion of the classroom that is immediately visible upon entering. It is visually attractive and physically accessible (Morrow, 1983). Placement and size of materials, shelves, chairs, and tables are appropriate for young children, and all posters are at children's eye level. The effort of creating an inviting atmosphere for a classroom library corner or literacy center is rewarded by the increased interest of children in participating in the activities offered there (Huck, 1976). The literacy center can occupy about one-third of the wall space on one side of a room, thus dramatizing to the children that the use

of reading, writing, and oral language is a valued and important part of the classroom. The materials range in difficulty to meet individual needs and different developmental levels. Each set of materials has its own place, is respected, and is designed for independent use.

The Library Corner represents and supports the notion that concepts about books and print are acquired when children are exposed to printed materials and given time to explore and experiment with them. A classroom library corner is essential if children are to enjoy immediate access to literature (Beckman, 1972). Bissett (1969) found that children in classrooms with their own collections of literature read and looked at books 50 percent more often than children whose classrooms housed no such collections.

It has been found that well designed classroom library corners significantly increased the number of children who chose to participate in literary activities during free choice times (Morrow, 1987; Morrow & Weinstein, 1982, 1986). Observations in nursery schools and kindergartens have identified specific design characteristics of library corners that correlated with children's use of those corners. Conversely, it has been found that during free choice periods, children did not use poorly designed library corners. The research evidence clearly shows that physical features of a classroom library corner are important if children are to be induced to use it voluntarily (Rosenthal, 1973; Shure, 1963).

While the library corner should be immediately visible and inviting to anyone entering the classroom, it also needs to afford privacy and physical definition for its users. It can be partitioned on two or three sides with bookshelves, file cabinets, or free standing bulletin boards. Its dimensions depend on the size of the classroom. Generally, it should be large enough to accommodate five or six children comfortably.

Well designed library corners provide two kinds of bookshelves. The first houses the bulk of the collection, and its books are shelved with spines facing outward. The second is open faced to display book covers, an important technique for calling attention and providing easy access to special books. Featured books are changed regularly. An alterna-

tive type of display shelving is the circular wire rack, commonly found in bookstores.

Books in the classroom collection should be shelved by category and color coded by type. The spines of all books on winter, for example, might be identified with blue circle stickers. The books might then be clustered on a shelf labeled *Winter*, with a blue sticker next to the label. Green stickers might distinguish books about plants. Color coding introduces children to the idea that books in libraries are organized by a system that makes them readily accessible.

Because much of the activity in a library corner takes place on the floor, it should be furnished with a throw rug and pillows or bean bag chairs, although it should also include a small table and chairs where children can use headsets to listen to taped stories or make their own books. A rocking chair allows comfortable reading, and a private "cozy" spot for reading can be made from an oversized carton that has been painted or covered with contact paper.

Attractive posters that encourage reading are available from both the Children's Book Council (67 Irving Place, New York, NY 10003) and the American Library Association (50 East Huron Street, Chicago, IL 60611). Stuffed animals also belong in a library corner, especially if they are related to available books. A stuffed teddy bear, for instance, might be placed next to a copy of *Bedtime for Francis* (Hoban, 1960) and other books in the Francis series, which tell about a family of bears. Children enjoy reading to stuffed animals or simply holding them as they look at books. A feltboard with story characters from favorite books is often heavily used in a library corner, as are roll movies. Viewing machines with story wheels are a source of literature for young children, and puppets help children act out stories. The corner should also include materials from which children can act out stories and can make their own books, felt stories, and roll movies.

Huck (1976) recommends five to eight books per child in a classroom library. Books are not difficult to accumulate. They can be purchased inexpensively at flea markets. In addition, many public libraries will lend teachers as many as twenty books a month. Parents sometimes donate books or

sponsor fund raising events for book purchases. Children's paperback book clubs offer inexpensive books and free bonus books for bulk purchases. Especially if they are not current, children's magazines and newspapers are often available to schools from publishers and local distributors for the cost of mailing and shipping if they are indeed not donated.

Children should be involved in planning, designing, and managing a library corner. They can help develop rules for its use, keep it neat, and select a name for it, such as "Book Nook." To ensure continued interest in the library corner, new books and materials must be introduced periodically and others recirculated. Approximately twenty-five new books should be introduced every two weeks, replacing twenty-five that have been there for a while. With recirculation, "old" books are greeted as new friends a few months later.

Students should be encouraged to borrow books from the library corner to take home for a week. A simple checkout system should be used. At specified times during the school day, for instance, children might bring books they have selected to the teacher, who notes the date, borrower's name, and book title. With training, children as young as kindergarten age can learn to check out books themselves by copying titles and recording dates on cards filed under their own names. Youngsters also can record on 3" x 5" cards titles and dates for books they read. The cards can be secured by loose leaf rings hung on curtain rod hooks mounted on a bulletin board, one ring per child.

Books and materials selected for the library corner should appeal to a variety of interests and represent a range in grade levels, ideally with multiple copies of the more popular books. Children often like to read a particular book at the same time or because friends are reading it. Several types of children's literature should be represented at each reading level, including picture concept books, fairy tales, nursery rhymes, picture storybooks, realistic literature, easy to read books, fables, folktales, informational books, biographies, newspapers, magazines, and poetry (Cullinan, this volume; Morrow, 1985).

The Writing Center, also part of the Literacy Center, should include a table and chairs, as well as

colored felt tipped marking pens, crayons, pencils (both regular and colored), paper, chalk, and a chalkboard. While various sizes and types of paper should be available, most should be unlined white paper or newsprint ranging in size from 8 1/2" x 11" to 24" x 36". Index cards, used to record children's Very Own Words, should be available in the writing area, and the children's collections of Very Own Words should be stored there. Writing folders, one for each child, are used to collect writing output over the course of the school year. If available, a typewriter adds to the center's usefulness, as does a word processor.

Materials for making books are a must, including paper, hole punch, stapler, and construction paper for covers. Blank books prepared by the teacher, especially ones keyed to special occasions, invite children to fill in written messages and stories. A regular inventory of pictures, posters, magazines, and newspapers can stimulate and provide decoration and illustration of children's writing. Children's literature in the classroom collection also can stimulate writing activities and ideas. If the teacher is not immediately available to take dictation from those children who choose to dictate stories, a tape recorder serves as an excellent tool. The dictated story can be transcribed later.

Displaying children's writing requires a bulletin board, but equally valuable are Message or Notice Boards used to exchange messages among members of the class and with the teacher. Teachers find the Message Board helpful in sending messages to individual children as well as in posting important information for the entire class. Mailboxes, stationery, envelopes, and stamps for youngsters' incoming and outgoing mail may be placed in the writing center if a pen pal program is underway (Morrow, 1989).

Oral Language activities also are encouraged and supported by materials within the Literacy Center. Puppets, flannel boards, pictures, children's literature, and a tape recorder all stimulate the use of oral language. Children use these materials to retell stories or create new stories (Morrow, 1981). Stimulated by activities and units of study in the content areas, children can orally share home or school experiences with the entire class or, during free choice time, with individual friends or small



Puppets will encourage children to tell stories and create their own.

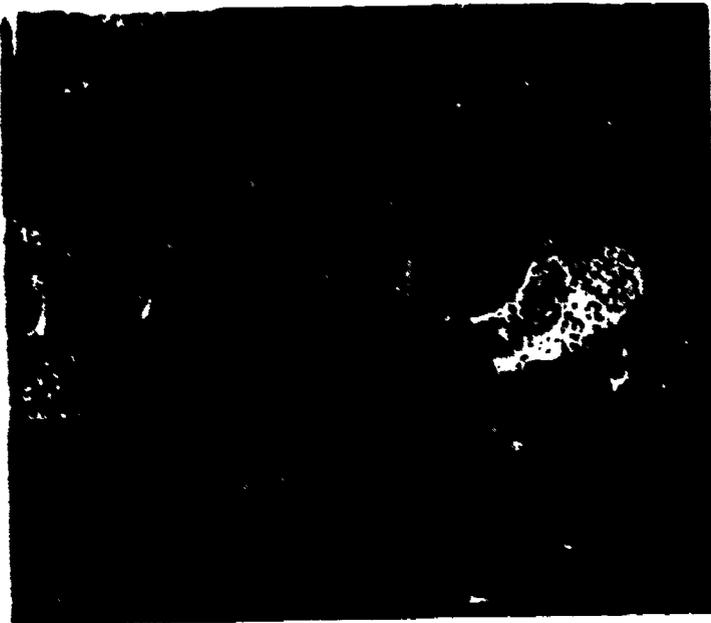
From L.M. Morrow, *Literacy Development in the Early Years: Helping Children Read and Write*. Prentice Hall, 1989. Used with permission.

groups in dramatic play areas, block corners, and outdoors. These activities aid vocabulary development as well as oral language skills.

Other materials should be available in the Literacy Center to help youngsters develop additional language arts skills. An alphabet chart in easy view helps children identify and shape letters they may need while writing. Tactile plastic magnetic, wooden, and felt letters are useful language arts manipulatives that help children develop motor dexterity for the act of writing and aid them in letter recognition and formation. Other manipulative materials teach rhyme and sound-symbol associations for consonants, vowels, and digraphs. Real life objects also should be included—materials that use the senses and represent letters of the alphabet and the sounds of consonants, vowels, and digraphs. For example, a box supporting the letter *P* might include a peanut to taste, perfume to smell, a pow-

der puff to touch, a picture to look at, and a tiny toy piano to play.

Time should be set aside for children to use the literacy center during the school day. The teacher must introduce the materials by featuring them in lessons and then gradually adding them to the center. In one observation during a recreational reading period when children were using the center materials, there were children reading as they relaxed on soft pillows, some with stuffed animals clutched under their arms. One child read to another snuggled in the box called the "private spot." Two children used a felt board to tell a story—one manipulated the felt characters as the other read the book. A group listened to a taped story of *The Little Red Hen* (Galdone, 1975) on headsets. They followed the words in the book as they listened. Since the tape was audible only to the children with the headsets, it was amusing to suddenly hear them



Experiences with science materials lead to new discoveries and provide the opportunity to learn new words.

From L.M. Morrow, *Literacy Development in the Early Years: Helping Children Read and Write*. Prentice Hall, 1989. Used with permission.



The opportunity to participate in dramatic play will stimulate language from real life.

From L.M. Morrow, *Literacy Development in the Early Years: Helping Children Read and Write*. Prentice Hall, 1989. Used with permission.

about animals specific to particular countries, such as the panda bear in China and the kangaroo in Australia. Pictures of these animals are placed in the center and labeled with names and countries. A map highlighting the appropriate part of the world is placed near each animal's picture. Books about the specific animals are available in the center, as are paper and writing tools children can use to make books about animals from other lands.

**Art Center.** Given the topic of Animals, children can first make dough by following a printed recipe on an experience chart. Then each child can use the dough to create a real or imaginary animal for a pretend zoo, which is set up in the block area. Each piece of work is labeled to identify the animal by type and name, and to identify the child who created it.

**Music Center.** During the Animal unit, the teacher uses songs about animals. To promote literacy, the words to new songs are written on chart

paper and displayed in the area, encouraging children to read or copy the words. The teacher also can place animal song books or song sheets in the center.

**Math Center.** During the Animal unit, place in the center counting books that feature animals, such as *One, Two, Three: An Animal Counting Book* (Brown, 1976) or *One, Two, Three to the Zoo* (Carle, 1968). Include magazines containing animal pictures so children can create their own number books using pictures of animals as the counting items for each numeral.

**Dramatic Play.** During the Animal unit, one teacher set up her dramatic play area as a veterinarian's office. There was a waiting room supplied with books and magazines about animals, as well as pamphlets about pet care and pet posters labeled with animals' names hanging on the walls. Other materials included an appointment book and appointment cards for pets and their owners. Signs

included "No Smoking" and "Doctor's Hours." Patient information forms are filed in individual's patients' folders. There was a prescription pad, and stuffed animals served as patients. White jackets and toy medical equipment were available for doctors and nurses.

**Blocks.** As with the dramatic play center, the block center can change in character with each unit of study. For the Animal unit, the block area can become a zoo, housing animal figures, stuffed animals, and animals created by children in the art center. Children can build block cages and make labels for each animal and section of the zoo. Signs can include "Petting Zoo," "Bird House," "Pony Rides," "Don't Feed the Animals," and "Don't Touch Us, We Bite." There are admissions tickets and play money to purchase tickets, souvenirs, and animal food. The block area can include books and posters about zoo animals.

## Conclusions

Teachers who have experienced school settings that include Literacy Centers with carefully designed Library Corners and Writing Centers support the value of a rich literacy environment through their reactions and comments.

"I never thought I would have enough space in my classroom for the Literacy Center, I was surprised that so many materials could fit into such a small area."

"The library corner and writing center became a place where children of all reading and writing abilities mingled....This social context seemed to provide an atmosphere for cooperative learning. The children looked forward to their time there each day."

"Children participated in the Literacy Center quite naturally and with enthusiasm. Children read more, wrote more, and took more books home from school than any group of youngsters I had in my classroom before. I think it's because the materials were so attractive and accessible. It suddenly dawned on me that while children had the opportunity to use the centers, they were practicing skills I'd been teaching them during direct instruction" (Morrow, 1987).

These next comments are those of children who have used Literacy Centers.

"Library Corners are nice in your classroom with pillows and lots of good books; it's cozy there, too. You get to read a lot when there is a library in your classroom. I'm reading so much that I get to practice reading, which will make me get better at it."

"You can choose the books you want to read. You can read short books if you want. You also get to read with your friends and you get to take books home. The things in the literacy center are fun. It makes you want to read and write and like to read, too" (Morrow, 1987).

The classrooms that generated those comments were rich in their literacy environment; literacy was honored, was cultivated, and thrived in them.

Studies and theoretical implications for classroom practice indicate that preparing a classroom for optimum literacy development should include concerted attention to environmental planning—allocation and design of space, selection of materials, and placement of those materials. Teachers no longer can think of themselves as just planners of strategies for instruction. Like an architect, the teacher must design a learning environment that supports specific instructional strategies (Loughlin, 1977).

The rich literacy environment described here allows for adult guidance and social interaction with peers. The facility underscores the concurrent, integrated nature of learning and using oral language, reading, and writing. The room is designed to promote functional literacy through real life experiences that are meaningful and interesting to the child. It provides for the integration of literacy and content areas to add enthusiasm, motivation, and meaning. It provides space for personal growth through direct instruction in small group and individual learning settings. It also provides ample space for children to learn independently and with peers through manipulation, exploration, and play.

The room is designed to help children associate literacy with enjoyment. With its appealing physical design, interesting activities, and the guidance of a competent teacher, the school environment described will help children develop literacy through pleasurable, positive, and successful experiences, thus ensuring a lifelong desire to refine and use literacy skills.

Morrow

---

## I . D . E . A . S

### You Can Use

## Creating an Art Gallery to Promote Literacy

1. Collect and hang prints of paintings by famous artists. Label the paintings with the name of the artist and the title of the work. Be sure to hang the prints at the children's eye level.
2. Discuss the artists and their work. Then read the titles of their paintings and their names. Include in the center books of artwork from these and other artists.
3. Provide artists' materials such as a palette, smock, easel, paints, chalk, crayons, magic markers, glue, and construction paper. Label each item and store each in its own container. Encourage children to do artwork, to title it, and to sign it. Provide a place in the gallery to display their creations.
4. Provide tags for the young artists to price their work, and provide order forms, receipts, and a cash register for them to sell their work.
5. Post a sign listing the name of the gallery (chosen by the children) and the gallery hours.
6. Provide 3" x 5" cards for Very Own Words when children want to copy new words relating to the art gallery, such as palette, easel, artist, and collage.

Cynthia Peters  
Kindergarten Teacher  
Belleville, New Jersey

---

## I . D . E . A . S

### You Can Use

## Creating a Bakery to Promote Literacy

A bakery is set up in the Dramatic Play area in coordination with a unit on Community Helpers.

1. Materials included are a baker's hat, an apron, cookie cutters, a rolling pin, mixing bowls, measuring cups, spoons, trays, and boxes with labels for baked goods such as cookies, cakes, pies, and rolls.
2. Some classroom recipes that already have been made are hung in the center, and a file box with old recipes and blank cards for new recipes is available, along with pens and pencils. Cookbooks with recipes for baking also will be stored in the area.
3. For the purpose of buying and selling baked goods, there is an order pad, a cash register, receipts for purchases, number tickets for standing in line to be waited on, and name tags for the baker and salespersons.
4. Post a sign listing the name of the bakery (chosen by the students) and store hours.
5. Blank word cards are available for children to copy words they might like to have for their Very Own Word collection that relate to the bakery, such as cookies, cakes, pies, and rolls.
6. Baked goods actually will be made and sold in the classroom.

Joyce Caponigro  
Kindergarten Teacher  
Livingston, New Jersey

## References

- Bockman, R. Interior space: The things of education. *National Principal*, 1972, 52, 45-49.
- Bissot, D. *The amount and effect of recreational reading in selected fifth grade classes*. Unpublished doctoral dissertation, Syracuse University, 1969.
- Brown, M. *One, two, three: An animal counting book*. Boston: Little, Brown, 1976.
- Carle, E. *One, two, three to the zoo*. New York: Collins World, 1968.
- Dewey, J. *Democracy and education*. New York: The Free Press, 1966.
- Durkin, D. *Children who read early: Two longitudinal studies*. New York: Teachers College Press, 1966.
- Froebel, F. *The education of man*. Clifton, NJ: Augustus M. Kelly, 1974.
- Galdone, P. *The little red hen*. New York: Scholastic, 1975.
- Goodman, Y. The development of initial literacy. In H. Goelman, A. Oberg, and F. Smith (Eds.), *Awakening to literacy*. Portsmouth, NH: Heinemann Educational Books, 1984.
- Hoban, R. *Bedtime for Francis*. New York: Harper & Row, 1960.
- Holdaway, D. *The foundations of literacy*. New York: Ashton Scholastic, 1979.
- Huck, C. *Children's literature in the elementary school*, third edition. New York: Holt, Rinehart & Winston, 1976.
- Loughlin, C.E. Understanding the learning environment. *Elementary School Journal*, 1977, 78, 125-131.
- Montessori, M. *Spontaneous activity in education*. New York: Schocken Books, 1965.
- Morrow, L.M. Home and school correlates of early interest in literature. *Journal of Educational Research*, 1983, 76, 221-230.
- Morrow, L.M. *Literacy development in the early years: Helping children read and write*. Englewood Cliffs, NJ: Prentice Hall, 1989.
- Morrow, L.M. Promoting innercity children's recreational reading. *The Reading Teacher*, 1987, 41, 266-274.
- Morrow, L.M. *Promoting voluntary reading in school and home*. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1985.
- Morrow, L.M. *Supertips for storytelling*. New York: Harcourt Brace Jovanovich, 1981.
- Morrow, L.M., and Weinstein, C.S. Encouraging voluntary reading: The impact of a literature program on children's use of library centers. *Reading Research Quarterly*, 1986, 21, 330-346.
- Morrow, L.M., and Weinstein, C.S. Increasing children's use of literature through programs and physical design changes. *Elementary School Journal*, 1982, 83, 131-137.
- Phyfe-Perkins, E. *Application of the behavior-person-environment paradigm to the analysis and evaluation of early childhood education*. Unpublished doctoral dissertation, University of Massachusetts, 1979.
- Piaget, J., and Inhelder, B. *The psychology of the child*. New York: Basic Books, 1969.
- Rosenthal, B.A. *An ecological study of free play in the nursery school*. Unpublished doctoral dissertation, Wayne State University, Detroit, 1973.
- Rusk, R., and Scotland, J. *Doctrines of the great educators*. New York: St. Martin's Press, 1979.
- Shure, M. Psychological ecology of a nursery school. *Child Development*, 1963, 34, 979-992.
- Spivak, M. Archetypal place. *Architectural Forum*, 1973, 140, 44-49.
- Stauffer, R.G. A reading teacher's dream come true. *Wilson Library Bulletin*, 1970, 45, 282-292.
- Sutfin, H. *The effects on children's behavior of a change in physical design of a kindergarten classroom*. Unpublished doctoral dissertation, Boston University, 1980.
- Taylor, D. *Family literacy: Young children learning to read and write*. Exeter, NH: Heinemann Educational Books, 1983.
- Teale, W. Reading to young children: Its significance for literacy development. In H. Goelman, A.A. Oberg, and F. Smith (Eds.), *Awakening to literacy*. London: Heinemann Educational Books, 1984.
- Vygotsky, L.S. *Mind in society: The development of psychological processes*. Cambridge, MA: Harvard University Press, 1978.
- Weinstein, C.S. Modifying student behavior in an open classroom through changes in the physical design. *American Educational Research Journal*, 1977, 14, 249-262.

Morrow

## ARTICLE ABSTRACTS

### *"Preparing the Classroom Environment to Promote Literacy During Play"*

Leslie Mandel Morrow

The purpose of this study was to determine if the voluntary literacy behaviors of children could be increased in type and quantity through design changes by including reading and writing materials in dramatic play areas. Thirteen preschool classes were distributed into one control group and three different experimental groups: One in thematic play with literacy materials was guided by teachers, one in thematic play with literacy materials was not guided by teachers, and one in books, pencils, and papers was supplied in unthemed dramatic play areas with teacher guidance. The type and quantity of literacy behaviors in each of the three experimental settings were determined by direct observation prior to intervention, during intervention, and after a delayed period of time. Literacy behaviors increased significantly in all the experimental groups over the control group. Thematic play with teacher guidance yielded greatest gains; the provision of books, pencils and papers with teacher guidance yielded the next greatest gains; and thematic play without teacher guidance yielded the third greatest gains. The effect of the treatments continued after a delayed period of time.

### *"The Architecture of Schools and the Philosophy of Education"*

Zvi Lamm

Changes in instructional methods and ideologies depend on simultaneous changes in the physical environment for the practice of those methods. School architecture results from the type of activity dictated by educational theories.

According to one ideology, individuation, education is intended to serve the intrinsic needs of individual students. The open space architecture and activity centers of open school reflect this ideology.

***"Classroom Organization and Teachers' Objectives:  
Observations from the Primary Grades."***

**Merle Richards**

A total of 20 first- and second-grade classrooms were observed to determine the nature of their behavior settings, and to ascertain teacher goals and values implicit in the classroom organization. Observation revealed strong differences among subject areas in both time allotment and variety of resources and activities. Language arts occupied the most time and the most varied settings in all classes, with mathematics a distant second. Science activities were relatively rare. In most classes, provision was made for spontaneous play, but this was not related to academic objectives, and was seldom evaluated by the teachers. Directed reading and mathematics settings were highly teacher controlled. Both academic accountability and classroom discipline contributed to the narrow range of formats in these areas.

***"Child-Selected Activities"***

**Randy Hitz**

Setting up environments that encourage children to explore and interact with materials and other people should be the goal of early childhood teachers. The teacher's primary task is to establish a rich stimulating environment which will foster each child's development.

***"Learning About Literacy: The Children and Me"***

**Robin Lindsley**

The author describes how a teacher may set up a "Learning Centers" classroom that responds to the developmental needs of the children.

**DEVELOPMENTALLY APPROPRIATE  
EARLY CHILDHOOD PROGRAM IMPLEMENTATION**

**TEACHER SURVEY**

**This self-study instrument is designed to assist teachers in their efforts to establish DAP programs.**

**A guideline for using the instrument is included.**

**This instrument can be re-used and the results checked against your previous scores, but it is just a rough profile not a true evaluation.**

*From: The Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program, State of Connecticut, Board of Education, 1990.*

## PREFACE

This self-study instrument, based upon the Connecticut State Department of Education publication *A Guide To Program Development For Kindergarten* (1988), is designed to support your efforts as a teacher to implement an early childhood program reflecting the qualities of developmentally appropriate programming described in the guide. By becoming involved in a self-study process, you will define the present status of your program and identify objectives for gradual growth to a more developmentally appropriate program. The use of this self-study will be enhanced by referring to that document. Persons with questions should direct them to the kindergarten/primary education consultant, Connecticut Department of Education (203) 566-5409. The self-study reflects the following definition of developmental appropriateness set forth in the Kindergarten Guide:

**Developmental Appropriateness:** The concept of developmental appropriateness has two dimensions:

**Age appropriateness:** Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development -- physical, emotional, social and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

**Individual appropriateness:** Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

## UNDERSTANDING THE PROCESS

Change is an ongoing developmental process of self-analysis, study and gradual personal growth. This instrument will support that process. It is designed to help you to continually analyze your own program, heightening your awareness and ability to effect change.

This instrument is based upon the principles of developmental appropriateness delineated in the Kindergarten Guide; it is applicable to all early childhood programs in elementary schools and can be used by teachers of children ages 5-8 as a *self-study process*.

Building a developmentally appropriate early childhood program is a challenge to be addressed over several years. You can enhance the process by working together with colleagues who share mutual goals and by carefully limiting yourself to specific, achievable objectives. Therefore, we suggest that you use this instrument *over time* to help you to reflect upon your own program:

- 1. Preview**            Take time to carefully read the instrument before delving into completing any of its parts.
- 2. Select**             After careful consideration, choose one section as your present priority and complete that section.
- 3. Be Realistic**       Do not aim for a 100 percent score in any section. No teacher is expected to implement every objective in a section. Instead, plan to gradually and continually increase the developmental appropriateness of your program.

*Because some of the items in this instrument are not totally within your control (for example: kindergarten entry policies), you may want to solicit support from administrators and other teachers to develop mutual, long-term strategies to address these objectives.*

- 4. Plan and  
Take Risks**            After you complete a section, identify two to three objectives as priorities for change. Ask a colleague to help you plan strategies for these objectives. Take advantage of resources like the Connecticut State Department of Education's publication, *A Guide To Program Development for Kindergarten*, to support your planning. Then implement the changes, remembering that you will probably need many opportunities to experiment with the new strategies before they feel comfortable to you. Continue this process of targeting objectives, planning strategies and implementing them.
- 5. Recheck**            Complete the same section after a few months to see where you stand. At that time, you may want to also start on one additional section to begin the process of change in that area of your program.

## CONTENTS

This document consists of five sections. Each section is subdivided into components to help you to further delineate the specific strengths and needs of your program.

<b>Section</b>	<b>Page</b>
<b>The Learning Environment.....</b>	<b>1</b>
• Room Arrangement - Use of Space .....	1
• Learning Tools: Equipment, Materials and Supplies.....	3
• Scheduling and Use of Time.....	7
• Program Tone.....	8
<b>The Integrated Curriculum.....</b>	<b>11</b>
• Interactive Learning Play.....	11
• Activity Centers .....	12
• Themes.....	14
<b>Roles of Players in the Program .....</b>	<b>17</b>
• Teachers .....	17
• Children.....	18
• Teacher Assistants, Parents and Other Volunteers .....	21
• Specialists .....	22
• Administrators.....	23
<b>Evaluation.....</b>	<b>26</b>
• Providing Program Continuity.....	26
• Observing and Recording Children's Behavior and Growth.....	27
• Program Planning.....	28
<b>Home-School-Community Partnerships.....</b>	<b>30</b>
• Changing Family Patterns and Needs.....	30
• Parents as Partners.....	31
• Building an Early Childhood Continuum .....	32

## INSTRUCTIONS

To use this instrument, select one section and respond to each (-) item by indicating the degree to which your program presently meets that criterion:

- 1 = not yet/rarely/to a small degree
- 2 = sometimes/to a moderate degree
- 3 = usually/frequently/to a great degree

By totaling the number of points in each section and charting them on the *Profile of Developmentally Appropriate Practices* (p. 34), you can create a picture of the strengths and needs of your program and set priorities for your own efforts in enhancing its developmental appropriateness.

**NOTE:** *For future reference, please copy and keep the original of this form so that you can repeat the process when you want to monitor your own progress and/or continue to set new objectives for your own growth; or date each use of this instrument and use a different color pen when you repeat a section to see your growth.*

## THE LEARNING ENVIRONMENT

### A. Room Arrangement - Use of Space

**1. I organize the physical space to encourage exploration.**

— I provide an orderly, clear arrangement of equipment, materials, and supplies which are easily accessible to all children, including those with a variety of handicaps, and encourage children to make choices.

— I provide areas in the classroom for individual, small-group, and large-group activity.

— I make frequent small changes in the classroom and, on a regular basis, make more major adaptations of the physical environment and arrangement of space to meet individual children's changing needs and to prevent overcrowding in each area.

— I arrange the room to foster children's interaction with people and materials.

— I make provisions for a wide variety of behaviors, from exuberant to quiet engagement, including providing separate active and quiet activity areas.

**2. I organize the physical space to encourage independence.**

— I provide ample and distinct storage with shelves, containers, and supplies labeled with symbols, pictures, and/or words to encourage children to select and put away materials and to clean up.

**Use this space to keep notes on:**

1. What you are doing now.
2. What you would like to be doing.
3. What new learnings and/or materials you need to achieve this objective.

- I provide a place for each child to store personal belongings.
  - I provide many places for children to display their own work.
  - I organize the room from the children's perspective to allow ease of movement and access to learning tools and activity centers.
  - I encourage and support children to make changes in the environment to meet their self-identified learning needs (*for example: a child's decision to store some wooden cubes in the block center instead of the math center in order to decorate structures*).
- 3. I organize the physical space to encourage harmonious interaction and cooperative learning.**
- I ensure that children have easy access to teachers as well as learning tools.
  - I provide activity area boundaries that are well defined and observable to children.
  - I allow adequate space and materials to accommodate the number of children allowed in each center (usually 2-6 children).
  - I plan the room with an understanding of the safety hazards typical of an early childhood classroom and of young children, arranging the centers to divert traffic from areas where it would disturb work or cause accidents (*for example: the block center and painting easel are placed in protected areas*).

- I remain alert to the effects of the physical environment on behavior and make changes to address children's responses and needs (*for example: adjusting the number of children allowed to work in a center to reflect changes in the way children are using a center*).
- I provide private as well as group spaces to encourage children to create and experience cooperative and solitary activities when they feel the need.

### **B. Learning Tools: Equipment, Materials and Supplies**

- 1. I offer learning tools that address a wide range of developmental capabilities (*for example: clay and sand activities as well as paper and pencil tasks to develop fine motor skills*).
- 2. I offer many learning tools that are open-ended (rather than limited to one specific use) so children can use materials in a variety of ways.
- 3. I extend, enrich and simplify activities to make experiences more meaningful to individual children (*for example: increase or reduce the amount of material to be manipulated; provide wider or narrower writing implements to help a child produce his or her desired result; furnish a variety of fiction and nonfiction books on many reading levels*).
- 4. I carefully introduce materials and activities on a regular basis (usually some each week) to assure basic mastery, to provide variety and challenge and to meet individual children's changing needs.

- 5. **I provide sufficient numbers and multiples of some learning tools to encourage social interaction and peer modeling** (*for example: sufficient numbers of blocks so that at least four children can play cooperatively*).
  
- 6. **The materials may include commercial, teacher-prepared, "found" objects, and materials supplied and created by the children.**

## Materials and Supplies Self-Study Checklist

Page 6 contains a list of suggested materials and supplies, organized by category, including those suggested in *A Guide to Program Development for Kindergarten*, (1988). No classroom is expected to include all these items at one time.

To use this list, place a checkmark next to the items which usually are available to your children on a regular basis.

Next, highlight the items which are not available in your classroom. Also consider whether you have included multiethnic, multicultural, and nonhandicapped biased learning tools, and note changes and additions you plan to make.

When you have completed this process, you will have a broad picture of the areas of strength and need related to the materials available in your room.

In order to develop a plan for the addition of materials, you may want to consider several factors:

1. **In which categories is my program particularly strong or weak?**  
Check the three strongest categories.  
Highlight the three weakest.
2. **Do I have personal interests or discomforts that have led to these strengths and weaknesses?**  
Do I avoid any particular types of activities (*for example, messy activities like clay, sand, water, fingerpaint*)?
3. **Which two categories of need am I comfortable expanding?**  
It is unrealistic to purchase equipment you are totally uncomfortable using now; leave that area for future development after you have taken time to gain more experience in that area and therefore become more comfortable with it.
4. **What are my specific priorities in these two categories of need?**  
Set up a list. Identify which items you may be able to find, create yourself, or collect from families or other community members. Then make a formal request for additional program materials based upon this thoughtful analysis of the present status of the materials and equipment in your program.

## List of Suggested Materials and Supplies

### **Audiovisual**

#### **Equipment**

Listening center with  
head phones  
Cassette recorder  
Record player  
Overhead projector  
Transparencies  
Filmstrip projector and  
filmstrips  
Screen  
Computer and software  
Camera and film

#### **Library Corner**

Fiction & nonfiction books,  
including some with  
companion audiotapes  
Books made by children  
Chairs, rocking chair, rug  
Book racks, shelves  
Reading "boat" or bathtub  
Magazines  
Audio tapes and records

#### **Art Supplies & Materials**

Modeling clay, play dough  
and tools  
Easels  
Scissors  
Tempera paint and brushes  
Finger paint  
Paste and glue  
Crayons, water color  
markers  
Yarn  
Newsprint & manila paper  
Colored construction paper  
Burlap and fabric scraps  
Collage materials  
Colored tissue and crepe  
paper  
Wallpaper scraps  
Cardboard and oaktag

#### **Music**

Rhythm and musical  
instruments  
Autoharp and/or piano  
Records and/or tapes  
Scarves & other dance  
props  
(see A.V. equipment)

### **Cooking**

Electric hotplate and  
toaster oven  
Electric frying pan  
Measuring cups and spoons  
Bowls, utensils,  
pots and pans  
Recipes

### **Language Arts/**

#### **Writing Materials**

A variety of crayons, pens,  
markers and pencils  
Different sizes and types  
of paper  
Manipulative letters of  
wood, crepe, foam and  
plastic  
Picture file and art  
reproductions  
Sentence strips  
Letter stamps  
Typewriter  
Alphabet cards  
Index cards for word banks  
Teacher-prepared blank  
books  
Games: matching alphabet,  
lotto, initial consonants  
Small chalkboards  
Chart stand with paper  
Flannel board with cutouts  
Puppets and puppet  
stage or frame

### **Gross Motor Play**

*(Some of these may be used  
outdoors or in gym)*  
Balance beam (low)  
Rocking boats  
Climbing structures  
Slide  
Stairs  
Floor mats  
Wheel toys, pedal toys,  
wagons,  
ride-on vehicles  
Scooter board  
Parachute  
Games: ring toss, bean bags  
A variety of balls  
Jump ropes  
Plastic paddles & large bats

### **Math and Other**

#### **Manipulatives**

Pattern blocks  
Unifix or multi-link cubes  
ESS wooden attribute  
blocks  
Geoboards and geobands  
Color cubes  
Beansticks and loose beans  
Base ten blocks  
Tangrams  
Primer (balance) scale  
Tools for measuring length,  
area, perimeter, volume,  
and time

#### **Supplemental**

#### **Manipulatives**

Set boards  
Lincoln Logs  
Other building materials  
Peg boards and pegs  
Real and play money  
Counters such as buttons,  
chips, checkers, etc.  
Games and puzzles for  
counting, numeral  
recognition, etc.  
Numerals  
Objects for sorting,  
classifying and ordering  
Food and/or other items to  
develop fractions  
concepts  
Tabletop building toys:  
Legos, small block sets,  
building sets and  
accessories  
Puzzles  
Parquetry blocks  
Lacing boards

#### **Construction**

1' wooden unit blocks  
Large wooden hollow  
blocks  
Large empty boxes  
Wheel toys for riding  
Steering wheel  
Block play props: vehicles,  
toy animals, people and  
furniture  
Signs  
Planks  
Rug

### **Dramatic Play**

Kitchen appliances:  
wooden stove, sink,  
refrigerator, cupboard  
Table and chairs  
Doll bed, blankets, pillow  
Dress-up clothes/ uniforms  
Occupational props: fire  
hoses, doctor's kit, cash  
register and play money  
Multiethnic dolls/clothes  
Broom, dust pan  
Ironing board  
Telephone, pots and pans,  
clock, food containers,  
dishes, silverware  
Typewriter  
Doll house & accessories  
Full-length mirror  
Real props

### **Woodworking**

Workbench  
Tools: hammer, saw, vice,  
clamp, hand drill, ruler,  
screwdrivers, pliers...  
Styrofoam, logs  
Wood, nails, dowels

### **Discovery Materials**

Sand table and accessories:  
sifters, shovels, pails,  
rakes, molds, funnels,  
measuring cups  
Rice, beans and oatmeal  
to vary sand play  
Gardening tools/ supplies  
Magnets  
Color paddles and prisms  
Electricity: batteries, wires,  
bells, flashlight bulbs  
Water tub and accessories:  
plastic tubing, small  
pitchers, handpumps,  
spray bottles, funnels,  
measuring cups,  
eye droppers  
Magnifying glasses  
Simple machines: pulleys,  
gears, inclined plane  
Collections: rocks, shells,  
nests, insects  
Animal environments and  
animals  
Thermometers  
Globe

**C. Scheduling and Use of Time**

1. **I organize the daily schedule to allow time for children to plan, implement and describe their activities.**
  - I prepare the room before children arrive so I am free to be with the children.
  - I use routines to help children move from dependence on others toward independence.
  - I meet with children daily -- individually and/or in small and large groups -- to discuss their individual plans and completed activities.
  - I develop and use a nonwritten, symbolic, and/or written sign-up system, such as a pegboard, for activity choices to support children's planning and transitions.
  - I allow time for adults and classmates to teach children the proper use and care of materials.
  - I maximize continuous time for interactive learning play and minimize the number of transitions to encourage children's sustained involvement in complex activities.
  - I help children to move calmly from one activity to another.
  - I develop and teach children to use a checklist or reporting form to record and evaluate their completed activities.
  - I have a convenient, effective, flexible method enabling me to record and change my daily plans.
  - I allow ample time for clean-up by children and organizing for departure.

**2. I organize the daily schedule to reflect children's developmental needs.**

— I allocate a significant portion of the day for sustained interactive learning play activities which are primarily child initiated and allow freedom of movement as well as continuous focused attention.

— I allocate a smaller portion of the day for activities that restrict children's movement as they participate in more structured, large-group activities.

**3. I develop a well-balanced daily schedule that includes:**

— Active as well as quiet activities.

— Individual, small-group and large-group activities.

— Indoor and outdoor activities.

— Independent projects as well as teacher-supervised activities.

— Child-initiated as well as teacher-initiated activities.

**D. Program Tone**

— 1. I like children and enjoy working with them.

2. I create an atmosphere of warmth, stability, safety, dependability and enthusiasm with on-going comfortable interaction among adults and children.

— I greet each child at the start of the day.

— I give each child some individual attention and recognition every day.

- I foster feelings of success in all areas of development for each child at his or her own level of accomplishment.
- I strive to maintain an optimal adult/child ratio in the classroom by involving teacher assistants, parents, student teachers, and other volunteers so an adult is available to assist each child when needed (in kindergarten, a ratio of at least 2:20; in first and second grades, a ratio of at least 2:25; 15 to 18 with only one adult in the room).
- I help each child develop self-esteem through encouragement, caring and focused attention.
- 3. **I foster discipline by modeling appropriate behavior and maintaining developmentally appropriate expectations for children in a nonthreatening, nonjudgmental environment.**
  - I emphasize positive, appropriate behaviors while allowing for mistakes.
  - I help children to respond appropriately by interceding, asking questions and/or redirecting before a problem arises.
  - I accept children's need to assert themselves, to be verbally expressive and to be inquiring.
  - I structure classroom activities to enhance cooperation rather than competition, and emphasize helpfulness, kindness and caring attitudes.
- 4. **I foster children's autonomy and social development through modeling and encouraging effective positive communication.**
  - I demonstrate self-control and coping skills myself.

- I recognize and acknowledge children's feelings and encourage verbal mediation.
- I encourage children to practice coping skills.
- I use gentle humor.
- I create a schedule that encourages and maximizes time for talking among children rather than primarily listening to adults.
- I expose children to different points of view.

**The Learning Environment:**

___ Subtotal	___ Date
___ Subtotal	___ Date
___ Subtotal	___ Date

## A. Interactive Learning Play

1. **I value interactive learning play as the central activity of the children's learning process.**

— A significant portion of the daily schedule is devoted to interactive learning play – active exploration and projects in learning centers.

— Children often initiate and direct their interactive learning play (*including the choice of materials*) from the selection I provide.

2. **I am a facilitator of interactive learning play.**

— I ask questions and make suggestions to help children develop thinking skills, expand themes and activities, and solve problems that arise in the course of their efforts (*for example: "Can you think of another way to sort these buttons?" , "Can you continue the road so it goes around Susan's block building?" , "How many ways can you make eight?" , "What information can you get from this graph?"* ).

— I structure interactive learning play by providing specific materials in well-organized activity centers.

— I seek opportunities to participate in children's interactive learning play to gain greater insights into their teaching potential (*for example: I work with the clay, experiment at the easel, build with blocks and take a role in dramatic play occasionally*).

**B. Activity Centers**

1. I provide a variety of at least 4-7 centers at any one time based on the curriculum goals for learning and the individual characteristics and interests of the children in the class.

- A construction center to encourage children to manipulate and create with blocks and block-building accessories.
- A writing center with a variety of paper and writing implements, files of pictures identified by name, letter stamps and a typewriter.
- A library center with a wide variety of books, story tapes and predictable books to provide opportunities to look at/read books and/or listen to stories.
- A dramatics center, an area which changes frequently to provide settings such as a house, a supermarket, a shop or a business.
- An art center with paint, crayons, chalk, paper, etc., which invites children to creatively express their feelings and impressions of the world around them.
- Multisensory centers offering a variety of manipulatives to promote mathematical concepts, listening, visual and auditory discrimination, and eye-hand coordination. Sand and/or water-tables often are included.
- An exploration center related to the biological, physical and earth sciences where children can observe, classify, predict and report information from a variety of science experiences.
- A cooking center available to children periodically.

- **A large motor development center** which provides access to indoor and outdoor areas for large movement activities such as climbing, running, jumping, balancing, dramatic play and large constructions.
  
- **A game center** housing a variety of games such as lotto, bingo and games made by teachers and older students.
  
- 2. **I organize the activity centers to address children's changing developmental needs and encourage their active participation in integrated learning.**
  - I offer a range of activities within each center to address a broad scope of developmental needs (*for example: the book corner has books without words, predictable books and more challenging ones*).
  
  - I place related centers adjacent to one another to encourage interaction between centers (*for example: dramatic play near large building blocks; writing center adjacent to listening center...*).
  
  - I change the environment by adding and deleting materials and activity centers to increase variety and challenge and to introduce and expand themes.
  
- 3. **I organize activity centers to maximize their effectiveness within realistic limits.**
  - I set up activity centers with room for 2-6 children in each center.

- I limit the number of activity centers based upon my evaluation of space, time and personnel to prepare, maintain and supervise quality centers. (*Five effective centers are more desirable than 12 centers which lack materials, attractiveness or adequate supervision.*)
- I incorporate both storage facilities and work/play space in each center.
- I locate centers with practical consideration (*for example, water, sand and art activities in tiled areas, library and blocks in carpeted areas...*).

### C. Themes

- 1. I use themes to unify learning across activity centers.
 

For example: If the theme is **FOOD and NUTRITION**, with **RESTAURANTS** being a topic for exploration:

  - > The dramatic play area may become a restaurant with a few small tables and tableware, pads to write up the checks, a cash register to pay the bills, aprons or uniforms for the servers...;
  - > The cooking center may become the restaurant's kitchen, with specific recipes and related ingredients to create food for the restaurant and math manipulatives to measure, weigh, pour...;
  - > The writing area may have materials and sample menus brought by children from local restaurants so that children can create their own menus and advertisements, and write stories about restaurants and food;

- > **The book corner** may have books about restaurants, the origin and delivery process for foods and cook books;
- > **The art area** may include materials and suggestions to create posters advertising the restaurant, placemats to use in the restaurant, pictures to decorate the restaurant and a large sign of the restaurant's name (*perhaps a group project*);
- > **The math area** may offer opportunities for sorting types of foods, graphing classmates' food preferences and/or adding the items on a "customer's" bill.

The class might develop a plan to include:

- > Creating a special meal or snack for invited restaurant guests (*perhaps parents, classroom volunteers or members of the school staff*);
- > Inviting a cook or waitress into school to talk about the restaurant business;
- > Visiting a local restaurant to learn about "behind the scenes" activities, thereby increasing the children's understanding and ability to expand the theme in greater complexity.

**2. I offer changing themes which are responsive to children's interests on a regular basis.**

The themes use children's interests and experiences as a basis for learning (*for example: the arrival of spring may launch an interest in ants – their various sizes, how they move, what they eat, how much they grow – activities involving measuring, observing, exploring, researching...*).

— The themes are reflected in changes, additions and deletion of and/or within activity centers (*for example: the theme insects, with a focus of exploration on ants, might be reflected in adding an ant house, magnifying glasses, books about ants; and might be expanded to a study of other insects or other animals that children notice in the spring*).

— The themes are changed regularly (*usually every 4-6 weeks*), reflecting children's interests, sustained attention, and accomplishments.

**The Integrated Curriculum:**

___ Subtotal	___ Date
___ Subtotal	___ Date
___ Subtotal	___ Date

# ROLES OF PLAYERS IN THE PROGRAM

## NOTES

### A. Teachers

1. **I actively seek to maintain a good understanding of the knowledge base regarding:**

— Child development from birth to 8 years.

— The learning process in early childhood.

— Teaching techniques specific to the young child.

— Observing and assessing young children's behavior and growth.

— Assisting parents to enhance their understanding of their child's development and to support this development in the home and school settings.

2. **I have specific training in early childhood education and child development:**

— I have studied or am studying child development, early childhood education or a closely related field (*i.e., child psychology, family relations*) at the college level.

— I attend several early childhood professional development programs annually to enhance my knowledge and skills.

— I am an active member of an organization related to the early childhood field.

- I seek opportunities to observe other developmentally appropriate early childhood programs.
- 3. **I have experience working with young children. For example:**
  - I have worked in a program serving children younger than kindergartners.
  - I have worked in a kindergarten program.
  - I have worked in a program serving parents and their young children.
  - I have had student teaching experience in pre-kindergarten and/or kindergarten programs.

## B. Children

1. **Children's own interests and needs are the core upon which I build my program.**
  - The themes which I use to integrate curriculum areas are based upon the children's interests.
  - The children are active participants in the planning process (*for example: if the theme is food and nutrition, with the focus of exploration being a restaurant, children may decide its name, the type of food served, the prices, how many customers can be served at a time...*).
  - I use the children's interests to increase their curiosity and build their skills.

**2. Children have opportunities to make choices and participate in independent learning.**

— Children are primarily involved in hands-on discovery, manipulation, exploration and investigation of many diverse materials in a child-centered environment.

— Children usually are free to move around the room.

— Children are encouraged to work individually and to work together in small groups (*for example: If a child needs help, he is encouraged to ask a friend*).

— Children are encouraged to think for themselves and question new ideas and concepts.

**3. Children are treated as individuals, with unique strengths and needs.**

— All children, including those with handicapping conditions, are accepted and valued at their own levels of ability and development and are encouraged to develop at their own pace.

— Children have access to multilevel experiences and concrete activities of varying degrees of complexity covering a broad developmental spectrum.

— Children are encouraged to respect, value and celebrate differences (*for example: When discrimination occurs in the classroom, I encourage discussion, understanding and resolution of the problem*).

**4. Children learn to be responsible participants in groups.**

— Children help to develop and implement positive class rules which encourage self-discipline.

— Children are encouraged to work cooperatively as team members in many small group experiences.

— Children usually are engaged in spontaneous talking with adults and classmates, discussing experiences and activities.

— Children are encouraged to be empathetic and responsive to others' feelings and needs.

**5. Children learn to take responsibility for themselves and the environment.**

— Children are encouraged to become self-reliant, caring for themselves and their personal belongings.

— Children are encouraged to be responsible for the care and storage of equipment, materials and supplies.

— Children are encouraged to take primary responsibility for clear up (*sponging tables, washing paint brushes, sweeping up sand...*).

### C. Teacher Assistants, Parents and Other Volunteers

**1. Teacher assistants are prepared to implement their responsibilities.**

— They have received training in early childhood education (*preferably prior to being hired*) and/or they receive ongoing professional development for which I assume significant responsibility.

— Teacher assistants and I communicate regularly through frequent planning/evaluation meetings, as well as suggestions posted in learning centers, message boards and other devices (*for example: when patterning is a major learning activity, a sign in the manipulative area might suggest questions to be asked of children - "Can you copy this pattern? Can you extend this pattern? Can you find this pattern in the room? Can you invent another pattern? Can you invent a pattern that uses more shapes? More colors?"*).

**2. Teacher assistants support and reinforce children's learning with my direction.**

— They read to a child or group of children.

— They listen to and record children's dictated stories and/or encourage and assist children to write their own stories using invented and teacher-taught spelling.

— They help children with learning activities by asking leading questions, making suggestions...

— They guide children in learning and playing games.

- They listen to children tell stories and/or read books.
- They guide children in learning and playing games.
- They help to prepare materials and keep records.
- They help children to choose, record and evaluate their activities.
- 3. **I encourage, train and involve parents and other volunteers in the program in roles similar to those of the teacher assistant and coordinate their involvement in the program.**

#### **D. Specialists**

(including art, music and physical education teachers; school nurse; speech and hearing or language development specialist; social worker; psychological counselor; guidance counselor and special education teacher)

1. **I encourage specialists to support and enhance the program directly.**
  - I encourage them to be involved in specific classroom activities with individual children as well as small and large groups.
  - I work with them to coordinate their classroom activities with the regular classroom teacher to avoid content isolation.
  - I seek opportunities to observe them model teaching in their area of expertise.
  - I encourage them to lead workshops and discussions at parent meetings.
  - I regularly ask them for feedback based upon their work with the children.

**2. I encourage specialists to support and enhance the program indirectly.**

— I regularly ask them for advice on ways of handling children with special needs, based upon their observing children in the classroom.

— I ask them to provide ideas for and/or supply materials and activities, and to help me to select new instructional materials, equipment and supplies.

— I seek opportunities for them to keep me informed of new research and new professional resources in the field (*including professional conferences, journals, pamphlets and books*).

**E. Administrators**

**1. Administrators have a good understanding of the principles and components of high-quality early childhood programs:**

— They have some training in child development and early childhood education.

— I encourage them to attend early childhood professional development programs by informing them of opportunities and asking them to attend presentations.

— I regularly seek their support for me, teacher assistants, and other early childhood colleagues to participate in early childhood professional development opportunities (attendance at conferences and workshops; discussions in faculty meetings, etc.).

- I take advantage of opportunities they create for communication and dialogue among teachers about developmentally appropriate programming, and about individual children's needs.
- 2. **I work with administrators and support them to provide an effective, consistent, ongoing communication system that creates a clear understanding and cooperative "ownership" of developmentally appropriate practices with parents, the community and all staff members.**
3. **Administrators place a high priority on developmentally appropriate class size:**
- I work with them to limit class size to 20 or fewer children in kindergarten, 25 or fewer in first and second grades with two adults in the classroom (15-18 with only one adult in the room).
- I actively seek their support of my efforts to effectively reduce class size with strategies like scheduling specialists in conjunction with other early childhood classes.
4. **Administrators place a high priority on developmentally appropriate adult:child ratios.**
- When possible, they maintain a ratio of at least two adults for every 20 children in kindergarten and for every 25 children in first and second grades, through the provisions of teacher assistants.
- I actively seek their support of my efforts to use specialists, parents, community members and older students to maintain or reduce this ratio of 2:20 in kindergarten, and 2:25 in first and second grades.

5. **I work with administrators to encourage the use of developmentally appropriate principles and strategies related to kindergarten entry and class placement/grouping:**

- Age is the only criterion used for kindergarten entry; therefore different levels of ability and development are expected and valued.
- Any tests used at kindergarten entrance and other intervals are valid, reliable and helpful in initial program planning and information sharing with parents.
- Retention is rejected as a viable option for young children.
- All children are welcomed --as they are-- into heterogeneous classroom settings.
- I actively support these entry and placement principles and strategies.

— 6. **I work with administrators to support developmentally appropriate classrooms by striving to provide funds for needed staff, equipment, materials and supplies.**

**Roles of Players in the Program:**

___ Subtotal	___ Date
___ Subtotal	___ Date
___ Subtotal	___ Date

## A. Providing Program Continuity

1. **I prepare children for the transition into and from my program.**
  - I create several opportunities for children and families to visit my program prior to their formal entry and/or foster informal interaction between my class and the preceding and following groups.
  - I actively encourage children and families to participate in these opportunities.
2. **I seek to meet the needs of all children who participate in my program.**
  - I focus on the individual developmental needs of children and accept age as the only entry criteria.
  - I accept, value and plan for a broad range of developmental levels and welcome all children.
  - I use the results of developmental screening to alert me to the need for further diagnostic assessment, not to place children in programs or to discourage entry into my program.
  - I use test scores (if readiness or developmental screening tests must be used) to make initial instructional decisions about each child, not to create barriers to school entry or to attempt to group children into separate, homogeneous classrooms.
  - I evaluate the results of formal screenings and tests in light of each child's daily classroom behavior.

**B. Observing and Recording  
Children's Behavior and Growth**

- 1. **I take time to observe children's behavior and growth on a daily basis to identify individual needs and to ensure that children are involved in a variety of areas of the program.**
  
- 2. **I record my observations on a daily basis.**
  
- 3. **I use a variety of methods to study and record each child's development and current level of understanding. For example:**
  - > **I spend at least 10 minutes at the end of each day to jot down observations.**
  
  - > **I select a different group of children to focus on at regular/weekly intervals for individual note keeping.**
  
  - > **I use checklists to record frequently observed physical, social-emotional and intellectual developments and/or use self-recording forms completed by children.**
  
  - > **I save dated samples of work of each child.**
  
  - > **I keep a small note pad or clipboard handy at all times for recording observations and anecdotes.**
  
  - > **I use a camera to record non-permanent products such as block construction and organization of dramatic play.**
  
  - > **I use audio and video recording equipment to augment observations.**

**4. I regularly use my observations and other records to identify and respond to children's changing needs.**

- I interpret observations within the context of the whole child.
- I look for patterns of behavior exhibited at different times and in different situations.
- To meet the diverse needs of each child, I focus on both children's areas of strength and weakness.
- I observe children's behavior in spontaneous, self-initiated activities as well as in teacher-initiated activities and routines.

**C. Program Planning**

**1. I use my observations to build developmentally appropriate expectations for each child.**

- I set individual, realistic goals so that each child is challenged and supported.
- I communicate in a positive, nonthreatening and encouraging manner to promote children's feelings of success and to develop children's capacity to learn from mistakes.
- I work to identify and respond to children's special needs and different learning styles.

**2. I use my observations to build short- and long-range plans for the group.**

- I assess regularly the suitability of classroom organization, room arrangement, management, routine and program content for the children's changing development.

— I consider all aspects of development – physical, social-emotional, cognitive and creative – in setting goals and formulating plans.

— I develop long-range plans and organize concepts that will tie the program components together through the year to form an integrated curriculum.

— I plan both content and implementation of activities.

**3. My planning is very flexible.**

— I modify plans on the basis of children's spontaneous interests, individual needs and responses.

— I plan projects and activities to address children's needs by flexibly using locally developed curriculum guides and checklists, published teachers' guides, scope and sequence materials, and other appropriate resources.

**\_\_\_ Subtotal: Evaluation**

\_\_\_ Subtotal            \_\_\_ Date

\_\_\_ Subtotal            \_\_\_ Date

\_\_\_ Subtotal            \_\_\_ Date

# HOME-SCHOOL-COMMUNITY PARTNERSHIPS

NOTES

## A. Changing Family Patterns and Needs

1. **I am sensitive to and demonstrate acceptance of each child's individual family pattern, cultural heritage or special needs.**

— I create a broad positive definition about "family," including patterns like single parenting and blended families.

— I strive to be knowledgeable about and sensitive to each child's family pattern and special stresses (*for example, illness or death of family member, new sibling, recent divorce...*).

— I value cultural diversity and seek to establish and maintain a nonsexist, multicultural classroom environment. (*for example, my classroom contains pictures of members of many cultural groups of both sexes in varied occupations and professions*).

— I strive to be knowledgeable about and sensitive to each child's special needs, including handicapping conditions.

2. **I am responsive to the needs generated by cultural diversity and changing family patterns.**

— I seek effective, positive ways to be a resource for information and referral for families (*for example: child care services, economic and health supports...*).

— I try to accommodate the needs of the children's families (*schedule only a few events each year, communicate with families by telephone when possible...*).

- I respond to the needs of working families and avoid scheduling patterns which disrupt families and children (*for example, I avoid scheduling parent conferences and/or meetings during the school day without helping to assure that child care options are available*).

## **B. Parents as Partners**

- 1. I involve parents in the transition processes (*from pre-kindergarten experiences to kindergarten, from kindergarten into first grade...*).**

- I seek parental input about their children's development and their expectations.

- I include parent participation in the kindergarten entry process and/or in the transition into my class.

- I create opportunities for families to learn about and visit my program and the program the child will participate in the following year in ways that are responsive to their needs and availability.

- 2. I strive to maintain open and clear lines of communication with families on a frequent and regular basis.**

- I summarize children's individual development and needs in clear, positive, jargon-free language.

- I use a variety of means for communication (*conferences, home visits, meetings, monthly newsletters, telephone calls, classroom visits by parents...*).

- I respect parents for the difficult job they have, listen to their viewpoints and support them in their roles as parents.

**3. I actively seek to involve parents in a meaningful partnership that supports the child's educational experience.**

— I establish a trusting relationship with families, making them feel welcome to communicate frequently with program staff.

— I provide frequent, specific opportunities for parents to be involved with their child's education at home and encourage and support their efforts.

— I encourage families to participate in the program in a variety of roles responsive to their own needs and availability (*for example: preparing materials for the classroom, contacting other parents by telephone...*).

### **C. Building an Early Childhood Continuum**

**1. I work with other school staff to build developmental continuity within my school.**

— I seek formal and informal opportunities to develop ongoing communication and cooperative efforts with all school staff.

— I support and participate in school early childhood meetings addressing developmental continuity.

— I communicate with school staff about the goals of our programs and encourage and participate in mutual observations of our classrooms in action.

— I support efforts to build more realistic, developmentally appropriate expectations for children.

— I share my understanding and knowledge of the children in my class with their next teachers.

2. **I work with other early childhood professionals and administrators to build developmental continuity among all early childhood settings: home, pre-kindergarten and elementary school programs .**
- I seek formal and informal opportunities to develop ongoing communication and cooperative efforts with all members of the community's early childhood programs.
  - I support and participate in community early childhood meetings addressing developmental continuity.
  - I communicate with community early childhood programs about the goals of my program and encourage them to observe my classroom in action (*for example: Head Start, school-aged child care...*).
  - I take time to visit other early childhood programs in the community to see them in action.
  - I support efforts to build more realistic, developmentally appropriate expectations for children in all community early childhood programs.

\_\_\_ **Subtotal: Home-School-Community Partnerships**

\_\_\_ Subtotal                      \_\_\_ Date

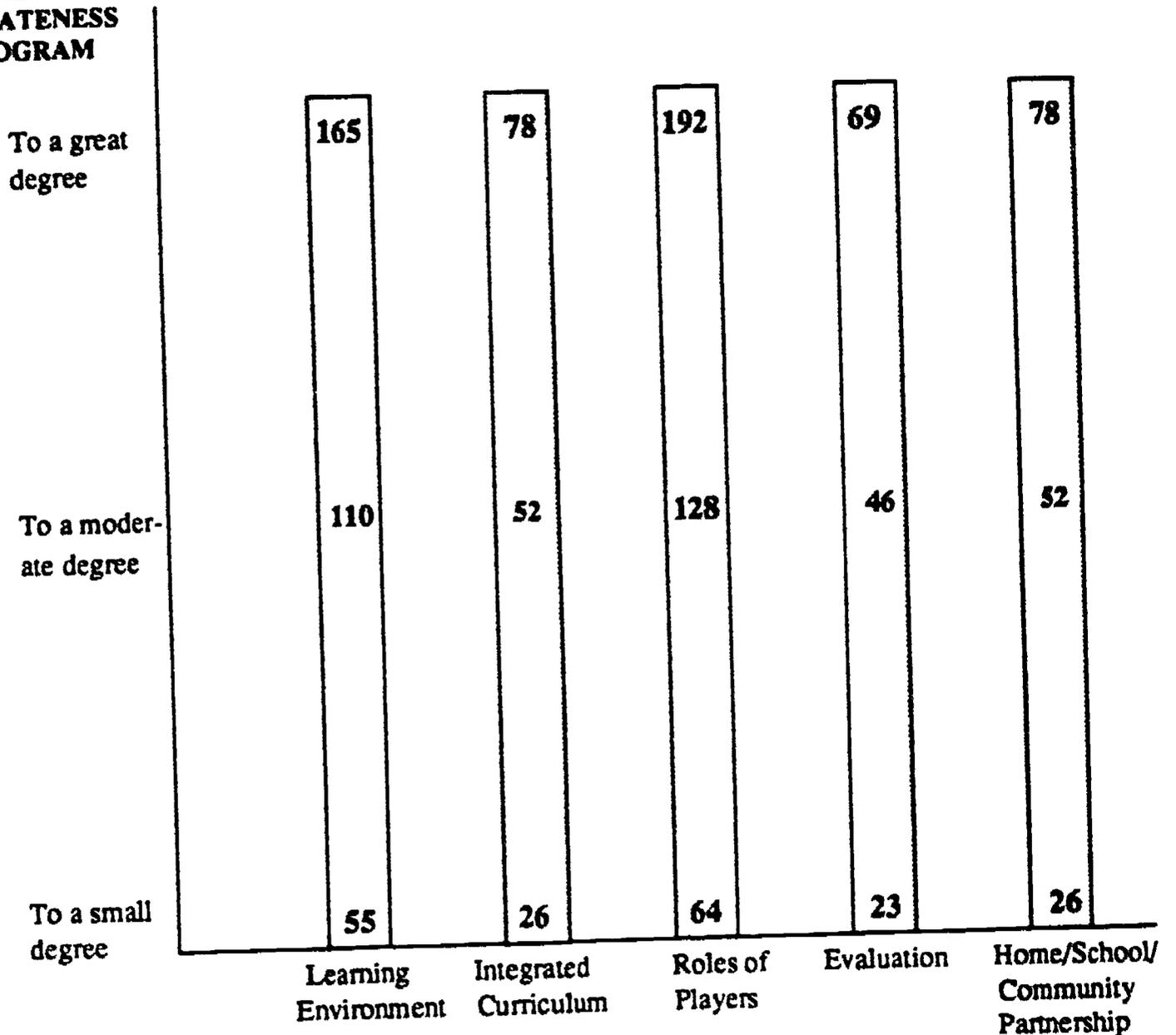
\_\_\_ Subtotal                      \_\_\_ Date

\_\_\_ Subtotal                      \_\_\_ Date

# PROFILE OF DEVELOPMENTALLY APPROPRIATE PRACTICES

By recording the subtotal within each component, you can get a "rough" profile of the strengths and needs of your program.

## DEGREE OF DEVELOPMENTAL APPROPRIATENESS OF MY PROGRAM



## PROGRAM COMPONENTS

As part of this formative document, the profile is provided as a visual representation of your program. Because all items in the instrument are not equal, this is only a rough profile. Please use it as a diagnostic tool in helping you to assess your program's strengths and needs, as well as your own growth. *This is not to be used as part of an evaluation process.*

## **SAMPLE CURRICULUM**

### **ELEMENTS OF DEVELOPMENTALLY APPROPRIATE PRACTICES (DAP)**

#### **+++ PURPOSE..**

We honor each child's unique development by providing dynamic and nurturing learning experiences.

#### **+++ ESSENTIAL ELEMENTS...**

- 1.0 Instruction is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness.
- 2.0 Curriculum is designed to promote maximum student involvement in integrated learning that meets the students' developmental needs.
- 3.0 Teacher observation of student progress is a primary focus of assessment. Progress reporting is narrative in form and individual rather than comparative.
- 4.0 Children are provided a nurturing and challenging environment that maximizes ease of transition from home to school and from group to group.
- 5.0 The school provides guidance for the social and emotional development of students.
- 6.0 The school encourages family involvement in the educational process.
- 7.0 School organization is flexible and responsive to the needs of children within the school community.
- 8.0 Ongoing staff development is provided to support professional growth for all staff members.

Corvallis School District #509J, 1555 S.W. 35th Street, Corvallis, Oregon 97333-1198, (503) 757-5811.

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** INSTRUCTION is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
1.1 Instruction is integrated.	1.1.1 Teachers conduct activities that incorporate interdisciplinary curriculum goals.	
	1.1.2 Teachers guide children's involvement in projects and learning centers.	
	1.1.3 Teachers enrich learning experiences.	
1.2 Children learn through active involvement.	1.2.1 Teachers provide a variety of learning activities from which children may choose.	
	1.2.2 Children are given opportunities to plan learning activities of interest to them.	
	1.2.3 Outings and visits from resource people occur frequently.	
	1.2.4 Children learn from each other in formal and informal settings.	
	1.2.5 Instructional methods encourage interaction between the teacher and the child.	
	1.2.6 Teachers use methods and techniques that engage the minds of all students throughout the instructional day.	

145

146

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** INSTRUCTION is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
1.3 Learning materials and activities are concrete, real and relevant to children's lives.	1.3.1 Manipulatives are incorporated into planned instructional activities and kept readily accessible for informal student use.	
	1.3.2 A variety of work places is provided and flexibly used.	
	1.3.3 Learning materials and activities reflect the child's world in and out of school.	
1.4 Teachers build on children's motivation to make sense of the world and acquire competence.	1.4.1 Teachers work with children in a supportive way toward the accomplishment of shared and individual goals.	
	1.4.2 Teachers guide children to see alternatives, improvements, and solutions.	
	1.4.3 Teacher challenge students to overcome hurdles to achieve success.	

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** INSTRUCTION is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
1.5 Instructional decisions are based on each child's progress.	1.5.1 Progress is assessed using a variety of techniques but primarily through daily observation and recording at regular intervals.	
	1.5.2 Instructional decisions are designed to challenge learners.	
	1.5.3 Assessment information is used to focus and individualize instruction.	
	1.5.4 Children are encouraged to extend themselves (take risks) and are supported while they learn from mistakes as well as successes.	
1.6 Teachers use knowledge of human growth and development as a basis for making instructional decisions.	1.6.1 Instruction reflects an understanding of the developmental needs of the age group.	
	1.6.2 Instruction is individually appropriate providing for interests and abilities outside the chronological age of the group.	

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** INSTRUCTION is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
1.7	Instruction is intentional.	
	1.7.1	Teachers/students have a clear understanding of curricular goals.
	1.7.2	Centers and activities are goal directed and purposeful
	1.7.3	Teachers are competent in the use of a variety of teaching models and techniques.
	1.7.4	Instruction promotes thinking processes.
	1.7.5	Instruction promotes creativity.
	1.7.6	Instruction incorporates differentiated content, process, and product.

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** CURRICULUM is designed to promote maximum student involvement in integrated learning that meets the students' developmental needs.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
2.1 Curriculum is designed to develop knowledge and skills in all developmental areas.	2.1.1 Curriculum addresses the whole child –physical, social, emotional and cognitive.	
	2.1.2 Curriculum reflects knowledge of age appropriate activities.	
	2.1.3 Curriculum allows for individually appropriate instruction.	
2.2 Curriculum is both child-centered and content-centered.	2.2.1 Curriculum is implemented to take optimum advantage of child's curiosity and enthusiasm for learning.	
	2.2.2 Curriculum is implemented to develop a student's self-esteem through a sense of competence and positive feelings toward learning.	
	2.2.3 Curriculum content reflects students' interests as well as essential learnings.	
	2.2.4 Curriculum is responsive to individual differences in ability, development, and learning styles.	
	2.2.5 Curriculum is based on current research.	

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** CURRICULUM is designed to promote maximum student involvement in integrated learning that meets the students' developmental needs (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
2.3 Curriculum provides opportunities for interaction.	2.3.1 Activities promote interaction with materials.	
	2.3.2 Activities provide opportunities for children to learn from other children and adults.	
	2.3.3 Activities develop communication and cooperation.	
2.4 Curriculum areas are integrated.	2.4.1 Traditional subjects such as reading, writing, and math are embedded into larger units of study as well as taught as individual developmental skills.	
	2.4.2 Technical skills are taught as needed to support larger concept development.	
2.5 Curriculum material instill acceptance and appreciation of differences and similarities among people.	2.5.1 Materials are multi-cultural and free.	
2.6 Curriculum is designed to help children learn how to learn.	2.6.1 Activities and materials promote exploration, thinking, and creativity.	
	2.6.2 Curriculum helps children learn how to access and use information.	

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** Teacher observation of student progress is a primary focus of ASSESSMENT. Progress reporting is narrative in form and individual rather than comparative.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
3.1 Student assessment is based on the child's development.	3.1.1 Development of the whole child--physical, social, emotional, and cognitive is assessed.	
	3.1.2 Assessment occurs and is recorded at regular intervals.	
	3.1.3 Students are given opportunities for self-assessment.	
	3.1.4 Performance assessment, including observations and samples of student work, is the primary method used in student and program evaluation.	
3.2 Student progress is reported to parents.	3.2.1 Reports to parents reflect growth and development of the individual child rather than a comparison to classmates.	
	3.2.2 Written reports to parents are descriptive and narrative.	
	3.2.3 Conferences are scheduled on an as-needed basis, but no less than two times a year.	
3.3 Student progress is continuous.	3.3.1 Children are allowed to progress in all areas as they display developmental readiness.	

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** Children are provided a nurturing and challenging ENVIRONMENT that maximizes ease of transition from home to school and from group to group.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
4.1 The school environment invites learning.	4.1.1 Staff members provide a safe and clean environment.	
	4.1.2 Staff members create a caring, emotionally secure environment.	
	4.1.3 Physical space is designed and organized to facilitate interactive learning.	
4.2 Children are assisted in making smooth, comfortable transitions.	4.2.1 Schedules provide smooth transitions and limit interruption of the instructional process.	
	4.2.2 Transitions are eased through ongoing communication among staff members and with families.	
	4.2.3 Staff members prepare students for transitions within the school setting.	
	4.2.4 Children and families are assisted in making smooth, comfortable home to school transitions.	
	4.2.5 Staff members are sensitive to traditions and values of students and their families.	

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** Children are provided a nurturing and challenging ENVIRONMENT that maximizes ease of transition from home to school and from group to group (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
4.3	The diversity and inequities of each child's early life experience is considered.	
4.4	The wide variations in children's development and learning determines curriculum development.	
4.5	The school's expectations of the entering kindergarten students is reasonable, appropriate and supportive.	
4.6	The school provides age-appropriate teaching and curriculum.	
4.7	All areas are individual-appropriate, for temperament, interests, cultural differences, and family differences.	
4.8	The school meets the needs of each child and provides whatever services are needed, including basic health care and economic security.	

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** The school provides guidance for SOCIAL AND EMOTIONAL DEVELOPMENT of students.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
5.1 School staff promotes positive social growth.	5.1.1 Staff members facilitate the development of social skills at all times.	
	5.1.2 Staff members assist students to be aware of and assume responsibility for their own behavior.	
	5.1.3 Staff members help students learn to solve interpersonal problems.	
	5.1.4 Staff members set clear limits in a positive manner.	
	5.1.5 Staff members involve students in establishing rules and consequences.	
	5.1.6 Staff members promote cooperative learning.	
	5.1.7 Staff members lead students in appreciating and celebrating uniqueness.	
5.2 School staff supports healthy emotional development.	5.2.1 Staff members facilitate the development of healthy emotional development at all times.	
	5.2.2 Staff members provide opportunities for students to understand themselves and others.	
	5.2.3 Staff members recognize and assist students to recognize each person's uniqueness.	

## DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: The school provides guidance for SOCIAL AND EMOTIONAL DEVELOPMENT of students (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
5.3	The school makes certain students understand appropriate school behavior.	
5.4	The school emphasizes activities that help develop self-esteem and self discipline. Students feel competent, worthwhile, and accepted.	
5.5	There is respect within the school for childrens' ideas.	
5.6	The school involves the staff in developing in-service plans to learn how to deal with social and emotional development of students.	

## DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: The school encourages FAMILY INVOLVEMENT in the educational process.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
6.1 Families are involved in their children's education.	6.1.1 Families visit school frequently.	
	6.1.2 Families and teacher communicate frequently.	
	6.1.3 Family members volunteer in school	
	6.1.4 Many opportunities for family education are provided.	
	6.1.5 Staff members view parents as partners in the educational process and seek input to assist with decision making where appropriate.	
6.2 Parents and volunteers have options for becoming involved in activities that support the instructional programs.		
6.3 Staff members provide parents with information and techniques for helping students learn.		
6.4 There is frequent two-way communication between parents and Chapter 1 staff.		
6.5 Parents are aware of their responsibilities for helping students learn.		168

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** SCHOOL ORGANIZATION is flexible and responsive to the needs of the children within the school community.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
7.1 Needs of the student(s) drive grouping, staffing, and scheduling.	7.1.1 Staffing and organization are determined within individual buildings.	
	7.1.2 Class sizes are at levels consistent with educational research.	
	7.1.3 Children are placed where it is expected they will do their best as judged by their development and not their grade level.	
	7.1.4 Children may be moved among groups during the year to support continuous student development.	
	7.1.5 Children with special needs are served within the classroom as appropriate.	
7.2 Staff specialization and configuration reflect the unique needs of the school community.	7.2.1 Staff selection and inservice reflect emphasis on early childhood and interdisciplinary education.	
	7.2.2 Staff is allocated and assigned based on student needs.	
7.3 Administration policies support the program.		

170

## DEVELOPMENTALLY APPROPRIATE PRACTICES

**Essential Element:** Ongoing STAFF DEVELOPMENT is provided to support professional growth for all staff members.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
8.1 Planned, comprehensive staff development forms the foundation of effective instruction.	8.1.1 School board, district, and building level administration plan for and provide funds and resources to support staff development.	
	8.1.2 Staff development activities are tailored to meet staff needs and include large group, small group, and one-to-one growth opportunities.	
	8.1.3 Staff members with expertise in special areas are provided time to assist in staff development.	
8.2 A wide range of opportunities to enhance learning and professional excellence is provided.	8.2.1 Opportunities include training in instructional strategies, differentiating curriculum, assessment methods, and child development.	
	8.2.2 Opportunities to develop leadership are provided.	
8.3 Emphasis is given to staff development/training and teacher skill building.		
8.4 Staff development opportunities are attractive to Chapter 1 staff.		

172

## DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: Ongoing STAFF DEVELOPMENT is provided to support professional growth for all staff members (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
8.5	Staff development and training are supported with time and other necessary resources.	
8.6	Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	

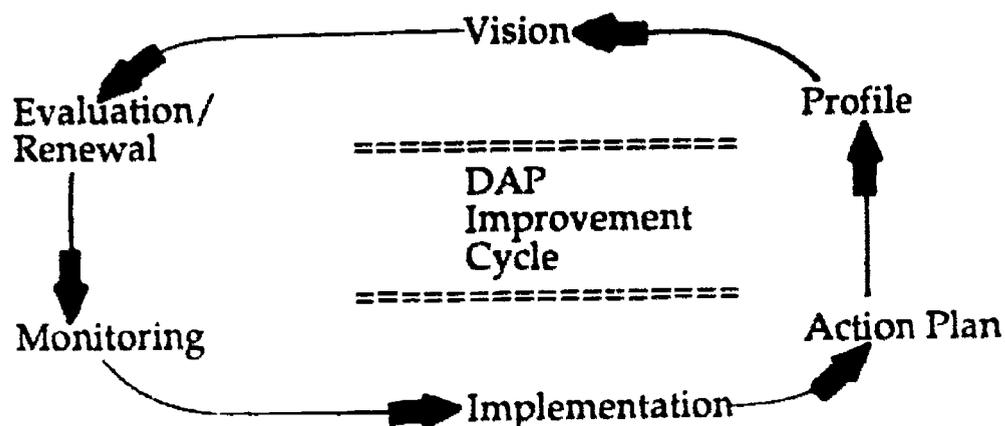
## THE DAP IMPROVEMENT CYCLE

Significant change requires thoughtful planning. For the DAP effort to be successful, schools must be clear about the action they will take in the change process.

Six key steps are necessary.

1. **Establishing a vision**
  - Purpose/mission
  - Essential elements
  - Practices
  - Methods and techniques
2. **Developing a school profile**
  - Student performance/development
  - Staff practices and characteristics
  - School/community environment
3. **Designing action plans**
  - Practices selected for improvement
  - Staff development needs determined
  - Resources identified
4. **Implementation**
  - New practices used
  - On-going staff development
  - Support systems in place
5. **Monitoring (on-going)**
  - Inservice evaluated
  - Staff reports progress with new practices
  - Student development observed and reported
6. **Evaluation/Renewal (annually)**
  - Determine progress
  - Celebrate accomplishment
  - Renew the cycle

The relationship between the steps in the cycle looks like this:



## EARLY CHILDHOOD EDUCATION ANNOTATED BIBLIOGRAPHY

### I. General Issues

Bredekamp, S., (Ed.) *Developmentally Appropriate Practices in Early Childhood Programs Serving Children Birth Through Age 8*. (Expanded edition). Washington, DC: National Association for the Education of Young Children (NAEYC), 1987.

This key curriculum and policy guide has been written into State and Federal legislation and provides: a policy statement on, and examples of, developmentally appropriate practices (DAP) at each age level; strategies for successful transitioning from level-to level; communicating to parents and administrators about DAP. Each section offers a reference list. (Refer to the Appendix on Resources for further details about NAEYC.)

Caldwell, B. M. "All-day Kindergarten – Assumptions, Precautions, and Overgeneralizations." *Early Childhood Research Quarterly* 4(1989): 261-266.

This article addresses the mixed messages to the public concerning early childhood education. On the one hand, its importance has become more widely accepted; on the other, some educators caution against pushing school-readiness skills too early, especially in all-day kindergartens. The core issue now is adjusting the K-curriculum (whatever its length) to children's individual differences and promoting learning processes over learning production. "Developmentally appropriate" is not explicitly defined.

Cohen, Deborah L. "Elementary Principals Issue Standards for Early-Childhood Program Quality." *Education Week* (August 1, 1990): 14.

In their guide for quality standards for more developmentally appropriate instruction for three- to eight-year olds, The National Association of Elementary School Principals (NAESP) issued recommendations to foster: more active learning; alternatives to formal assessment, entry-level testing, letter grades and retention; alternative group strategies; child-centered environment (e.g., low child-adult ratio); collaboration among schools, parents, support agencies. A summary of these standards is available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory (NWREL).

---

\* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

Cotton, K. and Conklin, N. F. *Research on Early Childhood Education: A Topical Synthesis*. Portland, OR: Northwest Regional Educational Laboratory, 1989. (\$3.90)\*

This synthesis was developed as part of the NWREL School Improvement Series. Given the trend for increasing emphasis on kindergarten programs, it is important to examine what well-designed research reveals about the short- and long-term effects of early childhood education. Several pages of annotated references are included. [HANDOUT]

Cummings, C. "Appropriate Public School Programs for Young Children." *ERIC Digest*. (PS-EDO-4-90).\*

This concise overview addresses the areas of: ECE developmentally appropriate research and policy positions, philosophy, screening, curriculum, teacher preparation, parent involvement, community collaboration, and ways to sustain programs. [HANDOUT]

Drew, M. and Law, C. "Making Early Childhood Education Work." *Principal*. (May 1990): 10-12.

The theme of this article is a high quality, full-day kindergarten as the key to a developmentally appropriate early childhood program. A school in Omaha decided this was the path to take in response to teachers concerns that children were being pushed too early to perform academically. The article includes their philosophy statement and details about the program.

Kagan, S. L. *Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies*. Washington, D.C.: U.S. Department of Education Office of Educational Research & Improvement, 1990.

At the 1989 Education Summit, President Bush endorsed a fourth "R": readying children for social and functional competence. Research supports the effectiveness of early intervention for low-income children. Despite different program agendas, the research consensus is that the quality of such programs is most linked to: (1) the relationship between child and caregiver; (2) relationship between caregiver and parent; (3) the environment. In addition to traditional academic achievement, the author advocates program outcome goals of equality and integrity. Strategies for excellence include moving from: (1) program to systems models; (2) "particularistic" (competitive, isolated) to "universal" (cooperative) vision; (3) short to long-term commitments.

---

\* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

Mitchell, A. W. "Schools That Work for Young Children." *The American School Board Journal* (Nov. 1990): 25-41.

This article describes a Bank Street College of Education 1989-90 study of five diverse public elementary schools in New York City. Successful programs were found to have three factors in common: (1) whole-child centered sense of purpose coupled with flexible practices; (2) commitment to teamwork and shared decision making; (3) commitment to staff development. Effective intervention recognizes that youngsters learn by doing; is an integrated process, is developmentally appropriate; is multi-cultural, community-based and teacher dependent. School boards can promote such practices by supportative policies.

National Association of Elementary School Principals. *Standards for Quality Programs for Young Children*. Alexandria, VA (1990)(60 pages).

What is new in early childhood public education is: (1) the rising number of classes for three- and four-year-olds; (2) "a growing recognition ... that young children are not simply a smaller version of older children." (p.1) This guide lists quality indicators for curriculums, school personnel, accountability, parental and community components of programs, and a checklist for applying these standards. An abbreviated version of this lengthy checklist is available through the Rural Technical Assistance Center (R-TAC), Northwest Regional Educational Laboratory.

Peck, J. T., McCaig, G., and Sapp M. E. *Kindergarten Policies: What is Best for Children?* Washington, DC, Research Monographs of the National Association for the Education of Young Children, Volume 2, 1988.

Recommendations are made regarding kindergarten entry age, testing, curriculum and length of the school day. On entry age, the advice is to set reasonable cutoffs, reach all eligible children, include parents in the decision, and reexamine the appropriateness of the curriculum. The authors recommend using valid, reliable tests only for their intended purpose, in conjunction with multiple indicators and parental involvement. Stressed are: developmentally appropriate goals and practices; communication with parents and the entire school community; priority funding for small class size, low adult-child ratios, teachers with degrees in early childhood education and inservice training; maximizing program options and length of the school day.

Warger, Cy., editor. *A Resource Guide to Public School Early Childhood Programs*. Alexandria, VA, Association for Supervision and Curriculum Development (ASCD), 1988. (198 pages) [source: Jack; review for more program data]

Articles by different authors discuss current ECE trends and issues: implications of research; resistance to developmentally appropriate practices; public school involvement in ECE; kindergarten for the economically disadvantaged and direct instruction; descriptions of 19

diverse kinds of programs (contact information, program overview, mission, operation, funding, unique features, references); national resources.

Weikart, D. P. "Changed Lives: A Twenty-Year Perspective on Early Education." *American Educator*. Vol. 8, No. 4 (1984): 22-25; 43.

This article summarizes the outcomes of the most extensive follow-up study conducted of early childhood education. The 20-year longitudinal study concluded that the overall impact was positive on the 123 young adults who had attended the Perry Preschool program for economically disadvantaged children. The curriculum used, now called the High/Scope Preschool Curriculum, is loosely based on Piaget's developmental theories.

## II. Curriculum: Early Literacy and Math

Graves, M. *The Teacher's Ideabook: Daily Planning Around the Key Experiences*. Ypsilanti, MI, The High/Scope Press, 1989.

This book features the High/Scope Curriculum (formerly known as the Cognitively Oriented Curriculum), whose philosophy is that early childhood education should nurture self-reliant problem solvers through active learning. Influenced by Piaget's developmental stages, it provides principles and types of activities planned around individual needs, interests and styles. A team approach is emphasized, with each team member making notes on a daily observation sheet called the Child Assessment Record (CAR). Briefly described are studies demonstrating the validity of the curriculum, and the important link between preschool experiences and later academic and social development. An appendix lists sources of songs and fingerplays.

Harcourt, L. *Explorations for Early Childhood*. Ontario, Canada: Addison-Wesley, 1988.

This is a comprehensive guide to an activity-based kindergarten and pre-kindergarten mathematics program. Theory on each of the following math concepts is coupled with concrete examples of related practices: problem-solving, number, geometry and measurement. Activities related to these concepts are organized around six units: circle activities, theme activities, daily routines, home projects, and finger plays. The guide also furnishes an annotated bibliography of children's literature related to major math concepts.

Heibert, E. H. "The Role of Literacy Experiences in Early Childhood Programs." *The Elementary School Journal*. (1988). 89(2): 162-171.

The emergent literacy perspective is presented as an alternative to standard beginning reading and written language approaches that stress

discrete skills such as letter naming. Information is presented on children's existing literacy knowledge/processes prior to formal instruction, and ways to strength the match between this existing literacy base and instruction. The Metropolitan Reading Readiness Test's addition of a pre-literacy inventory is an example of a test that supports the emergent literacy viewpoint.

Lomax, R. G. and McGee, L. M. "Young Children's Concepts About Print and Reading: Toward A Model of Word Reading Acquisition." *Reading Research Quarterly*. (Spring 1987). 22(2): 237-256.

The authors tested several theoretical models of the development of print and word reading on measures obtained from three- to seven-year-olds. The model which fit the data best contains five components: concepts about print, graphic awareness, phonemic awareness, grapheme-phoneme correspondence knowledge, and word reading. The relevance of these concepts to reading instruction is that they are key pre-skills and follow a developmental sequence.

Morrow, L. M. "Young Children's Responses to One-To-One Story Readings in School Settings." *Reading Research Quarterly*. (1988) 23(1): 95-105.

This study report compares exposure vs. non-exposure to story reading on low ability, low socioeconomic status four-year-olds in day care centers. Such exposure increased the number and complexity of interpretative responses over a more traditional reading readiness approach used in the control group.

Nunnally, J. C. "Beyond Turkeys, Santas, Snowmen, and Hearts: How to Plan Innovative Curriculum Themes." *Young Children* (November 1991): 24-29.

The article offers a planning strategy for developing innovative themes for group activities to promote early childhood cooperation skills: 1) brainstorm on topics, 2) design a theme's implementation, and 3) plan specific group activities. Parents and students play a role in planning as well. The reference list includes activity books and other ECE curriculum-related materials.

Pinnell, G. S. "Reading Recovery: Helping At-Risk Children Learn to Read." *The Elementary School Journal*: (1989) 90(2): 162-183.

Reading Recovery, compatible with the whole language philosophy, is an early innovative approach to help at risk children "catch up" featuring: special teacher training, intensive one-to-one sessions for 10-20 weeks, focus on strengths, and reading and writing immersion rather than drill. The author concludes that the program warrants continued attention due to its unique features and positive evaluation results.

Pinnell, G. S., Fried, M. D., and Estice, R. M. "Reading Recovery: Learning How to Make a Difference." *The Reading Teacher*. (January 1990): 282-295.

The authors provide a sample lesson plan, a participant teachers's reflections, teacher training model and research base for Reading Recovery, a promising short-term early intervention program developed to give extra help to the lowest achieving readers in first grade. The program involves daily, 30-minute individual lessons in which teachers reinforce and analyze what are considered developmentally appropriate reading and writing activities.

Strickland, D. S., and Morrow, L. M. "Developing Skills: An Emergent Literacy Perspective." *The Reading Teacher*. (Oct. 1989): 82-83.

This article addresses the concern that the holistic emergent literacy perspective slights the need for specific skill acquisition. A case is made that positive attitudes and strategies for learning to read and write go hand-in-hand with development of the subskills necessary for school success. The teacher's role is to provide the conditions for embedding skills in the strategic learning process.

*The Western Reading Recovery Program*. Vol. 2, No. 1. Portland State University: November 1990.

With the Reading Recovery (RR) program now into its second year at PSU, this newsletter reports on the program's first year and upcoming plans. In 1989-90, 14 teachers were trained and 105 at-risk children served. For 1990-91, plans are underway to implement RR in 19 school districts in Oregon and Washington. For year 3 (1991-92), the application deadline for teacher and leader training is March 29, 1991. Also given are: training sites and costs, a description of the leader role, visitor's policy, contact information, and information about obtaining an introductory video.

Wasik, B. A. and Slavin, R. E. *Preventing Early Reading Failure With One-To-One Tutoring: A Best Evidence Synthesis*. Baltimore: Center for Research on Effective Schooling for Disadvantaged Students (Johns Hopkins University), 1990.

Adult one-to-one tutoring has been demonstrated to be highly effective in reaching these students. Five primary programs that utilize individualized tutoring are analyzed: Reading Recovery, Success for All, Prevention of Learning Disabilities, Programmed Tutorial Reading, and the Wallach Tutorial Program. The authors conclude that all the programs positively impacted student achievement at least in the short-term; those with certified teachers as tutors had the most substantial effect.

### III. Assessment

Bagnato, S. J., Neisworth, J. T., and Munson, S. M. *Linking Developmental Assessment and Early Intervention: Curriculum-Based Prescriptions*. (2nd ed.) AGS: Circle Pines, 1989.

This test publisher explains procedures for designing a Prescriptive Developmental Assessment battery for preschoolers. Included are reviews of over two dozen scales, curricula, checklists and actual case studies.

*Fairbanks North Star Borough School District Language Arts and Reading Assessment, Grades 1 and 5*: Jim Villano, Fairbanks North Star Borough School, Box 1250, Fairbanks, AK 99707-1250 (NWREL Test Center #400.3FAINOS). [date?]

This document includes a package of instruments for assessing various aspects of reading and language arts achievement at grades 1 and 5. The grade 1 package includes a "writing sample" in which students prepare a picture story and then caption it; a scale for measuring attitude toward reading; a teacher rating of reading progress; and holistic listening and speaking ratings.

From *Computer Management To Portfolio Assessment*. Jackie Mathews, Orange County Public Schools, Orlando, FL, *The Reading Teacher*, February 1990. (NWREL Test Center #440.6FROCOM).\*

The four core elements of a reading portfolio for grades K-2 are detailed: a reading development checklist, writing samples, a list of books read by the student and a test of reading comprehension. The Reading Development Checklist includes concepts about print, attitudes toward reading, strategies for word identification and comprehension strategies. The reading comprehension test is still under development. The article also describes optional assessment tools, and other necessary elements for an innovation of this type: administrative support, a climate for change, experts in the area of reading, good staff development, and grassroots interest.

Goodman, K. S., Goodman, Y. M., and Hood, W. J. *The Whole Language Evaluation Book*. Portsmouth, NH: Heinemann, 1989.

This anthology of essays by teachers and writing consultants explores whole language principles, issues and approaches. Included are samples of self and peer evaluation as well as teacher-directed evaluation ratings, checklists, anecdotal records and miscues. Though the main focus is not

---

\* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

on early childhood education, some methods may be adapted to ECE and two sample growth documentation forms for kindergarten are included.

Hyson, M. C., et al. "The Classroom Practices Inventory: An Observation Instrument Based on NAYEAC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Childre." *Early Childhood Research Quarterly*, (1990), 5: 475-494.

This article describes a promising new assessment instrument specifically based on the National Association for the Education of Young Children's guidelines for appropriate early childhood curriculum practices. The authors reached their conclusion about the 26-item rating scale after studying ten preschool programs.

ILEA/Centre for Language in Primary Education. *The Primary Language Record: A Handbook for Teachers*. Portsmouth, NH: Heinemann, 1988.

"Primary" is defined as ages 3-11 by the London-based Centre. The handbook contains a copy of, and explains the language and literacy development concepts underlying, the Primary Language package consisting of: (1) the main record, and (2) an optional observation and sample sheet which can be incorporated into a teacher's existing record system. The system is designed to involve children, parents and all the child's teachers; record progress in all of a child's languages; and serve as a cumulative language profile.

*Integrated Assessment System: Mathematics and Language Arts*. Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498, (512) 299-1061. (NWREL Test Center #010.3INTASS).

The Psychological Corporation will shortly have available portfolio packages for math and language arts for grades 1-8. This document provides a brief outline of what those packages will be like, but describes the language arts system only. They appear to involve both formal and informal indicators of many aspects of performance: standardized test scores, curriculum transcripts, a list of awards and distinctions, student work samples, teacher rating scales and student self-evaluations.

*Juneau Integrated Language Arts Portfolio for Grade 1*, Ed McLain, Juneau School District, 10014 Crazy Horse Drive, Juneau, AK 99801 (907) 463-5015. (NWREL TEST Center #400.3JUNINL)\*

The Juneau Grade 1 integrated language arts portfolio includes: teacher checklists on reading development and oral language; a self-report of

---

\* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

attitude toward reading; one sample per quarter of text that a student can read at the instructional level; two samples per quarter of student writing; textbook embedded open-ended tests of reading comprehension; standardized test scores; number of books read by the student; and a checklist of language arts skills. Also included are checklists, rating forms, and a revision of the portfolio based on teacher feedback.

Langhorst, B. H. *Consumers Guide: Assessing Early Childhood Education*. Portland, OR: Northwest Regional Educational Laboratory, April 1989. (\$9.75)

This guide provides comprehensive state-of-the-art assessment information, reviews of 50 available instruments and a "how to evaluate a test" checklist. Major reasons for testing of young children are: 1) screening to identify children at risk for potential learning problems; and 2) assessing readiness for a specific academic program.

*Southwest Region Schools Competency-Based Curriculum--Grades K-4*. Janelle Cowan, Southwest Region Schools, Box 90, Dillingham, AK 99576. (NWREL Test Center #010.3SOURCES).\*

This is a draft curriculum document in which math and language arts objectives for grades K-4 are presented in two forms: (a) as a teacher checklist; and (b) with an indication of how to assess each objective. Objectives include listening, speaking, reading, writing, study skills, numeration, computation, problem solving, measurement and geometry.

*The Role of Revision in the Writing Process*. Linda Lewis, Fort Worth Independent School District, 3210 W. Lancaster, Fort Worth, TX 76107 (NWREL Test Center #470.6ROLOFR) [date?]\*

This draft document provides information on using portfolios in writing instruction and assessment: rationale, types, content, student self-reflection, teacher documentation of student progress, and goals for grades K-5. Included are samples of students' written self-reflections, samples of teacher analyses of student progress and skills checklists for grades K-5.

*Work Portfolio As An Assessment Tool For Instruction*. Gabe Della-Oiana, Department of Educational Psychology, 327 Milton Bennion Hall, University of Utah, Salt Lake City, UT 84112. (NWREL Test Center #470.3WORPOA)\*

This is a draft paper which describes in detail a portfolio scheme for writing for grades K-8. Included are layout, content and forms for the front and back covers.

---

\* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

In looking at the growth pattern and development of a child it is important to acknowledge the individuality of each child in regard to rate of development, style of development, and stage of development.

## Rate of Development

Rate of development refers to the timetable for reaching developmental milestones. Developmental charts show the *average* age at which a child can perform a specific task. However, *there is no average child*. No one set age can be given for when a skill or ability should or will appear. Development means to unfold gradually-- each child gradually develops an ability over a range of time. A child's rate of development may differ from a chart in some or all areas. Respecting an individual child's rate of development means recognizing, appreciating, and providing opportunities for possible behaviors to occur-- it does not mean pushing the child. For example, when a child has developed some eye-hand coordination and recognition of parts to a whole, the child might be offered a simple jigsaw puzzle to explore. The child's preferences for particular activities as well as his or her success at other preliminary activities, will determine whether the child has either the ability or inclination to complete this task. In no case should anyone force or drill the child to complete the puzzle.

## Style of Development

Style of development deals with the temperament of the child. Some researchers say that a baby is born with an individual temperament which stays basically the same throughout childhood. Temperament has no relation to intelligence or talent. Some children learn in an outgoing fashion. They practice new skills as they interact with others and are not bothered by mistakes. Other children learn best by practicing alone. They may not demonstrate a skill publicly until they are assured of a polished, successful performance. Some children progress with equal focus across the areas of physical, cognitive, and affective (emotional and social) development. Other children mature more rapidly in one developmental area relative to their progress in other areas.

## Stage of Development

Stage of development denotes the fact that children tend to develop in a predictable sequence. Certain kinds of learning precede others. Picking up or manipulating small objects (i.e., rocks) can refine the child's pincer grip which will later be used in learning to write with a pencil. The general sequence implied by a developmental chart helps adults



know what the child is likely to be ready for next and how to be helpful when presenting new developmental challenges. However, always remember that *children develop at their own rates and in their own styles. Each child masters a skill when she or he is ready* (Dinkmeyer, 1989).

The set of developmental charts included on the following pages is based primarily on Gesell (Ames & Haber, 1985; Ames & Ilg, 1979) and pediatrician sources (McAteer, et al., 1988-1989), as well as unpublished (Loeffler, 1974) and published (*From crib to kindergarten*, 1976; Caplan & Caplan, 1983) guides. The charts offer only a *general sequence* of development and a *sample* of related activities and behaviors. As with all charts, they have to be used with caution. Children at risk may show differences in development. The selected bibliography on child development includes a number of sources specifically addressing the development of at-risk children (Bowman, 1989; Burchinal, et al., 1989; Garcia, 1986; Lee, 1989; Nielsen, 1989).

### Developmentally Appropriate Curriculum

In 1987, the National Association for the Education of Young Children (NAEYC) published standards for "developmentally appropriate practice" in early childhood programs (Bredenkamp). The NAEYC standards included (1) a whole child approach, (2) integrated curriculum, (3) active, experience-based instruction, (4) developmentally appropriate materials, especially manipulatives, (5) personally relevant content, (6) small-group work with opportunities for conversation, (7) cooperative learning, (8) varied teaching strategies, and (10) affective as well as cognitive development. A summary of the NAEYC standards is included on page four of this handout.

### Developmental Screening and Readiness Tests

In November of 1987, The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) adopted a position statement entitled *Unacceptable Trends in Kindergarten Entry and Placement*. The position statement includes principles regarding several concerns. There was general concern about the "dramatic changes in what children are expected to do in kindergarten." Principle 5 addressed the misuse of developmental screening and readiness tests, and Principle 6 addressed the increasing tendency to place disadvantaged children in segregated programs where there are lower expectations for their achievement and fewer positive peer role models. The texts of principles five and six are included on page five of this handout.



## References

- Ames, L. B., & Haber, C. C. (1985). *Your seven-year-old: Life in a minor key*. New York: Delacorte Press and The Gesell Institute of Child Development.
- Ames, L. B., & Ilg, F. L. (1979). *Your six-year-old: Loving and defiant*. New York: Delacorte Press and The Gesell Institute of Child Development.
- Bredenkamp, S. (Ed.). (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age eight, (expanded edition)*. Washington, DC: National Association for the Education of Young Children.
- Caplan, F., & Caplan, T. (1983). *The early childhood years: The 2 to 6 year old*. New York: Perigee Books and The Princeton Center for Infancy and Early Childhood.
- Dinkmeyer, Sr., D., McKay, G. D., & Dinkmeyer, J. S. (1989). *Parenting young children*. Circle Pines, MN: American Guidance Service.
- From crib to kindergarten: A guide to your child's development*. (1976). Indianapolis, IN: Indiana Department of Education, Division of Special Education.
- Loeffler, M. H. (1974). *Development of the child*. Unpublished manuscript, Oklahoma City University.
- McAteer, M., Pardieck, J., & Walters, J. L. (March 1988-June 1989). *Pediatricians' guides to child development*. (Available from Mary McAteer, M.D., Jane Pardieck, M.D., and James L. Walters, M.D., Indianapolis, IN 46256). [A series of pamphlets covering child development from birth to five years.]
- National Association of Early Childhood Specialists in State Departments of Education. (November 1987). *Unacceptable trends in kindergarten entry and placement: A position statement*. Statement adopted at Annual Meeting in Chicago, IL. (ERIC Document Reproduction Service No. ED 297 856).



## Summary of NAEYC Principles of Appropriate Practices for Young Children

- Teachers must always be aware of the "whole child."

All areas of development are important -- physical, social, emotional, and intellectual. Children are more likely to succeed in school when the environment provides opportunities for them to physically use their bodies, make friends, and develop self-esteem as well as acquire knowledge.

- Throughout the primary grades, the curriculum should be integrated.

The curriculum does not need to be divided into discrete subjects with time allotted for each. Young children can practice several skills while completing a creative activity. They can master social and cognitive skills as they work on problem-solving tasks.

- Primary-age children should be engaged in active rather than passive activities.

Children learn best from firsthand, relevant experiences. Sitting silently and listening to someone else talk does not develop rich concepts.

- The curriculum should provide many developmentally appropriate materials for children to explore and think about. The curriculum should also provide opportunities for interaction and communication with adults and other children.

Children learn best:

- When they manipulate real objects rather than do pencil-and-paper or seatwork activities.
- When they solve problems using firsthand experiences.
- When they discuss what they have experienced with others.

- The content of the curriculum should be relevant, engaging, and meaningful to the children themselves.

Children understand better when concepts and information are related to their own personal experiences.

- Provide primary-age children with opportunities to work in small groups on projects that provide rich content for conversations. Teachers facilitate discussions among children by making comments and actively soliciting children's opinions and ideas.

Children acquire deeper understanding and comprehension when they complete meaningful projects over time. Research indicates that engaging children in conversation strengthens their ability to communicate and to reason.

- Teachers recognize the importance of developing positive peer group relationships. Teachers provide opportunities and support for cooperative small group projects that not only develop cognitive ability but promote peer interaction.

Essential to developing a sense of one's own competence, primary-age children need to experience positive relationships and friendships with peers. Instructional practices which place undue emphasis on competition and comparison among children may stifle their motivation to learn and inhibit children's optimism concerning their own abilities and potentials.

- The younger the children and the more diverse their background, the wider the variety of teaching methods and materials required.

No one teaching strategy will work for all children. Each child brings to school a unique pattern of development, learning style, and family/cultural background. Effective teachers use a variety of instructional methods and practices in a flexible manner. Effective teachers recognize that an appropriate curriculum fits the needs of the child.

- Curriculum and teaching methods should be designed so that children not only acquire knowledge and skills but also the disposition and inclination to use them.

Children must acquire a love of learning as well as knowledge about the world. Children must acquire the desire to read and to do math as well as understand the mechanics. Children must want to and know how to use problem solving techniques as well as apply rote memorization skills.

[Based on: Bredekamp, S. (Ed.). (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age eight*, (expanded edition). Washington, DC: National Association for the Education of Young Children.]

# Excerpts from *Unacceptable Trends in Kindergarten Entry and Placement*

## Discussion of Principle 5

- Any test used at kindergarten entrance are valid, reliable, and helpful in initial program planning and information-sharing with parents . . . They are not used to create barriers to school entry or to sort children into what are perceived to be homogenous groups.

Kindergarten testing is a common practice in today's public schools. Unfortunately, screening and readiness tests are being used interchangeably to determine the educational fate of many young children before they enter kindergarten. Developmental screening tests broadly and briefly tap developmental domains and are designed primarily to predict future school success -- to find children who, after further assessment, appear to be good candidates for selective programs. As such, they must contain predictive validity as well as the accepted standards for all tests of reliability, validity, sensitivity, and specificity. Screening procedures should include vision, hearing, and health assessments.

Readiness tests, by definition and statistical design, do not predict outcomes and therefore cannot be substituted for such purposes. These tests assist teachers in making instructional decisions about individual children. Children who do poorly on readiness tests are likely to benefit most from the kindergarten curriculum. The paradox is that if readiness tests are substituted for developmental screening measures, these children are being channeled away from the regular classroom.

A major problem with kindergarten tests is that, of the many available, relatively few meet acceptable standards of reliability and validity. The probability of a child being misplaced based on several widely used tests is fifty percent -- the same odds as flipping a coin. . . .

Even when credible, appropriate tests are selected, kindergarten screening and developmental assessment are still uncertain undertakings because:

- Normal behavior of young children is highly variable.
- Young children are unsophisticated in generalizing from one situation to another and are novices in testing behaviors.
- Young children may not be able to demonstrate what they know and can do clearly because of difficulties in using pencils or other markers, reading, writing, responding, or certain abstract symbols.
- Separation anxiety, the time of day the test is administered, and rapport with the examiner can all distort results, especially with young children.

[ From: National Association of Early Childhood Specialists in State Departments of Education. (November 11, 1987). *Unacceptable trends in kindergarten entry and placement: A position statement*. Statement adopted at Annual Meeting in Chicago, Illinois. (ERIC Document Reproduction Service No. ED 297 856). ]

# Excerpts from *Unacceptable Trends in Kindergarten Entry and Placement*

## Discussion of Principle 6

- All children are welcomed -- as they are -- into heterogeneous kindergarten settings . . . They are not segregated into extra-year programs prior to or following regular kindergarten.

The responsibility of the school is to accept children with the aptitudes and skills they bring. The function of the schools is to help the child in all areas. The expectation is not that all children enter with prerequisite skills.

The dramatic growth of extra-year programs represents an attempt by the educational system to cope with an escalating kindergarten curriculum and the varied backgrounds of entering children. However, these programs often increase the risk for failure for children who come to school with the educational odds against them. Selection and placement in "transitional", "developmental", or "readiness" classes often brand the children as failures in their own eyes and those of parents, peers, and teachers.

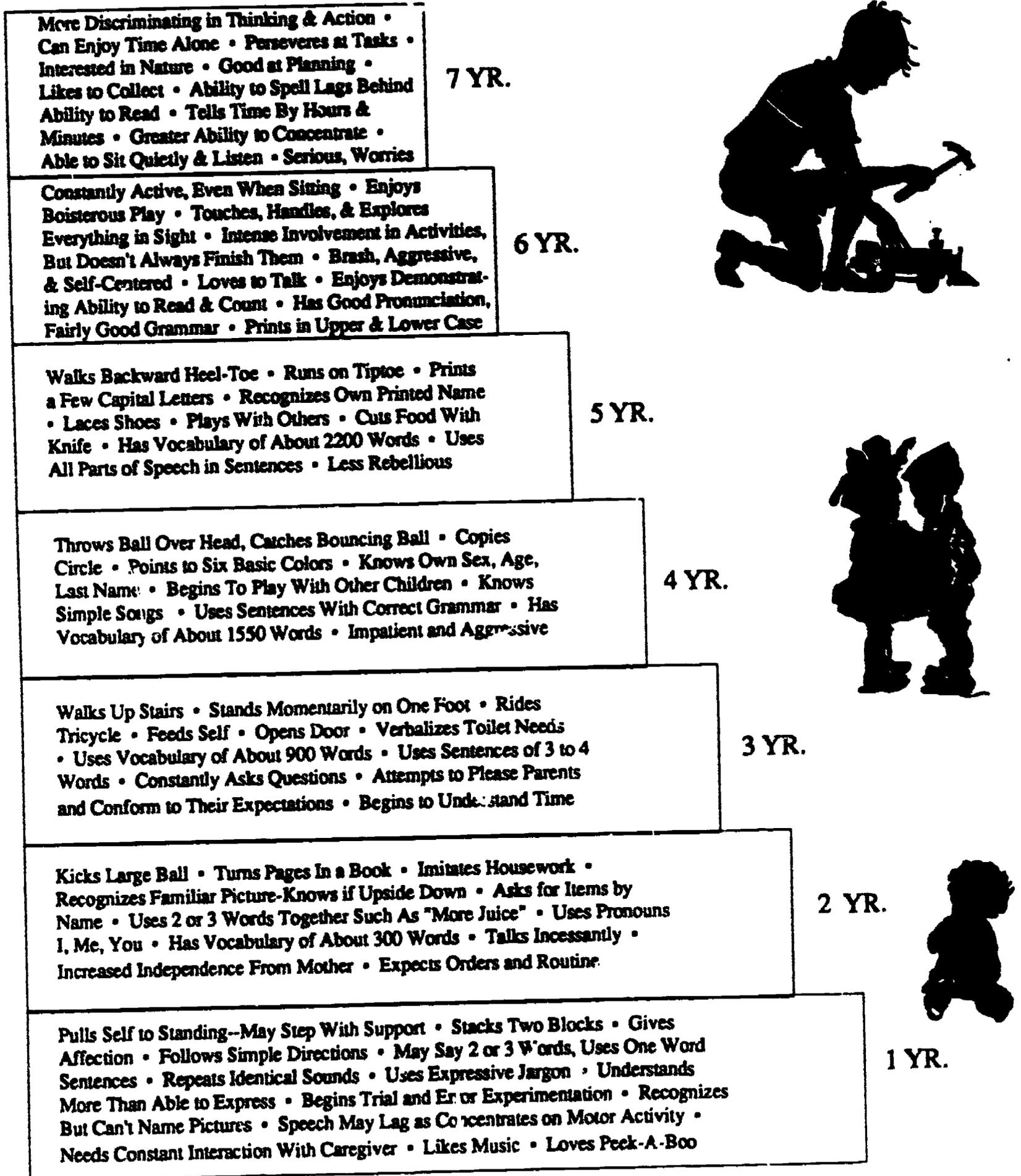
Children placed in segregated programs often encounter lowered expectations from parents and teachers, have fewer positive peer role models for success and confidence, and lack access to the regular curriculum. For all of these reasons, their future progress tends to be more limited and many of them continue in the slow track throughout their schooling.

Heterogeneous class groupings are more likely to encourage growth for lower-functioning children than homogeneous ones. Experiences within the regular classroom should be organized so that differences among children are valued rather than being viewed as a barrier to effective instruction. Flexible peer groupings, multi-age and ungraded structures, and cooperative learning are some alternatives that can foster learning and self-esteem by valuing the gifts and talents of all children. (Bredekamp, 1987; Goodlad & Anderson, 1987; Gredler, 1984; Slavin, 1986).

## References

- Bredekamp, S. (Ed.) (1987). *Developmentally appropriate practice in programs serving children from birth through age 8*, (Expanded Edition). Washington, DC: NAEYC.
- Goodlad, J. I. and Anderson, H. (1987). *The nongraded elementary school*. New York: Teachers College Press.
- Gredler, G. R. (October 1984). *Transition classes: A viable alternative for the at-risk child?* *Psychology in the Schools*, 21, 463-470.
- Slavin, R. (Ed.) (1986). *Ability grouping and student achievement in elementary schools: A best-evidence synthesis*. The Johns Hopkins University Center for Research on Elementary and Middle Schools, Report No. 1. Baltimore, MD: Johns Hopkins University.
- National Association of Early Childhood Specialists in State Departments of Education. (November 11, 1987). *Unacceptable trends in kindergarten entry and placement: A position statement*. Statement adopted at Annual Meeting in Chicago, Illinois.

# A QUICK REFERENCE GUIDE TO CHILD DEVELOPMENT



# Child Development Ages 12 to 15 Months



The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 12-15 months are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	<ul style="list-style-type: none"> <li>• Short legs and longer trunk tend to make movements clumsy. Average weight is 22.5 pounds, and height is 30 inches.</li> <li>• Begins to pull to stand by furniture; walks and stands with help, and usually begins to walk alone. Lowers self from standing to sitting position. Starts to climb to get things out of reach. Throws ball.</li> <li>• Can fully grasp objects. Builds 2 block tower, uses spoon, places 5 round pegs in board. Places lid on and off box, takes object out of box. Holds cup to drink, unwraps paper from cube.</li> <li>• Mouthing of objects almost stopped.</li> </ul>	<ul style="list-style-type: none"> <li>• Low slung jungle gym or dome climber.</li> <li>• Sandbox with utensils.</li> <li>• Tyke-bike, large hollow blocks, indoor climber and slide.</li> <li>• Push-pull toys, bean bags, pegboard, large beads to string, simple take-apart toys, very simple puzzles.</li> <li>• Rhythm toys (tin cans, drums, metal pans).</li> <li>• Music - likes to listen and dance.</li> <li>• Small manipulative objects of similar and dissimilar nature for simple classification.</li> </ul>
COGNITIVE	<ul style="list-style-type: none"> <li>• Learns through actions and feedback. Begins active trial and error experimentation. Tries out new responses to obtain same goal. Begins innovation, the essence of problem-solving behavior.</li> <li>• Recognizes some similarities and differences among objects. Recognizes many pictures but cannot name.</li> <li>• Speech may lag as dominant concentration is on motor activity. Identical sounds becoming more frequent and words (2-15) are emerging. Expressive jargon and one word sentences. Understands more than can express.</li> <li>• Adjusts to simple commands and questions. Begins to solicit help from adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage exploration by child-proofing environment.</li> <li>• Better to remove and distract than to say "No."</li> <li>• Materials with dimensions (inside, outside, larger, smaller, etc.) such as nesting cups, stacking rings, boxes and lids, wooden blocks.</li> <li>• Materials that stimulate auditory and other senses.</li> <li>• Read simple story books with textures.</li> <li>• Name objects in the environment (household items, body parts, clothing).</li> <li>• Give simple commands, "throw the ball," "pick up the block."</li> <li>• Expand what child says, clarifying telegraphic speech (gestures, babbles with intonation).</li> <li>• Use regular words and expressive tone.</li> </ul>

## Child Development Ages 12 to 15 Months (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
AFFECTIVE	<ul style="list-style-type: none"> <li>• Can communicate and perceive in others fear, anxiety, and anger. Shows affectionate and negative response to adults and children.</li> <li>• Loves to show off, repeats performance for laughs. Primitive sense of humor, laughs at surprise sounds and startling incongruities.</li> <li>• Child learns social behavior by imitation. Uses parallel play, no sharing. May inhibit release of toy to satisfy sense of possession.</li> <li>• Caregiver is protector and limiter. Needs consistent interaction with caregiver. Locomotion helps to test ability to separate from primary caregiver.</li> </ul>	<ul style="list-style-type: none"> <li>• Play chase games ("I'm going to get you"), and peek-a-boo, giving and taking some object.</li> <li>• Present toys to love, such as dolls and stuffed animals.</li> <li>• Avoid unnecessary separations.</li> <li>• Make encouragement, love and praise chief method of discipline.</li> <li>• Standards for acceptable behavior need to be set within the child's ability.</li> <li>• Consistency and self-control permit the child to learn through uniformity of experience.</li> <li>• Self-confidence, independence, and spontaneity are fostered by acceptance and reasonable permissive attitude.</li> </ul>

C & I Specialty Option / 2601 Fortune Circle East, 300A / Indianapolis, IN 46241 / (800) 456-2380

# Child Development Ages 15 to 18 Months

The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 15-18 months are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.



GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	<ul style="list-style-type: none"> <li>• Rapid growth of arms and legs, slightly stooped posture, and prominent abdomen. Walks with a stiff gait, feet wide apart. Lacks good control of balance. Muscles develop considerably, increasing the child's strength and body weight. Exerts maximum effort to test strength.</li> <li>• Uses whole arm movement and may now or later develop a dominant hand preference. Experiments with hand-eye coordination, hands function independently or together. Can carry an object while engaging in motor activities.</li> <li>• Has potential for more precise movements as nervous system develops, although general movements are awkward. Has great desire for mobility, stands alone, climbs stairs, walks forward and backward, starts and stops but can't turn corners.</li> <li>• Partial regulation of bladder and bowel control. Finds pleasure in body and genital play and often rocks in bed. Naps 1-2 times daily for 1 1/2 - 2 1/2 hours.</li> <li>• Little perception for far off objects. Looks and attends selectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulative activities: scribbling, stroking and circular motions, stringing beads, nesting cups, stacking rings, hammer and peg bench, blocks, clay, sand, water, small pull and push toys, putting lids on boxes and jars, shape sorting box.</li> <li>• Create environment with bright colors and a variety of textures, e.g., cloth dolls, smooth blocks, etc.</li> <li>• Outdoor activities: large area for mobility, climb on low benches, walk on raised planks, obstacle area of sand, heavy grass, hills and hollows.</li> <li>• Indoor activities: stepping over sticks and colored lines, claps hands while walking, rocking chair or rocking horse.</li> </ul>
COGNITIVE	<ul style="list-style-type: none"> <li>• Short attention span, needs frequent breaks but will often return to an activity.</li> <li>• Eager to explore environment for the sake of exploration and discovery, becomes self-educator. Has a singleness of purpose, uses manipulations to reach objects.</li> <li>• Moves objects and self back and forth many times. Often varies pattern to observe different results. Size and shape perception and directive grouping begins. Knows where things are kept and returns them.</li> <li>• Can cause movements but learns they are dependent on the laws of the external world (i.e., gravity). Begins to understand concept of space and permanence. Can follow sequential displacement of object if object is in sight.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to observe people, nature and objects. Freedom to touch, handle and explore.</li> <li>• Needs orderly though not meticulous environment.</li> <li>• Allow child freedom to act independently in a stimulating environment.</li> <li>• Give child time to complete observations.</li> <li>• Simple action activities: open and close doors, handle dishes, turn knobs and handles, move objects, carry and pile blocks, drop a variety of objects to see what happens.</li> </ul>

# Child Development Ages 15 to 18 Months (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
<p><b>COGNITIVE</b> (cont.)</p> <p><b>AFFECTIVE</b></p>	<ul style="list-style-type: none"> <li>• Signs of individual intelligence and educational handicaps begin to appear.</li> <li>• Speech slows during gross motor development. Speech disorders are apt to emerge at this time.</li> <li>• Has a 19-22 word receptive vocabulary. Has larger receptive than expressive vocabulary. Uses expressive jargon and phrases. Puts two words together to make simple sentences, i.e., "Stove hot." Can make simple requests and begins to verbalize precepts. Realizes everything has a name.</li> <li>• Speaks to self out loud and is not frustrated when his speech is not understood by others. Has egocentric speech. Aware of sounds and likes to listen to interesting ones as well as their rhythms.</li> <li>• Emotions aroused by immediate situations, are expressed, and end abruptly. Experiences fear, anxiety, distress, excitement, delight and affection for adults. Mood shifts noticeable.</li> <li>• Begins to understand cause and effect of actions on family members and notes their reactions.</li> <li>• Does not distinguish between right and wrong.</li> <li>• Clings possessively to primary caregiver wanting love and affection and has a desire to please. Disequilibrium occurs if life patterns are altered by hospital separations, visitors, vacations, etc.</li> <li>• Needs adult affection and sympathy. Tendency to suck thumb or finger may be caused by boredom or insecurity. Usually stays at one activity longer if others are near and will seek caregivers if left alone.</li> <li>• Ego-centric, often prefers things and activities to people. Usually has complete disregard for others after initial meeting. Autonomy and assertiveness emerge as child becomes more mobile. Aware of own individuality.</li> <li>• Engages in parallel play. May offer a toy to another child, but will fight if a toy is taken away.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and clarify objects and the child's actions, i.e., eating cereal.</li> <li>• Talk to child on an individual basis, particularly while caring for him.</li> <li>• Fill in and clarify telepathic speech (gestures and babbles with intonation).</li> <li>• Give immediate feedback reinforcing good sounds. Speak to child correctly and clearly, avoid baby talk.</li> <li>• Play simple command games, i.e., "bring the bag," "drop the ball."</li> <li>• Listen to neighborhood sounds, play imitating games, name picture cards, read short poems accompanied by pictures, actions, or songs.</li> <li>• Manipulative activities needed to develop child's sense of competence.</li> <li>• Allow freedom to practice self feeding.</li> <li>• Clarify child's feelings in language and show empathy for emotions.</li> <li>• Accept child's feeling and help child to express them in a socially acceptable manner.</li> <li>• Allow a symbol of security, i.e., security blanket or teddy bear.</li> <li>• Establish and maintain routine patterns in daily life.</li> <li>• Primary caregiver needs to be a constant part of the child's environment and extended separation should be avoided if possible.</li> <li>• Situate child so able to see and be near other family members while performing their activities.</li> </ul>



## Child Development Ages 18 to 24 Months (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
AFFECTIVE	<ul style="list-style-type: none"> <li>• Begins to trust. Less afraid of strangers, however, may develop other fears (thunder-storms, large dogs, etc.).</li> <li>• Continues to demand personal attention and is a delightful, entertaining show-off.</li> <li>• Explores the effects of own behavior on other people and learns that different people react differently.</li> <li>• Unable to tolerate frustration. Temper tantrums may be triggered by frustration, anger or tiredness.</li> <li>• Negativistic tendency - only 50% likelihood that child will comply with request from caregiver.</li> <li>• Interest in playing with children and materials as a means of establishing social relationships. Modifies behavior to adjust to playmates. Continues parallel play; "mine" is a popular word.</li> <li>• Shy about accepting things from strangers. Hides behind caregiver or buries head in caregiver's lap. Refusal to speak.</li> <li>• Pulls people to show them something.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-playing games (i.e., with dolls, etc.) in which the child acts out emotions.</li> <li>• Present appropriate or balanced attitude toward child's negativism, neither overly punitive nor overly acquiescent.</li> <li>• Group activities can begin modification of child's behavior to adjust to a group.</li> <li>• Games between two children (ball rolling) can counteract shyness and increase socialization.</li> <li>• Discussions about family increase conceptual awareness of family and child's relationship to it.</li> </ul>

C & I Specialty Option | 2601 Fortune Circle East, 300A | Indianapolis, IN 46241 | (800) 456-2380

# Child Development Ages 2 to 2 1/2 Years



The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 2-2 1/2 years are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	<ul style="list-style-type: none"> <li>• The 2 year old is a "run-about." Usually runs rather than walks.</li> <li>• Assumes more adult-like proportions. Adult height approximately double height at 2 years of age.</li> <li>• Still geared to gross motor activities. Able to visually monitor walking in order to avoid obstacles in path. Also, can walk an approximate straight line and walk backwards. Goes up and down stairs with two feet on each step. Experiments with large muscle activities involving thrust or acceleration. Beginning crude 2-foot jump from a low step. Able to kick a large ball successfully. Throws large ball overhand.</li> <li>• Marked increases in strength, resulting in an increased smoothness of coordination in fine motor movements (e.g., able to turn puzzle pieces to fit into spaces). Eye-hand coordination is improving.</li> <li>• Sphincter muscles of bladder and bowel are coming under voluntary control. Appetite may be low, and there are definite preferences for certain foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs exercise to become more efficient and graceful in movements.</li> <li>• Access to large playground equipment, especially swings and low slides.</li> <li>• Activities including, running, climbing, kicking, and throwing.</li> <li>• Action toys including tricycles and wagons.</li> </ul>
COGNITIVE	<ul style="list-style-type: none"> <li>• Cognitive functioning becomes more complex, more objective, and increasingly oriented toward reality. Interested in specific rather than general concepts.</li> <li>• Limited understanding of time (able to wait, "soon"). Anticipates routine events (nap after lunch).</li> <li>• Naive quantitative concepts including: bigger and smaller, more than and less than. Interested in money without understanding.</li> <li>• Curious about animals, people, objects, and actively explores environment by building, knocking down, emptying, pulling apart, feeling, and squeezing.</li> </ul>	<ul style="list-style-type: none"> <li>• Toys that progress from simple to complex.</li> <li>• Water play, with variety of objects that float or that can be used in the water (egg beater).</li> <li>• Sand play, with variety of containers to fill and dump.</li> <li>• Chalkboard, pencils, crayons, and paper.</li> <li>• Simple stories and rhymes. May request to hear the same story or record over and over again.</li> <li>• Toy telephone.</li> </ul>

## Child Development Ages 2 to 2 1/2 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
<p><b>COGNITIVE (cont.)</b></p> <p><b>AFFECTIVE</b></p>	<ul style="list-style-type: none"> <li>• Enjoys using manipulative skills and often chooses small objects such as beads, pebbles, and string to play with.</li> <li>• In drawing, imitates vertical and circular strokes.</li> <li>• Dramatic improvements in language ability: comprehension of questions and commands in everyday language is readily understood and may also be expressed. Talks incessantly to self or others. Vocalizes needs for toileting, food, or drink. Constructs two or three word phrases composed of nouns, pronouns (sometimes incorrectly), verbs, and adjectives (color, size). Girls surpass boys in all aspects of language development.</li> <li>• Gives first name; refers to self by name ("Tommy do it.")</li> <li>• Eager to conform, strong desire to do what can do and avoids what cannot do. Likes to be a "little helper" but wants own way.</li> <li>• Begins to coordinate and organize own world and is very sensitive to order and routine. Likes to please others and is hurt quite easily by reprimand or disapproval.</li> <li>• Beginning to show sense of humor through teasing games.</li> <li>• Likes to control others and orders them around. Frustrates easily and may show some aggressiveness (slapping, biting). Replaces temper tantrums by using words (i.e., "I don't want to," "It's mine").</li> <li>• Watches and imitates adult activities. Able to accept shared attention, as with siblings. Expresses love for caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming games of body parts or objects in room or at the table. Provide many experiences using an object, verbalizing each action (e.g., show a ball, throw a ball, catch a ball, roll a ball). Child "practices" perfecting language when alone.</li> <li>• Allow child to perform some operations of daily routine (i.e., cleaning room, dressing self, short errand).</li> <li>• Caregivers can help the child obey by keeping situations simple and direct.</li> <li>• Allow child to express feelings. Conflict situations need to be handled with understanding and sensible techniques.</li> <li>• Acceptance of child's curiosity and exploration reinforces the development of important attributes such as autonomy, independence, mastery, competence, and achievement.</li> </ul>

C & I Specialty Option / 2601 Fortune Circle East, 300A / Indianapolis, IN 46241 / (800) 456-2380



## Child Development Ages 2 1/2 to 3 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
<p><b>COGNITIVE</b> (cont.)</p> <p><b>AFFECTIVE</b></p>	<ul style="list-style-type: none"> <li>• Uses pronouns (I, me, you) correctly. Uses plurals. Gives first and last name.</li> <li>• Enjoys anticipation of remembering what is coming next in favorite stories. Does not like words omitted or changed.</li> <li>• Learning self-identity versus social conformity. Separating "me" from "not me."</li> <li>• Domineering and demanding (would rather boss than be bossed) as way of commanding small part of own surroundings. Balkiness, contrariness, and aggression (hitting and screaming) may become quite extreme. May increase thumb sucking or begin to stutter as a release of tension.</li> <li>• Sense of humor is developing and expressed by teasing, silly behavior, and surprises.</li> <li>• Likes to interact with other children, but does not engage in true cooperative play. Defends (either physically or verbally) own things. Finds it hard to share or take turns.</li> <li>• May want to relive babyhood. May have imaginary playmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Listed on front of page.</li> <li>• Allow child to express feelings but control his actions. Rules and limits should be flexible and as few as possible, yet NEED to be there.</li> <li>• Since does not yet share, provide play materials that can be divided among children without limiting play of any (sand, blocks).</li> <li>• Maintain daily rituals and routines.</li> <li>• Likes rituals and demands sameness.</li> </ul>

C & I Specialty Option / 2601 Fortune Circle East, 300A / Indianapolis, IN 46241 / (800) 456-2380

# Child Development Age 3 to 4 Years



The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 3-4 years are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	<ul style="list-style-type: none"> <li>• The 3 year old has entered the age of "doing." Shoulders held more erect. Protruding abdomen much reduced.</li> <li>• Walks up stairs using alternating feet, may still come down putting both feet on one step. Walks a straight line or curbstone; walks backwards. Swings arms freely while walking or running.</li> <li>• Gallops, jumps, walks, and runs to music with abandon.</li> <li>• Can kick a ball. Can catch a large ball with arms extended forward. Can throw a ball without losing balance. Can get up from a squatting position.</li> <li>• Increasing control of fingers. Adept at picking up small objects. Handles scissors to a degree. Control of pencil improving. Copies a circle; reproduces a cross if shown how.</li> <li>• Using both hands, can pour from pitcher to cup with little spilling.</li> <li>• Eyes coordinate well. Shows facility in moving eyes; can follow a moving target without losing attention.</li> <li>• Temporary incoordination may be observed around 3 1/2 through hand tremors, eye blinking, stuttering or stammering. These conditions may be a part of growth changes.</li> <li>• Better at undressing than dressing, wants to do things on own.</li> <li>• More susceptible to the common cold and other communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Tricycles, wagons, balls (roll, toss, bounce, kick), climbing.</li> <li>• Scissor cutting, pencil handling, folding paper, easel painting, and fingerpainting.</li> <li>• Self-help skills (i.e., zipping, buttoning, buckling, teeth brushing).</li> <li>• Clean-up skills (i.e., sweeping, dusting).</li> </ul>



# Child Development Age 4 to 5 Years



The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 4-5 years are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	<ul style="list-style-type: none"> <li>• The 4 year old is at the age of "finding out."</li> <li>• Brain, spinal cord, and nerves reach almost full adult size by 4 to 6 years, with little growth thereafter.</li> <li>• Has high motor drive, takes pleasure in all locomotion activities (i.e., running, rolling, climbing, hopping, rudimentary galloping, swirling, swinging, somersaulting). Tends to be very noisy.</li> <li>• Walks up and downstairs one foot to a step.</li> <li>• Uses hands more than arms in catching a ball. Can cut on a line with a scissors. Able to color within the lines. Beginning to copy capital letters. Can carry water without spilling it.</li> <li>• Seems to have colds all winter, aggravated by preschool or daycare attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor play.</li> <li>• Construction toys (i.e., legos, blocks, etc.).</li> <li>• Sewing cards and stringing small beads.</li> <li>• Painting (finger and easel), drawing, and coloring.</li> </ul>
COGNITIVE	<ul style="list-style-type: none"> <li>• Notes likenesses and differences between two objects. Able to show biggest and longest of three things. Able to order 5 blocks from heaviest to lightest. Distinguishes parts of an object from the whole object (i.e., notes sleeve missing from coat in picture).</li> <li>• Talking vocabulary reaches 1550 words. Asks "why," "when," and "how" questions, and word meanings constantly. Clearly says first and last names. Uses forbidden words learned from peers (i.e., "pee pee," "poopie pants"). Loves to whisper and have secrets.</li> <li>• Confuses fact from fiction in story books. Tends to tell tall tales. Can be violent in storytelling (i.e., stresses death, killing, objects that crash).</li> <li>• Can count to 30 by rote memory. Developing a sense of time expressed through words (i.e., days, months, time to go to bed). Beginning to understand seasons and activities related to each season.</li> </ul>	<ul style="list-style-type: none"> <li>• Nature walks.</li> <li>• Verbal games demanding visual focus and thinking skills (i.e., "What's Missing?" "What/Who Am I Describing?").</li> <li>• Matching pictures and objects.</li> <li>• Sequence cards.</li> <li>• Make up stories (i.e., "What If I...") where child adds the ending.</li> </ul>

## Child Development Age 4 to 5 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
AFFECTIVE	<ul style="list-style-type: none"> <li>• Has expanded sense of self, so may brag, boast, and exaggerate. Has vivid imagination.</li> <li>• Knows own sex.</li> <li>• Strong feeling for family and home. Concerned for younger children in distress or baby sibling.</li> <li>• Responds to verbal and physical limitations (i.e., "As far as the corner"). Has beginning awareness of "good" and "bad."</li> <li>• Ready for group and cooperative play, as cooperation, sharing, and taking turns comes quite easily. Can play outdoors without too much supervision.</li> <li>• Has tendency in play groups for division along sex lines (i.e., boys play with boys, girls with girls). Prefers companionship of children to adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic play, including finger puppets, shadow plays, acting out favorite stories.</li> <li>• Active doll and homemaking play.</li> <li>• Dress-up in adult clothing and role play.</li> </ul>

*C & I Specialty Option / 2601 Fortune Circle East, 300A / Indianapolis, IN 46241 / (800) 456-2380*

# Child Development Age 5 to 6 Years



The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 5-6 years are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	<ul style="list-style-type: none"> <li>• The 5 year old is "friendly, cooperative, and stable." Overall, this is a calm and contented time during which children feel secure about themselves and their world.</li> <li>• Skillful in climbing, sliding, swinging; smooth bodily control. Walks a straight line for 10 feet. Skillful on tricycle and learning to ride small bicycle. Enjoys tumble activities.</li> <li>• Accompanies music with actions (i.e., walks like a bear).</li> <li>• Handedness well established. Holds pencil, brush, or crayon in adult grasp between thumb and first finger. Able to lace shoes and learning to tie shoe laces. Able to draw a recognizable person, including arms, legs, and other details.</li> <li>• Relatively capable of dressing self, but may become bored and need considerable help. More successful if clothes are laid out.</li> <li>• May have one or two colds all winter. Beginning to build immunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics.</li> <li>• Hand activities: painting, coloring, cutting, pasting.</li> <li>• Puzzles.</li> <li>• Phonograph with records.</li> </ul>
COGNITIVE	<ul style="list-style-type: none"> <li>• Likes to practice intellectual abilities and show adults ability to print name, write numbers up to 5, and spell words from favorite books.</li> <li>• Can match numeral with quantity of objects. Has some understanding of size and quantity words (i.e., half-whole, big-little, tall-short).</li> <li>• Has an interest in clocks and calendars, although has not mastered telling time. Usually knows the names and sequence of the days of the week and months.</li> <li>• Can sort objects by size, color, shape, and category.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple board games, lotto, and bingo.</li> <li>• Craft materials (i.e., yarn, craft sticks, construction paper)</li> <li>• Simple science equipment (i.e., magnets, magnifying glass, flashlight, stethoscope).</li> </ul>



# Child Development Age 6 to 7 Years



The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 6-7 years are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	<ul style="list-style-type: none"> <li>• The 6 year old is "egocentric, expansive, and imaginative." Full of adventure, likes to experiment, and likes the new. Has boundless energy and undertakes almost anything.</li> <li>• Enjoys boisterous, ramble-scramble play (i.e., wrestling). Experiments with new ways of balancing body in space (i.e., climbing trees, stunts on playground equipment, swinging). Overextends self frequently in motor behaviors (i.e., swings too high, builds block constructions so high they fall down).</li> <li>• Touches, handles, and explores everything in sight, but there is often more activity than accomplishment. Seems to be more aware of hand as a tool. Awkward in performing fine motor tasks, yet has a new demand for such activities. Seems to be all legs and arms and coordination is not always good.</li> <li>• increasingly restless, constantly active even when sitting (i.e., wriggles, bounces, may even fall off chair). Has good deal of oral activity while working (i.e., tongue extension, pencil biting or tapping).</li> <li>• Capable of dressing self, but often does not want to. Frequent hassles about what to wear.</li> <li>• Health-wise, tends to be full of physical complaints. Mucous membranes seem to be more sensitive and more easily inflamed. Communicable diseases are frequent. Tends to have many falls, cuts, bruises, and scrapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Bicycle, wagon, playground equipment.</li> <li>• Digging, dancing, climbing, roller skating.</li> <li>• Tag, hide-and-seek.</li> <li>• Ball activities (i.e., bouncing, tossing, and catching).</li> <li>• Jump rope and hopscotch.</li> <li>• Tinker toys, legos, other construction tools.</li> <li>• Carpentry.</li> <li>• Household tasks (i.e., setting table).</li> </ul>
COGNITIVE	<ul style="list-style-type: none"> <li>• Interested in looking at an expanded world, including relationships among home, neighborhood, and entire communities.</li> <li>• Increasing understanding of time (time for school, time for bed) although duration of time has little meaning. Notion of time sequencing is expanding (i.e., hearing of own babyhood and those of parents'). Can sequence by holidays and has some idea of seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Dress-up play. Dolls.</li> <li>• Creativity generating activities (i.e., crayons, paints, clay, things to fold).</li> <li>• Wires, magnets, magnifying glass.</li> <li>• Puzzles and books.</li> </ul>







## Child Development Bibliography

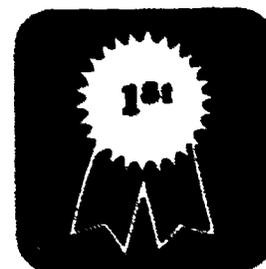
- Ames L. B., Gillespie, C., Haines, J., & Ilg, F. L. (1979). *The Gesell Institute's Child From One to Six: Evaluating the Behavior of the Preschool Child*. New York: Harper & Row, Publishers.
- Ames, L. B., & Haber, C. C. (1985). *Your Seven-Year-Old: Life in a Minor Key*. New York: Delacorte Press and The Gesell Institute of Child Development.
- Ames, L. B., & Ilg, F. L. (1979). *Your Six-Year-Old: Loving and Defiant*. New York: Delacorte Press and The Gesell Institute of Child Development.
- Bowman, B. T. (October 1989). Educating Language-Minority Children: Challenges and Opportunities. *Phi Delta Kappa*, 71 (2), 118-20. [Argues that developmentally appropriate curricula cannot be standardized in a multicultural community. Explains how to use child development principles effectively.]
- Brazelton, T. B. (1984). *To Listen to a Child: Understanding the Normal Problems of Growing Up*. Reading, MA: Addison-Wesley.
- Bredenkamp, S. (Ed.). (1987). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age Eight*, (expanded edition). Washington, DC: National Association for the Education of Young Children.
- Burchinal, M., & Others. (February 1989). Type of Day-Care and Preschool Intellectual Development in Disadvantaged Children. *Child Development*, 60 (1), 128-137.
- Caplan, F., & Caplan, T. (1983). *The Early Childhood Years: The 2 to 6 Year Old*. New York: Perigee Books and The Princeton Center for Infancy and Early Childhood.
- Children and Their Development: Knowledge Base, Research Agenda, and Social Policy Application. (February 1989). Themed issue. *American Psychologist*, 44 (2), 274-82.
- Connell, D. R. (February 1990). Lessons Primary Education Can Learn From Preschool. *Executive Educator*, 12 (2), 14-15.
- Crites, M. S. (1989). Child Development and Intergenerational Programming. *Journal of Children in Contemporary Society*, 20 (3-4), 33-43.
- Dinkmeyer, Sr., D., McKay, G. D., & Dinkmeyer, J. S. (1989). *Parenting Young Children*. Circle Pines, MN: American Guidance Service.
- Dodson, F., & Alexander, A. (1986). *Your Child: Birth to Age Six*. New York: Fireside.



- Elkind, D. (1980). *Children and Adolescents: Interpretive Essays on Jean Piaget* (2nd ed.). New York: Oxford University Press.
- Elkind, D. (1989). *Miseducation: Preschoolers At Risk*. New York: Alfred A. Knopf.
- Elkind, D. (October 1989). Developmentally Appropriate Practice: Philosophical and Practical Implications. *Phi Delta Kappan*, 71 (2), 113-117.
- Fraiberg, S. H. (1981). *The Magic Years*. New York: Charles Scribner's Sons.
- From Crib to Kindergarten: A Guide to Your Child's Development*. (1976). Indianapolis, IN: Indiana Department of Education, Division of Special Education.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Harbin, G. L. (1989). *Status of the State's Progress Toward Developing a Definition for Developmentally Delayed as Required by P. L. 99-457, Part H*. Chapel Hill, NC: North Carolina University, Carolina Institute for Child and Family Policy. (ERIC Document Reproduction Service No. ED 312 865)
- Hartley, R. E. (November 1971). Play, the Essential Ingredient. *Childhood Education*, 80-84.
- Hoffman, L. R. (1983). *Developmental Childrearing: For Parents of Children Ages Five to Ten*. Minneapolis, MN: Educational Media Corporation.
- Hornak, R. T., & Carothers, L. H. (1989). *First Years Together: A Curriculum for Use in Interventions with High Risk Infants and Their Families*. Raleigh, NC: Project Enlightenment, Wake County Public School System.
- Lee, M. W. (June 1989). Making Child Development Relevant for all Children: Implications for Teacher Education. *Early Child Development and Care*, 47, 63-73.
- Loeffler, M. H. (1974). *Development of the Child*. Unpublished manuscript, Oklahoma City University.
- McAteer, M., Pardieck, J., & Walters, J. L. (March 1988-June 1989). *Pediatricians' Guides to Child Development*. (Available from Mary McAteer, M.D., Jane Pardieck, M.D., and James L. Walters, M.D., Indianapolis, IN 46256). [A series of pamphlets covering child development from birth to five years.]



- Meisels, S. J., & Steele, D. M. (in press). *Early Childhood Developmental Checklist*. (Available from the authors at the Center for Human Growth and Development, University of Michigan, (313) 747-1084)
- National Association of Early Childhood Specialists in State Departments of Education. (November 1987). *Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement*. Statement adopted at Annual Meeting in Chicago, IL. (ERIC Document Reproduction Service No. ED 297 856).
- Nielsen, W. L. (June 1989). The Longitudinal Effects of Project Head Start on Students' Overall Academic Success: A Review of the Literature. *International Journal of Early Childhood*, 21 (1), 35-42. [Reports strong immediate effects on cognitive and socioemotional development for young children in Head Start.]
- Patterson, J. (1991). *Patterson Criterion Model for a Nursery-Kindergarten Curriculum*. Cambridge, MA: Yale University.
- Silber, S. (Winter, 1989). Family Influences on Early Development. *Topics in Early Childhood Special Education*, 9 (4), 1-23. [Reviews the literature on family influences on early childhood development.]
- Smilansky, S., & Shefatya, L. (1990). *Facilitating Play: A Medium for Promoting Cognitive, Socioemotional and Academic Development in Young Children*. Gaithersburg, MD: Psychosocial and Educational Publication
- Smith, H. W. (1990). *Survival Handbook for Preschool Parents*. Bountiful, UT: Horizon Publishers.
- White, B. L. (1991). *The First Three Years of Life*. Englewood Cliffs, NJ: Prentice-Hall, Inc.



## NAESP Accountability Standards for Early Childhood Education

The National Association of Elementary School Principals published *Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children* in 1990. This publication, often referred to as "the blue book" because of the color of its cover, is available from NAESP (1615 Duke Street, Alexandria, VA 22314) for \$14.95 (non-members). The blue book includes an overview of trends and issues in early childhood education, principles of effective early childhood curricula, 28 program standards with respective quality indicators, a checklist for applying the standards, a brief bibliography, a short glossary, and a list of selected organizations concerned with early childhood programs. The 28 standards are divided into the categories of curriculum, personnel, accountability, parents, and community. The accountability standards and quality indicators are listed below.

**ACCOUNTABILITY STANDARD:** The principal institutes an approach to student assessment that is consonant with developmental philosophy, curriculum, and positions taken by other professional associations involved with the appropriate testing of young children.

### QUALITY INDICATORS:

- Letter grades are not used to report student progress to parents. Rather, the staff shares information derived from recorded observations, interviews, samples of student work, etc.
- Student progress is defined in terms of individual growth and development rather than by comparisons with other children or against an arbitrary set of criteria.
- Overall assessments of student progress represent joint ventures between teacher and parents.
- No major decisions regarding a child's placement or progress are made on the basis of a single test score.

**ACCOUNTABILITY STANDARD:** The school is ready for the children rather than expecting the children to be ready for the school.

**QUALITY INDICATORS:**

- Entry level testing or screening is not used for exclusion from the program. Children are admitted to kindergarten solely on the basis of whether they meet state entrance age requirements.
- Whenever possible, extended day programs are offered in a continuous learning environment (toward meeting the community's child care needs).

**ACCOUNTABILITY STANDARD:** The school's procedures and policies reflect both the community's standards and the children's needs.

**QUALITY INDICATORS:**

- Participation in the program is consistent with the community's ethnic/minority population.
- If there are problems or circumstances that hinder the family from placing an eligible child in the program, the school helps in the search for solutions.

**ACCOUNTABILITY STANDARD:** Retention is rarely considered an appropriate option in a developmental program.

**QUALITY INDICATORS:**

- Children who do not keep exact pace are not labeled failures; a vigorous effort is made to learn why that child seems to be laggard and to correct the situation.
- If retention is considered, the decision is never based on a single factor but on a wide variety of considerations, using various assessment techniques and instruments and including observations by the principal, the teacher, the support staff, and parents.

**ACCOUNTABILITY STANDARD:** All members of the teaching staff have formal training in early childhood education.

**QUALITY INDICATORS:**

- The staff is composed of people who have taken coursework not only in elementary education but in teaching young children.

**ACCOUNTABILITY STANDARD:** The principal evaluates the teachers with evaluation instruments that reflect the most advanced early childhood philosophy and goals.

**QUALITY INDICATORS:**

- The principal ensures that the teachers understand the procedures to be used in evaluating them and the emphasis to be placed on early childhood criteria.
- The evaluation reflects teaching strategies and classroom organization and management that are most effective and relevant with young children.

**ACCOUNTABILITY STANDARD:** The principal demonstrates understanding of quality early childhood programs and provides the environment for the implementation and management of such programs.

**QUALITY INDICATORS:**

- The teachers are provided opportunities for keeping abreast of the continuing advances in early childhood education.
- The principal is clear and persuasive in preserving the program from pressures to make the program more rigid or more like programs for older children.
- The principal conducts periodic self-assessment of the components of early childhood programs by using the checklist in this document [*Early Childhood Education and the Elementary School Principal*].

**ACCOUNTABILITY STANDARD:** The principal has developed a plan for monitoring and regularly assessing the program.

**QUALITY INDICATORS:**

- The principal periodically assesses the school's performance in providing educational experiences truly relevant to young children.
- Evaluation statements and reactions are regularly solicited from teachers and parents and are used to improve the program.
- There is an annual review of all aspects of the program--philosophy, curriculum, evaluation techniques, professional development activities, parent involvement, etc.

## Early Childhood Key Experiences Checklist

Key experiences that are fundamental to a young child's learning and development are most likely to occur in situations where the child is actively involved. They include such components as:

- the use of concrete materials
- active manipulation of objects
- freedom of choice
- rich language opportunities, and
- the provision of teacher and/or parent support.



The following checklist for use in developing and/or evaluating learning situations is based on the key experiences in child development identified in the HIGH/SCOPE curriculum [In: *Introduction to the HIGH/SCOPE Curriculum: A Two-Day Workshop*. (1986). Ypsilanti, MI: HIGH/SCOPE Educational Research Foundation.].

### SOCIAL & EMOTIONAL DEVELOPMENT

- \_\_\_ Making & expressing choices, plans, & decisions
- \_\_\_ Recognizing & solving problems
- \_\_\_ Expressing & understanding problems
- \_\_\_ Taking care of one's own needs
- \_\_\_ Understanding routines & expectations
- \_\_\_ Being sensitive to other's feelings, interests, needs & background
- \_\_\_ Building relationships w/ other children & adults
- \_\_\_ Creating & experiencing collaborative play
- \_\_\_ Developing strategies for dealing w/ social conflict

### PHYSICAL DEVELOPMENT

- \_\_\_ Moving in locomotor ways
- \_\_\_ Moving in non-locomotor ways
- \_\_\_ Moving with objects
- \_\_\_ Following movement directions
- \_\_\_ Describing movement
- \_\_\_ Expressing creativity in movement
- \_\_\_ Feeling & expressing rhythm & beat
- \_\_\_ Moving with others to a common beat

### COGNITIVE DEVELOPMENT

#### *Space*

- \_\_\_ Fitting things together & taking them apart
- \_\_\_ Rearranging & reshaping objects: twisting, folding, stretching, stacking, & observing the changes
- \_\_\_ Observing things & places from different spatial viewpoints
- \_\_\_ Experiencing & describing relative positions, directions, & distances
- \_\_\_ Experiencing & representing one's own body
- \_\_\_ Learning to locate things in different environments: classroom, school, neighborhood
- \_\_\_ Interpreting representations of spatial relations in drawings & pictures
- \_\_\_ Distinguishing & describing shapes

**COGNITIVE DEVELOPMENT (cont.)****Representation**

- \_\_\_ Recognizing objects by sound, touch, taste, & smell
- \_\_\_ Imitating actions & sounds
- \_\_\_ Relating pictures, photographs & models to real places & things
- \_\_\_ Role-playing & pretending
- \_\_\_ Making models out of clay, blocks, etc.
- \_\_\_ Drawing & painting

**Time**

- \_\_\_ Starting & stopping an action on signal
- \_\_\_ Experiencing & describing different rates of movement
- \_\_\_ Experiencing & comparing time intervals
- \_\_\_ Observing change
- \_\_\_ Recalling events, anticipating events, & representing the order of events
- \_\_\_ Using conventional time units & observing that clocks & calendars mark the passage of time

**Language**

- \_\_\_ Talking w/others about personally meaningful experiences
- \_\_\_ Describing objects, events, & relationships
- \_\_\_ Having fun w/language: rhyming, making up stories, listening to poems & stories
- \_\_\_ Writing in various ways: drawing, scribbling, like forms, invented spellings, conventional forms
- \_\_\_ Having one's own language written down & read back
- \_\_\_ Reading in various ways: recognizing letters, words, & symbols & reading storybooks & print

**Classification**

- \_\_\_ Investigating & labeling the attributes of things
- \_\_\_ Noticing & describing how things are the same & how they are different
- \_\_\_ Sorting & matching
- \_\_\_ Using & describing something in several different ways
- \_\_\_ Distinguishing between some and all
- \_\_\_ Holding more than one attribute in mind at a time
- \_\_\_ Describing what characteristics something does not possess or to what class it does not belong

**Seriation**

- \_\_\_ Comparing along a single dimension: longer/shorter, rougher/smooth, etc.
- \_\_\_ Arranging several things in order along the same dimension & describing the relationships: longest, shortest, etc.
- \_\_\_ Fitting one ordered set of objects to another through trial & error

**Number**

- \_\_\_ Comparing number & amount: more/less, more/fewer, same amount
- \_\_\_ Arranging two sets of objects in one-to-one correspondence
- \_\_\_ Counting objects as well as counting by rote

### Action Planning Form

Task	Person Responsible	People to Contact	Resources Needed	Timeline

**Title** \_\_\_\_\_ **Date** \_\_\_\_\_

This is a convenient way for us to evaluate whether or not our workshop has been helpful to you. It is intended for two purposes: (1) to help us spot ways to improve similar workshops in the future, and (2) to help us identify areas you still need help with. Please give us your candid feelings; you do not need to sign it.

1. The workshop was (choose one):

- better than expected
- about as expected
- worse than expected

2. The strengths of the workshop were (as many as apply):

- the presenters
- the materials
- the group activities
- the eventual outcome
- specific comments: \_\_\_\_\_

3. The weaknesses of the workshop were (as many as apply):

- the presenters
- the materials
- the group activities
- the eventual outcome
- specific comments: \_\_\_\_\_

4. The workshop was especially helpful to (as many as apply):

- the eventual outcome
- me
- teachers
- administrators/coordinators
- specific comments: \_\_\_\_\_

5. My main area(s) of responsibility is/are (as many as apply):

- regular teacher
- Chapter 1 teacher
- Chapter 1 Coordinator
- School Administrator
- Curriculum Supervisor
- Evaluator
- District Administrator
- Other \_\_\_\_\_

6. Here are some additional comments or suggestions:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# **RESOURCE MATERIALS**

# DEVELOPMENTALLY APPROPRIATE PRACTICES WORKSHOP

## LIST OF RESOURCE MATERIALS

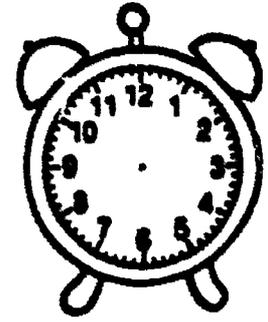
Number	Title
❖ RM 1	Ten Attributes of Successful Programs
❖ RM 2	Sample Daily Schedule from Early Childhood Developmentally Appropriate Classrooms
❖ RM 3	Principles of Appropriate Practices for Primary Aged Children
❖ RM 4	Child-Selected Activities
❖ RM 5	Child Literacy Tip Sheets
❖ RM 6	National Education Goal 1
❖ RM 7	Informational Sheets on Chapter 1 Early Childhood Provisions, Requirements and Goals
❖ RM 8	Noteworthy Early Childhood Programs Resource Guide
❖ RM 9	Poem "The Little Boy"
❖ RM 10	Developmentally Appropriate Math and Language Activities

## **Ten Attributes of Successful Programs for Disadvantaged Children**

- 1. Clear goals & objectives/high expectations**
- 2. Appropriate curriculum & instruction**
- 3. Coordination with regular program**
- 4. Student progress closely monitored**
- 5. Strong leadership**
- 6. Professional development & training**
- 7. Parent/Community involvement**
- 8. Positive school climate**
- 9. Excellence rewarded & recognized**
- 10. Evaluation results used for improvement**

[From: *Initiative to improve the education of disadvantaged children* . (10/90). #OMB-1801-0518, p. iii. ]

## Sample Daily Schedules

**Half-Day Preschool**

8:00 - 8:30	Greeting/Story
8:45 - 9:00	Planning
9:00 - 9:50	Work Time
9:50 - 10:00	Clean-up
10:00 - 10:15	Recall
10:15 - 10:30	Snack
10:30 - 10:45	Circle
10:45 - 11:00	Small Group
11:00 - 11:30	Outside/Departure

**Half-Day Head Start**

8:30 - 8:40	Greeting/Washing Hands
8:40 - 9:00	Breakfast/Brush Teeth
9:00 - 9:10	Circle
9:10 - 9:20	Planning
9:20 - 10:10	Work Time
10:10 - 10:25	Clean-up
10:25 - 10:35	Recall
10:35 - 10:55	Small Group
10:55 - 11:05	Story
11:05 - 11:30	Lunch/Departure

**Full-Day Day Care Center**

6:30 - 8:30	Arrival/Breakfast/Free Choice
8:30 - 8:40	Clean-up
8:40 - 9:00	Circle
9:00 - 9:15	Planning
9:15 - 10:00	Work Time
10:00 - 10:10	Clean-up
10:10 - 10:20	Recall
10:20 - 10:40	Small Group
10:40 - 11:30	Outside
11:30 - 11:45	Bathroom/Wash Hands/Prepare for Lunch
11:45 - 12:30	Lunch/Brush Teeth
12:30 - 1:00	Quiet Activities/Prepare for Naps
1:00 - 3:00	Nap Time
3:00 - 3:30	Wake/Bathroom/Snack
3:30 - 6:00	Free Choice or Outside/Informal Plan-Do-Review

[From: *Introduction to the High/Scope Curriculum (Two-Day Workshop #1)*. (1986). Ypsilanti, MI: High/Scope Educational Research Foundation, p. 31.]

# AN UNGRADED PRIMARY CLASS SCHEDULE

*From Molly McClaskey's Classroom at Williston*

*The schedule affects how children approach a task. Do they feel hurried? Getting control of time is a major element: time for depth, breadth, and revision. Here's a sample schedule. Leave lots of big blocks!*

## ARRIVAL

20-30 minutes

getting comfy time

a time for 'activities'

teacher conferencing time-- checking back with yesterday's tasks

transition by music into . . .



## CLASS MEETING

20 to 30 to 40 minutes depending on time of year, topic, and need  
calendar

orientation to the day

opening ritual-- shared book, chart

good morning chart-- plan for the morning

structure for the day

sometimes sharing, sometimes demonstrations, sometimes problem solving

laying out a new 'piece' for the day: material, activity, a task

transition perhaps by excusing children to task areas/activity centers

## WORK TIME

45 to 60 minutes

children doing their work in various areas

key words, process writing, language arts follow up (M/W)

or

math work (T/Th)

or

time for integrated unit work

(teacher record keeping)

clean up

## CLASS MEETING

share what happened in the morning

assessment, critique, what happened, next steps perhaps

## EAT AND RECESS

# NAEYC Principles of Appropriate Practices for Young Children

- Teachers must always be aware of the "whole child."

All areas of development are important -- physical, social, emotional, and intellectual. Children are more likely to succeed in school when the environment provides opportunities for them to physically use their bodies, make friends, and develop self-esteem as well as acquire knowledge.

- Throughout the primary grades, the curriculum should be integrated.

The curriculum does not need to be divided into discrete subjects with time allowed for each. Young children can practice several skills while completing a creative activity. They can master social and cognitive skills as they work on problem-solving tasks.

- Primary-age children should be engaged in active rather than passive activities. Children learn best from firsthand, relevant experiences. Sitting silently and listening to someone else talk does not develop rich concepts.

- The curriculum should provide many developmentally appropriate materials for children to explore and think about. The curriculum should also provide opportunities for interaction and communication with adults and other children.

Children learn best:

- When they manipulate real objects rather than do pencil-and-paper or seatwork activities.
- When they solve problems using firsthand experiences.
- When they discuss what they have experienced with others.

- The content of the curriculum should be relevant, engaging, and meaningful to the children themselves.

Children understand better when concepts and information are related to their own personal experiences.

*Adapted From: National Association for the Education of Young Children (1989). Appropriate education in the primary grades: A position statement. (pp. 22-23). Washington, DC:NAEYC.*

- Provide primary-age children with opportunities to work in small groups on projects that provide rich content for conversations. Teachers facilitate discussions among children by making comments and actively soliciting children's opinions and ideas.

Children acquire deeper understanding and comprehension when they complete meaningful projects over time. Research indicates that engaging children in conversations strengthens their ability to communicate and to reason.

- Teachers recognize the importance of developing positive peer group relationships. Teachers provide opportunities and support for cooperative small group projects that not only develop cognitive ability but promote peer interaction.

Essential to developing a sense of one's own competence, primary-age children need to experience positive relationships and friendships with peers. Instructional practices which place undue emphasis on competition and comparison among children may stifle their motivation to learn and inhibit children's optimism concerning their own abilities and potentials.

- The younger the children and the more diverse their background, the wider the variety of teaching methods and materials required.

No one teaching strategy will work for all children. Each child brings to school a unique pattern of development, learning style, and family/cultural background. Effective teachers use a variety of instructional methods and practices in a flexible manner. Effective teachers recognize that an appropriate curriculum fits the needs of the child.

- Curriculum and teaching methods should be designed so that children not only acquire knowledge and skills but also the disposition and inclination to use them.

Children must acquire a love of learning as well as knowledge about the world. Children must acquire the desire to read and to do math as well as understand the mechanics. Children must want to and know how to use problem solving techniques as well as apply rote memorization skills.

## CHILD-SELECTED ACTIVITIES

The term "teach" often implies telling or giving information. However, in early childhood classrooms the term means much more than that. There are times, of course, when giving children information is appropriate. For example, when a child asks how to write his/her name, the teacher can certainly show the child how to do so. And it is appropriate for teachers to tell children about classroom procedures--such as "we wash hands before eating a snack."

However, lecturing or giving facts must NOT be the primary means of instruction in the early childhood classroom. Rather, early childhood teachers should spend most of their time facilitating learning by setting up environments that encourage children to explore and interact with materials and other people. In addition, the teachers observe children, keep records of their behavior and provide challenges in order to expand the children's knowledge and curiosity.

This means that much of the day is devoted to CHILD-SELECTED activities. That is the teachers set up various stimulating activities designed to foster children's development and the children choose from among them. It is important for children to choose their own activities because they (1) are more likely to be intrinsically motivated to engage in the activities, (2) will most often choose activities that are stimulating or which give them needed opportunities to practice, and (3) can feel in control of their own learning.

It is much better for children to choose their own activities than to be coerced into doing things they don't understand or have no interest in. For example, children who engage in writing activities because they WANT to are more likely to learn to write than children who do so because they have been promised a reward for writing or threatened with a punishment if they do not write. Moreover, children who engage in writing because of some intrinsic desire are more likely to develop the DISPOSITION to write. Fostering a positive disposition for writing is just as important as teaching the writing skills themselves for, after all, it is of little value for a person to know HOW to write if she/he does not have the disposition to do so. Csikszentmihalyi and McCormack (1986) write, "Knowledge that is not the outcome of intrinsic motivation is very

fragile." They further state that, "All complex learning that requires concentrated effort over time depends on intrinsic motivation." (p. 419)

If a given child never chooses to engage in certain activities, such as art, the teacher's task is to find some way to make art activities so interesting to the child that she/he WILL choose art. Or, if a child seems to always choose block play, the teacher must use the child's interest in blocks to motivate him/her toward other activities. For example, after the child has built something with blocks the teacher may invite him/her to dictate a story about the block structure or explain its components for labeling.

The teacher's primary task is to establish a rich, stimulating environment which will foster each child's development. The teacher's role does not become less important or easier because children select their own activities. It simply changes from that of an "impartor of information" to one of "facilitator of learning."

## A Word on Class Size

Class size research clearly indicates that there should be 20 or fewer children in early childhood classrooms (Illinois State Board of Education, 1985). Smaller classes and improved adult/child ratios have positive effects on children's levels of interest, participation and persistence. The recommended group sizes of 18 to 20 with a minimum of two adults per group is consistent with the NAEYC Position Paper on programs for four- and five-year-olds. Moreover, it is highly recommended that every classroom include both a fully certified teacher and a full-time instructional aide in addition to volunteer assistance.

If class size is larger, then teachers may be forced into spending more time in teacher-directed activities. The quality of education is likely to deteriorate as class sizes and teacher-dominated activities increase. In order for teachers to provide opportunities for children to select activities and to individualize instruction, class sizes and adult/child ratios must be kept at manageable levels.

## **TEACHER-DIRECTED ACTIVITIES**

The entire day does not need to be devoted to child-selected activities. Many teachers find it useful to have some teacher-directed activities. This is especially true if group activities are connected to individual activities (e.g., one child discovered how to make clay float), past activities (e.g., field trips), or schoolwide projects (e.g., Arbor Day). Storytimes, snack, group games, and singing are examples of activities which work well in teacher-directed group experiences. Such experiences are especially valuable if children are encouraged to interact with one another as well as the teacher.

Attempts should be made to involve children actively in group activities. Good storytellers, for example, know how to "bring the children into a story." Appropriate group games and music activities for children keep

all children involved throughout the activity (Hitz, 1987). However, it is usually best for teacher-directed activities to be relatively brief, active and interesting.

During teacher-directed activities children will be involved to various degrees. That is, some children will delight in playing a group game, singing or dancing. Others will prefer more passive roles and some will want to "just watch." Experienced teachers know that the children who are "just watching" are learning and that in time and with support they too will choose to become actively involved in the activity.

It is important for children to choose their own activities because they (1) are more likely to be intrinsically motivated to engage in the activities, (2) will most often choose activities that are stimulating or which give them needed opportunities to practice, and (3) can feel in control of their own learning.

A list of references is available upon request. Contact Randy Hitz, Specialist, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, Oregon 97310-0290; telephone 378-5585.

## LEARNING ABOUT LITERACY: THE CHILDREN AND ME

For five years I've been working to make first grade a better place to learn and teach. In moving from prekindergarten to first grade level, I brought along some strong beliefs about how young children learn best, and how I should provide for that. I'm still working on that provision, and this year I've had the most fun yet. With the advent of Holt Impressions and Whole Language in Portland Public Schools, my ideas about children, play, literacy and growth have all come together. Now I can put together a child-chosen, teacher-structured program that meets all the developmental needs in the room, even mine. The next ten years, I imagine will be variations on the theme: Is there enough of me to support all this learning? I seem to have set a learning explosion in motion, and can't keep up with the children's possibilities!

I'm calling it "Literacy Centers" because it's a variation on what goes on in the afternoon: Learning Centers. While Learning Centers include blocks, sand, water and so on. Literacy Centers focus on the Big Four: Listening, Speaking, Reading and Writing. (During Learning Centers time, those four function quite well also, but the aim is a little less specific.) Literacy Centers are a child-chosen activity time ranging

from 30 minutes to an hour (could be more!) a day. In setting up the options from which the children may choose, I spent an afternoon sitting in my classroom just looking around and figuring out how everything could fit in. Some areas were already functional--we've used them in the afternoon Learning Centers for years. Other "stations" had to be invented, and equipment scrounged, to be operational. Right now, there are twelve different possibilities, and fifty child-spaces available for my (current) 22 children.

The twelve Literacy Centers are Message, Illustrating, Make-a-Tape, Theater/Puppet-making, Computer, Listening, Chalkboard/Feltboard, Alphabet Games, Writing, Quiet Reading, Bookmaking, and Read Aloud. Each Center is limited to a certain number of children by an unpatented "stick-you-name-card-in-the-pocket" system.

Message Center consists of a tote tub containing "To" and "From" stampers, junk mail return envelopes, various pens and pencils, word cards (in a small box), junk mail sticker-stamps (such as Wildlife Federation sends, hoping for donations), a booklet listing all the first graders and their teachers, a laminated copy of correct personal letter form

(Dear... From...), and a variety of discarded business forms and sample greeting cards.

Illustrating Center is the easel with paints and easy availability of markers, paper, crayons and so on. Most paintings are written on, and about, after they are created.

Make-a-Tape Center is a tape recorder with microphone and a small tub containing several favorite books and blank tapes.

Theater/Puppetmaking Center is part of a large cardboard box with a window in it for the stage, a tub containing scissors, paste, 3 x 5 cards, popsicle sticks, small paper bags, crayons and a box of ready-made puppets. The children occasionally borrow a blanket from the Home Center for a curtain.

Computer Center, for two hackers at a time, would be greatly enhanced by a printer, but now consists of the computer and seven or eight discs of varying quality. Suggestions appreciated.

Listening Center is the record player, a tape player, a crate of records (stories and music), a tub of books and cassette sets in plastic bags, four headphones, and that thing you plug everything into and out of.

Chalkboard/Feltboard Center is a two-in-one special: on the chalkboard (a portion of the only one in the room, designated "Kids' Board"), children can write/draw with colored and white chalk, or use magnetic letters, or put up word cards with little round magnets to make poems, rhymes,

or short (very short) stories. On the feltboard, which is a felt-covered painting easel, options include feltboard fairy tales, felt alphabet letters, and miscellaneous felt shapes.

**Alphabet Games Center** is a long shelf of just what it says, plus alphabet letter stampers, puzzles, Link Letters, and some space for games I haven't bought yet, like Scrabble and Boggle.

**Writing Center** is misnamed because it isn't a center at all. Children can choose to sit at their own or any available table and write their hearts out. And they do, they do!

**Quiet Reading Center** is up on the loft, a platform with rails, about three feet off the ground (built in during our remodeling, but why couldn't you use a sturdy table against a wall?). It's an aerie for two, with pillows and books. (It was a comfy place for a couple

of children at the beginning of the year, especially as they just wanted to watch the action before joining it).

**Bookmaking Center** is near the Classroom Tools shelf, and is a bring-it-to-the-table tub of cereal-box cardboard and reams of slightly yellowed lined paper from the basement storeroom that nobody ever seems to want. The children have made many books during the year, and these are, I've noticed recently, being filled with more writing than drawing as these authors become more proficient.

**Read Aloud Center** is my old rocking chair, a growing stack of Big Books (many authors by us!), and six carpet squares which are used to indicate how many people may come to listen. Most often, children read to children, but any unsuspecting visitor is co-opted as a reader

or audience. Also, parent volunteers enjoy this spot as familiar and possible without coaching—especially since they can read to as few as one or as many as six.

If this sounds like a twelve ring circus, you've got the idea. What do I do while all this is going on? Sometimes I just sit and marvel at it, but usually I'm working with a small group on a project or a skill lesson, or roaming and supporting individuals (that's the "RSI" system, critical to a healthy, developmentally, individualized program.)

I am open to visitors, and the children are used to them, if you'd like to take a look. Be prepared, however, to read to, or be read to, to be given a tour by a child "guest helper", or to be reduced to laughter (or tears) by a child-authored story or puppet play. Anything is mostly possible.

Robin Lindsley  
Portland Chapter

**OVERALL GOAL: TURN THE CHILDREN ON TO READING, WRITING, LISTENING AND SPEAKING, AND SHARING THEIR IDEAS WITH OTHERS.**

Help when necessary--watch first, then step in to support as needed. Help children gain confidence in their own skills as writers, readers and speakers. Provide materials to help their ideas work, such as "need tape, or would paste work best? Need a bigger or strong piece of paper?" **ASK YOURSELF HOW CAN I SUPPORT, EXPAND, ENHANCE, EXTEND WHAT'S GOING ON?**

1. **Listening Center--Assist in set-up, as necessary. Help with "take-turns" list if children can't resolve issue of what to listen to.**
2. **Chalkboard/feltboard--Assist with spelling as children work to write or use magnetic alphabet letters on chalkboard. Rather than just spelling words for children, however, encourage children to use letters for sounds they hear in words (making the sound-letter connections necessary to guess at how words are spelled.) Another activity here is to help the children write words (one word each) on 3 x 5 cards of their favorite chants, poems, or songs. Assist as necessary when they put the cards in correct sequence with tiny magnets on the chalkboard in order to read their piece. (The pocket chart can also be used in this way.) Feltboard: occasionally do your own version of a classic story on the feltboard as it can stimulate the children to do their own versions. It's also fun to use the felt letters to write words or messages, then have someone come and see the lists or ideas.**
3. **Read Aloud--The obvious is to read to the children, or listen to a child/children read to you. To go past that, ask questions that encourage them to predict, evaluate and summarize, not just "yes or no" answers. Discuss feelings of the story's characters and of the children. Share your own feelings. Relate information to the children's lives. If using Big Books (especially) read same book a number of times--using different voices, speeds, etc. (For example, read Brown Bear like a bear would read it, or a gray mouse. Read it slowly, read it fast).**
4. **Alphabet Games--Some games need assistance, especially if the children are unfamiliar with them. The attraction of some games or materials (like the alphabet stampers) can be enhanced just by an adult or student helper showing interest in it. Pick a material and ask some kids to play with you! Follow the kids' leads--maybe they can come up with a new way to play.**

5. **Make-a-Tape--** You may have to assist some children with the operation of the tape recorder, but many of them know how. Act as the M.C. or announcer, introducing the speakers (kids), title of the book that is going to be read, etc. Modeling the behavior you expect is important at this Center. It's OK for the kids to 1) make up and tell their own stories, 2) read a book of their own choosing, 3) sing a song they know, 4) re-tell a classic story, like the Three Pigs, 5) mimic a favorite TV show and 6) interview each other. (A list of possible questions to ask each other can be developed before they start the interview. If they're unsure how to interview, show them by interviewing them yourself!)
6. **Bookmaking--** Showing an interest here can really help. Kids may need some help with stapling cereal box covers and paper together, especially if they use too much paper. Take time to talk a little ahead of time about what the content of the book will be. Some children like to make coloring books (cereal-box or colored construction paper covers), which is a good opportunity to draw black pen pictures with captions underneath, like real coloring books! (Get in a bit of writing!) Encourage children to make "shape" books, where the shape of the book is determined by the topic of the book (such as a cat-shaped book about cats). Once the book is done, which may actually take several days, encourage the child to share it at Friday Entertainment Time! (Some children may want to make just a blank book, which they will "fill in" later, but encourage them to do some actual work (writing or drawing or both) before they take the book home. Help with spelling as describe in #2, above.)
7. **Message Center--** Assist children in learning correct personal letter form (see orange-colored sample sheet in writing center tote tub), how to use an envelope, and encouraging their own writing of content. (Some may need you to take dictation, then they copy what they've told you; some may be able to sound out most words; some may just want to write "I love you" and stop. If they want to make a greeting card, show samples and discuss with them what they want to communicate in their own card. This is a good place to use a real phone book, or start a list of friends' phone numbers, or make a list of favorite books (or anything else!).
8. **Quiet Reading--** Listen to, or read to one or two children up on the loft. (Small playhouse is for afternoon Learning Centers only.) Encourage "pretend" reading (where child tells the story by looking at pictures, rather than exact reading of printed words.) OK to snuggle!
9. **Illustrating--** While child is painting, discuss topic child has chosen, colors she/he's chosen, expand on language. Don't "get in the way" while child is creating, however. When paintings are dry (and there's always a stack of them!), help child write about their works of art--some children will need you to write down their ideas, and then they can copy them directly onto the painting, or onto a piece of paper to be fastened onto the painting when writing is completed. Some children have a number of paintings--make a Big Book, putting a piece of plain paper between paintings--to write about the pictures on. Use large colored construction paper (in hall cupboard) for covers. Encourage illustrations using markers, also on 12 x 18 paper, with accompanying writing.

10. **Typewriter--OK to help with sounding out and spelling words here. Get a chair and sit next to child. Show how to use the locking key for capital letters. Press one key at a time, or machine will jam up.**
11. **Theater and Puppetmaking Center--Be in the audience or model a show, but help kids learn about beginnings, middles, and endings to good theater shows. It's OK to stop the action and do it again, to get it better/clearer. Encourage a complete piece, rather than out-of-control, violent "shows", such as children see on TV. (That's where most of their experience comes from, so that's why their plays are often violent. Also, silliness is OK, of course, but only if it adds to the show.) OK to suggest interview shows, or commercials! Puppets can be made using materials in the tub--help children as needed. See notes for Make-a-Tape.**
12. **Computer Center--Only adult or student helpers may turn the computer on/off or change the disks. The children are mostly unfamiliar with how to do some of the games, so you can help a lot here by expanding their information on "how to." Please help them learn how to use the games, rather than just reading instructions and pushing keys for them.**
13. **Writing--Some children need you to write down their words (take dictation) that they can copy, while others are ready to sound out their own words. Vowel sounds are particularly difficult--give help as needed.**

**THANKS FOR HELPING--YOU'RE HELPING MAKES IT FUN TO LEARN!**

Excerpts from  
**The National Goals for Education**  
**"Readiness for School"**



**Goal 1: By the year 2000, all children in America will start school ready to learn.**

**Objectives:**

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

.....

*The Preschool Years*

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, under-educated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems for prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

.....

[From: National Governors' Association. (February 25, 1990). *Report adopted by members of the National Governors' Association*, pp. 3,6.]

***did you know that...*** *The first National Education Goal states: By the year 2000, all children in America will start school ready to learn?*

In an Educational Summit meeting in Charlottesville, Virginia in February 1990, the President and State Governors drafted a set of challenging National Goals for Education. The objectives under the readiness for school goal stated above are:

- 1) All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- 2) Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- 3) Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

In the text accompanying the goals, parents are encouraged to actively help their children learn, "particularly by reading to them on a daily basis." Parents, especially in poor, undereducated families, should have access to the support and training required to fulfill this role. To insure the health of young children, low income families should also be provided with "increased maternal and child health coverage."

The text of the National Goals also specifies that the federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. "Our first priority must be to provide at least one year of preschool for all disadvantaged children."

In addition to better preparing children for school, the text of the National Goals states that "we must also better prepare schools for children. This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles."

***did you know that...*** under PL 100-297,  
***SEAs must assure the provision of appropriate educational services  
to migratory preschool children?***

The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Part D, Subpart 1, provide that states meet the special educational needs of migratory children. No differentiation is made between services for school age and preschool children. Thus, the SEA is responsible for making appropriate provisions for the educational needs of preschool children.

Unlike the old legislation, the new law makes no special considerations, such as the requirement of services only if they do not detract from the operation of programs for school age children. Consistent with the statewide needs assessment and in accordance with service priorities, SEAs must now provide for educational services for migratory children below the age and grade level at which the operating agency provides a free public education. Important features of the legislation include:

1. A needs assessment which involves the following:
  - a. identification of the children, consistent with service priorities, who would benefit from preschool services;
  - b. determination of a large enough concentration of children to warrant a preschool project;
  - c. an assessment of the relative need of preschool migrant children as compared to school-age children;
  - d. the availability of existing and appropriate preschool projects;
  - e. the extent to which existing projects meet the educational needs of preschool children.

(OVER)

- 2. The opportunity to coordinate with existing agencies providing preschool projects, such as Head Start, Even Start, Reading is Fundamental, and Healthy Start, as well as local programs (including Chapter 1).**
- 3. The possibility of supplementing existing programs with Migrant Education Program funds.**
- 4. The responsibility to provide appropriate services if none exist.**
- 5. The responsibility to evaluate the overall progress, including the educational progress, of migratory children who participate in preschool projects.**

Preschool programs are to be developed on the basis of a needs assessment. For children aged three and over, projects should include instruction, child development, and day care. For children under three, day care services are sufficient.

***did you know that...*** *Even Start programs integrate early childhood education and adult education for parents into a unified program?*

Even Start programs provide family-centered education to (1) help parents achieve adult education goals, (2) train parents to support the educational growth of their children, and (3) prepare young children for success in regular school programs.

Participants may include any parents eligible to participate in adult basic education programs under the Adult Education Act who also have children aged 1 to 7 inclusive, residing in a Chapter 1 elementary school attendance area.

Home-based instruction is a distinctive component of Even Start programs. Another major feature is cooperation and coordination with other existing community programs and services, such as Head Start, Adult Education programs and others.

Even Start projects are selected according to the following criteria: those most likely to successfully meet their goals, those serving the greatest percentage of eligible children and parents, those demonstrating the greatest coordination between relevant service providers in the community, those with reasonable budgets, including provisions for local funding, those representative of urban and rural areas from all sections of the United States, and those showing the greatest promise for providing models transferrable to other sites.

Even Start projects are independently evaluated annually to determine their effectiveness in providing 1) services to special populations, 2) adult education services, 3) parent training, 4) home-based programs involving parents and children, 5) coordination with related programs, and 6) training of related personnel in appropriate skill areas.

## *did you know that...*

### *Chapter 1 programs can serve handicapped children?*

Chapter 1 services must supplement, not supplant, Special Education and related services to children with handicaps. Examples of ways to do this include the following:

#### **1. In-class**

An educational aide, tutor, or teacher can provide supplemental instructional assistance to Chapter 1 students who may also be handicapped during their mainstreamed instructional activities. For example, if a handicapped student has been determined to be educationally deprived in language arts, the in-class tutor can provide assistance during the time the student is mainstreamed into language arts activities. This in-class tutor can work with all those in the language arts class who have been identified as eligible for and selected to receive Chapter 1 services. In this manner, there is maximum coordination with the regular classroom teacher since services are provided in the regular classroom and the handicapped students are not segregated from non-handicapped students when Chapter 1 services are provided.

#### **2. Multiple-funded teacher**

A special education teacher can be multiple funded by special education funds and Chapter 1 funds in order to teach handicapped students for a portion of the day and Chapter 1 students for a portion of the day. In the portion of the day during which the teacher will work with Chapter 1 students, the teacher would be working with some of the handicapped students who were identified as eligible for and selected to receive Chapter 1 services. In this manner, there would be automatic coordination for those students in special education and Chapter 1 since the same teacher would be providing both services. This teacher could then spend sufficient time with the regular teachers for coordinating Chapter 1 and regular services for non-handicapped Chapter 1 students (pps. 112-113, *Chapter 1 Policy Manual*).

Questions regarding services to handicapped children are addressed on pages 64, 112, 113 and 117 of the *Chapter 1 Policy Manual*.

***did you know that...*** *PL 99-457 focuses on the provision of early intervention services to handicapped or high-risk young children aged 0 to 3 and 3 to 5?*

Public Law 99-457, Title I, provides for early intervention services to handicapped or high-risk children from birth to age 3 in order to enhance their early development and minimize the risk of developmental delays. Its major reforms include the following requirements:

- 1) **A coordinated, multidisciplinary approach.** Professionals must use a coordinated, multidisciplinary approach covering several different agencies and specialties in order to provide services to young handicapped children.
- 2) **Family empowerment.** For children 0 to 3 years old, the law mandates an Individual Family Service Plan (rather than just an IEP) that focuses service delivery to handicapped and at-risk children within the larger context of the family unit. Parent input is included in decision-making.
- 3) **Alternative Staffing.** A variety of alternative staffing models and personnel preparation models are to be developed and tried out in order to expand the ability of highly-trained professionals to provide multi-disciplinary services to handicapped preschoolers in new ways.

Title II of PL 99-457 mandates full educational services to all preschool age handicapped children between 3 and 5 years, guaranteeing them a free, appropriate public education.



# Noteworthy Early Childhood Programs

from

A RESOURCE GUIDE

TO PUBLIC SCHOOL

EARLY CHILDHOOD PROGRAMS

The programs outlined in the following pages are described in detail in the 1988 ASCD publication, *A Resource Guide to Public School Early Childhood Programs*, edited by Cynthia Warger. Although this resource guide is two years old, these excerpts have been provided to demonstrate the recent scope of successful early childhood education programming. [ These adaptations were made by: Dr. Bonnie Fisher, PRC, 2601 Fortune Circle East, Suite 300A, Indianapolis, IN 46241.]

**Minneapolis Public Schools  
Minneapolis, Minnesota**

**Early Childhood Family Education**

**Project Description**

The goal of the Early Childhood Family Education program is to build and support the confidence and competence of parents and expectant parents by providing the best possible parent-child interaction and environment for the social, emotional, physical, and intellectual development of their children. All city residents and their young children from birth to kindergarten are eligible to participate. Expectant parents, including teens, and parents whose children have special developmental needs are also served.

On average, families spend two hours a week in classes located at neighborhood ECFE centers. Each week, parents and children, guided by early childhood teachers and parent educators, are involved from 15 to 45 minutes in developmentally appropriate activities in an environment that fosters fun, exploration, and mutual learning. Later, parents go to a discussion group while children are cared for in the early childhood room. Parent group participation is voluntary and usually centers on discussion of specific issues of child development, parenting, learning, etc. Additional services in the areas of screening and training are provided by special education personnel, social workers, speech clinicians, and physical and occupational therapists. Bilingual classes for southeast Asian and Hispanic parents are also conducted.

The program follows the school calendar (September-May). There are two-hour segments during the morning, afternoon, and evening, as well as occasional weekend classes and special events. It is administered by Community Education, a unit of the Minneapolis Public School District, which keeps staff/child ratios small: 1:3 for infants, 1:7 for toddlers, and 1:12 for preschoolers.

The program is funded by state and local taxes, parent fees, in-kind contributions from the school district, and grants.

Contact: Robert Z. Brancale, Coordinator  
Susan-Dreves-Libson, Early Childhood Family Education Specialist  
Minneapolis Early Childhood Family Education  
1006 West Lake St.  
Minneapolis, MN 55408

**Brownsville Independent School District  
Brownsville, Texas**

**A Prekindergarten Instructional Television Program**

**Project Description**

Faced with the situation in 1980 that 95% of entering kindergartners spoke little or no English and that this trend was going to continue, the Brownsville School District was awarded a three-year grant to develop "El Arco Iris" (The Rainbow), a prekindergarten instructional television program. The project has produced 36 videotapes with an English and a Spanish lesson, directed to children and their parents. The goal of the project is to upgrade the entrance level readiness skills of prekindergarten, limited-English-Proficient (LEP) children, especially in the areas of cognitive, physical, social/emotional, and language development. The project is designed to promote maximum language development in both English and Spanish, provide a firm base for other academic learning experiences, and increase the environmental experiences of LEP preschoolers and their parents living in target areas of the community.

Each videotape contains a lesson, storytelling segment, and home activity. Each videotape lesson generally covers some aspect of visual and auditory skill development and contains such elements as field trips, puppets, and characters. The videotape themes focus on the child, family, and the community, with many holiday themes introduced to help the child learn about the cultural context of the community.

In the program, parents and their children attend two 1 1/2-hour sessions each week. They view major parts of the instructional videotape together. Afterwards, they have separate classes with instructional aides. The children's aide reinforces the objectives of the lesson, and the parents' aide discusses the lesson and demonstrates at-home enrichment activities. Parents are coached on how they can improve their children's academic achievement and self-concept at home.

The program, excluding videotape development costs, is approximately \$300 per pupil. Although this model was designed to meet the needs of a bilingual population, the format is appropriate for school districts that want to increase parent involvement, provide low-cost prekindergarten instruction, and produce their own videotaped lessons.

Contact: Emma Gavito, Bilingual Curriculum Coordinator  
Brownsville Independent School District  
1625 Price Road  
Brownsville, TX 78521  
(512) 546-5354

**Westside Community Schools  
Omaha, Nebraska**

**Integrating Special Needs Learners into Mainstream Classrooms**

**Project Description**

The Westside Community Schools operates 6 early childhood centers, which provide year-round, educational programs for children ages 18 months to 12 years. These programs include toddler care, preschool education, preschool day care, and before and after school care. The children represent the total spectrum of learning styles, abilities, and special needs, e.g., mentally handicapped, multi-handicapped, orthopedically impaired, speech-language impaired, hearing impaired, and other health impaired. The goal for the special needs component is to provide the least restrictive environment for the handicapped child within the educational context.

A multi-disciplinary team, which is made up of a school psychologist, speech therapist, occupational therapist, physical therapist, vision specialist, hearing specialist and other educational diagnosticians, uses several formal tests to determine the handicapping conditions of the child and the best educational placement. One of the 6 centers serves all mainstreamed special-needs preschoolers.

A typical schedule at the center might be:

7 a.m.-9 a.m.	Before school care
9 a.m.-11:30 a.m.	Preschool (special needs children mainstreamed)
11:30 a.m.-12:15 p.m.	Lunch: feeding program for severely/profoundly handicapped children
12:15 p.m.-6 p.m.	After school care
1 p.m.-3:30 p.m.	Special needs preschool with some mainstreaming in day-care

The curriculum is based on the High/Scope philosophy and techniques. Staff/child ratios are kept small: 1:5 for toddlers (18 mos.-3 years), 1:8 for 3-year-olds, 1:10 for preschool, and 1:10-1:15 for school-age. An open door policy for parents encourages them to visit, volunteer, provide snacks, or be a story teller. In addition, parents and teachers have organized the Parent Advisory Committee, through which they share in policy making, discuss problems, and conduct special projects.

Contact: Penny Gildea, Director of Early Childhood Education  
Doreen Schelle, Special Education Teacher  
Westside Community Schools and  
Westside Early Childhood Centers  
909 South 76th St.  
Omaha, NE 68114  
(402) 390-2100 or (402) 390-8205

**Seawell Elementary School  
Chapel Hill, North Carolina**

**Developmental/Experiential K-1 Program**

**Project Description**

The major goal of this project has been to translate developmental theory into appropriate educational practice for 5-and 6-year olds in a public school setting. The educational program considers the total cognitive, affective, and psychomotor growth of the child, has a curriculum organized around the developmental needs, interests, and learning styles of each child, encourages each child to participate actively in their learning, and pays equal attention to the method and content of teaching.

The Early Prevention of School Failure (EPSF) program is used to assess all entering kindergarten children, who come from diverse ethnic and socioeconomic backgrounds. Children are grouped heterogeneously, and educationally handicapped pupils typically are mainstreamed. Children who have developmental delays have their classroom program individualized to meet their needs and are retested in the spring to determine their progress.

Three components of curriculum organization and three of classroom management form the basis for the educational program. The curriculum organization components include learning centers, skills groups, and units of study. The classroom management components include color coding, written contracts, and internal and external aspects of discipline. Each day, children are given feedback on products and written work. As a result, children achieve an appropriate level of mastery on one activity before beginning another. Each child also has a daily conference with the classroom teacher to review contract activities and projects. The child's work is attached to the contract and sent home each day.

Parent involvement is encouraged through an open visitation policy, two regularly scheduled conferences with the classroom teacher each year, and newsletters and memos. PTA functions are structured around individual classrooms rather than the entire school. Parents also help plan classroom enrichment activities.

Base funding is the same as that for all elementary programs in the state of North Carolina.

Contact: Barbara Lawler, Principal  
Kay Drake, Markie Pringle, Teachers  
Seawell Elementary School  
Seawell School Rd.  
Chapel Hill, NC 27514  
(919) 967-4343

**Baltimore City Public Schools  
Baltimore, Maryland**

**State and Nationally Accredited Prekindergarten Program**

**Project Description**

Targeted to 4-year old children, the preschool program of the Baltimore City Public Schools aims to provide experiences that promote the cognitive, emotional, social, and physical development of young children. Subgoals include the enhancement of language development, proper development of gross and fine motor skills, provision of experiences that foster positive self-concept and creativity, and ensuring a safe and developmentally appropriate environment.

Emphasis is placed on consideration of the strengths, interests, needs, and diverse backgrounds that young children bring to school. Teachers are required to plan activities that allow for active exploration and utilization of all sensory areas and use of developmentally appropriate materials and settings. Teachers use the "Basic Learnings Objectives" guide in planning educational activities. Teachers rely on an integrated, thematic unit approach, defined here as an instructional plan incorporating basic concepts from many subject areas. Classes meet for 2 1/2 hours daily.

Each class is assigned an early childhood certified teacher and an aide. The teacher/pupil ratio is 1:10, and class size is limited to 20.

Parents help plan their children's program, help carry it out, and help evaluate its success. Many schools have a school-community liaison worker who recruits parents to serve in parent councils and in classrooms as volunteers. Training sessions on parenting and parent discussion groups with community leaders and outside agency representatives are regularly scheduled.

Funding for the program comes from local, state, and federal tax monies, including the Chapter I program.

Contact: Carla Brewington-Ford, Supervisor  
Baltimore City Public Schools  
200 East North Avenue  
Baltimore, MD 21202

**Johnson County Schools  
Mountain City, Tennessee**

**Head Start -Preschool Handicapped Program**

**Project Description**

This project is directed to children ages 3 to 5 years old, who show developmental delays in more than one area assessed during the annual systemwide screening program or who have been referred by local health care providers and the Tennessee Child Health and Development Program. The objective of the project is to assure the early identification of young children's developmental needs and to work together with parents to achieve effective intervention. The project operates cooperatively with the district's Head Start program.

As part of the project, each child is assessed using Griffin and Sanford's **LEARNING ACCOMPLISHMENT PROFILE-DIAGNOSTIC (LAP-D)**, which is designed to provide teachers of young children with a criterion-referenced record of the child's existing skills. Use of the LAP-D enables the teacher to identify developmentally appropriate learning objectives for each child, measure progress through changes in rate of development, and provide specific information relevant to pupil learning.

The curriculum is based upon **A PLANNING GUIDE: THE PRESCHOOL CURRICULUM** prepared by Chapel Hill Training-Outreach Programs. This book contains topical units arranged in a sequence of daily activities, and through these activities the child's progress in developing gross and fine motor skills, social and cognitive skills, language, and self help is promoted.

The teaching procedures reflect strategies of task analysis, reverse chaining, and positive reinforcement. Learning activities provided in the classroom are also incorporated into a home follow-up program.

The program runs 6 1/2 hours each day, unless there is a need to modify the length, and 3- and 4-year olds have the option of attending two or four days per week, depending on their needs. For the homebound child with severe handicaps, home counseling and educational sessions are provided regularly.

Sources of funding for the project come from the federal Head Start program, nonfederal sources, and a Preschool Incentive Program sponsored by the state.

Contact: Ann M. Hampton, Director  
211 N. Church St.  
Mountain City, TN 37683  
(615) 727-7911

**Head Start Program  
Fairfax County, Virginia**

**Cognitively Oriented Preschool Curriculum**

**Project Description**

This project serves primarily 3- and 4-year-olds, representing 26 languages and cultures, as well as a wide range of developmental and intellectual capacities. The mission of the program is to meet the diverse needs of the children and their families, to foster improved health status, to stimulate gains in cognitive and language skills development, to encourage intellectual curiosity, to develop self-confidence and self-sufficiency, and to strengthen the involvement of parents in their children's education.

The Cognitively Oriented Preschool Curriculum is based on Piaget's constructs of child development and focuses on the preoperational stage. The content of the curriculum consists of 50 key experiences organized within 8 categories: active learning, language experiencing, language representing, classification, seriation, numbers, spatial relations, and time. Active learning, where the learner initiates direct interaction with people, objects, and events, is the process used in the cognitively oriented curriculum. The key experiences in active learning are:

- Exploring actively with all senses
- Discovering relations through direct experience
- Manipulating, transforming, and combining materials
- Choosing materials, activities, purposes
- Acquiring skills with tools and equipment
- Using the large muscles
- Taking care of one's own needs

The curriculum is not dependent on any particular testing or screening methodology. Currently, the Denver Developmental Screening Test is used for testing purposes.

Head Start teachers and aides in the project receive intensive training from the High/Scope Educational Research Foundation, whose curriculum guide is the foundation of this project.

Funding comes from the federal Head Start program and from tuition payments by other local education agencies.

Contact: Sandy Lowe  
Fairfax Department of Community Action  
Fair Oaks Corporate Center  
11216 Waples Mill Rd.  
Fairfax, VA 22030  
(703) 246-5171

**Lindbergh School District  
Sunset Hills, Missouri**

**A Joint Venture Between Two Districts:  
Affton-Lindbergh Early Childhood Education Program**

**Project Description**

Under the co-sponsorship of the Affton and Lindbergh school districts, this early childhood project serves children ages 6 weeks to 11 years through 8 different programs. Its services include special education, individual diagnostic services, and day care, as its mission is to constantly and consistently help families make a positive contribution to their child's first venture into education and the community. Its programs are:

- **Early Childhood Education** - serves children 2 1/2 - 5 years of age. Three hour sessions, morning or afternoon. Curriculum based on High/Scope Cognitively Oriented Curriculum.
- **Early Childhood Extended Day** - child care from 6:30 a.m. to 6 p.m. year round. Activities also built around High/Scope curriculum.
- **Kindergarten Extended Day** - morning or afternoon classes in addition to regular kindergarten. Classes are child's regular school.
- **Developmental Kindergarten** - after school enrichment program for children with special needs.
- **School Age Extended Day** - for grades 1 through 6.
- **Parents as First Teachers** - parents receive information about skills and development appropriate to every stage of the child's early years.
- **Parent-Toddler Education** - for children aged 18-36 months, parent-toddler classes meet for two hours, once a week, for 12 weeks. Parents and children are scheduled together for one hour, and second hour is a parents' discussion group.
- **Special Education** - free developmental screening for children 5 years or younger, followed by individualized educational plan (IEP) designed for each child.

The funding for this project comes from the state and other sources, including fees from participants.

Contact: Elma Armistead, Associate Superintendent  
Sheila Sherman, Director of Early Childhood and Principal  
Lindbergh School District  
1225 Eddie and Park  
Sunset Hills, MO 63127

# The Little Boy

by Helen E. Buckley

Once a little boy went to school.  
 One morning,  
 When the little boy had been in school a while,  
 The teacher said:  
 "Today we are going to make a picture."  
 "Good!" thought the little boy.  
 He liked to make pictures.  
 He could make all kinds.  
 Lions and tigers,  
 Chickens and cows, trains and boats,  
 And he took out his box of crayons  
 And began to draw.



But the teacher said: "Wait!  
 It is not time to begin  
 And she waited until everyone looked ready.

"Now," said the teacher,  
 "We are going to make flowers."

"Good!" thought the little boy.  
 He liked to make flowers,  
 And he began to make beautiful ones  
 With his pink and orange and blue crayons.

But the teacher said, "Wait!  
 I will show you how."  
 And it was red, with a green stem.

"There," said the teacher,  
"Now you may begin."

The little boy looked at the teacher's.  
Then he looked at his own flower.

He liked his flower better than the teacher's.  
But he did not say this.

He just turned his paper over  
And made a flower like the teacher's.  
It was red, with a green stem.

On another day, when the little boy had opened  
The door from the outside all by himself,  
The teacher said:  
"Today we are going to make something with clay."  
"Good!" thought the little boy.  
Snakes and snowmen.  
Elephants and mice, cars, and trucks,  
And he began to pull and pinch  
His ball of clay.

But the teacher said, "Wait!  
And I will show you how."  
And she showed everyone how to make  
One deep dish.  
"There," said the teacher.  
"Now you may begin."

The little boy looked at the teacher's dish,  
Then he looked at his own.  
He liked his dishes better than the teacher's.

But he did not say this.  
He just rolled his clay into a big ball again  
And made a dish like the teacher's  
It was a deep dish.

And pretty soon  
The little boy learned to wait,  
And to watch  
And to make things just like the teacher.  
And pretty soon  
He didn't make things of his own anymore.

Then it happened  
That the little boy and his family  
Moved to another house,  
In another city,  
And the little boy  
Had to go to another school.  
And the very first day  
He was there.  
The teacher said:  
Today we are going to make a picture."

"Good!" thought the little boy,  
And he waited for the teacher  
to tell him what to do.

But the teacher didn't say anything.  
She just walked around the room.  
When she came to the little boy  
She said, "Don't you want to make a picture?"

"Yes," said the little boy.

"What are we going to make?"

"I don't know until you make it," said the teacher.

"How shall I make it?" asked the little boy.

"Why, any way you like," said the teacher.

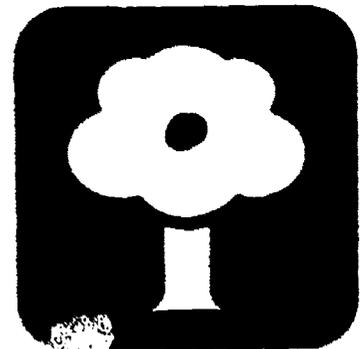
"Any color?" asked the little boy.

"Any color," said the teacher.

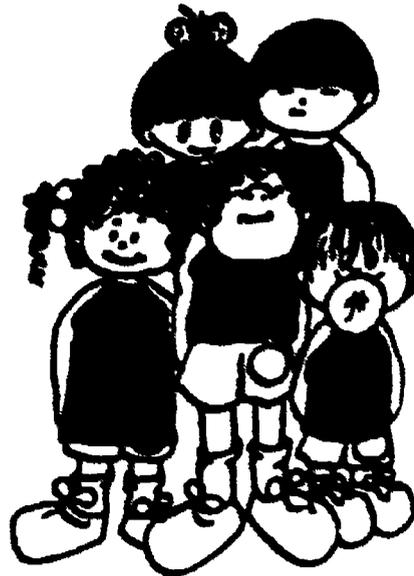
"If everyone made the same picture,  
And used the same colors,  
How would I know who made what,  
And which was which?"

"I don't know," said the little boy.

And he began to make  
a red flower  
with a green stem.



GETTING THEM READY FOR SCHOOL  
PRESCHOOL ACTIVITIES



Anchorage School District  
Community Relations Department  
Anchorage, Alaska  
Spring 1985

FINGER PLAYS

5 little squirrels  
Standing by the Door  
1 ran away  
Then there were 4.

4 little squirrels  
Playing in a tree  
1 ran away  
Then there were 3.

3 little squirrels  
Sitting in a shoe  
1 ran away  
Then there were 2.

2 little squirrels  
Nibbling on a bun  
1 ran away  
Then there was one.

1 little squirrel  
Has no fun  
He ran away  
Then there was none.

## MATH READINESS

### HOMEMADE PUZZLES

#### Materials

Pictures from calendar, postcards or magazine  
Cardboard (bottom of gift box is perfect)  
Glue, scissors

#### What You Do

Paste the picture on the cardboard. Remember, the better you paste, the better the puzzle.

When dry, cut the puzzle into puzzle pieces. Puzzle can be easy or hard, depends on your child's age and abilities.

Have the child put the puzzles together.

#### School Skills

Manipulate objects  
Copy and continue pattern  
Recognize shapes  
Size discrimination

## LANGUAGE DEVELOPMENT

### PICK-A-PAIR

#### Materials

2 medium size paper bags

2 pieces (each about 2 inches square) of the following: sandpaper, cotton flannel, foil, corrugated board, sponge, corduroy, silk, wrapping paper, plastic tops, old washcloths, etc.

#### What You Do

Label the bags A and B. Separate the pairs putting one item in each bag. For example, one sponge goes in bag A and one in bag B.

Ask the child to reach into bag A (without peeking) and select an object. Talk about how it feels and what it might be.

Have child reach into bag B (again, without looking) and find the matching item.

When the item is found, have the child place both items together on the table and talk about what they are used for. Continue until all objects are matched.

#### School Skills

Respond to adults

Following directions

Recalling

Classifying

Sentence patterns

Feeling words

## MATH READINESS

### RED HEARTS

#### Materials Needed

Deck of old playing cards  
Shoestring knotted at one end  
Knife or scissors to punch hole  
Candy red hots, jellybeans or lifesavers

Use the 2 to 10 of hearts and clubs. Cut the cards so that only the number not the symbol in the left-hand corner shows. Cut strip from the right-hand side to remove the symbol and number. Punch a hole at the top of each card.

#### What You Do

You and the child find a quiet place to play. Place the 2, 3, 4, and 5 of clubs in front of the child.

Point to the clubs.

Say, "These little black things are called clubs."

Point to the numbers. Say, "Look at this number and tell me how many clubs are on the card."

"This number always tells how many clubs are on the card."

Put the candies in front of child. Say, "Put one candy in the middle of each club."

"How many candies did you need for this card?"

Continue with remaining cards.

If child gets tired of this game, have him/her place the cards on the shoestring in order.

### School Skills

Practice eye-hand coordination

Develop size discrimination

Matching objects

Counting objects

## SIGHT AND SOUND ACTIVITY

### RING MY CHIMES

#### Materials Needed

wind chimes (at least 2) of different materials: wood, metal, plastic, glass, shells, ceramic

#### What You Do

Hang chimes up in front of the child...over a chair, on a doorknob, etc.

Say, "Let's look at these pretty things that belong outside. We call them wind chimes."

"Why do you think they are called wind chimes?" (prompt if necessary)

Ring the different chimes.

"Do the different chimes sound the same?"

"Why?"

"I was moving the chimes just then, but what makes them move when they are outside?" (prompt if necessary)

Ring each set of chimes, one at a time, and repeat the question:

"What are these chimes made of?"

#### School Skills

emphasize auditory discrimination

stimulate awareness of sounds

develop vocabulary of sound words

## SIGHT AND SOUND ACTIVITY

### MEASURE FOR MEASURE

#### Materials Needed

measuring cups

plastic or metal measuring spoons

plastic or metal shoestring, knotted at one end

#### What You Do

Place separate cups in front of the child.

Say, "What are the names of these things we found in the kitchen?"

"What do we use them for?"

"Do they all look the same size to you?"

"Do they all look the same color?"

"Place the cups together in a nest. Start with the big one. Which one comes next?"

"How many are there altogether?"

Now, place spoons in front of the child.

Say, "Now I want you to do something different. Start with the little spoon and put them in a row from the smallest to the biggest."

Hand child the shoelace.

Say, "Now let's string these together starting with the biggest. Tell me how many there are."

#### School Skills

practice eye-hand coordination

emphasize color discrimination

develop size discrimination

count objects

A PICTURE DICTIONARY

Materials

a scrap book of large pieces of paper  
crayons or felt tip markers  
magazines, postcards, old greeting cards  
scissors  
paste or glue

What You Do

To make the scrap book:

1. Fold large sheets of paper in half.
2. Tie in the middle with a piece of string or yarn. To make a sturdier book, punch two holes along the center fold and thread string through the holes before tying.
3. Use a crayon or felt tip maker to print a letter of the alphabet in the corner of each page.

The Learning Process

Have your child look for pictures of things that begin with each letter. Try to find several pictures to go with each letter and paste them on the appropriate page. Print the name of each picture. Adding pictures and words can be an ongoing project.

Note to the parent: Try to avoid pictures of things that begin with two consonants, i.e., shell, or truck. Use such words as owl, orange, penny, potato, etc.

-- or --

Scrapbook

Have child cut out magazine or newspaper pictures and glue them on the sheets of paper. (Suggestions: babies, toys, cars, pets, etc.) Cut out words the child knows and match them up with the pictures.

-- or --

Personal Storybook

The surest way to encourage your child's love for books is to encourage him or her to write a book of their very own. This helps the child understand that a book is a story written down. Children who write books about themselves will be more interested in books other people write.

Write what your child dictates in capital and lower-case letters so it looks just like the print in a book. Be sure to put the child's picture and name on the front of the book.

### What's Missing? A Game for Would-Be Detectives

#### Materials

large piece of cardboard  
an assortment of objects, such as:  
-- a knife, fork, spoon, large spoon, spatula, can opener  
-- many crayons, each a different color  
or  
-- letters of the alphabet or numbers, each written on a separate slip of paper. (This is where you can use your sandpaper letters or numbers.)

#### What You Do

1. Spread the objects you've chosen to use on a table.
2. Have large cardboard screen ready.
3. Call child to the table.

#### The Learning Process

Have the child look at objects on the table. Place the cardboard screen in front of the objects and remove one object. Remove the cardboard screen and have the child guess which object is missing. You can make the game quite simple or very hard depending on your child's age and ability.

SCHOOL SKILLS: Match and recognize sets out of sequence, recognize numbers and alphabet, recall, picture interpretation, classifying, sequencing, following directions, cooperating, responding to adults, recognizing basic colors, observation skills and memory.

## SIGHT AND SOUND ACTIVITY

### PLAYFUL POUCH

#### Materials Needed

drawstring pouch, small

assortment of small objects to fit into pouch (e.g. bottle caps, coins, macaroni, buttons, jacks, etc.)

flannel board (optional)

#### What You Do

Lay out groups of items on flannel board or other flat surface.

Say, "Look at these things I have put on the flannel board (or flat surface). Can you tell me what is in each group?"

"Good. Now I want you to close your eyes and I will put something in the pouch.

"Open your eyes. Can you guess what's in the pouch by shaking it?"

Give closed pouch you have filled to the child and encourage her/him to shake it. Child guesses.

You continue, "Let's open it and see if you guessed right."

Continue the game for as long as interest lasts.

Game can be reversed so that child fills pouch and adult guesses.

#### School Skills

eye-hand coordination

reinforce auditory discrimination

label objects

count objects

## SIGHT AND SOUND ACTIVITY

### SANDSATATIONS

#### Materials Needed

cookie cutters (small, medium and large of the same design)

wooden spoons (a set of varying sizes)

strainer

#### What You Do

Do this activity in sandbox or fill a large sturdy cardboard or plastic container with damp sand, sawdust, or dirt. Place cookie cutters and sand in front of the child.

Say "What do we usually use these for? What is your favorite shaped cookie?"

"Find all the little cookie cutters and put them together in the box."

"How many are there?"

"Find the small, medium, and large shapes and put them inside each other."

Repeat activity using all the shapes. After completion, remove the cookie cutters and place spoons in front of the child.

Say, "Now we'll do something different with the wooden spoons."

"Let's see if you can make them stand up in the sand."

"Now make a row of spoons with the biggest one first and the smallest one last."

"How many spoons are there?"

Remove all but one spoon and place the strainer in front of the child.

Instruct the child to shovel some sand inside the strainer.

Say, "Let's see what happens when you shake the strainer."

Encourage the child to discuss the pattern made by the sand coming out of the strainer.

School Skills

develop eye-hand coordination and sensory awareness

stimulate size discrimination

reinforce spatial awareness

discriminate shapes: circle, line

count objects

emphasize concept of first and last

establish concept of small, medium, large

## MATH READINESS

### COUNTING GAMES or What's in a Name?

Preschoolers can recite the numbers (with varying degrees of accuracy). It is important that they know what the numbers mean. It is better to count real things in real situations than to merely recite.

### Materials

Anything in the house

### What You Do

You can count such things as:

- ... stairs you climb together
- ... buttons on your shirt
- ... chairs in the room
- ... forks on the table
- ... dishes in the dishrack

You can also request things for the child to do:

- ... Please bring enough spoons for everyone at the table.
- ... We'll each have ten raisins.
- ... How many pairs of pants did we wash?
- ... How many sweatshirts do you have?

You can help your child begin to recognize numbers:

- ... on clocks and calendars
- ... in shoes and coats
- ... on scales and cans
- ... on buses and street signs
- ... on dials and switches
- ... on buildings and boxes
- ... on pricetags and stickers

## MATH READINESS

### COUNTING POPSICLES

#### Materials

Popsicle sticks, coffee stirrers, or tongue depressors

Dried peas or beans

Glue

#### What You Do

1. Have your child count out ten popsicle sticks.
2. Glue 1 pea on first stick, 2 on second stick, 3 on third stick, finishing with 10 peas on tenth stick.

#### School Skills

Practice eye-hand coordination  
Count things

#### Adaptation

Use counting sticks to give child addition and subtraction practice.

## FOLLOWING DIRECTIONS

These are things that a kindergarten student will be expected to know by the end of their first school year.

1. Left - Right
2. Top - Bottom
3. Up - Down
4. In - Out
5. Full - Empty
6. On
7. Over - Under
8. Beginning - Middle - End
9. Identify row
10. Point to
11. Draw a line under or to
12. Circle the X
13. Yes - No
14. Time words (Yesterday - Tomorrow - Noon, etc.)

### Materials Needed

Things found in any room in the house.

### What to Do

1. Tell the child that you will be playing a listen-and-do game. (It is good to tell children what you are doing and why.)
2. If you wish, demonstrate for the child three things that you would like them to learn from the 14 item list.

Example: 1) Put your left shoe next to my right shoe.  
2) Sit on the big chair.  
3) Walk in the bathroom, then out of the bathroom.

3. This exercise should take a few minutes out of each day. Repeating one item and adding two new concepts would be good.
4. If you wish, give the child a reward for correct responses. This could be anything from a hug to a word of praise.

Another good activity for following directions is Simon Says.