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## ABSTRACT

This document is the first volume of a three-volume set comprising a workshop leader's guide designed to help in-service providers conduct workshops on early childhood education for teachers, administrators, and others associated with Chapter 1 programs. The guide contains step-by-step procedures for preparing, organizing, and presenting a full-day comprehensive workshop. To allow flexibility in workshop presentation, workshop variations and alternate activities are suggested; in addition, the guide's 10 sections are designed so that they can be expanded or contracted. Volume I of the set considers workshop essentials and contains sections 1 through 5, the first of which, "Getting Started," includes a checklist of materials and equipment needed to conduct the workshop. Section 2, "Presenter's Guide," discusses goals of the workshop, specific activities, recommendations for using overhead transparencies and handouts, and suggestions for workshop evaluation. Masters for 18 transparencies and 17 handouts comprise Sections 3 and 4. Section 5 is a bibliography of more than 500 items organized in 9 topic areas relevant to early childhood education. (BC)

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**Curriculum & Instruction  
Specialty Option  
Workshop Leader's Guide**

**Early Childhood  
Education**

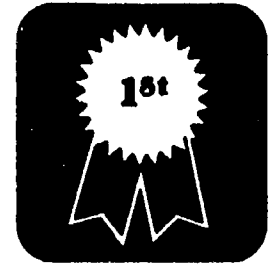
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*Volume I: Workshop Essentials*

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2  
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# 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.

## Evaluation of Workshop Leader's Guide Early Childhood Education

**PLEASE  
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Your affiliation is with:  TAC  R-TAC  SEA/LEA  Other (please specify):

Your level of prior knowledge of this topic was:  high  medium  low

Check all of the blanks that describe your use of the guide:

#### Purpose

to research a topic  
 to prepare a workshop presentation  
 other (please specify):

#### Method

presented with no changes  
 presented with few changes  
 presented with many changes

#### Clients

LEA  
 SEA  
 Other (please specify):

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Presenter's Guide  Transparency Masters  Handout Masters  Background Paper  
 Support Articles  Support Activities  Bibliography

To your clients, you distributed copies of:

Presenter's Guide  Transparencies  Handouts  Other (please specify):

### PART II: CONTENT

The balance between theory and application in the guide was:

good  poor (too little theory)  poor (too little application)

The scope of the guide was:  appropriate  too broad  too specific

The material in the guide was:  timely  dated  too innovative

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If you or your audience found anything inappropriate in the guide, check the category and specify the problem and where it occurs:  gender  race  ethnic  age  regional  other (please specify):

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**Curriculum & Instruction  
Specialty Option  
Workshop Leader's Guide**

# **Early Childhood Education**

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*Volume I: Workshop Essentials*

*Volume II: Instructional Activities & Handouts*

*Volume III: Guidelines, Standards, & Model Programs*

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Curriculum & Instruction  
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Workshop Leader's Guide

# EARLY CHILDHOOD EDUCATION

*Volume I: Workshop Essentials*

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*This workshop guide was developed by the staff of the Curriculum & Instruction Specialty Option, Region B Technical Assistance Center, under Contract No. LC88023002 with the U.S. Department of Education. Any findings, opinions, conclusions, or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the U.S. Department of Education.*

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**Table  
Of  
Contents**

*Workshop Leader's Guide:  
Early Childhood Education*

***Volume I: Workshop Essentials***

- Preface: Evaluation of Workshop Leader's Guide (in pocket)  
Title Pages  
Acknowledgements  
List of Transparency Masters  
List of Handout Masters
- Section 1: Getting Started  
Section 2: Presenter's Guide (with Reference List)  
Section 3: Transparency Masters  
Section 4: Workshop Activity Masters  
Section 5: Bibliography (preceded by a topic outline)

***Volume II: Instructional Activities & Handouts***

- Section 6: Handout Masters-- Instruction  
Section 7: Handout Masters-- Evaluation

***Volume III: Guidelines, Standards, & Model Programs***

- Section 8: Guidelines-- Laws, Regulations, & DYKs  
Section 9: Guidelines-- Goals & Standards  
Section 10: Model Programs

## List of Transparency Masters

The Transparency Section includes blackline masters of the transparencies referenced in the Presenter's Guide. Our purpose with each transparency is to illustrate key information, to focus participant attention, and to reinforce major points rather than put a great deal of copy on the screen. Related handouts provide more detailed information.

### Transparency #

T-1	Early Childhood Education--Workshop Cover Page
T-2a	Early Childhood Education Workshop Goals-- Introductory Workshop
T-2b	Early Childhood Education Workshop Goals-- Extended Workshop
T-3a	National Goals for Education: The Readiness Goal
T-3b	The Preschool Years
T-3c	Measurable National Education Goals
T-4	Selected Early Childhood Education Terms & Definitions
T-5	Workshop Key Questions
T-6	Four Levels of "Apple" Abstraction
T-7	"Every child has a sprout of talent . . ." --Shin'ichi Suzuki Quote
T-8	The Status of Young Children in America
T-9	Research Questions in Early Childhood Education
T-10a	Research Outcomes of Preschool Programs
T-10b	Current Trends & Issues in Early Childhood Education
T-11	Chapter 1 Evaluation of Young Children
T-12	Desired Outcomes: Early Childhood
T-13	"Rush To Do More . . ." --Carol Hillman Quote
T-14	Appropriate Practices to Use With Young Children
T-15	First Law of Dynamic Teaching
T-16	Young Children Are Natural Scientists
T-17	Teaching Is Asking
T-18	The Little Boy--Poem

- T-19 NAESP Principles Underlying an Effective Early Childhood Curriculum
- T-20 Play ... A window to the child's mind
- T-21 High/Scope Program Recommendations: Components for Optimal Learning by Young Children
- T-22 "All I Need to Know... I Learned in Kindergarten"-- Fulghum Quote
- T-23 Literacy Quiz
- T-24 Characteristics of Effective Programs for Disadvantaged Young Children
- T-25 Model of Learning and Teaching
- T-26 "Experience is a Powerful Teacher" --Twain Quote
- T-27 "Children Learn What They Live" -- Nolte Quote

## List of Handout Masters

There are handout masters throughout the *Workshop Leader's Guide: Early Childhood Education*. In *Volume I: Workshop Essentials*, the black line masters are in Section 4: Workshop Activity Masters. In *Volume II: Instructional Activities & Handouts*, the black line masters are in Section 6: Handout Masters-- Instruction and in Section 7: Handout Masters-- Evaluation. In *Volume III: Guidelines, Standards, & Model Programs*, the black line masters are in Section 8: Guidelines-- Laws, Regulations, & DYKs; in Section 9: Guidelines-- Goals & Standards; and in Section 10: Model Programs.

### *Volume I: Workshop Essentials*

#### **Section 4: Workshop Activity Masters**

##### Handout ID#

H4-1	Cover for Workshop Handouts
H4-2a	Workshop Goals--Introductory Workshop
H4-2b	Workshop Goals--Extended Workshop
H4-3	Workshop Evaluation Form
H4-4	Excerpts from <i>The National Goals for Education</i> -- "Readiness for School"
H4-5	Key Early Childhood Education Terms and Definitions
H4-6	"Apple" Exploration Activity with Key Experiences Checklist
H4-7	"Every Child Has A Sprout of Talent" --Shin'ichi Suzuki Quote
H4-8	The Status of Young Children in America
H4-9	Success of Early Interventions with Preschool Children: What The Research Tells Us
H4-10	Overview of Major Studies of Early Childhood Programs
H4-11	Trash-to-Treasure Toy Company Activity with Key Experiences Checklist
H4-12	"The Little Boy" --Poem
H4-13	NAEYC Principles of Appropriate Practices for Young Children
H4-14a	True/False Literacy Quiz
H4-14b	Key to the True/False Literacy Quiz
H4-15	"All I really need to know I learned in Kindergarten" --Excerpt
H4-16	"Experience is a powerful teacher...."--Twain Quote
H4-17	Children Learn What They Live

**Volume II: Instructional Activities & Handouts**

**Section 6: Handout Masters-- Instruction**

**Handout ID#**

H6-1	Learning Through Child's Play
H6-2	The Who, What, When ... of Cooperative Learning
H6-3	It's Story Mime Time
H6-4	Reading Aloud to Young Children
H6-5	A Listening Activity for Young Children (Lou Green Story)
H6-6	Music, Art, and Movement for Young Children
H6-7	Teaching Math Through Literature
H6-8	Concrete Math Activities
H6-9	Emergent Literacy-- What Is It? What Does It Mean for Classroom Instruction?
H6-10a	Science Instruction for Young Children
H6-10b	K-W-A-L Strategy
H6-10c	Science Activity for Young Children: Sink or Float
H6-10d	Science Activity for Young Children: Volcanos
H6-10e	Science Activity for Young Children: Boats
H6-11a	Sample Daily Schedules (Preschool, Head Start, Day Care)
H6-11b	A Multi-Age Grouping Class Schedule
H6-11c	An Ungraded Primary Class Schedule



**Volume II: Instructional Activities & Handouts**

**Section 7 Handout Masters-- Evaluation**

**Handout ID#**

H7-1	Desired Outcomes: Early Childhood Education
H7-2	Early Childhood Key Experiences Checklist
H7-3	NAEYC Position Statement on School Readiness
H7-4	Child Development
H7-4a	A Quick Reference Guide to Child Development
H7-4b	Child Development Ages 12 to 15 Months
H7-4c	Child Development Ages 15 to 18 Months
H7-4d	Child Development Ages 18 to 24 Months
H7-4e	Child Development Ages 2 to 2 1/2 Years
H7-4f	Child Development Ages 2 1/2 to 3 Years
H7-4g	Child Development Ages 3 to 4 Years
H7-4h	Child Development Ages 4 to 5 Years
H7-4i	Child Development Ages 5 to 6 Years
H7-4j	Child Development Ages 6 to 7 Years
H7-4k	Child Development Ages 7 to 8 Years
H7-5	NAESP Stability Standards for Early Childhood Education
H7-6	NAEYC Position Statement on Standardized Testing of Young Children 3 Through 8 Years of Age
H7-7	Summary of Principles for Kindergarten Entry and Placement
H7-8a	NCTM Recommends Mathematical Evaluation Standards....
H7-8b	Math Evaluation Standards for All Grades
H7-9	Learning Environment Checklist for Early Childhood Programs
H7-10	Portfolio Assessment-- A Sample

**Volume III: Guidelines, Standards, & Model Programs**

**Section 8: Guidelines-- Laws, Regulations, & DYKs**

**Handout ID#**

**Laws & Regulations**

- H8-1 Overview of Federal Programs Serving Young Children (chart)
- H8-2a Chapter 1 Basic Programs Authorization--  
Excerpts from PL 100-297
- H8-2b Chapter 1 Even Start Authorization--  
Excerpts from PL 100-297
- H8-2c Chapter 1 Migrant Program Authorization  
Excerpts from PL 100-297
- H8-2d Chapter 1 Handicapped Programs Authorization--  
Excerpts from PL 100-297
- H8-3 Preschool, Kindergarten, & First Grade References in the  
*Chapter 1 Policy Manual -- Basic Programs*
- H8-4 Chapter 1 Services to Handicapped Children Provided Under Basic  
Programs --Excerpts from the *Chapter 1 Policy Manual*
- H8-5 Early Childhood Education Services to Migratory Children...  
Excerpts from the *Migrant Education Policy Manual* (May 1990 draft)

**Handout ID#**

**Did You Know's**

- H8-6 National Goals for Education (Readiness for School )
- H8-7 Even Start (Intergenerational Literacy Programming)
- H8-8 Chapter 1 Programming for Migrant Young Children
- H8-9 Chapter 1 Programming for Handicapped Young Children
- H8-10 PL 94-142 & Early Childhood Education
- H8-11 PL 99-457 (Early intervention for Handicapped Children)
- H8-12 Head Start (Comprehensive Preschool Services for Economically  
Disadvantaged Children)

**Volume III: Guidelines, Standards, & Model Programs**

**Section 9: Guidelines-- Goals & Standards**

**Handout ID#**

H9-1	Ten Attributes of Effective Schools for Disadvantaged Children
H9-2	National Goals for Education (booklet)
H9-3	Standards for Early Literacy Development
H9-4a	NAEYC Principles of Appropriate Practices for Young Children
H9-4b	NAEYC & NAECS/SDE Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Young Children Ages 3 Through 8
H9-5a	NAESP Principles of Effective Early Childhood Curricula
H9-5b	NAESP Standards for Early Childhood Curricula
H9-5c	NAESP Accountability Standards for Early Childhood Education
H9-6a	NCTM Recommends Changes in K-4 Mathematics Curriculum
H9-6b	Assumptions Underlying NCTM K-4 Mathematics Standards
H9-6c	Math Curriculum Standards for Grades K-4
H9-6d	NCTM Recommends Math Evaluation Standards . . .
H9-6e	Math Evaluation Standards for All Grades

**Volume III: Guidelines, Standards, & Model Programs**

**Section 10: Model Programs**

**Handout ID#**

- H10-1            **A Sample of Unusually Effective Chapter 1 Early Childhood Education Programs from the *Effective Compensatory Education Sourcebook***
- H10-2            **Unusually Effective Migrant Early Childhood Education Programs, Excerpts from the *Effective Compensatory Education Sourcebook***
- H10-3            **Excerpts from *Education Programs That Work*, Sample of Exemplary Early Childhood Education Programs (National Diffusion Network)**
- H10-4            **Noteworthy Early Childhood Programs from *A Resource Guide to Public School Early Childhood Programs* Edited by Cynthia Warger (ASCD)**

# **Early Childhood Education**

**Section 1:  
Getting  
Started**

**Chapter  
Curriculum &  
Instruction  
Resource Center**

**1**

# Getting Started

## What's in this Guide?

This **Workshop Leader's Guide** consists of three volumes of information. It is designed to assist **Technical Assistance Center staff members** and other inservice providers in conducting successful workshops on **early childhood education** for teachers, administrators, and others associated with **Chapter 1 programs**. This guide contains step-by-step procedures for preparing, organizing, and presenting a full-day comprehensive workshop. Reference lists are included with appropriate handouts, so that they may be used separately with clients, if desired.

## CONTENTS:

### *Volume I: Workshop Essentials*

**Section 1, Getting Started**, includes an Advance Planner and a detailed checklist for materials and equipment needed to conduct a successful workshop on early childhood education.

**Section 2, the Presenter's Guide**, includes detailed instructions for presenting a half-day to full-day workshop. It includes the goals of the workshop, specific activities, recommendations for using the overhead transparencies and participant handouts, and suggestions for workshop evaluation. The script in the Presenter's Guide can be expanded or contracted to provide the basis for workshops of varying lengths. Feel free to pick and choose segments to present that you feel will best meet the needs of your audience. The Presenter's Guide also includes research support and background information about the topic.

**Section 3** contains the blackline masters for the overhead **Transparencies** referred to in the Presenter's Guide.

**Section 4** contains the blackline masters for the **Handouts** referred to in the Presenter's Guide. See also **Volume II, Sections 6 & 7**, and **Volume III, Sections 8, 9, & 10**, for additional handouts you may want to include.

**Section 5** contains a **Bibliography** of additional sources of information subcategorized by early childhood topics and accompanied by a detailed outline. You may also want to examine the reference sections of many of the handouts contained in **Volume II, Sections 6 & 7**, and **Volume III, Sections 8, 9, & 10**.

## ***Volume II: Instructional Activities & Handouts***

**Section 6** contains a wide variety of **Handout Masters** on early childhood topics related to **Instruction**. These handouts cover a broad range of topics including: cooperative learning, reading aloud, dramatics, music, art, movement, mathematics, emergent literacy, science instruction, and sample class schedules.

These handouts can be used as the basis for doing short (one- or two-hour) follow-up workshop sessions on the topics listed.

**Section 7** contains an assortment of **Handout Masters** related to early childhood **Evaluation**.

These handouts contain information on desired outcomes; key experiences; a reference guide to child development; position statements from NAEYC, NAESP, & NCTM regarding school readiness, accountability, evaluation standards and standardized testing; principles for kindergarten entry and placement; a learning environment checklist; and a sample portfolio assessment for young children.

## ***Volume III: Guidelines, Standards, & Model Programs***

**Section 8** contains **Guidelines** including information about **Laws, Regulations, and "Did You Know . . ." tip sheets**.

It contains excerpts from Chapter 1 law (PL 100-297) related to young children including: the basic program, Even Start, migrant program, and handicapped program; excerpts from the Chapter 1 Policy Manual; and excerpts from the Migrant Education Policy Manual (1990 draft).

The **Did You Know . . .** tip sheets cover the following topics: National Education "Readiness" Goal, Even Start, Migrant, Handicapped, and Head Start.

**Section 9** contains **Guidelines -- Goals and Standards** from several national organizations related to young children. This section contains the National Education Goals, standards for early literacy development, NAEYC principles of appropriate practice as well as guidelines for curriculum content for and assessment of young children, principles, and standards for both curricula and accountability from the National Association of Elementary School Principals (NAESP), and a variety of math standards and recommendations from the National Council of Teachers of Mathematics (NCTM).

**Section 10**, the final section, contains four sets of descriptions of **Model Early Childhood Programs**. These include unusually effective Chapter 1 early childhood programs and migrant early childhood programs from the *Effective Compensatory Education Sourcebook*, exemplary early childhood programs from the *National Diffusion Network*, and a summary of several noteworthy early childhood programs from *A Resource Guide to Public School Early Childhood Programs* from the Association for Supervision & Curriculum Development.

## How to Use this Guide

This Guide contains the planning and presentation materials necessary to conduct a successful workshop on early childhood education. The materials were developed to allow a great deal of flexibility. Suggestions for workshop variations and a number of alternate activities are included so that the workshop can be adjusted to fit the needs and backgrounds of the participants. A wide range of approaches, types of activities, and specific research can be used in the actual workshop presentation. You may choose to change, add, or eliminate an activity or transparency. The sections in the Presenter's Guide are well suited for expansion or contraction, depending upon your presentation need. Special notes and user instructions appear in boxes, within brackets, or with special graphics throughout the Guide.

## Planning the Workshop

Begin your advance planning for the workshop by establishing some of the initial details, such items as date, place, and type of audience. (See **Advance Planner**, a simple checklist for planning a workshop, page 6.) Begin studying the contents of this guide by following the **G-U-I-D-E** steps outlined below: *Glance, Understand, Investigate, Develop, and Edit.*

### **G-U-I-D-E**

- *Glance* through the entire set of materials. This will give you a feel for the types of materials contained in the Guide (and their location) when you study the details later.
- *Understand* as many of the materials contained in the Guide as possible. Plan enough time to develop a full grasp of the variety of handout and resource materials available on a number of different topics related to early childhood in order to make more informed decisions about your workshop presentation.
- *Investigate* further. You may want to do additional research, address some different problems, or experiment with various activities.
- *Develop* additional materials. These may be workshop notes, transparencies, handout pages, activities, or any item resulting from your "investigating" activities to fit your time span and your audience.
- *Edit*. Look carefully at the total picture, then elaborate or eliminate, if necessary.



Begin planning as soon as possible. Even if you use only the materials in this Guide, the *G-U-I-D-E* steps will take time and should be included in your planning. It is especially important to allow yourself the opportunity to thoroughly explore and review the activities in the *Presenter's Guide* and the suggested handouts in the rest of the volumes so that the purpose and strategies for each activity will become familiar to you. In addition, as you engage in the activities, you are likely to discover that you need or want to try additional activities from several sources. Several alternate activities and materials are referenced in the *Presenter's Guide* and provided in the handout section in Volume I, Section 4.

Additional ideas may be found in the bibliography and in Volume II, Sections 6 & 7. You may find that these alternative ideas are better suited to your particular workshop and, therefore, you may want to substitute them for other workshop materials in earlier sections of this guide. Volume III contains additional resources, including standards and guidelines from the law, and from national organizations related to early childhood. It includes summary descriptions of a variety of model early childhood programs that have been singled out for their excellence. We hope you find all of these materials useful.



# What You Need for the Workshop:

## EQUIPMENT

- \_\_\_ Overhead Transparency Projector
  - \_\_\_ extension cord
  - \_\_\_ 3-way plug adaptor
  - \_\_\_ extra bulb or spare projector
- \_\_\_ Blank Overhead Transparencies
- \_\_\_ Marking pens (to write on transparencies)
- \_\_\_ Screen
- \_\_\_ Microphone (if needed)

## MATERIALS

- \_\_\_ Presenter's Guide
- \_\_\_ Your Supporting Notes
- \_\_\_ Participant Handouts  
(pick and choose from Vol. I, Section 4; Vol. II, Sections 6 & 7, or Vol. III, Sections 8, 9, & 10. Have one set of handouts for each participant)
- \_\_\_ Overhead Transparencies  
(prepared from transparency masters in Section 3)

## SUPPORT MATERIALS

- \_\_\_ Chart paper and/or poster board
- \_\_\_ Marker and tape (or chalkboard & chalk)
- \_\_\_ Props for demonstrations or activities (e.g. apples, trash, etc., for activities)

### ***Before You Begin***

*Make copies of the overhead transparencies you plan to use in the workshop, and be sure you have one copy of the handouts for each participant. If you are presenting the workshop in a location with which you are unfamiliar, ask the local contact person to be sure the equipment listed above is available and in working order on the scheduled day and time of the workshop. If you will be supplying your own equipment, make arrangements for obtaining it well in advance of the workshop and make sure everything is in working order.*

# Workshop Advance Planner

## Presentation Information

Title \_\_\_\_\_

Date \_\_\_\_\_ Day \_\_\_\_\_ Time \_\_\_\_\_

Place \_\_\_\_\_  
\_\_\_\_\_

Audience Type \_\_\_\_\_ Number \_\_\_\_\_

Purpose \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

Planning Task	Notation	Date Completed
Contact Person(s) for Planning	_____	_____
Confirm Date, Time & Place	_____	_____
Make Travel and Hotel Plans	_____	_____
Arrange for Equipment	_____	_____
Send Workshop Agenda to Contact	_____	_____
Personalize Workshop Outline	_____	_____
Other _____	_____	_____

# Workshop Evaluation

## Workshop Leader's Guide Evaluation

It is important for us to know how well the various parts of the Workshop Leader's Guide worked for you and to receive your suggestions of ways to improve future workshops. Please take one of the evaluation forms we have put in the pocket just inside the cover of this binder (the form is illustrated on the right).

Please note your reactions as you review the materials in the Guide prior to your presentation. Complete the form as soon after your first presentation as possible. Fold the form so your written comments are covered, staple or tape the packet closed, stamp, and mail.

**Evaluation of Workshop Leader's Guide**  
Early Childhood Education

**PLEASE COMPLETE AFTER USE**

Directions: Please check the rating number that indicates the degree to which you agree with the following statements.

	1	2	3	4	5
1. The goals of this workshop were achieved.					
2. The presentation was clearly organized.					
3. The activities were appropriate for the audience.					
4. The material was presented in a clear and concise manner.					
5. The handouts were appropriate and useful.					
6. The presenter was responsive to questions and comments.					
7. The presenter was knowledgeable about the topic.					

A. What was the most interesting aspect of the workshop?

B. What changes would you suggest to improve the workshop?

C. How can TAC/R-TAC, the IEA, or LEA make you better? (check all that apply)  
I would like:  follow-up workshop materials  in specific areas  a phone consultation  other (please specify): \_\_\_\_\_

Name: \_\_\_\_\_  
Position/Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone (please include area code): \_\_\_\_\_

D. Please make additional comments or suggestions on the back. **THANK YOU!**

**WORKSHOP EVALUATION FORM**

Workshop Title: \_\_\_\_\_  
Presenter: \_\_\_\_\_ Date: \_\_\_\_\_  
Year Job Description/Responsibility (please check all that apply):  Administrator/Coordinator  Principal  Chapter 1 Teacher  Chapter 1 Aide  Non-Chapter 1 Teacher  Non-Chapter 1 Aide  Parent  Other (please specify): \_\_\_\_\_

Directions: Please check the rating number that indicates the degree to which you agree with the following statements.

	1	2	3	4	5
1. The goals of this workshop were achieved.					
2. The presentation was clearly organized.					
3. The activities were appropriate for the audience.					
4. The material was presented in a clear and concise manner.					
5. The handouts were appropriate and useful.					
6. The presenter was responsive to questions and comments.					
7. The presenter was knowledgeable about the topic.					

A. What was the most interesting aspect of the workshop?

B. What changes would you suggest to improve the workshop?

C. How can TAC/R-TAC, the IEA, or LEA make you better? (check all that apply)  
I would like:  follow-up workshop materials  in specific areas  a phone consultation  other (please specify): \_\_\_\_\_

Name: \_\_\_\_\_  
Position/Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone (please include area code): \_\_\_\_\_

D. Please make additional comments or suggestions on the back. **THANK YOU!**

## Workshop Evaluation

In the Presenter's Guide, we suggest you take the last few minutes to conduct your workshop evaluation. The choice of method and instrumentation is yours. In the handout section, we have included a sample of the form currently used by Region B TAC and Region 2 R-TAC (the form is illustrated on the left). Whatever basic form you use, we recommend you supplement it with questions related to your specific goals and audience.

If you receive specific comments about the materials from this Guide (i.e., transparencies, handouts, content used from the presenter's guide), please include a brief summary on your Workshop Leader's Guide Evaluation.

# **Early Childhood Education**

**Section 2:  
Presenter's  
Guide**

**1**  
Chapter  
Curriculum &  
Instruction  
Resource Center

# EARLY CHILDHOOD EDUCATION PRESENTER'S GUIDE OUTLINE

## Introduction/Overview

Display T-1: "Early Childhood Education" (ECE)	P. 1
Display T-2: "ECE Workshop Goals"	P. 1
Distribute Participant Handouts	P. 2

## National Education Goals

Display T-3a: "The Readiness Goal"	P. 3
Display T-3b: "The Preschool Years"	P. 4

## Definitions

Display T-4: "Selected ECE Terms & Definitions"	P. 4
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## Overview of Workshop Content

Display T-5: "Workshop Key Questions"	P. 5
---------------------------------------	------

## Starter Activity

## \* APPLE EXPLORATION ACTIVITY

Display T-6: "Four Levels of 'Apple' Abstraction"	P. 6
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[Optional Break]	P.7
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Re-display T-5: "Workshop Key Questions"	P. 7
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Some Answers to Key Questions About Early Childhood Education	P.7
---	-----

Key Question 1: What Is Early Childhood Education?	P. 7
--	------

The Children	P. 7
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The Kind of Education	P. 8
-----------------------	------

Key Question 2: Why Is There a New Sense of Urgency About Early Childhood Education?	P. 9
--	------

Display T-7: "Every Child Has a Sprout of Talent"	P. 9
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Early Childhood Statistics	P. 9, 10
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## Early Childhood Education Presenter's Guide Outline (Cont.)

Display T-8: "The Status of Young Children in America"	P. 9
How are We Responding to the Needs?	P. 11
State Initiatives	P. 11
Even Start	P. 11
Business Initiatives	P. 11
<b>Key Question 3: Are Early Childhood Education Programs Making a Difference? What Does the Research Say?</b>	P. 12
Display T-9: "Research Questions in ECE"	P. 12
<b>Research Question 1: "Do Early Childhood Education Programs Have a Positive or Negative Impact on Children?"</b>	P. 13
<b>Research Question 2: "Do Early Childhood Education Programs Have Not Only Short-Term But Also Long-Term Positive Impacts on Children?"</b>	P. 13
Reasons for Fade Out of Cognitive Effects	P. 13, 14
Long-Term Positive Impacts	P. 14
<b>Research Question 3: "Which Program is Best?"</b>	P. 14
Display T-10a: "Research Outcomes of ECE"	P. 15
<b>Research Question 4: "What Specific Program Characteristics Are Most Important for the Optimal Development of Young Children?"</b>	P. 15
Display T-24: "Characteristics of Effective Programs for Disadvantaged Young Children"	P. 15
<b>[Optional Break]</b>	
<b>Key Question 4: What Are the Current Trends &amp; Issues</b>	P. 16
Display T-10b: "Current Trends & Issues in ECE"	P. 17
Kindergarten Demographics	P. 18
Preschool Enrollment Demographics	P. 18
Coordination Among Programs	P. 18

## Early Childhood Education Presenter's Guide Outline (Cont.)

<b>Key Question 5: What Is the Role/Responsibility of Chapter 1 in Early Childhood Education?</b>	P. 19
Re-display T-3b: "The Preschool Years"	P. 19
The Preschool Years (Cont.)	P. 20
<b>Key Question 6: What Are Appropriate Desired Outcomes for Young Children, and How Should They Be Measured?</b>	P. 20
Display T-11: "Chapter 1 Evaluation of Young Children"	P. 21
Chapter 1 Desired Outcomes	P. 21
Display T-12: "Desired Outcomes: Early Childhood"	P. 21
<b>* Desired Outcomes Activity</b>	P. 22, 23
Measurement of Desired Outcomes	P. 23
New Directions in Measurement	P. 24
[Optional Break]	
<b>Assessment Activity</b>	P. 25
<b>* TRASH-TO-TREASURE TOY COMPANY ACTIVITY</b>	P. 25
<b>Key Question 7: What Should Be the Content and Organization of Early Childhood Curriculum and Instruction?</b>	P. 25
Academic vs. Developmental Focus	P. 25
Display T-13: "Rush to Do More . . ." Carol Hillman Quote	P. 26
Display T-14: "Appropriate Practices to Use With Young Children"	P. 26
Developmentally Appropriate Practice	P. 26
1. Teach the whole child	P. 26
2. Use an integrated curriculum	P. 27
Display T-15: "First Law of Dynamic Teaching"	P. 27



## Early Childhood Education Presenter's Guide Outline (Cont.)

3. Involve Young Children in Active Rather than Passive Activities	P. 27
4. Use developmentally appropriate materials	P. 27
Display T-16: "Children Are Natural Scientists"	P. 27
5. Provide Instruction in a meaning context	P. 27
Display T-17: "Teaching Is Asking"	P. 28
6. Provide children with opportunities for group projects that foster language interactions	P. 28
7. Use cooperative group projects to foster positive peer interactions	P. 28
8. Be flexible; adapt to the child	P. 28
9. Provide children with the motivation to learn	P. 28
* "The Little Boy" Poem (Optional Activity)	P. 29
Display T-18: The Little Boy"	P. 29
<b>Consensus From Major Associations About Early Childhood Curricula</b>	P. 29
Display T-19: "NAESP Principles of Effective Early Childhood Curricula	P. 29
Display T-20: "Play . . . a window to the child's mind"	P. 30
Display T-22: "All I Need to Know . . . I Learned in Kindergarten"	P. 30
*"All I Need to Know . . ." Activity	P. 30
*Literacy Quiz (Optional or Alternative Activity)	P. 31
Display T-23: "Literacy Quiz"	P. 31
Number Heads Together	P. 31
[Optional Break]	P. 31
<b>Key Question 8: What Are Effective Programs and Practices</b>	P. 32
Optional Summary: Re-display T-24: " Characteristics of Effective Programs for Disadvantaged Children"	P. 32
High/Scope	P. 33

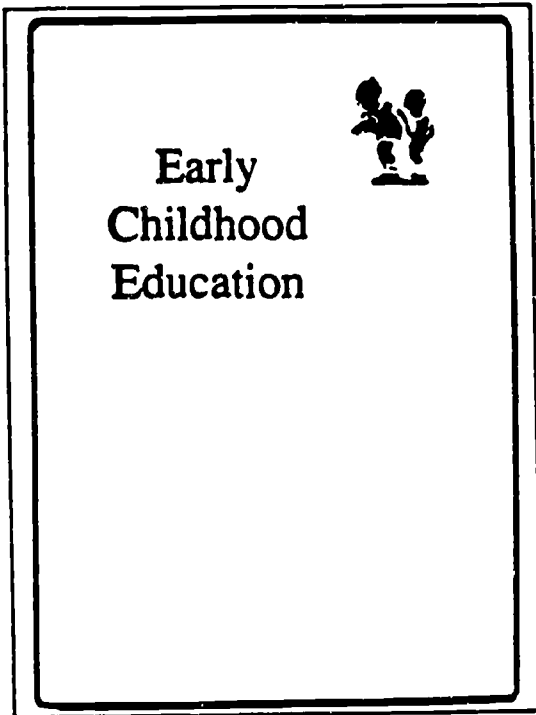
## Early Childhood Education Presenter's Guide Outline (Cont.)

Display T-21: "High/Scope Program Recommendations: Components for Optimal Learning By Young Children"	P. 33
1. Use real materials	P. 33
2. Give children opportunities for active manip- ulation of objects	P. 34
3. Give children choices	P. 34
4. Give children opportunities for language development	P. 34
5. Give children support	P. 34
Handout on Model Early Childhood Programs	P. 35
<b>Conclusion</b>	
<b>The Job Before Us</b>	P. 36
Re-display T-3a: "National Goals: The Readiness Goal"	P. 36
Display T-3c: "Measurable Goals"	P. 36
<b>Mark Twain Anecdote</b>	P. 37
Display T-26: "Experience Is a Powerful Teacher"	P. 37
Display T-25: "Model of Learning and Teaching"	P. 37
Display T-27: "Children Learn What They Live"	P. 38
<b>Do Workshop Evaluation</b>	P. 38
<b>Reference List</b>	P. 39-42

## Presenter's Guide

# Early Childhood Education for Chapter 1

**Display Transparency T-1: "Early Childhood Education" while participants are assembling.**



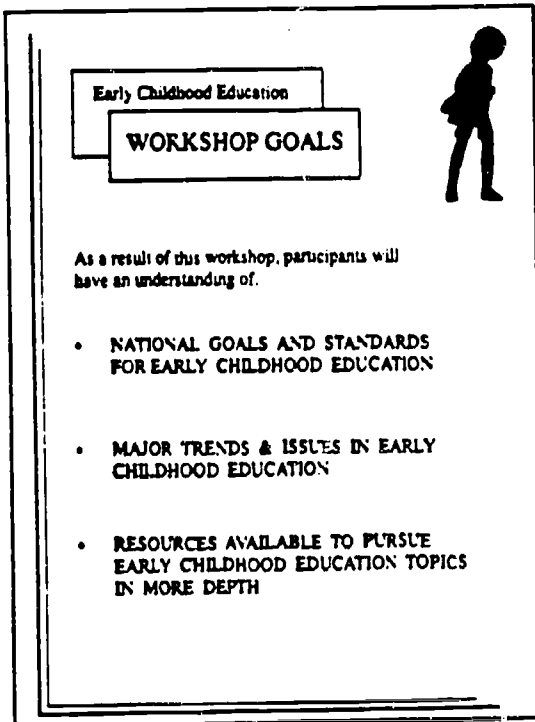
### INTRODUCTION/OVERVIEW

Introduce yourself and briefly describe key professional experiences you have had related to young children and to Chapter 1 programs. If you are doing a one- to two-hour workshop (and you have a small enough group), have the participants briefly introduce themselves.

For a half-day or whole-day workshop, ask each person to interview and then introduce another person to the group. In the interviews, ask them each to share one experience they have had involving early childhood education, especially an experience with young Chapter 1 or at-risk/disadvantaged children. Share one key statistic about early childhood education and at-risk children, i.e., Head Start serves the largest number of disadvantaged children of any program, yet only 20% of the children eligible for Head Start services receive them (Kagan, 1990, p. 275).

Identify the purpose of the workshop in terms of the specific information you received from the contact who arranged the workshop with you.


**Display Transparency T-2: "Early Childhood Workshop Goals"**



Present the goals of the workshop. The goals listed in T-2a are for an introductory session. The goals listed in transparency T-2b are for a full-day or half-day comprehensive workshop. You may need to modify the list further for your specific time frame or to cover just the topics that fit your client's needs. This Presenter's Guide covers material for a comprehensive workshop. If you need to cover a topic in more depth than that provided in the guide, the bibliography in Section 5 lists a number of additional sources.

Handouts of the introductory and comprehensive workshop goals (H4-2a and H4-2b) are included in Vol. I, Section 4, of the Early Childhood Education Workshop Leader's Guide.

### Introduction/Overview (Cont.)


 Briefly describe how you plan to achieve the workshop goals. You may want to summarize the areas you plan to cover and your general time frame. It is a good idea, at this time, to tell participants your particular ground rules, i.e., how you want to handle questions, when you intend to have breaks, what your workshop evaluation procedures are, etc. [See handout H4-3, a sample workshop evaluation form, in Vol. I, Section 4.]

### Distribute Participant Handouts

Distribute copies of the participant handouts you have chosen to use for your presentation. A cover master (H4-1) and a wide variety of possible handouts have been prepared for you. They are located in Section 4 of *Volume I: Workshop Essentials*, Sections 6 and 7 of *Volume II: Instructional Activities and Handouts*, and Sections 8-10 of *Volume III: Guidelines, Standards, & Model Programs*. Select those you would like to emphasize. Point out the handout with the goals for the workshop, and tell participants that most of the information on the workshop transparencies is covered in the handout packet, so they should not feel compelled to copy what appears on the overhead projector screen.

### National Goals

Note that your audience's interest in early childhood education is part of a national focus that has been intensifying in the last few years.

 Point out that in January of 1990 the President and the State Governors announced a set of National Goals for Education to be achieved by the year 2000. Although there is general agreement that the goals are very ambitious, they still represent targets toward which we are all expected to strive. [A booklet (H9-2) with the full text of the goal statements and accompanying narrative is included in Vol. III, Section 9, of the *Workshop Leader's Guide*; additional copies are available at no cost from the U.S. Department of Education.]

The first of the National Goals concerns early childhood education. It states that: "BY THE YEAR 2000, ALL CHILDREN IN AMERICA WILL START SCHOOL READY TO LEARN."

**National Goals for Education**

***The Readiness Goal***

**GOAL 1: By the year 2000, all children in America will start school ready to learn**

- All disadvantaged children will have access to high quality and developmentally appropriate preschool programs.
- Every parent will be a child's first teacher. Parents will devote time each day to helping their child learn. Parents will have access to training and support.
- Prenatal care for mothers and nutrition and health care for children will assure that children arrive at school with healthy minds and bodies.

From: National Education Goals: (January 19, 1990). Report adopted by members of the National Governors' Association, p. 3-6.

**Display T-3a: "National Goals for Education: The Readiness Goal"**

This "readiness" goal is followed by three objectives:

- **ALL DISADVANTAGED AND DISABLED CHILDREN WILL HAVE ACCESS TO HIGH QUALITY AND DEVELOPMENTALLY APPROPRIATE PRESCHOOL PROGRAMS THAT HELP PREPARE CHILDREN FOR SCHOOL.**

[The National Goals encourage the federal and state government to work together to develop and fund early intervention strategies for children.]

- **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.**

[The value of parents' contributions to their children's growth and development is recognized. One-on-one parent-child positive reading interactions are strongly encouraged.]

- **CHILDREN WILL RECEIVE THE NUTRITION AND HEALTH CARE NEEDED TO ARRIVE AT SCHOOL WITH HEALTHY MINDS AND BODIES, AND THE NUMBER OF LOW BIRTH WEIGHT BABIES WILL BE SIGNIFICANTLY REDUCED THROUGH ENHANCED PRENATAL HEALTH SYSTEMS.**

[Congress and the Bush Administration have increased maternal and child health coverage for all families with incomes below the federal poverty line.]

**The PreSchool Years:**

- Early intervention strategies should be developed and fully funded.
- All eligible children should have access to Chapter 1, Head Start, or other successful preschool programs with strong parental involvement.
- Our first priority must be to provide at least one year of preschool for all disadvantaged children.
- In addition, the American home must be a place of learning.

Parents should actively participate in their children's early learning, particularly by reading to them on a daily basis."

From: National Commission on Excellence in Education, February 26, 1983. Report adopted by members of the House of Representatives, February 26, 1983.

**Display T-3b: "The Preschool Years"**

In the text accompanying the goals, further emphasis is given to:

- early intervention;
- all eligible children having access to Chapter 1, Head Start, or other successful preschool programs with strong parental involvement;
- placing priority on providing at least one year of preschool for all disadvantaged children; and
- parent involvement, particularly parents reading to children on a daily basis.

The Readiness Goal and accompanying text emphasize the importance of several factors:

- prenatal care
- child health and nutrition
- quality day care
- preschool for all disadvantaged children
- parent involvement; parents reading to their children
- developmentally appropriate early childhood curricula

Accomplishing everything set out in the National "Readiness" Goal is a tall order. The purpose of this workshop is to provide information and resources to assist in that endeavor. [See hand-out H4-4, "Excerpts from *The National Goals for Education*, for a one-page copy of the objectives and text accompanying the Readiness Goal.]

**Definitions**

**Display T-4: "Selected Early Childhood Terms & Definitions"**

**Selected Early Childhood Education Terms & Definitions**

**EPSTD (Early and Periodic Screening, Diagnosis, and Treatment) Program:**

A set of services that states are required to provide to all Medicaid-eligible children and adolescents younger than 21. Services include: basic medical screening and follow-up treatment; vision, hearing, and dental services; and other medically necessary health care.

**WIC (Special Supplemental Food Program for Women, Infants, and Children):**

A federally funded program that provides food, nutrition education, counseling, and health care to pregnant women, infants, and children whose family income falls below 185 percent of the federal poverty level. Research shows that participation in the program reduces the incidence of low birthweight and improves children's development.

➔ At this point, review key special terms and definitions. [See hand-out H4-5, "Key Early Childhood Education Terms and Definitions," in Vol. I, Section 4.]

**Overview of Workshop Content**

The rest of the workshop is organized to answer the following series of key questions:

**"Workshop Key Questions"**

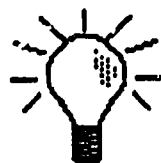
1. What is early childhood education?
2. Why is there a new sense of urgency about early childhood education, and how are we responding?
3. Are early childhood education programs making a difference?
4. What are the current trends and issues in early childhood education?
5. What is the role/responsibility of Chapter 1 in early childhood education?
6. What are appropriate desired outcomes for young children, and how should they be measured?
7. What should be the content and organization of early childhood curriculum and instruction?
8. What are effective programs and practices for young at-risk children?



**Display T-5: "Workshop Key Questions"**

1. What is early childhood education?
2. Why is there a new sense of urgency about early childhood education, and how are we responding?
3. Are early childhood education programs making a difference?
4. What are the current trends and issues in early childhood education?
5. What is the role/responsibility of Chapter 1 in early childhood education?
6. What are appropriate desired outcomes for young children, and how should they be measured?
7. What should be the content and organization of early childhood curriculum and instruction?
8. What are effective programs and practices for young at-risk children?

[You may choose to use some or all of these questions depending on your time and client needs. The Presenter's Guide covers each question to some degree.]



**STARTER ACTIVITY**

After setting your goals and covering appropriate background information, tell participants that you are going to continue the workshop with an activity that will demonstrate some of the key issues involved in curriculum and instruction in early childhood education. Use the activity described below, shorten it, or choose another. [Choose something that gives participants a chance for active involvement.]

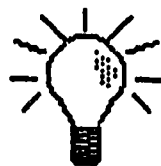


**\* APPLE EXPLORATION ACTIVITY \***





[See handout H4 -6, "Apple Exploration," in Vol. I, section 4. Read it beforehand, but do not hand it out to your audience until after the activity is completed.]

Participants may work in pairs, or in small groups on this exercise. Give each group an apple, ask them to learn as much as they can about the apple by examining it in any way they see fit. Have them record their findings on a blank sheet of paper. If you have several small groups, you might give them different kinds of apples, i.e., some red, green, or yellow; some sweet and some tart; some waxed and some with bruises or worms. Have them follow the steps described in the handout with the following items: (1) a 3-dimensional artistic replica, i.e. a paper mache, wooden, or plastic version of an apple (Christmas ornaments in the shape of an apple are good), (2) a lifelike drawing or picture of an apple, and (3) finally, the letters "a-p-p-l-e." Participant observations should be shared after each step. [This activity is described in detail in handout H4-6.]



Alternative options include using an object which is probably unfamiliar to the participants, i.e., an exotic fruit or vegetable or an antique tool. Another option would be to reverse the steps by starting at the most abstract level (the word) and ending with the most concrete (the object itself). [Additional ideas are included in the handout.]

<p>The Concrete Object</p>	 <p>The 3 Dimensional Representation</p>
 <p>The 2 Dimensional Pictorial</p>	<p>A P P L E</p> <p>The Written Abstraction</p>

**Display T-6: Four Levels of "Apple" Abstraction**

In debriefing, participants should be encouraged to compare their observations, noting differences and similarities. They should also note the decreasing amount of sensory information at each stage of the activity and the increasing ambiguity about what they meant by "apple." It should be noted that even at the same stage, individuals differ in what they "learned" about the item based on differences in the item (i.e., a Granny Smith vs. a Red Delicious) and/or differences in what they perceived. If an unknown object was used, have participants identify when they knew for sure what the object was (or what purpose the object had, if a tool was used) and how they felt at that point. Also find out if there were feelings of frustration prior to that discovery point.



### Apple Exploration Activity (Cont.)

Take the discussion one step further by asking participants the differences between learning about an object through direct experience versus working with representational abstractions. Discussion should include such factors as time, degree of control or predictability of learning outcomes, the number and range of possible learning outcomes, the role of the "teacher," how the group would have appeared to others, etc. Ask participants to keep these observations in mind as the workshop continues.

The apple exercise demonstrates one of the major characteristics of early childhood education which is the emphasis on active, experience-based learning. It also demonstrates many of the advantages and some of the "disadvantages" of that teaching approach. Throughout the workshop, this exercise may be referred to for illustration. [In the assessment section of this workshop, the behavior checklist (H7-2) may be used to analyze the specific learner outcomes for this starter activity. Using the checklist is a very convincing way to demonstrate that something that is not apparently "instruction" can be rich in skill use and development. It also gives you the opportunity to model use of an "alternative" assessment procedure.]



THIS IS A GOOD PLACE TO TAKE A BREAK.

Re-display T-5: "Workshop Key Questions"

**"Workshop Key Questions"**

1. What is early childhood education?
2. Why is there a new sense of urgency about early childhood education, and how are we responding?
3. Are early childhood education programs making a difference?
4. What are the current trends and issues in early childhood education?
5. What is the role/responsibility of Chapter 1 in early childhood education?
6. What are appropriate desired outcomes for young children, and how should they be measured?
7. What should be the content and organization of early childhood curriculum and instruction?
8. What are effective programs and practices for young at-risk children?

### SOME ANSWERS TO KEY QUESTIONS ABOUT EARLY CHILDHOOD EDUCATION

#### KEY QUESTION 1: What Is Early Childhood Education?

##### The Children

Which children are we talking about? There seems to be a general consensus that the upper age limit is around 8 years. The lower age boundary can vary; some early childhood education services begin with prenatal care while others start at birth, at age 1, or as late as age 3, 4, or 5. The National Association for the Education of Young Children (NAEYC) defines young children as those from birth to age 8. Schools typically describe young children using the term, "primary" grade children, meaning those from kindergarten or first through third grade.

### **What is Early Childhood Education? (Cont.)**

From a Chapter 1 perspective, early childhood usually refers to programming for preschool, kindergarten, and first grades. However, even younger children are eligible for Chapter 1 services, for example:

1. Even Start Programs may serve children ages 1-7.
2. Handicapped infants and toddlers may receive Chapter 1 services.
3. Migratory children age 2 or younger may receive day care if it is necessary in order to provide services to their preschool and older siblings.



[See Vol. III, Section 8, which contains excerpts related to young children from PL 100-297, *The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988* (H8-2a through 2d) and excerpts from the Chapter 1 (H8-3, H8-4) and migrant policy manuals (H8-5).]

### **The Kind of Education**

Early childhood education can come under a range of titles and in a wide variety of organizational patterns for young children: day care; preschool; pre-kindergarten; transition first grade; primary school; ungraded, non-graded, or multi-age classes; continuous progress primary or elementary school; etc. The programs can be publicly or privately funded, and they can be run in schools, corporations, churches, private homes, or other locations. They can be as comprehensive as a Head Start Program that offers health, nutrition, and counseling services, or they can be as focused as a purely academic preschool. They may be called a Montessori School, a Kiddie College, or numerous other names. Effective programs for disadvantaged children generally offer comprehensive services and directly involve family or other primary caregivers.



[See handout H8-1 (in Vol. III) for an overview of major federal programs for young children. See also handouts H8-6 through H8-12 (in Vol. III) for "Did You Know..." tip sheets about key programs, and handouts H6-11a through 11c (in Vol. II) for sample program schedules.]

**KEY QUESTION 2: Why Is There A New Sense of Urgency About Early Childhood Education, and How Are We Responding?**


**Display T-7: "Every child has a sprout of talent . . ."**

➔ [ See handout (H4-7) quoting Shin'ichi Suzuki in Vol. I, Section 4.]

**"Every child has a sprout of talent.**

Developing that sprout into a wonderful ability depends upon how it is cultivated...

Setting a child aside until elementary school and then saying that now education begins is like taking a withered sprout and suddenly giving it large amounts of fertilizer, putting it in the sunlight, and flooding it with water."



—Shin'ichi Suzuki

From: Gail J. Ellis, *Handbook on the Art of Learning: Your Struggle Does Not End Here*

"Every child has a sprout of talent. Developing that sprout into a wonderful ability depends upon how it is cultivated....Setting a child aside until elementary school and then saying that now education begins is like taking a withered sprout and suddenly giving it large amounts of fertilizer, putting it in the sunlight, and flooding it with water."

In other words, we cannot wait until formal school age to begin developing the talents of our future citizens. This is especially true for at-risk children. They need our time, attention, and nurturing to develop their talents in positive ways while they are still young.

Early childhood education is of special interest to educators because research has shown that it is much easier and more cost-effective to provide preventive and early intervention services to children while they are young, rather than wait until they are older. If you wait to intervene until children are older, you pay much more in not only economic, but also psychological and social terms to try to ameliorate more severe problems.


As some of the statistics included below illustrate, the old adage "a stitch in time saves nine" holds true in the area of early childhood education.

**Early Childhood Statistics**

**Display T-8: "The Status of Young Children in America"**

➔ [See H4-8, "The Status of Young Children in America," in Vol. 1, Section 4.]

**The Status of Young Children in America**



- Today, low-income children make up nearly half of all births. As they grow older, many of them simply do not receive the kind of stimulation at home or in a preschool program that promotes healthy mental and physical development, thus complicating, though not preventing, learning (Haycock, Alton, & Finley, 1990, p. 4)
- It costs \$600 to provide 9 months of prenatal care vs. \$2,500 per day in medical costs to care for an otherwise healthy premature baby.
- It cost \$6,000 for 9 months of drug treatment for an addict vs. \$30,000 for 20 days medical care for the drug-addicted baby an addict bears.
- It cost \$842 per year to provide a small child with a curriculum that they can receive through a program like WIC vs. \$3,986 per year to go for special education for a child with a major learning disability (Gough, 1990, p. 239).
- In 1989, the Special Supplemental Food Program for women, infants, and children (WIC) served only about half the women and children at risk who were eligible (Haycock, Alton, & Finley, 1990, p. 3)
- Head Start serves the largest number of disadvantaged children of any preschool program, yet only 30% of the children eligible for Head Start services receive them (Kagan, 1990, p. 273)

- Today, low-income children make up nearly half of all births. As they grow older, many of them simply do not receive the kind of stimulation at home or in a preschool program that promotes healthy mental and physical development, thus complicating, though not preventing, learning (Haycock, Alton, & Finley, 1990, p. 4).

- Today, more than 1 out of every 3 children in this country whose family is headed by a parent less than 30 years old are living in poverty. This represents a 50 percent increase over the past decade (Haycock, Alston, & Finlay, 1990, p. 4).
- Child poverty is not confined to inner cities. Less than 9% of American's poor live in the core inner cities, about 17% live in rural America, and about 28% live in suburban communities. The rest are scattered in small towns and cities across the country (Reed & Sautter, 1990, p. K4).
- One pregnant woman in four receives no prenatal care during the critical first trimester. Such mothers are 3-6 times more likely to give birth to a premature, low-birth-weight baby who will be at risk for developmental disability (Reed & Sautter, 1990, K7).
- 11% of children end up in special education classes because of cognitive and developmental problems, many of which could have been prevented by prenatal care (Reed & Sautter, 1990, K3).
- In the last 10 years, the number of children diagnosed as learning disabled has increased by 140% to about 1.9 million children (Reed & Sautter, 1990, K7).
- It costs \$600 to provide 9 months of prenatal care vs. \$2,500 *per day* in medical costs to care for an extremely premature baby. It cost \$5,000 for 9 months of drug treatment for an addict vs. \$30,000 for 20 *days* medical care for the drug-exposed baby an addict bears. It costs \$842 *per year* to provide a small child with a nutritious diet vs. \$3,986 *per year* to pay for special education for a child with a minor learning disability (Gough, 1990, p. 259).
- In 1989, the Special Supplemental Food Program for women, infants, and children (WIC) served only about half the women and children at risk who were eligible (Haycock, Alston, & Finlay, 1990, p.5).
- At least 350,000 babies are born each year to mothers who use drugs. Cocaine cuts the flow of nutrients and oxygen to the fetus; that cause deformities and growth impairment and may contribute to major developmental difficulties. Drug exposed two-year-olds have trouble concentrating, interacting with groups and coping with structured environments (Kantrowitz, Wingert, De La Pena, Gordon, & Padgett, 1990, p. K3).
- Only 43% of existing preschool programs provide educational experiences (Haycock, Alston, & Finlay, 1990, p. 4).
- For every dollar spent on Head Start Programs, \$4.75 is saved in later social costs (*All Things Considered*, National Public Radio Broadcast, February, 1990).

## **How Are We Responding to the Needs?**

Given these statistics, there is growing concern about the current generation of young children at-risk in this country. There is not only fear that these children may not achieve up to their full potential, but also fear that they may not even achieve basic levels of functional competency, without decisive early intervention.

Current demographic and social issues, such as those just listed, are getting attention at several levels. In addition to the agenda for education found in the National Education Goals, states and businesses are also actively initiating new efforts in the area of early childhood education.

### State Initiatives

In addition to a national goal addressing early childhood education, the states also are giving increasing attention to the need for better standards, programming, accreditation, and certification guidelines in this area. For example, the 1990 Kentucky Education Reform Act (KERA) requires that all Kentucky schools implement an ungraded primary program for their first-through-third grade children in 1992-1993. In addition, KERA requires half-day preschools for at-risk four-year-olds and preschool for all handicapped children; both are to be in effect by September 1991.

Several states, including Minnesota, Missouri, Arkansas, Rhode Island, Vermont, Illinois, Oregon, and Washington, now have state-funded parent education programs.

### Even Start

In fiscal year 1992 if appropriations exceed fifty million dollars, Even Start will become a state administered program. Funds will be distributed to states on a formula basis. [See H8-7, Even Start "Did You Know..." tip sheet, in Vol. III, Section 8.]



Even Start is a program serving both disadvantaged children ages 1-7 and their parents who are in need of Adult Basic Education services. Even Start programs provide individualized assistance to meet the adult's learning needs, the child's learning needs, and also provide information and instruction to parents on how to most effectively interact with their children.



### Business Initiatives

The business community has also sponsored a significant number of programs and initiatives in the area of early childhood education. Early in the decade, support was most often in the form of providing day care facilities, liberalizing maternity leave rules, and adding time-sharing options and flex-time to employment schedules to accommodate working parents.

At the end of the decade, the business community has become more involved in educational policy issues and direct support to schools. Several businesses have been very supportive in providing equipment to schools (e.g., free computers given in exchange for grocery store receipts) and in forming business-educational joint partnerships to improve the quality of local schools (e.g., "Adopt-A-School" projects).

In 1990 a group of business CEO's in Indiana met with state education officials and Lamar Alexander, who was then the nominee for U.S. Secretary of Education. The businessmen expressed their concern about the education crisis and committed their efforts to help improve education via formation of an organization they called COMMIT. Their first goal was to advocate business support for pre-school education to help students attain the first National Education Goal of starting school ready to learn.

#### RESEARCH QUESTIONS IN EARLY CHILDHOOD EDUCATION

- 1) Do early childhood education programs have a positive or negative impact on young children?
- 2) Do early childhood education programs have not only short-term, but also long-term positive impacts on children?
- 3) Which early childhood education program is better?
- 4) What program characteristics are most important for the optimal development of young children?



### **KEY QUESTION 3: Are Early Childhood Education Programs Making a Difference? What Does the Research Say?**

#### **Display T-9: "Research Questions in Early Childhood Education"**

There has been a great deal of research data collected about early childhood education. Several major studies have been done studying the effects of particular early childhood education programs and their effects on children, especially their effects on disadvantaged children. These have included longitudinal studies of the Head Start program, which began back in the 1960's; studies of the Perry Preschool Project in Ypsilanti, MI, which began in 1962; and various other individual program studies as well as meta-analyses of the research literature on other early childhood programs.



[See handout H4-9, "Success of Early Interventions with Preschool Children," in Vol. I, Section 4.]

### Research Question 1

The focus of early research was on the question:

***"Do early childhood education programs have a positive or negative impact on young children?"***

Initially, researchers were worried about the possible negative effects of removing young children from their homes and placing them in daycare and preschool programs. However, as more children were placed in early childhood education programs, and as research began showing the initial positive gains that could be made both socially and cognitively by children in early childhood settings, the focus shifted from asking, "Is there a positive or negative impact resulting from such placement?" to

### Research Question 2

***"Do early childhood education programs have not only short-term, but also long-term positive impacts on children?"***



[See handout H4-10, "Overview of Major Studies of Early Childhood Programs, in Vol. I, Section 4.]

This led to a call for more longitudinal research to study the effectiveness of early intervention upon children's later progress and success, especially for disadvantaged children. Many early studies showed short-term cognitive effects as a result of preschool program attendance that tended to fade over time. For example, children in many different early childhood programs tended to show higher IQ scores and achievement scores in reading and math than those children not in preschool (Karnes, Schwedel, and Williams, 1983, McKey et al., 1985). However, differences in IQ tended to fade out over the next 2 to 4 years, while reading and math differentials tended to fade out over the next 5 to 10 years.

According to Balasubramaniam and Turnbull (1988), reasons for this fade out include:

- The Short Duration of the Preschool Intervention Effort

That a few hours spent in preschool could ameliorate the results of a whole life spent in a disadvantaged environment seems "miraculous" (Balasubramaniam and Turnbull, 1988).

- Low Teacher Expectations for At-Risk Children

A decade ago, researchers found that at times teachers relegated nearly all at-risk children to the lowest academic group, despite high scores by some of the children on achievement tests (Kamey and Haskins, 1981).

### **Reasons for fade out (Cont.)**

- **Inappropriate Social Behaviors of At-Risk Children Can Result in Alienation**

More aggressive behaviors shown by some minority children can alienate teachers and classmates (Beller, 1983).

- **Different Educational Environment**

Elementary school programs may fail to build on the talents the children bring to school. At-risk children may move from preschools with strong personal support, individualized, stimulating instruction, and very high teacher-child ratios to large, less personalized schools that don't build on what the children have already learned (McKey, et al., 1985).

- **Weak Methodology**

The declines in cognitive gains may be due to methodological problems such as non-random assignments to experimental and control groups, inadequate assessment instruments, and unreliable measures (Caldwell, 1987).

### **Long-Term Positive Impacts**

Despite the fade-out of some initial cognitive gains, longitudinal studies of a wide variety of "good" early childhood programs have shown many positive effects in such areas as social-emotional development and classroom learning behaviors, such as greater motivation, task persistence, attentiveness in class, ability to work independently and follow directions, more resistance to distraction, more cooperation with peers, greater success in completing assignments, and better use of free time (Berrueta-Clement, Schweinhart, Barnett, Epstein, Weikart, 1984; Collins & Kinney, 1989; Miller & Bizzell, 1984; Schweinhart, Weikart, & Lerner, 1985; Strother, 1987).

Regarding research question #2, longitudinal studies conducted over the past twenty years have indicated that "high quality early childhood programs have a positive effect on children." This is particularly true for low-income children, especially in the areas of social-emotional development and classroom learning behaviors (Strother, 1987).

### **Research Question 3**

Once there was a consensus among researchers that the initial questions concerning long-term positive impacts on children could be answered "yes," the next research question became:

***"Which program is best?"***



**Display T-10a: "Research Outcomes of Early Childhood Education"**

[See handout H4-10, "Overview of Major Studies of Early Childhood Programs," and H4-9, "Success of Early Interventions . . .," in Vol. I, Section 4.]



Many comparative studies have been done to see if some programs are better than others at producing positive results in children. Reviews of the research literature have indicated that the overall answer to "Which program is best?" is that a variety of different early childhood programs can produce good results, if they are of "high quality" (Collins & Kinney, 1989; Strother, 1987).

Longitudinal evaluations of the effects of enrollment in "high quality" early childhood programs have shown the following benefits:

- fewer failing grades,
- fewer absences,
- fewer retentions in grade,
- greater self-confidence and self-esteem,
- greater curiosity,
- better developed literacy skills,
- better grades, and
- less need for special education or special services.

STUDY	PLACEMENT	PROGRAM GROUP	CONTROL GROUP
ESEA Title I Pre-K (age 13)	Special Ed Retention	5% 9%	11% 12%
Early Training (age 18)	Special Ed Retention	3% 53%	29% 69%
Perry Preschool (age 19)	Special Ed Retention	37% 35%	50% 40%
Marion Head Start (age 13)	Special Ed Retention	No Data 24%	No Data 43%
New York Pre-K (age 9)	Special Ed Retention	2% 16%	5% 21%
Mother-Child-Home	Special Ed Retention	14% 13%	39% 19%
Cornell Comparison Group (age 19)	Special Ed Retention	36% 26%	63% 34%

[From: Baines/Whitman and Turnbull (1988) as adapted from Barnett's Classroom, 1984, p. 102.]

Children in such programs are half as likely to be assigned to special education classes and are less likely to be retained in grade. In addition, as the children in the studies have grown up, they have been found to be more employable; more likely to graduate from high school; less dependent on public assistance; and less likely to engage in criminal acts (Collins and Kinney, 1989; Weikart, 1988).

**Research Question 4**

The research focus has now shifted to the inter-relationships between program characteristics and the children's needs. Which program factors have the most crucial impact on which children? We are asking:

**"What specific program characteristics are most important for the optimal development of young children?"**

**Display T-24: "Characteristics of Effective Programs for Disadvantaged Young Children"**

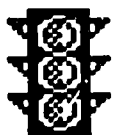
<ul style="list-style-type: none"> <li>• They base their curriculum on principles of children's emotional and cognitive development (i.e., they use developmentally appropriate activities).</li> <li>• They include sustained parent involvement in their respective programs.</li> <li>• They provide for periodic monitoring and evaluation of their programs and their effects on the children.</li> <li>• The teachers respond to children's needs and desires promptly and appropriately. Teachers also treat the students with warmth and respect, using a minimum of critical or negative comments.</li> </ul>
--

[From: Baines/Whitman, M. & Turnbull, B. J. November 1988. Exemplary preschool programs for at-risk children. A report of review narrative. Washington, DC: Policy Studies Associates, Inc.]

At this point in time, research on early childhood programs "cannot distinguish which specific characteristics, if any, are indispensable to program success" (Balasubramaniam and Turnbull, 1988, p. 3). It seems that the specific content of the curriculum and even the frequency and intensity of various treatments are not as important to a program's effectiveness as the quality of its implementation (*Take a giant step: An equal start in education for all New York City four-year-olds*, 1986; Berrueta-Clement, et al., 1984).

However, various studies have found that exemplary preschool programs for at-risk children do share some similar characteristics. For example:

- They base their curriculum on principles of children's emotional and cognitive development (i.e., they use **developmentally appropriate activities**).
- They include **sustained parent involvement** in their respective programs.
- They provide for **periodic monitoring and evaluation** of their programs and their effects on the children.
- The **teachers respond to children's needs and desires promptly and appropriately**. Teachers also treat the students, with **warmth and respect**, using a minimum of critical or negative comments.



**THIS IS A GOOD PLACE TO TAKE A BREAK.**

#### **KEY QUESTION 4: What Are the Current Trends & Issues in Early Childhood Education?**

Currently, we are seeing many more children than ever before in preschool and kindergarten programs. Participation in preschool education programs, especially at younger ages, has increased dramatically since the 1970s as more mothers have entered the labor force. In 1987, nearly 60 percent of mothers with children younger than six years old worked outside the home, compared to only 18 percent in 1960 (U.S. Department of Commerce, 1988, Table 624).

**Current Trends & Issues in Early Childhood Education**

- More children enrolled in preschool and kindergarten programs
- More children placed in preschool programs at earlier ages
- More variety in the types of early childhood programming available
- More extended day programs in early childhood education
- More cooperation and coordination between programs
- More attention to the importance of transitions between programs and between grade levels
- More young children "at risk" of educational failure
- More young children needing services than receiving them
- More parent/family involvement in programs producing higher achievement
- More emphasis on alternative assessment; less emphasis on standardized testing
- More pressure for academics at earlier ages
- More concern about "developmentally appropriate practice"
- More emphasis on integrated curricula that are personally relevant to young children with more opportunities for active involvement



**Display T-10b: "Current Trends & Issues in Early Childhood Education"**

The following list contains major trends and issues in early childhood education:

- **More children enrolled in preschool and kindergarten programs**
- **More children placed in preschool programs at earlier ages**
- **More variety in the types of early childhood programming available**
- **More extended day programs in early childhood education**
- **More cooperation and coordination between programs**
- **More attention to the importance of transitions between programs and between grade levels**
- **More young children "at risk" of educational failure**
- **More young children needing services than receiving them**
- **More parent/family involvement in programs producing higher achievement**
- **More emphasis on alternative assessment; less emphasis on standardized testing**
- **More pressure for academics at earlier ages**
- **More concern about "developmentally appropriate practice"**
- **More emphasis on integrated curricula that are personally relevant to young children with more opportunities for active involvement**

## **Kindergarten Demographics**

Kindergarten enrollment has become mandatory in many states. However, even where it is not mandatory, 95 percent of all 5-year-olds are enrolled in kindergarten programs (Sava, 1987). Major trends include the push to extend the normal 2-to-3 hour half-day kindergarten program to a full-day program and to require teacher certification for kindergarten teachers (Balasubramaniam & Turnbull, 1988).

## **Preschool Enrollment Demographics**

Preschool enrollment rates for 3 and 4-year-old children are not significantly different for blacks and whites (43 percent vs. 39 percent), but blacks are about twice as likely as whites to enroll in public programs (64 percent vs. 30 percent) (Bruno, 1988, Pendleton, 1986).

Hispanic children are less likely to be enrolled in preschools than either blacks or whites (17 percent hispanic vs. 26 percent blacks vs. 30 percent whites, at 3 years of age) (Pendleton, 1986).

Although the number of at-risk children is growing, the enrollment of children with low socioeconomic status (SES) into preschool programs is not increasing as rapidly as the number with high SES (Pendleton, 1986). Of the number of children eligible (due to family poverty) for services from Head Start programs, only 20 percent receive them (Kagan, 1990).



[See handout H8-12, "Did You Know . . ." tip sheet on Head Start in Vol. III, Section 8.]

## **Coordination Among Programs**



As the number of programs serving young children has increased in both the public and private sectors, there has been growing recognition of the need for better cooperation between programs and greater coordination of services. [See handout H8-1, "Overview of Federal Programs Serving Young Children," in Vol. III, Section 8.] In 1990, the U.S. Departments of Education and Health and Human Services established a joint task force to work toward better integration and coordination of their programming for young children (*Developing an Action Plan For Partnerships Between Head Start and Public Schools*, December 3, 1990). Note the state and business initiatives cited earlier in the workshop and the growing awareness of the need for better coordination at those levels, too.

### KEY QUESTION 5: What Is the Role/Responsibility of Chapter 1 in Early Childhood Education?

Chapter 1 law defines as eligible for basic services young children "...who are not yet at a grade level where the local educational agency provides a free public education, yet are of an age at which they can benefit from an organized instructional program provided in a school or other educational setting."



[See p. 153, Section 1014(a) of handout H8-2a, "Basic Programs Authorization," in Vol. III, Section 8. See also handouts H8-2b, "Chapter 1 Even Start Authorization," H8-2c, "Chapter 1 Migrant Program Authorization, and H8-2d, "Chapter 1 Handicapped Programs Authorization," in Vol. III, Section 8.]

In the area of early childhood education, the role of Chapter 1 has been two-fold:

- 1) To coordinate with existing preschool and early childhood programs, and
- 2) In the of absence of available preschool programming, to provide such services for Chapter 1 eligible children.

**The PreSchool Years:**

- Early intervention strategies should be developed and fully funded.
- All eligible children should have access to Chapter 1, Head Start, or other successful preschool programs with strong parental involvement.
- Our first priority must be to provide at least one year of preschool for all disadvantaged children.
- In addition, the American home must be a place of learning.

Parents should actively participate in their children's early learning, "particularly by reading to them on a daily basis."

From: National Governors' Association, February 28, 1990. Report adopted by members of the National Governors' Association, p. 7-8.

#### Re-display T-3b: "The Preschool Years"

In the "The Preschool Years" section of the National Goals (*National Goals for Education*, 1990, p. 10), it says "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 [emphasis added]." At present, approximately 1 percent of the Chapter 1 population served are at the preschool level. The number increases to about 9 percent at the first grade level. Head Start is serving approximately 20% of the students eligible for that program (Kagan, 1990). If the National Goal is to be met, it appears that more young children will need to be served by one or both programs.



[See handout H4-4, "Excerpts from *The National Goals of Education*," in Vol. I, Section 4, and handout H9-2, "*National Goals for Education*" (booklet), in Vol. III, Section 9.]

### **The Preschool Years (Cont.)**

Department of Education officials have stated that Chapter 1 has responsibility for taking steps toward meeting the *National Goals for Education* by striving for improved and sustained performance by program participants and by better coordination not only between Chapter 1 and the regular classroom, but also between Chapter 1 and other programs and activities such as Head Start, Even Start, Follow Through, and early childhood/school transition programs "...which play a significant role in [Chapter 1] project effectiveness." (H. C. Essl, Federal Coordinator of Chapter 1 Technical Assistance, Memorandum to TACs & R-TACs, May 7, 1990).

As noted earlier, the Departments of Education and Health and Human Services have established a joint task force to work toward further integration and coordination between them on issues related to the education of young children.

The task force objectives are to:

- 1) Strengthen transition from Head Start to School;
- 2) Sustain gains made by children in Head Start and other preschool programs during the early school years; and
- 3) Foster coordination of Head Start with compensatory education programs, especially Chapter 1 Basic Grants and Even Start.

Compensatory Education Program officials have encouraged educators to work closely with all relevant programs. For example, where appropriate, personnel from other programs such as Head Start, Even Start, etc., should be involved in staff development, including TAC/R-TAC workshops and other meetings (*Developing an Action Plan For Partnerships Between Head Start and Public Schools, December 3, 1990*).

### **KEY QUESTION 6: What Are Appropriate Desired Outcomes for Young Children, and How Should They Be Measured?**



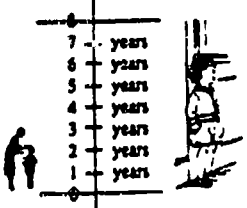
[See handout H8-3, "Preschool, Kindergarten, & First Grade References in the Chapter 1 Policy Manual--Basic Programs, in Vol. III, Section 8. See also handouts H8-4, "Chapter 1 Services to Handicapped Children Provided Under Basic Programs--Excerpts from the Chapter 1 Policy Manual," and H8-5, "Early Childhood Education Services to Migratory Children ... Excerpts from the Migrant Education Policy Manual (May 1990 Draft).]



**Display T-11: "Chapter 1 Evaluation of Young Children"**

**Chapter 1 Evaluation of Young Children**

Chapter 1 law treats young children (7 and younger or below 2nd grade) differently than older ones.



➔ The Chapter 1 policy manual includes the following special conditions regarding the assessment and evaluation of preschool, kindergarten, and first grade Chapter 1 participants (p. 9 in H8-3 in Vol. III, Section 8):

- 1) Need does not have to be determined with standardized tests, and
- 2) You do not have to gather aggregatable achievement results using national standards to assess performance of children less than 8 years old or below second grade.

In fact, projects are cautioned not to use nationally normed achievement test results which may not be valid or reliable for students at these levels. Instead, performance assessments, parent interviews, checklists, teacher observations, or other means of measuring desired outcomes can be used to assess children's educational progress.



[See "Student Assessment and Evaluation" starting on page 38 of the bibliography for references describing issues, trends, and specific methods of assessment. See also handout H7-10 in Vol. II, Section 7 for a sample portfolio assessment used with young children.]

**Desired Outcomes: Early Childhood**

A desired outcome is a goal statement or measurable objective which focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program.

A desired outcome should contain a . . .

- Goal -- What the children are to learn or accomplish;
- Outcome Indicator -- What will be used to measure achievement;
- Standard or Performance Level -- What level of achievement will show substantial progress, and
- Time Frame -- Over what period of time measurement will occur.

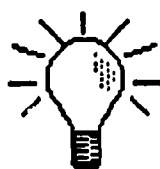
➔ [See handout H7-1, "Desired Outcomes: Early Childhood Education," in Vol. II, Section 7.]

**Display T-12: "Desired Outcomes: Early Childhood"**

**\* DESIRED OUTCOMES ACTIVITY \***



Review the basic definition and parameters of a desired outcome using T-12 and pages one through three in handout H7-1 in Vol. II, Section 7. Examine the sample desired outcomes listed on pages four and five of the handout. The samples are not intended as models, but were included to show a range of desired outcomes for young children that have been used in various Chapter 1 projects.



**Alternative Options.** You may prefer to present additional examples of desired outcomes from your own region and experience, or you may ask the group to contribute examples of desired outcomes they are currently using or have used in the past. Desired outcomes that have been adapted or improved as a result of experience work best. Be considerate of people's egos if examples volunteered by the group are critiqued.

Have the group discuss which desired outcomes they would expect to work well and why, and note the ones that might be expected to run into trouble and why. Particularly note ones that might cause projects to be triggered for program improvement (i.e., ones that may be too dependent upon parent actions outside of school or other parameters over which the staff may not have direct control). Note the academic/developmental mix or lack thereof in the sample desired outcomes (refer back to this in the curriculum and instruction section of the workshop).

Demonstrate ways to revise sample desired outcomes to improve them. Another option is to go on to the activity on page six of H7-1 and have individuals or small groups develop one appropriate desired outcome and then share and compare their results.

When analyzing desired outcomes, keep in mind that they should reflect the basic goals of the Chapter 1 program-- to improve the educational opportunities of educationally deprived children to:

- succeed in the regular program;
- attain grade/age-level proficiency; and
- improve achievement in basic and more advanced skills.



### **Desired Outcomes Activity (Cont.)**

When developing desired outcomes for young children, project staff should refer to the National Goals for Education (H4-4 or H9-2) and to early childhood guidelines, standards, and position statements issued by associations such as:

- the National Association for the Education of Young Children (NAEYC),
- the National Association of Elementary School Principals (NAESP),
- the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE),
- the National Council of Teachers of Mathematics (NCTM),
- the International Reading Association (IRA), etc.



Guidelines from the major national associations are included in Vol. III, Section 9, of this *Workshop Leader's Guide* (see handouts H9-3 through H9-6).

Project staff should also apply the findings of the effective schools research (see handout H9-1, "Ten Attributes of Effective Schools for Disadvantaged Children" ), reports from the Office of Educational Research and Improvement (OERI), national assessments of Chapter 1, etc. (Birman, Orland, Jung, Anson, Garcia, Moore, Funkhouser, Morrison, Turnbull, & Reisner, 1987; Knapp & Shields, 1990; Knapp & Turnbull, 1990; Moore & Funkhouser, 1990; Rowan & Guthrie, 1988).

### **Measurement of Desired Outcomes**



Guidelines for assessing and evaluating young children are included in Vol. II, Section 7. Handout H7-4, "Child Development," includes an overview of growth patterns in young children, guidelines for developmentally appropriate practices for young children from NAEYC, principles regarding kindergarten developmental screening and readiness tests from NAECS/SDE, and a bibliography. Section 7 includes position statements from NAEYC on school readiness (H7-3) and standardized testing (H7-6). It also includes evaluation standards from NAESP (H7-5) and NCTM (H7-8) and a summary of all the principles for kindergarten entry and placement from NAECS/SDE (H7-7).

## **New Directions in Measurement**



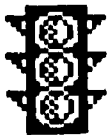
The area of assessment and evaluation of young children is undergoing rapid change. Several organizations are in the process of disseminating new guidelines and policy statements in this area. For example, the new position statement from NAEYC and NAECS/SDE, "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Young Children Ages 3 Through 8," is in the March, 1991, issue of *Young Children* (Guidelines . . ., March 1991). [See H9-4b in Vol. III, Section 9, for a copy of the statement.]



Several experts in the field have developed new early childhood checklists or evaluation instruments that are in press, or that are currently undergoing field-tests (Meisels & Steele, in press). Several groups are also developing various kinds of portfolio assessment and performance assessment measures using a variety of techniques, such as videotapes, to assess young children's performance in relevant areas. [See handout H7-10, "Portfolio Assessment: A Sample," in Vol. II, Section 7, for an example of one elementary school's portfolio assessment components.]

A sample of general principles for assessing and evaluating young children are listed below (*Early Childhood Education and the Elementary School Principal*, 1990; Bredekamp, 1988):

- Assessment is used as an integral part of teaching
- All tests used are valid and reliable for the age group
- Advanced as well as basic skills are measured
- Multiple assessment techniques are used
- Decisions having major impact on children such as enrollment, retention, assignment to special classes, etc. are based on multiple sources/scores
- Testing is conducted by individuals knowledgeable about and sensitive to the developmental needs of young children
- Testing is sensitive to individual diversity
- Student progress is defined in terms of individual growth rather than by comparisons with other children or against an arbitrary set of criteria
- Letter grades are not used to report student progress; recorded observations, interviews, samples of student work, etc. are used instead



**THIS IS A GOOD PLACE TO TAKE A BREAK.**

**Assessment Activity:**

In order to give participants some experience with an assessment method and reintroduce the topic of curricular content, try the following activity:

**\* TRASH-TO-TREASURE TOY COMPANY ACTIVITY \***



[For instructions, see handout H4-11 in Vol. I, Section 4.]

Although this activity was written for workshop use with adults, it includes many of the elements of early childhood instruction. In debriefing, analyze what was learned, practiced, etc. in the activity by using H7-2, "Early Childhood Key Experiences Checklist," from Vol. II, Section 7.



**Alternative Options.** If you do not have time for participants to do the "Trash-to-Treasure Activity," have them analyze the "Apple Exploration Activity" from the start of the workshop. There is another sample checklist (H7-9), "Learning Environment Checklist for Early Childhood Programs," which can be used as an additional resource. It is in Vol. II, Section 7.

**KEY QUESTION 7: What Should Be the Content and Organization of Early Childhood Curriculum and Instruction?**

**Academic vs. Developmental Focus**

There is continuing debate in the field of early childhood education over the degree of focus on "academic" versus "developmental" content in the early childhood curriculum. In the past, the focus of most early childhood programs was on the child's social-emotional development rather than cognitive development. But, the pressure to have children "succeed" at academic tasks at earlier and earlier ages has led to, in some cases, a heavy emphasis on academic skills. Some educators claim that the kindergarten of today is more like first grade used to be a few years ago. This tendency to put more advanced academic content into the lower grades is often referred to as "hot-housing" and the "push-down" curriculum.

Teachers of young children experience frustration because of...

**"the rush to do MORE**

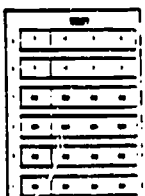
To *push down* the curriculum into the lower grades,

to use more and more workbooks at an earlier age,

to test and test and test

until the 'weak spot' was found in each child,

then hurry and schedule remediation and test some more."



(From Hillman, C. B. (1988). *Learning Age-Appropriate: A Response to the Pressure to Push Down the Curriculum into the Lower Grades*. Washington, DC: State Education Department.)

**Display T-13: "Rush to Do More . . ." --Carol Hillman Quote**


The pressure to put more academics in early childhood programs has resulted in growing frustration by many teachers and administrators as reflected in this quote:

"...the rush to do more, to push down the curriculum into the lower grades, to use more and more workbooks at an earlier age, to test and test and test until the 'weak spot' was found in each child, then to hurry and schedule remediation and test some more" (Hillman, 1988, p. vii).

In his books, *The Hurried Child: Growing Up Too Fast Too Soon* (1981) and *Miseducation: Preschoolers At Risk* (1987), David Elkind describes many of the factors that have led parents and schools to put too much pressure on young children too soon.

**Appropriate Practices to use with Young Children**

- 1) Recognize the child as a whole person.
- 2) Use an integrated curriculum.
- 3) Engage children in active learning.
- 4) Present developmentally appropriate materials & opportunities.
- 5) Present children with content that is relevant, engaging, & meaningful.
- 6) Provide group projects that foster language interactions.
- 7) Provide activities that promote positive peer interactions.
- 8) The younger the child, the more flexible the teaching should be.
- 9) Provide children with a motivation to learn, not just knowledge.



(From National Association for the Education of Young Children. (1987). *Appropriate Practices to Use with Young Children*. Washington, DC: NAEYC.)

**Display T-14: "Appropriate Practices to Use with Young Children"**

➔ **Developmentally Appropriate Practice [See H4-13.]**

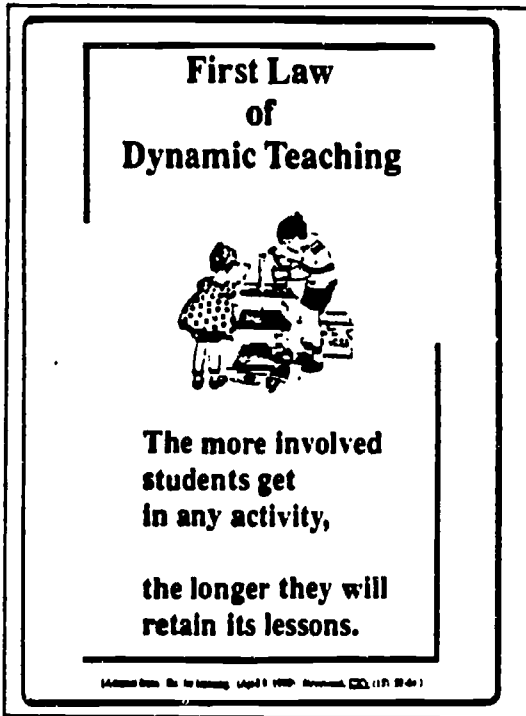
In 1987, the National Association for the Education of Young Children (NAEYC) adopted a position statement on developmentally appropriate practice for early childhood programs (Bredekamp, 1987). Recommendations based on that position statement are listed below:

1) Teach the whole child:

School, whether preschool, kindergarten, or higher grades, should help children develop not only their cognitive abilities, but also their social, emotional, and physical talents.



[For examples, see H6-6, "Music, Art, and Movement for Young Children," and H6-2, "The Who, What, When ... of Cooperative Learning," in Vol. II, Section 6. In the Bibliography, see Section 7.4, "Cooperative Learning in Early Childhood," Section 7.5, "Art and Music in Early Childhood," and Section 7.9, "Social Studies in Early Childhood," for additional sources.]



2) Use an integrated curriculum:

Young children should not have their curriculum divided up into discrete subjects. They can learn cognitive skills and social skills through problem-solving tasks and play activities.

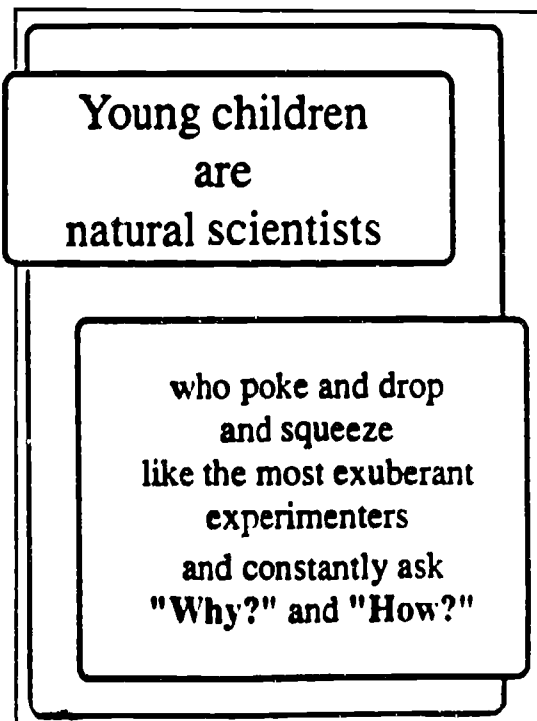
➔ [For examples, see handouts H6-5, "A Listening Activity for Young Children," H6-7, "Teaching Math Through Literature," H6-10a, "Science Instruction for Young Children," and H6-1, "Learning Through Child's Play," in Vol. II, Section 6. In the Bibliography, see Section 7.2, "Integrated Curriculum for Early Childhood," Section 7.3, "Role of Play in Early Childhood," and Section 7.8, "Reading and Writing in Early Childhood," for additional sources.]

**Display T-15 : "First Law of Dynamic Teaching"**

3) Involve young children in active rather than passive activities:

Young children need to have hands-on experiences.

➔ [For examples, see handout H6-3, "Story-Mime Time," H6-8, "Concrete Math," and H6-1, "Learning Through Play," in Vol. II, Section 6.]



4) Use developmentally appropriate materials:

Provide children with manipulative objects.

➔ [See handout H 7-4, "Child Development," in Vol. II, Section 7. The handout contains information about developmental rates, stages, and styles as well as a "Quick Reference Guide to Child Development" (containing sample activities for children ages 1 to 8 years), and a bibliography.]

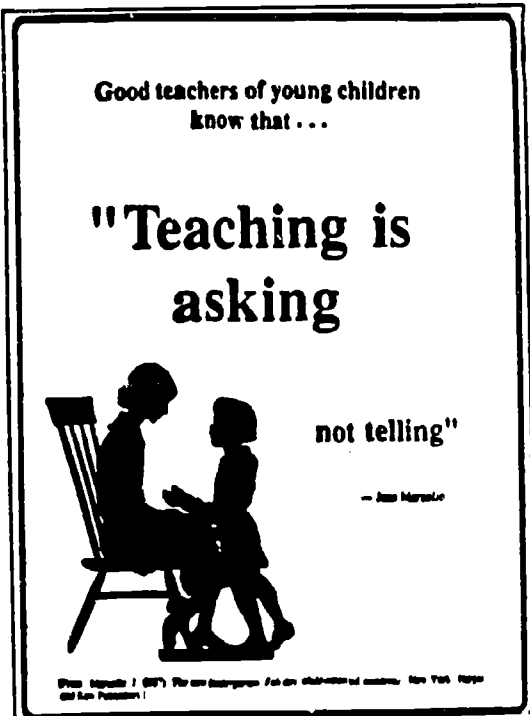
**Display T-16: "Children Are Natural Scientists"**

5) Provide instruction in a meaningful context:

Children understand better when new concepts and information are related to their own personal experiences.

➔ [For examples, see handouts H6-8, "Concrete Math," and H6-10a through H6-10e, "Science Activities for Young Children," in Vol. II, Section 6.]

**Display T-17: "Teaching Is Asking"**



- 6) Provide children with opportunities for group projects that foster language interactions:

Research has indicated that engaging children in conversations and even in fantasy-play strengthens their ability to communicate and reason.

➔ [For examples, see handouts H6-4, "Ten Reasons to Read Aloud to Young Children," H6-9, "Emergent Literacy," H6-3, "It's Story-Mime Time," H6-1, "Learning Through Child's Play," and H6-2, "The Who, What, When of Cooperative Learning," in Vol. II, Section 6.]

- 7) Use cooperative group projects to foster positive peer interactions:

Place the emphasis on cooperative learning rather than on competition and comparisons in order to facilitate positive peer relationships.

☞ [For examples, see handout H6-2, "The Who, What, When of Cooperative Learning," in Vol. II, Section 6. In the Bibliography, see also Section 7.4, "Cooperative Learning in Early Childhood."]

- 8) Be flexible; adapt to the child:

No one teaching strategy works for all children. The appropriate curriculum is designed around the needs of the child. The younger the child, the more important it is to be flexible.

☞ [For examples, see handouts H6-4, "Ten Reasons to Read Aloud to Young Children," and H6-1, "Learning Through Child's Play," in Vol. II, Section 6. See also handout H7-7, "Summary of Principles for Kindergarten Entry and Placement," in Vol. II, Section 7.]


- 9) Provide children with the motivation to learn:

Children should be taught in a manner that fosters a love of learning and a desire to learn more.

☞ [For examples, see handout H6-10, "Science Instruction for Young Children," in Vol. II, Section 6.]



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.



— Helen E. Buckley

**\* "THE LITTLE BOY" POEM \***  
**(Optional Activity)**

**Display T-18: "The Little Boy"**

If there is time, use handout H4-12 "The Little Boy" poem by Helen E. Buckley to dramatize how the joy of learning can be crushed in a child.

National Association of Elementary School Principals (NAESP)  
**Principles Underlying An Effective  
Early Childhood Curriculum**

- 1) Integrated curriculum
- 2) Active learning
- 3) Play should be valued
- 4) Connect new to known

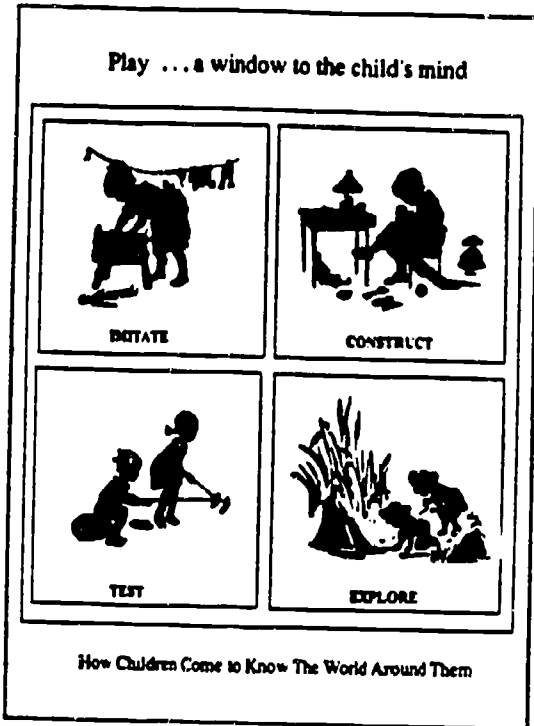
**Consensus From Major Associations About Early Childhood Curricula**

In 1990, the National Association of Elementary School Principals (NAESP) published their own guidelines for early childhood curricula in *Early Childhood Education and the Elementary School Principal*. [See handout H9-5a through 5c in Vol. III, Section 9.]

**Display T-19: "NAESP Principles of Effective Early Childhood Curricula"**

Note the similarity between the NAEYC and NAESP principles.

Draw participant's attention to #3 on the list. Play should be valued and included in the program. Play is the "natural" way for children to learn.



**Display T-20: "Play ... a window to the child's mind"**

➔ [See handout H6-1, "Learning Through Child's Play," in Vol. II, Section 6.]

**Display T-22: "All I Need to Know ... I Learned in Kindergarten"**

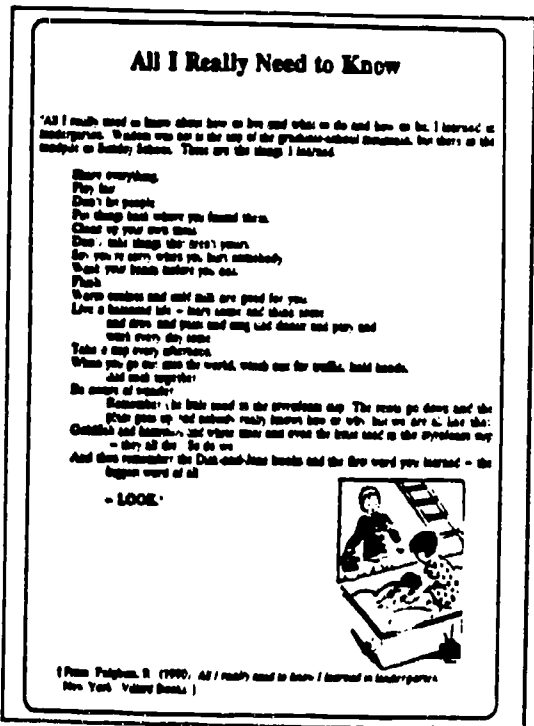
**\* "ALL I NEED TO KNOW ..." ACTIVITY \***

Use the Think-Pair-Share technique for the following activity.

➔ [See page three in handout H6-2, "The Who, What, When ... of Cooperative Learning" in Vol. II, Section 6.] Ask each participant to read handout H4-15, "All I really need to know I learned in Kindergarten" (Fulghum, 1989), while you show T-22 on an overhead projector.

Ask participants to list on a blank sheet of paper, 5 or 6 general guidelines based on information contained in the poem regarding the types of activities/methods and/or procedures teachers should use when teaching young children. When participants have completed their individual lists, have them compare their lists with their neighbor's. If they have phrased or combined some statements differently, have them explain why. Then call on volunteer pairs to share their findings with the group. Identify elements common to the NAEYC (T-14/H9-4a) or NAESP (T-19/H9-5) recommendations and to the wisdom contained in the Fulghum quotation (T-22/H4-15).

Ask participants which way of presenting this information will be remembered longer-- the lists of standards from the associations or the Fulghum essay. Note how the activity and the quotation make the information more personally relevant, an approach included by both NAEYC and NAESP in their recommendations for appropriate practices for young children.





**\* LITERACY QUIZ \***

(Optional or Alternate Activity)

**Literacy Quiz**

Using your best judgment, answer the following true/false quiz:

?

<p>1. <input type="checkbox"/> Shorter adults account for 75% of the unemployed and 60% of prison inmates.</p> <p>2. <input type="checkbox"/> 40% of fourth grade poor readers reported that they would rather clean their rooms than read.</p> <p>3. <input type="checkbox"/> 5,000 words account for 90% of all the words we read.</p> <p>4. <input type="checkbox"/> 94% of the words we read are seen less than 10 times per million words.</p> <p>5. <input type="checkbox"/> Skilled readers look at almost every word and at most of the letters of each word.</p> <p>6. <input type="checkbox"/> Skilled readers read unfamiliar words based on their knowledge of familiar spelling patterns.</p> <p>7. <input type="checkbox"/> Skilled readers usually reread printed words and they speak un- ages</p> <p>8. <input type="checkbox"/> Skilled readers cannot understand a complete sentence if they are prevented from sub-vocalizing it.</p>	<p>9. <input type="checkbox"/> Letter naming ability and phonological awareness are the best predictors of success in beginning reading.</p> <p>10. <input type="checkbox"/> Teaching children to name the letters does not give them an appreciable advantage in learning to read.</p> <p>11. <input type="checkbox"/> Many children have had over 1000 hours of reading and writing encounters before entering to school.</p> <p>12. <input type="checkbox"/> Most children who enter school with a high level of phonemic awareness and letter knowledge have already begun to read before entering school.</p> <p>13. <input type="checkbox"/> Low-reading children encouraged to use contextual guessing have grown in spelling and word identification more than those encouraged to use conventional spelling.</p> <p>14. <input type="checkbox"/> Success in decoding unfamiliar words can be attributed to the reader's recognition of familiar spelling patterns rather than to the application of phonics rules.</p> <p>15. <input type="checkbox"/> Phonics first is the best approach to beginning reading.</p>
---	--

Adapted from: J. A. Adams, D. P. Brundage, 1990. *Phonics and Spelling: A Handbook for Teachers*. New York: Guilford Press.

You may want to involve participants with more specific curriculum content material by using one of the handouts in Vol. II, Section 6, or by using the activity below.

**Display T-23: "Literacy Quiz"**

➔ [See handout H4-14a, "Literacy Quiz," in Vol. I, Section 4.]

Have participants do the quiz individually, share their responses with their neighbors, and then share them with the whole group using the **Numbered Heads Together** activity [See the **Cooperative Learning** handout (H6-2) in Vol. II, Section 6.]

**Numbered Heads Together**

After participants have finished answering the quiz individually, have them number off from 1 to 4, with each group of four forming a small discussion group (i.e., each group will have all four numbers represented). The individuals should first share and discuss the reasons for their answers within the small groups. Then each group should agree to one "group answer" for each item. The workshop leader should then go over the quiz by saying a number and having each person with that number call out the answer. For example, for item one, the leader may say, "threes," and each #3 member in every group would call out their group's answer. Different "numbered heads" should be asked to answer the various quiz items. Thus, one person from each group should be responding to each item.



After discussion, give participants handout H4-14b, "Key to the True/False Literacy Quiz," in Vol. I, Section 4.



**THIS IS A GOOD PLACE TO BREAK.**

### KEY QUESTION 8: What Are Effective Programs and Practices for Young At-Risk Children?

As noted in the sections on research and on desired outcomes, there have been a number of studies and reports identifying effective practices for disadvantaged children. Many of the findings from these documents are applicable to early childhood education.



[See handout H4-9 "Success of Early Interventions: What the Research Tells Us" in Vol. I and H9-1, "Ten Attributes of Effective Schools for Disadvantaged Children," in Vol. III, Section 9. For additional information see Birman, et al., 1987; Knapp & Shields, 1990; Knapp & Turnbull, 1990; Moore & Funkhouser, 1990; and Rowan & Guthrie, 1988.]

#### Optional Summary: Redisplay T-24: "Characteristics of Effective Programs for Disadvantaged Children"

**Characteristics of Effective Programs for Disadvantaged Young Children**

- They base their curriculum on principles of children's emotional and cognitive development (i.e., they use developmentally appropriate activities).
- They include sustained parent involvement in their respective programs.
- They provide for periodic monitoring and evaluation of their programs and their effects on the children.
- The teachers respond to children's needs and desires promptly and appropriately. Teachers also treat the students with warmth and respect, using a minimum of critical or negative comments.

From Balasubramanian, M. & Turnbull, D. (November 1988). *Comparing exemplary programs for at-risk children: A review of recent literature*. Washington, DC: Parent-Teacher Association, Inc.

Balasubramaniam and Turnbull completed a review of the literature on exemplary preschool programs for at-risk children in 1988. The following list of characteristics of effective programs for young children is based on that review:

- Effective programs base their curriculum on principles of children's emotional and cognitive development (i.e., they use developmentally appropriate activities).
- Effective programs include sustained parent involvement in their respective programs.
- Effective programs provide for periodic monitoring and evaluation of their programs and their effects on the children.
- In effective programs, the teachers respond to children's needs and desires promptly and appropriately. Teachers also treat the students with warmth and respect, using a minimum of critical or negative comments.

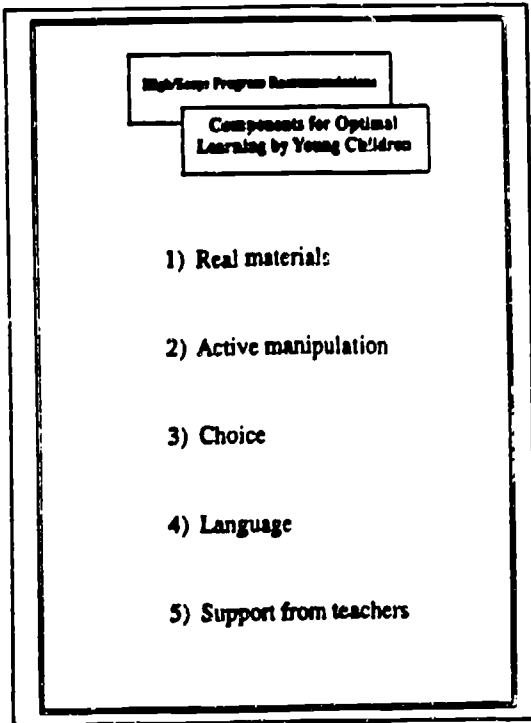


[In the Bibliography, see also Section 5.3, "Programming for At-Risk Children," for additional reports on effective programs and practices for young disadvantaged children.]



### High/Scope

High/Scope is an example of one of the most widely recognized programs available for young children. The High/Scope Curriculum was developed in the 1960s to serve disadvantaged young children in Ypsilanti, Michigan. The curriculum, based on Piagetian theory, was first applied in the Perry Preschool Project. It was set up on an experimental design with control and experimental groups, and it is supported by ongoing longitudinal research on its effectiveness (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984; Egbert, 1989; Schweinhart & Weikart, 1985; Schweinhart, Weikart, & Larner, 1986; Weikart, 1988). Much of the data from the Perry Preschool Project has been used to support funding requests for federal projects such as Head Start. In 1968, High/Scope became a model sponsor in the National Follow Through program. [See handout H10-4 in Vol. III, Section 10.]



The High/Scope Model has been used effectively in many Head Start projects, and it has been successful with a wide range of children, including children from diverse socioeconomic backgrounds, bilingual and multicultural children, gifted and normally developing children, and mildly and moderately handicapped children. Elements of the High/Scope Curriculum are listed below:

**Display T-21: "High/Scope Program Recommendations: Components for Optimal Learning by Young Children"**

Five key ingredients are recommended for optimal learning by young children:

1) Use real materials:

- Let children use concrete objects whenever possible.
- Have enough materials available for everyone to be able to actively explore.



[The "Apple Exploration Activity," H4-6, in Vol. I, Section 6, is an adaptation of a High/Scope activity which illustrates this recommendation.]

### **High/Scope (Cont.)**

#### **2) Give children opportunities for active manipulation of objects:**

- Let children participate using all five of their senses. For example, if you have apples, let them see them, touch them, smell them, taste them, hear them crunch, etc.

#### **3) Give children choices:**

- Give children freedom of choice.
- Let them make decisions regarding different ways to interact with the materials. In the "Apple Exploration Activity," children were free to cut the apples different ways, or bite into them, or not eat them - their choice.

#### **4) Give children opportunities for language development:**





- Encourage children's use of language with each other.
- Children need to talk about what they're doing.

#### **5) Give children support:**

- Teachers can facilitate children's learning.
- Teachers can extend options. They can suggest other topics children might want to explore to follow up on an idea or activity.
- Teachers can help each child to get involved.

High/Scope is just one example of a widely used approach to early childhood education. There are a variety of other programs that have undergone vigorous evaluation and scrutiny and have been selected by various organizations as being "unusually effective" or "exemplary" programs according to stringent criteria.

Depending upon the needs of your audience, choose a sample of specific model programs from the handouts listed below and draw attention to their characteristic components. The handouts are included in Vol. III, Section 10, Model Programs:

	<u>Handout</u>	<u>Title</u>
	H10-1	<b>A Sample of Unusually Effective Chapter 1 Early Childhood Education Programs from the <i>Effective Compensatory Education Sourcebook</i></b>  These are Chapter 1 projects that have received recognition from the Secretary of Education for being unusually effective. The number of programs eligible for this award is constrained by quotas limiting the number of projects allowed to submit from each state.
	H10-2	<b>Unusually Effective Migrant Early Childhood Education Programs, Excerpts from the <i>Effective Compensatory Education Sourcebook</i></b>  These are examples of migrant programs which have been honored with recognition from the Secretary of Education with the same restrictions on submission as noted above.
	H10-3	<b>Excerpts from <i>Education Programs That Work</i>, Sample of Exemplary Early Childhood Education Programs (National Diffusion Network)</b>  These programs have met strict evaluation criteria and undergone critical review before being chosen for nationwide dissemination.
	H10-4	<b>Selected Early Childhood Programs from <i>A Resource Guide to Public School Early Childhood Programs</i> edited by Cynthia Warger (ASCD)</b>  These are descriptions of noteworthy early childhood programs which cover a range of organizational patterns.

## National Goals for Education

### *The Readiness Goal*

**GOAL 1: By the year 2000, all children in America will start school ready to learn**

- All disadvantaged children will have access to high quality and developmentally appropriate preschool programs.
- Every parent will be a child's first teacher. Parents will devote time each day to helping their child learn. Parents will have access to training and support.
- Prenatal care for mothers and nutrition and health care for children will assure that children arrive at school with healthy minds and bodies.

From: National Governors' Association, February 23, 1990. Adapted at the request of the National Governors' Association, 2010.

## CONCLUSION

### The Job Before Us

**Re-display T-3a: "National Goals for Education: The Readiness Goal"**

Review the first of the National Goals for Education.

### Measurable National Education Goals


	Current National Status	Goal for 2000
<b>Goal 1: Readiness</b>		
Disadvantaged children in preschool	40%	100%
WTC nursery attendance for poor children	99%	100%
Proportion of infants born to mothers receiving early prenatal care	76%	90%
Proportion of children with health insurance	85%	100%
Proportion of infants and toddlers adequately immunized	70-80%	100%
Proportion of Medicaid-eligible children receiving EPSDT		
Birth to 6 years	99%	100%
6 to 20 years	17%	100%

[Adapted from: Meyers, K., Allen D., & Piate, B. (1990). An advocate's guide to improving education. Washington, DC: Children's Defense Fund.]

**Display T-3c: "Measurable National Education Goals"**

Use T-3c to review the progress we have made to date towards meeting the National Education Goals for the year 2000. Note that the purpose of the workshop was to identify some specific ways to go about meeting that challenge.

## Experience is a Powerful Teacher



**But it isn't always easy.  
There's no guarantee  
that the learner  
will get  
the message intended.**

### Mark Twain Anecdote

Leave participants with a strong, inclusive metaphor or analogy.

#### Display T-26: "Experience is a Powerful Teacher"

In Hal Holbrook's one-man show, *Mark Twain Tonight*, he told the following anecdote about learning:

...you cannot forget that experience is the best way to find out about something. A fellow who takes hold of a bull by the tail is getting sixty to seventy times as much information as a fellow who hasn't. [pause] Anybody who starts in to carry a cat home by the tail is getting knowledge that's always going to be useful. It's never likely to grow dim or doubtful. [pause] Chances are he won't carry the cat that way again. [pause] But if he wants to carry the cat that way, I say let him. It isn't always easy to be eccentric, you know.



[See handout H4-16, "Experience is a powerful teacher...," in Vol. I, Section 4.]

The Twain anecdote can be used to reinforce a number of points. Experience is a powerful teacher. However, it isn't always easy or pleasant to learn through experience. There is also no guarantee that the learner will get the message intended. Twain, like those who believe in active participation in developmentally appropriate activities for young children, is willing to let the learner make the decision and abide by the consequences.

### Model of Learning and Teaching

What Children Do	What Teachers Do
<p><b>Awareness</b> Experience Acquire an interest Recognize broad parameters Attend Persist</p>	<p>Create the environment Provide opportunities by introducing new objects, events, people Invite interest by posing problems or questions Respond to child's interest or shared experience Show interest, enthusiasm</p>
<p><b>Exploration</b> Observe Explore Collect information Discover Create Figure out consequences Communicate own understanding Apply own rules Create personal meaning</p>	<p>Facilitate Support and enhance exploration Provide opportunities for active exploration Extend Play Describe child's activity Ask open-ended questions "What else could you do?" Respect child's thinking and role systems Allow for constructive error</p>

(From Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 5. March, 1991. Young Child 22(7) 36.)

#### Display T-25: "Model of Learning and Teaching"

Review the role of the teacher and the role of the children using T-25.

Refer participants back to their discussion of the "Apple Exploration Activity." Emphasize points such as the advantage of the strong impact of the learning activity versus the disadvantages of the length of time, the amount of advance preparation, the decrease in teacher control, etc.



**Children Learn What They Live**

If children live with criticism,  
They learn to condemn.

If children live with hostility,  
They learn to fight.

If children live with ridicule,  
They learn to be shy.

If children live with shame,  
They learn to feel guilty.

If children live with tolerance,  
They learn to be patient.

If children live with criticism,  
They learn to be patient.

If children live with encouragement,  
They learn confidence.

If children live with praise,  
They learn to appreciate.

If children live with fairness,  
They learn justice.

If children live with security,  
They learn to have faith.

If children live with approval,  
They learn to like themselves.

If children live with acceptance and friendship,  
They learn to find love in the world.



— adapted from Dorothy Law Nolte

**Display T-27: "Children Learn What They Live"**

➔ [See handout H4-17, "Children Learn What They Live," in Vol. I, Section 4.]

Use this quotation from Dorothy Law Nolte to reaffirm the importance of modeling what we want children to learn. Leave the transparency up while you conclude the workshop.

**CONDUCT WORKSHOP EVALUATION**

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# **Early Childhood Education**

**Section 3:  
Transparency  
Masters**

**Chapter  
Curriculum &  
Instruction  
Resource Center**

**1**

## List of Transparency Masters

The Transparency Section includes blackline masters of the transparencies referenced in the Presenter's Guide. Our purpose with each transparency is to illustrate key information, to focus participant attention, and to reinforce major points rather than put a great deal of copy on the screen. Related handouts provide more detailed information.

### Transparency #

T-1	Early Childhood Education--Workshop Cover Page
T-2a	Early Childhood Education Workshop Goals-- Introductory Workshop
T-2b	Early Childhood Education Workshop Goals-- Extended Workshop
T-3a	National Goals for Education: The Readiness Goal
T-3b	The Preschool Years
T-3c	Measurable National Education Goals
T-4	Selected Early Childhood Education Terms & Definitions
T-5	Workshop Key Questions
T-6	Four Levels of "Apple" Abstraction
T-7	"Every child has a sprout of talent . . ." --Shin'ichi Suzuki Quote
T-8	The Status of Young Children in America
T-9	Research Questions in Early Childhood Education
T-10a	Research Outcomes of Preschool Programs
T-10b	Current Trends & Issues in Early Childhood Education
T-11	Chapter 1 Evaluation of Young Children
T-12	Desired Outcomes: Early Childhood
T-13	"Rush To Do More . . ." --Carol Hillman Quote
T-14	Appropriate Practices to Use With Young Children
T-15	First Law of Dynamic Teaching
T-16	Young Children Are Natural Scientists
T-17	Teaching Is Asking
T-18	The Little Boy--Poem



- T-19 NAESP Principles Underlying an Effective Early Childhood Curriculum
- T-20 Play ... A window to the child's mind
- T-21 High/Scope Program Recommendations: Components for Optimal Learning by Young Children
- T-22 "All I Need to Know... I Learned in Kindergarten"-- Fulghum Quote
- T-23 Literacy Quiz
- T-24 Characteristics of Effective Programs for Disadvantaged Young Children
- T-25 Model of Learning and Teaching
- T-26 "Experience is a Powerful Teacher" --Twain Quote
- T-27 "Children Learn What They Live" -- Nolte Quote

# Early Childhood Education



Early Childhood Education

## WORKSHOP GOALS



As a result of this workshop, participants will have an understanding of:

- **NATIONAL GOALS AND STANDARDS FOR EARLY CHILDHOOD EDUCATION**
- **MAJOR TRENDS & ISSUES IN EARLY CHILDHOOD EDUCATION**
- **RESOURCES AVAILABLE TO PURSUE EARLY CHILDHOOD EDUCATION TOPICS IN MORE DEPTH**

Early Childhood Education

## WORKSHOP GOALS



As a result of this workshop, participants will have an understanding of:

- **national goals and standards for early childhood education**
- **key terminology used in early childhood education**
- **major issues & trends in early childhood education**
- **key research findings in early childhood education**
- **a range of effective practices & programs in early childhood education**
- **legal guidelines for providing Chapter 1 services to young children**
- **appropriate desired outcomes for early childhood education projects**
- **standards for assessing & evaluating young children**
- **resources to pursue early childhood education topics in more depth**

# National Goals for Education

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## *The Readiness Goal*

**GOAL 1: By the year 2000,  
all children in America will  
start school ready to learn**

- **All disadvantaged children will have access to high quality and developmentally appropriate preschool programs.**
- **Every parent will be a child's first teacher. Parents will devote time each day to helping their child learn. Parents will have access to training and support.**
- **Prenatal care for mothers and nutrition and health care for children will assure that children arrive at school with healthy minds and bodies.**

[From: National Governors' Association. (February 25, 1990). *Report adopted by members of the National Governors' Association*, pp. 3, 6.]

## The PreSchool Years:

- **Early intervention strategies should be developed and fully funded.**
- **All eligible children should have access to Chapter 1, Head Start, or other successful preschool programs with strong parental involvement.**
- **Our first priority must be to provide at least one year of preschool for *all* disadvantaged children.**
- **In addition, the American home must be a place of learning.**

**Parents should actively participate  
in their children's early learning,  
*"particularly by reading to  
them on a daily basis."***

[From: National Governors' Association. (February 25, 1990). *Report adopted by members of the National Governors' Association*, pp. 3, 6.]

## Measurable National Education Goals

	Current National Status	Goal for 2000
<b>Goal 1: Readiness</b>		
Disadvantaged children in preschool	40%	100%
WIC nutrition assistance for poor children	59%	100%
Proportion of infants born to women receiving early prenatal care	76%	90%
Proportion of children with health insurance	85%	100%
Proportion of infants and toddlers adequately immunized	70-80%	100%
Proportion of Medicaid-eligible children receiving EPSDT		
Birth to 6 years	59%	100%
6 to 20 years	17%	100%

[ Adapted from: Haycock, K., Alston, D., & Finlay, B. (1990). *An advocate's guide to improving education*. Washington, DC: Children's Defense Fund. ]



## Selected Early Childhood Education Terms & Definitions

### **EPSDT (Early and Periodic Screening, Diagnosis, and Treatment) Program:**

A set of services that states are required to provide to all Medicaid-eligible children and adolescents younger than 21. Services include: basic medical screening and follow-up treatment; vision, hearing, and dental services; and other medically necessary health care.

### **WIC (Special Supplemental Food Program for Women, Infants, and Children):**

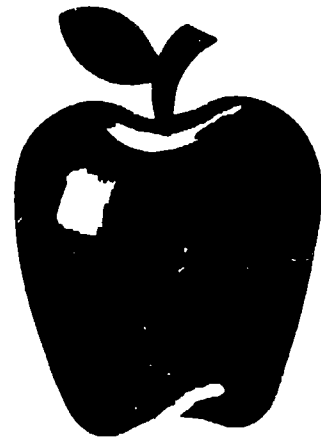
A federally funded program that provides food, nutrition education, counseling, and health care to pregnant women, infants, and children whose family income falls below 185 percent of the federal poverty level. Research shows that participation in the program reduces the incidence of low birthweight and improves children's development.

## **"Workshop Key Questions"**

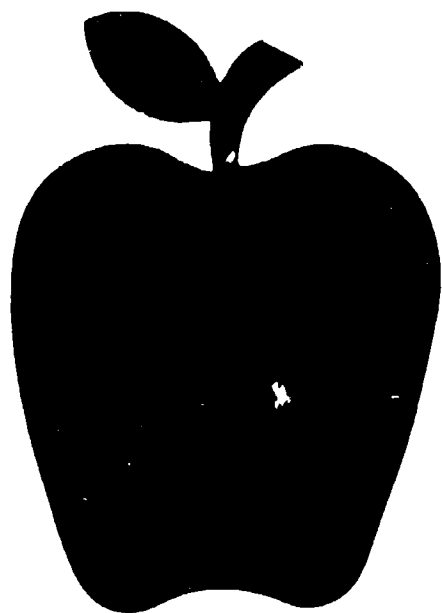
- 1. What is early childhood education?**
- 2. Why is there a new sense of urgency about early childhood education, and how are we responding?**
- 3. Are early childhood education programs making a difference?**
- 4. What are the current trends and issues in early childhood education?**
- 5. What is the role/responsibility of Chapter 1 in early childhood education?**
- 6. What are appropriate desired outcomes for young children, and how should they be measured?**
- 7. What should be the content and organization of early childhood curriculum and instruction?**
- 8. What are effective programs and practices for young at-risk children?**



**The  
Concrete  
Object**



**The  
3 Dimensional  
Representation**



**The  
2 Dimensional  
Pictorial**

**A  
P  
P  
L  
E**

**The  
Written  
Abstraction**

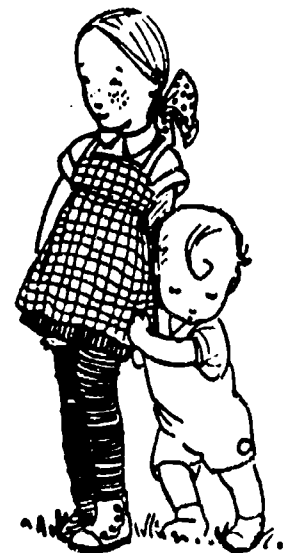
# The Status of Young Children in America



- Today, low-income children make up nearly half of all births. As they grow older, many of them simply do not receive the kind of stimulation at home or in a preschool program that promotes healthy mental and physical development, thus complicating, though not preventing, learning (Haycock, Alston, & Finlay, 1990, p. 4).
- It costs **\$600** to provide **9 months** of prenatal care vs. **\$2,500 per day** in medical costs to care for an extremely premature baby.
- It cost **\$5,000** for **9 months** of drug treatment for an addict vs. **\$30,000** for **20 days** medical care for the drug-exposed baby an addict bears.
- It cost **\$842 per year** to provide a small child with a nutritious diet that they can receive through a program like WIC vs. **\$3,986 per year** to pay for special education for a child with a minor learning disability (Gough, 1990, p. 259).
- In 1989, the Special Supplemental Food Program for women, infants, and children (WIC) served only about half the women and children at risk who were eligible (Haycock, Alston, & Finlay, 1990, p. 5).
- Head Start serves the largest number of disadvantaged children of any preschool program, yet only 20% of the children eligible for Head Start services receive them (Kagan, 1990, p. 278).

## RESEARCH QUESTIONS IN EARLY CHILDHOOD EDUCATION

- 1) Do early childhood education programs have a positive or negative impact on young children?
- 2) Do early childhood education programs have not only short-term, but also long-term positive impacts on children?
- 3) Which early childhood education program is better?
- 4) What program characteristics are most important for the optimal development of young children?



## Research Outcomes of Preschool Programs

STUDY	PLACEMENT	PROGRAM GROUP	CONTROL GROUP
ESEA Title I Pre-K (age 13)	Special Ed.	5%	11%
	Retention	9%	12%
Early Training (age 18)	Special Ed.	3%	29%
	Retention	53%	69%
Perry Preschool (age 19)	Special Ed.	37%	50%
	Retention	35%	40%
Harlem Head Start (age 13)	Special Ed.	No Data	No Data
	Retention	24%	45%
New York Pre-K (age 9)	Special Ed.	2%	5%
	Retention	16%	21%
Mother-Child-Home	Special Ed.	14%	39%
	Retention	13%	19%
Curriculum Comparison Group (age 19)	Special Ed.	38%	63%
	Retention	26%	56%

[From: Balasubramaniam and Turnbull (1988) as adapted from Berrueta-Clement, 1984, p. 102. ]

## Current Trends & Issues in Early Childhood Education

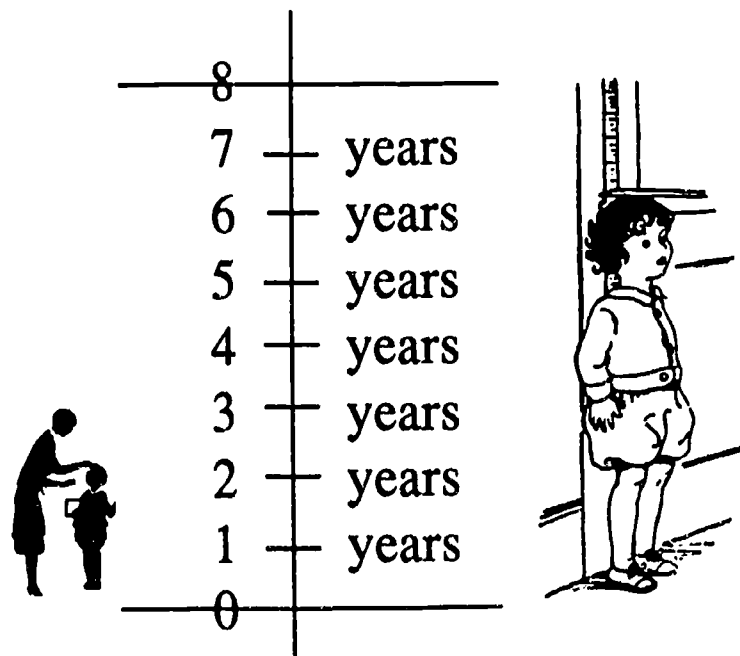
- **More children enrolled in preschool and kindergarten programs**
- **More children placed in preschool programs at earlier ages**
- **More variety in the types of early childhood programming available**
- **More extended day programs in early childhood education**
- **More cooperation and coordination between programs**
- **More attention to the importance of transitions between programs and between grade levels**
- **More young children "at risk" of educational failure**
- **More young children needing services than receiving them**
- **More parent/family involvement in programs producing higher achievement**
- **More emphasis on alternative assessment; less emphasis on standardized testing**
- **More pressure for academics at earlier ages**
- **More concern about "developmentally appropriate practice"**
- **More emphasis on integrated curricula that are personally relevant to young children with more opportunities for active involvement**





# Chapter 1 Evaluation of Young Children

Chapter 1 law treats young children (7 and younger or below 2nd grade) differently than older ones.



## Desired Outcomes: Early Childhood

A desired outcome is a **goal statement or measurable objective** which focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program.

A desired outcome should contain a . . .

- **Goal** -- What the children are to learn or accomplish;
- **Outcome Indicator** -- What will be used to measure achievement;
- **Standard or Performance Level** -- What level of achievement will show substantial progress; and
- **Time Frame** -- Over what period of time measurement will occur.

Teachers of young children  
experience frustration because of . . .

**"the rush to do MORE**

**To *push down* the curriculum  
into the lower grades,**

**to use more and more workbooks  
at an earlier age,**

**to test and test and test**

**until the 'weak spot'  
was found  
in each child,**

**then hurry and schedule remediation**

**and test some more."**

TEST			
1	e	e	e
2	o	o	o
3	ay	ay	ay
4	oo	oo	oo
5	ay	ay	ay
6	oo	oo	oo

[ From: Hillman, C. B. (1988). *Teaching four-year-olds : A personal journey* (p. vii).  
Bloomington, Indiana: Phi Delta Kappa Educational Foundation. ]

## Appropriate Practices to use with Young Children

- 1) Recognize the child as a whole person.
- 2) Use an integrated curriculum.
- 3) Engage children in active learning.
- 4) Present developmentally appropriate materials & opportunities.
- 5) Present children with content that is relevant, engaging, & meaningful.
- 6) Provide group projects that foster language interactions.
- 7) Provide activities that promote positive peer interactions.
- 8) The younger the child, the more flexible the teaching should be.
- 9) Provide children with a motivation to learn, not just knowledge.



[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.]

# First Law of Dynamic Teaching



**The more involved  
students get  
in any activity,**

**the longer they will  
retain its lessons.**

[Adapted from: Rx for learning. (April 9, 1990). *Newsweek*, CXV (15). 52-64.]

Young children  
are  
natural scientists

who poke and drop  
and squeeze  
like the most exuberant  
experimenters  
and constantly ask  
**"Why?"** and **"How?"**

**Good teachers of young children  
know that . . .**

**"Teaching is  
asking**



**not telling"**

--- Jean Marzollo

[From: Marzollo, J. (1987). *The new kindergarten: Full day, child-centered, academic*. New York: Harper and Row Publishers.]



**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.**



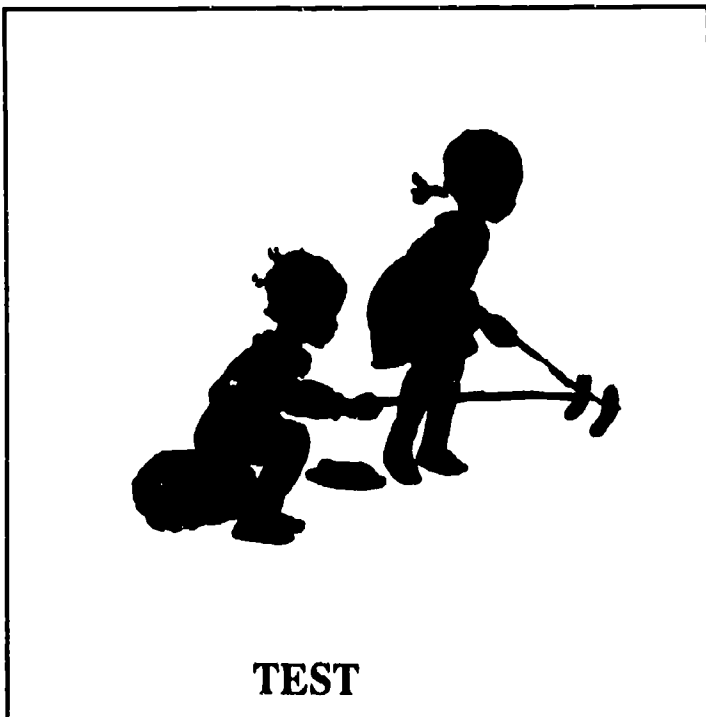
--- Helen E. Buckley

**National Association of Elementary School Principals (NAESP)**

**Principles Underlying An Effective  
Early Childhood Curriculum**

- 1) Integrated curriculum
- 2) Active learning
- 3) Play should be valued
- 4) Connect new to known

# Play . . . a window to the child's mind



## How Children Come to Know The World Around Them

**High/Scope Program Recommendations**

**Components for Optimal  
Learning by Young Children**

- 1) Real materials
- 2) Active manipulation
- 3) Choice
- 4) Language
- 5) Support from teachers

## All I Really Need to Know

"All I really need to know about how to live and what to do and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile at Sunday School. These are the things I learned:

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life -- learn some and think some  
and draw and paint and sing and dance and play and  
work every day some.

Take a nap every afternoon.

When you go out into the world, watch out for traffic, hold hands,  
and stick together.

Be aware of wonder.

Remember the little seed in the styrofoam cup: The roots go down and the  
plant goes up and nobody really knows how or why, but we are all like that.  
Goldfish and hamsters and white mice and even the little seed in the styrofoam cup  
-- they all die. So do we.

And then remember the Dick-and-Jane books and the first word you learned -- the  
biggest word of all

-- **LOOK.**"



[ From: Fulghum, R. (1990). *All I really need to know I learned in kindergarten*.  
New York: Villard Books. ]

## Literacy Quiz



Using your initial responses, answer the following true/false quiz:

1. \_\_\_ Illiterate adults account for 75% of the unemployed and 60% of prison inmates.
2. \_\_\_ 40% of fourth grade poor readers reported that they would rather clean their room than read.
3. \_\_\_ 5,000 words account for 90% of all the words we read.
4. \_\_\_ 94% of the words we read are seen less than 10 times per million words.
5. \_\_\_ Skilled readers look at almost every word and at most of the letters of each word.
6. \_\_\_ Skilled readers' rapid identification of unfamiliar words is based on their knowledge of familiar spelling patterns.
7. \_\_\_ Skilled readers usually recode printed words into their spoken images.
8. \_\_\_ Skilled readers cannot comprehend a complex sentence if they are prevented from subvocalizing it.
9. \_\_\_ Letter naming ability and phonological awareness are the best predictors of success in beginning reading.
10. \_\_\_ Teaching children to name the letters does not give them an appreciable advantage in learning to read.
11. \_\_\_ Many children have had over 1000 hours of reading and writing encounters before coming to school.
12. \_\_\_ Most children who enter school with a high level of phonemic awareness and letter knowledge have already begun to read before entering school.
13. \_\_\_ Low-readiness children encouraged to use invented spelling have grown in spelling and word identification more than those encouraged to use conventional spelling.
14. \_\_\_ Success in decoding unfamiliar words can be attributed to the reader's recognition of familiar spelling patterns rather than to the application of phonics rules.
15. \_\_\_ *Phonics first* is not the best approach to beginning reading.

Moore, S.A. & Moore, D.W. (May 1990). Professional resources: Beginning to read. *The Reading Teacher*, 33(8), 678-679.

## **Characteristics of Effective Programs for Disadvantaged Young Children**

- They base their curriculum on principles of children's emotional and cognitive development (i.e., they use **developmentally appropriate activities**).
- They include **sustained parent involvement** in their respective programs.
- They provide for **periodic monitoring and evaluation** of their programs and their effects on the children.
- The **teachers respond** to children's needs and desires **promptly and appropriately**. Teachers also treat the students with **warmth and respect**, using a minimum of critical or negative comments.

[From: Balasubramanian, M., & Turnbull, B. J. (November 1988). *Exemplary pre-school programs for at-risk children: A review of recent literature*. Washington, DC: Policy Studies Associates, Inc.]



# Model of Learning and Teaching

## What Children Do

### Awareness

- Experience
- Acquire an interest
- Recognize broad parameters
- Attend
- Perceive

### Exploration

- Observe
- Explore
- Collect information
- Discover
- Create
- Figure out components
- Construct own understanding
- Apply own rules
- Create personal meaning

## What Teachers Do

- Create the environment
- Provide opportunities by introducing new objects, events, people
- Invite interest by posing problem or question
- Respond to child's interest or shared experience
- Show interest, enthusiasm

- Facilitate
- Support and enhance exploration
- Provide opportunities for active exploration
- Extend Play
- Describe child's activity
- Ask open-ended questions, "What else could you do?"
- Respect child's thinking and rule systems
- Allow for constructive error

[From: Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. (March, 1991). *Young Child*, 45 (3), 36.]

## [Model of Learning and Teaching (Cont.)]

### What Children Do

### What Teachers Do

#### **Inquiry**

Examine  
 Investigate  
 Propose explanations  
 Focus  
 Compare own thinking  
     with that of others  
 Generalize  
 Relate to prior learning  
 Adjust to conventional rule  
     systems

Help children refine understanding  
 Guide children, focus attention  
 Ask more focused questions, "What  
     else works like this? What happens  
     if?"  
 Provide information when requested,  
     "How do you spell?"  
 Help children make connections

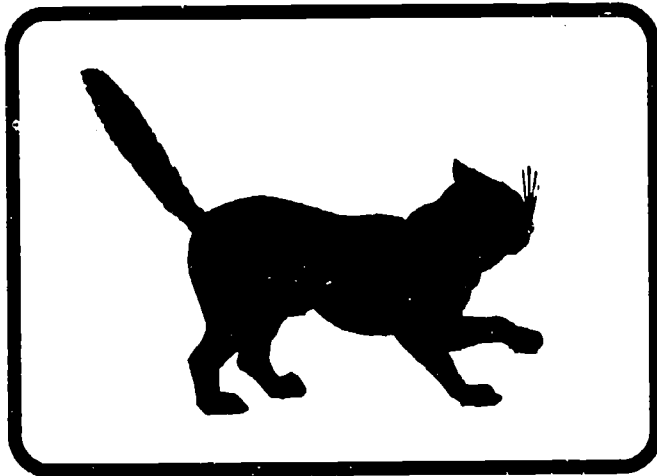
#### **Utilization**

Use the learning in many  
     ways; learning becomes  
     functional  
 Represent learning various  
     ways  
 Apply to new situations  
 Formulate new hypotheses  
     and repeat cycle

Create vehicles for application in real  
     world  
 Help children apply to new situations  
 Provide meaningful situations to use  
     learning

[From: Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. (March, 1991). *Young Child*, 46 (3), 36.]

# **Experience is a Powerful Teacher**



**But it isn't always easy.  
There's no guarantee  
that the learner  
will get  
the message intended.**

## Children Learn What They Live

**If children live with criticism,  
They learn to condemn.**

**If children live with hostility,  
They learn to fight.**

**If children live with ridicule,  
They learn to be shy.**

**If children live with shame,  
They learn to feel guilty.**

**If children live with tolerance,  
They learn to be patient.**

**If children live with encouragement,  
They learn confidence.**

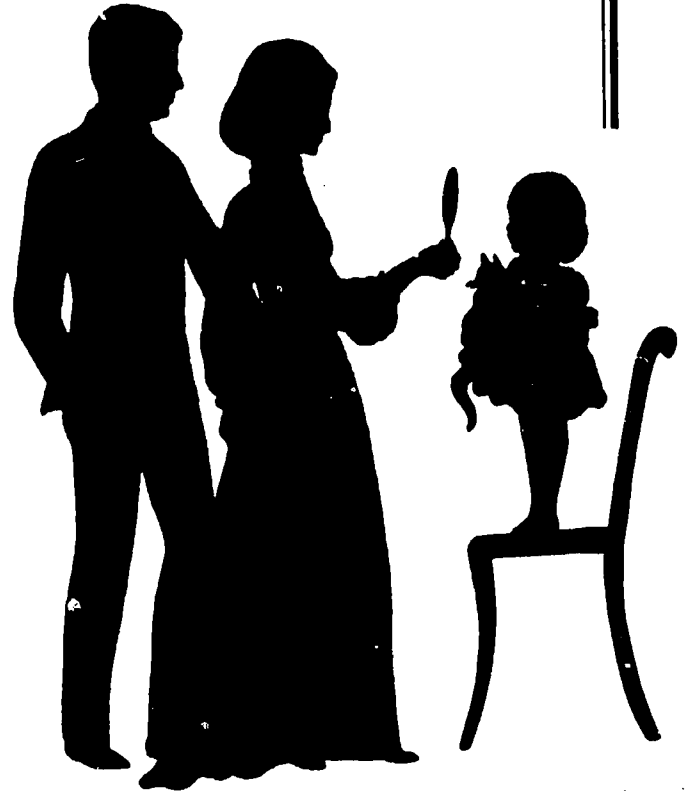
**If children live with praise,  
They learn to appreciate.**

**If children live with fairness,  
They learn justice.**

**If children live with security,  
They learn to have faith.**

**If children live with approval,  
They learn to like themselves.**

**If children live with acceptance and friendship,  
They learn to find love in the world.**



--- *adapted from Dorothy Law Nolte*

# **Early Childhood Education**

**Section 4:  
Workshop  
Activity  
Masters**

**Chapter  
Curriculum &  
Instruction  
Resource Center**

**11**

# List of Handout Masters

## *Volume I: Workshop Essentials*

### **Section 4: Workshop Activity Masters**

#### Handout ID#

H4-1	Cover for Workshop Handouts
H4-2a	Workshop Goals--Introductory Workshop
H4-2b	Workshop Goals--Extended Workshop
H4-3	Workshop Evaluation Form
H4-4	Excerpts from <i>The National Goals for Education</i> -- "Readiness for School"
H4-5	Key Early Childhood Education Terms and Definitions
H4-6	"Apple" Exploration Activity with Key Experiences Checklist
H4-7	"Every Child Has A Sprout of Talent" --Shin'ichi Suzuki Quote
H4-8	The Status of Young Children in America
H4-9	Success of Early Interventions with Preschool Children: What The Research Tells Us
H4-10	Overview of Major Studies of Early Childhood Programs
H4-11	Trash-to-Treasure Toy Company Activity with Key Experiences Checklist
H4-12	"The Little Boy" --Poem
H4-13	NAEYC Principles of Appropriate Practices for Young Children
H4-14a	True/False Literacy Quiz
H4-14b	Key to the True/False Literacy Quiz
H4-15	"All I really need to know I learned in Kindergarten" --Excerpt
H4-16	"Experience is a powerful teacher...."--Twain Quote
H4-17	Children Learn What They Live

# Early Childhood Education





Early Childhood Education

## WORKSHOP GOALS



As a result of this workshop, participants will have an understanding of:

- **NATIONAL GOALS AND STANDARDS FOR EARLY CHILDHOOD EDUCATION**
- **MAJOR TRENDS & ISSUES IN EARLY CHILDHOOD EDUCATION**
- **RESOURCES AVAILABLE TO PURSUE EARLY CHILDHOOD EDUCATION TOPICS IN MORE DEPTH**

## WORKSHOP GOALS



As a result of this workshop, participants will have an understanding of:

- **national goals and standards for early childhood education**
- **key terminology used in early childhood education**
- **major issues & trends in early childhood education**
- **key research findings in early childhood education**
- **a range of effective practices & programs in early childhood education**
- **legal guidelines for providing Chapter 1 services to young children**
- **appropriate desired outcomes for early childhood education projects**
- **standards for assessing & evaluating young children**
- **resources to pursue early childhood education topics in more depth**

## WORKSHOP EVALUATION FORM

Workshop Topic: \_\_\_\_\_

Presenter: \_\_\_\_\_ Date: \_\_\_\_\_

Your Job Description/Responsibility (please check all that apply):  
 Administrator/Coordinator  
 Principal  Chapter 1 Teacher  Chapter 1 Aide  Non-Chapter 1 Teacher  
 Non-Chapter 1 Aide  Parent  Other (please specify):

*Directions: Please circle the rating number that indicates the degree to which you agree with the following statements.*

	COMPLETELY DISAGREE			COMPLETELY AGREE	
1. The goals of this workshop were achieved.	1	2	3	4	5
2. The presentation was clearly communicated.	1	2	3	4	5
3. The activities were appropriate for the topic(s).	1	2	3	4	5
4. The overhead transparencies and/or other audio-visuals were effective.	1	2	3	4	5
5. The handouts were appropriate and useful.	1	2	3	4	5
6. The presenter was responsive to questions and comments.	1	2	3	4	5
7. The presenter was knowledgeable about the topic.	1	2	3	4	5

A. What were the most noteworthy aspects of the workshop?

B. What changes would you suggest to improve the workshop?

C. How can TAC/R-TAC, the SEA, or LEA assist you further? (check all that apply)

I would like:  follow-up workshop session(s) on \_\_\_\_\_  
 an on-site consultation [topic(s)]  
 a phone consultation  
 other (please specify):

Name:

Position/Title:

Address:

Phone (please include area code):

D. Please make additional comments or suggestions on the back. **THANK YOU!**

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.]

# Key Early Childhood Education

## Terms & Definitions

**academic programs:** Refers to situations in which a strong emphasis is placed on such things as grade-level achievement, test scores, following instructions, etc.

**age appropriate:** Experiences and a learning environment that match a predictable stage of growth and development -- physical, social, emotional, and cognitive.

**Chapter 1:** A federal program providing school districts with money for special instruction in reading, math, and language arts for low-income students. About 90 percent of the nation's school districts receive Chapter 1 funds, and most districts concentrate services in elementary schools. Federal funding is sufficient to serve only about half of all low-income students who need special help.

**child-initiated activities:** Experiences where children have choices of activities at learning centers and where they get answers to their questions and construct knowledge by exploring, experimenting, manipulating, and problem solving without being directed by an adult to find one correct answer.

**cooperative learning:** Students work in small learning teams and are rewarded for working toward a common goal.

**developmentally appropriate:** Refers to offering content, materials, and methodologies that are commensurate with the child's level of development and for which the child is ready. For three- and four-year-olds that means concrete hands-on experiences in preparation for moving to symbolic levels (letters, numbers, pictures).

**EPSDT (Early and Periodic Screening, Diagnosis, and Treatment) Program:** A set of services that states are required to provide to all Medicaid-eligible children and adolescents younger than 21. Services include: basic medical screening and follow-up treatment; vision, hearing, and dental services; and other medically necessary health care.

**Even Start:** A federal program that funds projects linking early childhood education with adult education to help disadvantaged parents prepare and assist their children to succeed in school. Projects vary but often include parent-child play groups and parent training, adult literacy clubs, instructional video, and home literacy visitors. To participate, parents must be eligible for federal adult education programs.

**extended day:** Programs that run longer than the usual session length.

**Head Start:** The federally funded comprehensive preschool program for three- to five-year-olds from low-income families. In addition to promoting its students' cognitive development, Head Start provides hot meals, immunizations, and screening and treatment for vision, hearing, and other medical and dental problems. Head Start trains parents as volunteers and promotes parental involvement in children's learning.

**integrated approach:** Content is not taught through isolated subject areas in 15- to 30-minute time segments, but is presented in thematic units involving many subject areas.

**learning centers:** Areas in the classroom designated for interaction areas (drama, construction, tactile, and art media) or curriculum areas (manipulatives for math and fine motor development, materials for language development and science exploration).

**low birthweight:** Babies who weigh less than 5.5 pounds (2,500 grams) at birth are considered to have low birthweight, which is associated with vision and learning disabilities, mental retardation, and cerebral palsy. Mothers with inadequate prenatal care are at risk of having babies with low birthweight.

**Medicaid:** The primary source of health care coverage for low-income families without private health insurance. States administer the federal program and have some discretion to decide who is eligible for benefits. Starting April 1, 1990, Congress requires all states to cover pregnant women, infants, and children younger than age six with family incomes below 133 percent of the federal poverty level.

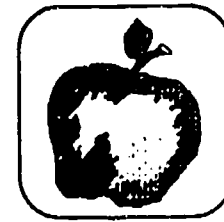
**standardized achievement test:** An exam that is tested on a specific representative population while it is being developed, in order to find out how similar students (students in grades one through three, for example) can be expected to perform on the test when it is used by schools. The tests that schools and teachers develop for their own use are nonstandardized.

**transition:** From home to school; from private preschool to public kindergarten; from one school to another; from one grade to another.

**WIC (Special Supplemental Food Program for Women, Infants, and Children):** A federally funded program that provides food, nutrition education, counseling, and health care to pregnant women, infants, and children whose family income falls below 185 percent of the federal poverty level. Research shows that participation in the program reduces the incidence of low birthweight and improves children's development.

[From: *An advocate's guide to improving education* (pp. 18-19). (September, 1990). Washington, DC: Children's Defense Fund, and *Early childhood education and the elementary school principal* (p. 59). (1990). Alexandria, VA: National Association of Elementary School Principals]

# "Apple" Exploration Activity



## Activity

A developmentally appropriate curriculum for young children involves active learning. The HIGH/SCOPE Curriculum developed in Ypsilanti, Michigan identifies the five following ingredients of active learning:

1. Using "real" concrete materials and having enough for everyone.
2. Allowing children to manipulate materials using all their senses (touch, sight, taste, smell, hearing).
3. Giving children the freedom to choose how they will explore a new object.
4. Encouraging children to talk about what they are doing using their own language.
5. Supporting children by giving them options, reassuring them, involving them, and preventing them from "tearing down" or criticizing each other.

These five ingredients are part of the following activity adapted from the HIGH/SCOPE Curriculum Workshop. In the activity, participants are given a real apple to examine using all their senses, and their observations are recorded. They are subsequently given the following kinds of apples: a three-dimensional model, a picture, and the printed word. At each stage, participants add new descriptors and delete ones that no longer apply. The number of descriptors and the range of sensory information in the descriptions decrease at each successive stage. The activity demonstrates that working with and manipulating concrete objects provides us with much richer concepts than working only with abstract symbols. Before expecting children to read and understand words in books, we need to make sure they have had a chance to explore the world around them and understand the relationship between the real object and its abstract representation.

## Materials

- All Stages:* Transparency film or butcher block paper and markers.
- Stage One:* Enough apples (all alike) for each small group.  
Paper towels. Knives (optional).
- Stage Two:* Enough fake apples (all alike) for each group.
- Stage Three:* A picture of an apple big enough for everyone to see.
- Stage Four:* The word "apple" written large enough for everyone to see.



## Purpose

### *For Adults*

This activity may be used in a variety of ways. It has been used in the Early Childhood Education Workshop as a basis for reviewing some major characteristics of active learning. It provides a rich base for a discussion of the advantages (and disadvantages) of learning through direct experience, the importance of context and perception in reading comprehension, etc. The apple activity may also be used as an example of instruction in developmentally appropriate curricula.

### *For Children*

The activity may be modified for instructional use at a range of grade levels. With children, the procedure can be used with almost any object to show how many meanings a word can have. It also provides a process model for investigations and for using all the senses to learn about something.

## Procedure

### Stage One--Real Apple (Concrete Object)

1. Divide the participants into small groups of 2 or 3 people.
2. Give each small group a real apple (the apples should all be the same kind).
3. Instruct the groups to explore their apple in any way they choose. Tell children that you will help them cut the apple into pieces if they would like to explore the insides of the apple. (Older children or adults may be provided with knives.) Remind them to use all their senses. They should ask themselves, "How does it look? How does it sound? Does it have any smell? How does it taste? What does it feel like in my hand? How does it feel in my mouth?"
4. Allow approximately 10 minutes for exploration.
5. Ask all the groups to tell you about their apples. Ask, "What did you notice about the apple?" (*Make sure they phrase their descriptions in terms of what is there rather than what is missing, i.e., "There were five seeds," not "There was no worm."*). Write all attributes they mention on the board (butcher paper or overhead transparency film may also be used as long as you can refer back to the lists from each stage). Have anyone who states what is missing restate their description, but be sure to record what participants say as closely as possible.

**Sample Attribute Record**

<b>APPLE</b>			
<i>red</i>	<i>crunchy</i>	<i>hard</i>	<i>bitter</i>
<i>round</i>	<i>noisy</i>	<i>mushy</i>	<i>sweet</i>
.....	.....	.....	.....

**Stage Two--Three-Dimensional Fake Apple (Object Representation)**

1. Hand out a "fake apple" (i.e., plastic, wood, or paper ornament) to each small group.
2. Say, "OK, now pretend that you have never seen a real apple before. You are given this, and you are told that this is an apple."
3. "Explore your apple, but don't cut it up or eat it!"  
(allow just a few minutes for exploration)
4. Ask the groups to tell you everything they can about this apple. (You may need to remind them to describe what is there, not what is missing.) As they mention any attribute already on the board, underline it. Add any new attributes to the list. When no one can think of anything else, draw a line through all attributes mentioned previously that do not fit the fake apple and are, therefore, not underlined.

**Stage Three--Two-Dimensional Apple Picture (Pictorial Representation)**

1. Show the group a picture drawn on paper of a red apple with a stem and green leaves.
2. Say, "Pretend you have never seen any other apple before. You are shown this picture, and you are told, 'This is an apple.'"
3. Give the groups a chance to look at the picture of the apple.
4. Ask the groups to describe this apple. Write any new attributes on the board, but cross out any previously mentioned descriptions not mentioned this time. (Again, you may need to remind them to tell you what is there, not what is missing.) If there is any question about whether something should or should not be crossed out, let the group make the decision after a discussion of the reasons pro and con.

**Stage Four--The Word "APPLE" (Abstract Symbol Representation)**

1. Show the groups the word "APPLE" printed in letters.
2. Say, "Pretend you have never seen an apple before. You are shown these symbols, and you are told, "This is an apple.""
3. Let the groups look at the word "apple."
4. Ask the groups to tell you about this apple following the same procedures used in previous stages. Be sure to cross out any remaining words describing apples in previous stages that are not mentioned this time.

**Follow-Up Activities***For Adults*

1. Have participants use the "Early Childhood Key Experiences Checklist" to identify the range of experiences covered in this activity.

*For Children*

1. Let the children draw their own pictures from various perspectives after exploring the real object.
2. Have the children think of ways to use apples, i.e., in pies, for cider, as decorations, bobbing at Halloween, to feed to animals, etc.

**Alternative Options**

- 1a. To emphasize the role of context and perception, give the groups different kinds of apples, i.e., different colors, sizes, some sweet, some tart, some waxed, some bruised. Introduce unusual variations, i.e., love apples (tomato), crab apples, etc. Record the observations from each group on a separate sheet so they can be compared.
- 1b. To show how things with the same name can be like and unlike, the characteristics of a number of different kinds of apples may be charted. The kinds of apples can be listed at the top of the columns and the characteristics can be listed at the front of the rows. Check marks can be used in the cells to indicate which characteristic(s) which apples have.
2. With adults, you might want to use an unfamiliar object or reverse the order by moving from the abstract to the concrete level. This seems to give adults a better appreciation of the task faced by young children confronted with abstractions out of context or beyond their experience-base. Unusual fruits (kiwi, mangos, ugli fruit, broccoflower, pomegranate) work well. Another variation is to use an antique tool or kitchen implement, and extend the activity by having participants guess its function.

# 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/smoothier, 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

**"Every child has a sprout of talent.**

**Developing that sprout  
into a wonderful ability  
depends upon  
how it is cultivated...**

**Setting a child aside  
until elementary school  
and then saying that  
now education begins  
is like  
taking a withered sprout  
and suddenly giving it  
large amounts of fertilizer,  
putting it in the sunlight, and  
flooding it with water."**

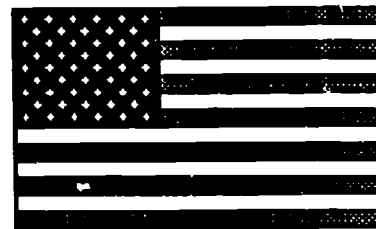


**--Shin'ichi Suzuki**

From: Grilli, S. (1989). *Preschool in the Suzuki Spirit*. Tokyo: Harcourt Brace Jovanovich Japan.



# The Status of Young Children in America



- Today, low-income children make up nearly half of all births. As they grow older, many of them simply do not receive the kind of stimulation at home or in a preschool program that promotes healthy mental and physical development, thus complicating, though not preventing, learning (Haycock, Alston, & Finlay, 1990, p. 4).
- Today, more than 1 out of every 3 children in this country whose family is headed by a parent less than 30 years old are living in poverty. This represents a 50 percent increase over the past decade (Haycock, Alston, & Finlay, 1990, p.4).
- Child poverty is not confined to inner cities. Less than 9% of American's poor live in the core inner cities, about 17% live in rural America, and about 28% live in suburban communities. The rest are scattered in small towns and cities across the country (Reed & Sautter, 1990, p. K4).
- One pregnant woman in four receives no prenatal care during the critical first trimester. Such mothers are 3-6 times more likely to give birth to a premature, low-birth-weight baby who will be at risk for developmental disability (Reed & Sautter, 1990, K7).
- 11% of children end up in special education classes because of cognitive and developmental problems, many of which could have been prevented by prenatal care (Reed & Sautter, 1990, K3).
- In the last 10 years, the number of children diagnosed as learning disabled has increased by 140% to about 1.9 million children (Reed & Sautter, 1990, K7).
- It costs \$600 to provide 9 months of prenatal care vs. \$2,500 *per day* in medical costs to care for an extremely premature baby. It cost \$5,000 for 9 months of drug treatment for an addict vs. \$30,000 for 20 *days* medical care for the drug-exposed baby an addict bears. It cost \$842 per year to provide a small child with a nutritious diet vs. \$3,986 *per year* to pay for special education for a child with a minor learning disability (Gough, 1990, p. 259).

## The Status of Young Children in America (Cont.)

- In 1989, the Special Supplemental Food Program for women, infants, and children (WIC) served only about half the women and children at risk who were eligible (Haycock, Alston, & Finlay, 1990, p. 5).
- At least 350,000 babies are born each year to mothers who use drugs. Cocaine cuts the flow of nutrients and oxygen to the fetus; that causes deformities and growth impairment and may contribute to major developmental difficulties. Drug exposed two-year-olds have trouble concentrating, interacting with groups and coping with structured environments (Kantrowitz, Wingert, De La Pena, Gordon, & Padgett, 1990, p. K3).
- Only 43% of existing preschool programs provide educational experiences (Haycock, Alston, & Finlay, 1990, p. 4).
- For every dollar spent on Head Start Programs, \$4.75 is saved in later social costs (*All things considered*, National Public Radio Broadcast, February, 1990).

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## Success of Early Interventions with Preschool Children: What the Research Tells Us

Research on the success of Early Childhood Education programs conducted over the past twenty years has indicated that "high-quality early childhood programs have a positive effect on children." (Strother, 1987). This is particularly so for low-income children. Some of the most prominent examples of early intervention programs that have research data showing their success in improving the cognitive development of preschool-age children include:

- Head Start Program
- the Institute for Developmental Studies at New York University
- the Perry Preschool Program, Ypsilanti, MI
- the Prekindergarten Program in New York state
- the Brookline Early Education Program in Massachusetts
- the North Carolina Abecedarian Projects, and
- the Cincinnati ESEA Title 1 Study

Longitudinal evaluations have studied the long-term effects of enrollment in these and other "good" early childhood programs. Many early studies showed short-term cognitive effects as a result of preschool program attendance that tended to fade over time (Karnes, Schwendel, and Williams, 1983; McKey et al., 1985). Despite the fade-out of some initial cognitive gains, longitudinal studies of preschool programs have shown many positive effects in such areas as social-emotional development and classroom learning behaviors, including:

- greater motivation
- task persistence
- attentiveness in class
- ability to work independently and follow directions
- more resistance to distraction
- more cooperation with peers
- greater success in completing assignments, and
- better use of free time

(Berrueta-Clement, Schweinhart, Barnett, Epstein, Weikart, 1984; Collins and Kinney, 1989; Miller and Bizzell, 1984; Schweinhart, Weikart, and Lerner, 1985; Strother, 1987)

Long-term outcomes resulting from enrollment in "high quality" early childhood programs have shown the following additional benefits (Collins and Kinney, 1989; Weikart, 1988):

- better grades, including fewer failing grades
- fewer absences
- fewer retentions in grade
- greater self-confidence and self-esteem
- greater curiosity
- better literacy skills
- less need for special education or special services

In addition, as these children have grown up, they have been found to be:

- more employable
- more likely to graduate from high school
- less dependent on public assistance, and
- less likely to engage in criminal acts

It has been noted that for every dollar spent on Head Start programs, \$4.75 was saved in later social costs. The general finding is that a variety of different early childhood programs can produce good results, if they are of "high quality."

At this point, research on early childhood programs "cannot distinguish which specific characteristics, if any, are indispensable to program success" (Balasubramaniam and Turnbull, 1988). The specific content of the curriculum and even the frequency and intensity of various treatments are not as important to a program's effectiveness as the quality of its implementation (New York State Early Education Commission, 1986; Berrueta-Clement, et al., 1984). Various studies have found that exemplary preschool programs for disadvantaged children do share some similar characteristics, such as having:

- a curriculum based on developmentally appropriate activities;
- sustained parent involvement; and
- periodic monitoring and evaluation of the program.

These exemplary preschool programs also have teachers that:

- respond quickly to children's needs, and
- treat their students with warmth and respect.

## Additional Research on Effective Programming for Disadvantaged Young Children

There are a number of other excellent sources dealing with research in early childhood education. Sources related to Chapter 1 and at-risk students are included in the reference list (Garcia, Jimenez, and Pearson, 1989; Moore and Funkhouser, 1990; Pinnell, 1988). Additional sources related to reading in kindergarten and effective reading strategies for disadvantaged students are also included in the reference list (Allen, 1988; Durkin, 1989; Garcia and Pearson, 1990; Kawakami-Arakaki, Oshiro, and Farran, 1988; Mason, Peterman, and Kerr, 1988).

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# Overview of Major Studies of Early Childhood Program

(From Balasubramaniam and Turnbull (1988) as adapted from Berrueta-Clement et al., 1984, pp. 96-99)

STUDY	YEAR STUDY BEGAN	LOCATION	AGE OF ENTRY	YEARS OF PROGRAM DURATION	PROGRAM FOR CHILDREN	FOLLOW-UP SAMPLE SIZE OF EXPERIMENTAL GROUP	STUDY DESIGN	AGE OF CHILD AT LAST REPORT
Perry Preschool (1984)	1962	Ypsilanti, MI	3 or 4	1 or 2	part-time	123	experimental	19
New York Pre-K (1982)	1975	NY State	4	1	part-time	2058	quasi	9
Harlem Head Start (1983)	1966	NY City	2 or 3	1	part-time	315	experimental	13
BEEP (1983)	1972 - present	Brookline, MA	from birth	5	weekly play group; daily Pre-K/year	132	quasi	5 - 6
Mother-Child-Home (1983)	1965	Long Island, NY	2 or 3	2	bi-weekly home visits	250	quasi	9 - 13
Milwaukee (1983)	1968	Milwaukee, WI	3 to 6 months	6	full-time year round	40	experimental	10
Consortium for Longitudinal Studies (1982)	1960s	FL, IL, KY, NH NJ, NY, PA	3 or 4	1 to 5	varied	2008	varied	9 - 19
Carolina Abecedarian (1984)	1972 - present	NC	3 to 12 months	no data	full-time year round	112	experimental	6
ESEA Title I all day Pre-K (1981)	1970	Cincinnati, OH	no data	2	full-time year round	410	no data	9 - 13
Philadelphia Study (1983)	1963	Philadelphia, PA	4	2	all day K 4 days/week	130	quasi	17 - 19

# Trash-to-Treasure Toy Company

## Small Group Activity

*[Please Note: This activity is written for an adult audience.  
It could be adapted for use with children.]*



### Objectives

The purpose of this activity is to help administrators, teachers, aides, or parents realize that:

- a) Toys can be created from inexpensive, readily available materials.
- b) "Play" activities can involve higher order advanced skills covering a range of domains, including :
  - 1) social emotional interactions,
  - 2) linguistic interactions,
  - 3) cognitive strategies,
  - 4) gross physical movements, and
  - 5) fine-motor coordination.
- c) Group projects provide opportunities for cooperative learning.

### Materials

#### *On Hand:*

Have materials available to fasten objects together, ie, scotch or masking tape, staples, glue, rubberbands, or brass tacks. Have tools available to take things apart, i.e., scissors, pinking shears, etc. Have art supplies available to add color, i.e., crayons, marking pens, paint, chalk, etc.

#### *From School or Home:*

Obtain clean "trash," such as: egg cartons, empty toilet paper or paper towel rolls, shiny metallic paper or foil off a frozen dinner tray or potato chip bag, scraps of ribbon or yarn or old wrapping paper from a birthday present, bottle caps, empty cartons, plastic containers, colorful junk mail pictures or stickers, used envelopes, rubber bands, etc. Virtually anything that has shape or color and is clean and safe is acceptable. (No one should have to buy anything for this.) However, if you adapt the activity for children, please warn them not to bring in glass containers that might break or tin cans or lids that have sharp edges that might cut.



## Procedure

1. Divide the audience into small groups of approximately 4-6 people.
2. Have each group examine their resources by dumping the contents of their "trash" sacks into a pile on their respective tables.
3. Give the Trash-to-Treasures Toy Company rules and explain orally that each group is to work together to create a new "toy" from their assortment of trash. Everybody in each group should have a task.
4. Allow 30-45 minutes for the groups to create their "treasure" toys.
5. Allow an additional 5-10 minutes for the groups to prepare a description of their toys for a one-minute presentation to the large group.
6. Give each group one-minute to explain their toy's special features to the large group. This might be in the form of a "TV commercial."
7. Congratulate the groups on their creations.

[Adapted from: *Introduction to the HIGH/SCOPE Curriculum: A Two-Day Workshop*. (1986). Ypsilanti, MI: HIGH/SCOPE Educational Research Foundation.]

## Follow-Up Activities

### *For Adults*

- Use the "Early Childhood Key Experiences Checklist" that is attached to identify the range of developmental components used during this activity.
- Highlight some of the "academic" (cognitive) behaviors involved in the exercise.

### *For Children*

- Ask the children what they learned during the project.
- Gather trash from the school and compare the kinds of objects from each source.
- Discuss recycling.
- Count how many objects were used to make each toy.
- List the items used in each toy.
- Make a chart with the toys on one axis and the items on the other, and put checks in the boxes to show which toys used which items.
- Pick an item and list the different ways it was used by different groups.
- Have children explain why one item was used and not another.
- Have the children draw pictures of their toys.
- Have children dictate or write directions for making their toys.
- Make a class catalog of the toys with pictures and descriptions.
- Read stories about inventions and/or inventors.

## Toy Production Rules:

- Work in small groups of 4 - 6 people.
- Each small group produces one toy.
- Include everyone in the group in the task of creating the group's toy.
- Draw a quick picture (or blueprint) of what your group plans to develop.
- Create an interesting toy and then describe it, so that others will want to buy it.
- Give the toy a name.
- Develop a one-minute television commercial to demonstrate the toy and to persuade people to buy it.





# 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

# Literacy Quiz

Using your initial responses, answer the following true/false quiz:



1. \_\_\_ Illiterate adults account for 75% of the unemployed and 60% of prison inmates.
2. \_\_\_ 40% of fourth grade poor readers reported that they would rather clean their room than read.
3. \_\_\_ 5,000 words account for 90% of all the words we read.
4. \_\_\_ 94% of the words we read are seen less than 10 times per million words.
5. \_\_\_ Skilled readers look at almost every word and at most of the letters of each word.
6. \_\_\_ Skilled readers' rapid identification of unfamiliar words is based on their knowledge of familiar spelling patterns.
7. \_\_\_ Skilled readers usually recode printed words into their spoken images.
8. \_\_\_ Skilled readers cannot comprehend a complex sentence if they are prevented from subvocalizing it.
9. \_\_\_ Letter naming ability and phonological awareness are the best predictors of success in beginning reading.
10. \_\_\_ Teaching children to name the letters does not give them an appreciable advantage in learning to read.
11. \_\_\_ Many children have had over 1,000 hours of reading and writing encounters before coming to school.
12. \_\_\_ Most children who enter school with a high level of phonemic awareness and letter knowledge have already begun to read before entering school.
13. \_\_\_ Low-readiness children encouraged to use invented spelling have grown in spelling and word identification more than those encouraged to use conventional spelling.
14. \_\_\_ Success in decoding unfamiliar words can be attributed to the reader's recognition of familiar spelling patterns rather than to the application of phonics rules.
15. \_\_\_ *Phonics first* is not the best approach to beginning reading.

Adapted from: Moore, S.A. & Moore, D.W. (May 1990). Professional resources: Beginning to read. *The Reading Teacher*, 33 (8), 678-679.

# PROFESSIONAL RESOURCES



## Beginning to read

Sharon Arthur Moore, Arizona State University - West  
David W. Moore, Arizona State University - West

***Beginning to Read: Thinking and Learning about Print.*** Marilyn Jager Adams. 1990. MIT Press (55 Hayward Street, Cambridge, MA, 02142, USA). Hardcover. 480 pp. US\$29.95.

*Reviewed by Patricia M. Cunningham, Wake Forest University, Winston-Salem, North Carolina.*

***Beginning to Read*** explores the research on this topic in remarkable fashion. In this book Marilyn Jager Adams separates the truths from the myths. I invite you to begin thinking about this topic by completing the following true/false quiz:

- \_\_\_ 1. Illiterate adults account for 75% of the unemployed and 60% of prison inmates.
- \_\_\_ 2. Forty percent of fourth-grade poor readers reported that they would rather clean their room than read.
- \_\_\_ 3. Five thousand words account for 90% of all the words we read.
- \_\_\_ 4. Ninety-four percent of the words we read are seen less than ten times per million words.
- \_\_\_ 5. Skilled readers look at almost every word and at most of the letters of each word.
- \_\_\_ 6. Skilled readers' rapid identification of unfamiliar words is based on their knowledge of familiar spelling patterns.
- \_\_\_ 7. Skilled readers usually re-code printed words into their spoken images.
- \_\_\_ 8. Skilled readers cannot comprehend a complex sentence if they are prevented from subvocalizing it.
- \_\_\_ 9. Letter naming ability and phonological awareness are the best

predictors of success in beginning reading.

\_\_\_ 10. Teaching children to name the letters does not give them an appreciable advantage in learning to read.

\_\_\_ 11. Many children have had over 1000 hours of reading/writing encounters before coming to school.

\_\_\_ 12. Most children who enter school with a high level of phonemic awareness and letter knowledge have already begun to read before entering school.

\_\_\_ 13. Low-readiness children encouraged to use invented spelling have grown in spelling and word identification more than those encouraged to use conventional spelling.

\_\_\_ 14. Success in decoding unfamiliar words can be attributed to the reader's recognition of familiar spelling patterns rather than to the application of phonics rules.

\_\_\_ 15. "Phonics first" is not the best approach to beginning reading.

Sadly, according to Adams's book statements 1 and 2 are both true. They are major reasons why we must continue to seek answers to the complex question of how best to teach reading.

Statements 3 and 4 are both true. This seeming contradiction can be explained by the fact that the most frequent words occur over and over and thus make up the overwhelming majority of the words we see. But when we consider the number of different words we encounter, we see that relatively infrequent words (such as *contradiction*, *explained*, *fact* and *occur*) make up the vast majority of the different words we read. This is important because it explains why good readers must be able to figure out the pronunciation of words never before encountered in

print. The inability of poor readers who rely on a "sight word" strategy to progress in reading is also explained.

Statements 5 and 6 are both true. Eye movement research shows that good readers look at almost every word and almost every letter of each word. This is counterintuitive because we process familiar words so quickly. The rapid processing of the letters in words is explained by our brain's incredible facility with spelling patterns. You will have to read Adams's book carefully (and probably reread some parts) to fully understand how this works. She explains that letters that are commonly seen next to other letters raise your brain's expectation of seeing them together again and allow you to recognize letters of common spelling patterns faster than you could recognize them if you saw them in isolation.

Statements 7 and 8 are true. Although it is possible to read words without subvocalizing them, muscle movement research shows that skilled readers usually subvocalize the words. Furthermore, when reading complex text, we cannot comprehend without subvocalizing. Psychological research explains that we must get enough pieces of information in our short term memory to make meaning which we then shift to long term memory. Subvocalizing the words allows us to use our "articulatory loop" to extend our memory through verbal rehearsal. Saying the words or thinking the pronunciation of the words to ourselves keeps the pieces in our short term memory longer than just visually processing them. This explains why many of us read aloud when the text gets tough or when we are distracted by happenings around us. The fact that



subvocalizing is a normal part of silent reading and an essential part when the going gets tough means that readers must be able to not just recognize but also assign a pronunciation to important unfamiliar words.

Taken together, the truth is that during reading we see many different words relatively infrequently, that we look at all the letters of words and process these letters in groups of familiar spelling patterns, and that we say most words to ourselves. These truths lend support to the notion that good readers have the ability to decode or figure out unfamiliar words. But, how do good readers develop this ability and, more importantly, how can we teach this ability to those who don't have it?

The fact that statements 9, 10, 11, and 12 are all true begins to give us some idea about how good readers became good readers and what we must do for all children. Children who come to school and succeed do indeed know their letter names and have achieved a high level of phonological awareness; they have the ability to rhyme and to segment speech into words and words into syllables. These children also have had hundreds and often thousands of hours of informal literacy experiences, and most of them can read. Their fledgling reading ability does not show up on a standardized test and they cannot read a list of high frequency words; however, they often can read some high interest words such as their own name, the names of their siblings, pets and friends, familiar words from favorite books and favorite writing expressions such as *I love you!* and *Keep out!*

Letter naming and phonological ability are critical foundations for learning to read, and they generally are achieved through real reading and writing experiences. When we divorce these skills from reading and writing, rapid progress is not made. At the same time, children who are taught phonics and who encounter words in their reading to which they can apply the phonics they know, tend to make the most rapid growth in beginning reading.

The fact that statement 13 is true should reassure first-grade teachers

that allowing children to use invented spellings will not teach them to spell the words wrong. In fact, young children who are allowed to invent spell have a reason to pay attention to the sounds in words and thus apply the phonics they are learning not only to their reading but also to their writing. It should be noted here that the research shows that children who invent spell move through stages toward more conventional spelling. In most of this research, however, the children were being encouraged to invent spell while simultaneously being given spelling instruction. The recommendation is not to replace spelling instruction with invented spellings but to allow the two to nourish each other.

Statement 14 is also true. Phonics instruction often consists of a lot of jargon and rules. Children are taught that a single vowel usually has its "short" sound and that the *e* on the end makes the vowel "long." While these rules explain the system, they do not explain the rapid speed with which good readers identify unfamiliar words. Research suggests that children identify words by recognizing familiar spelling patterns and by trying out the pronunciation usually associated with these patterns. The word *men* contains the familiar phonogram *en* also found in *ten* and *Ben*. The word *mention* may be seen as *men* with the familiar pattern *tion* pronounced as it is in *question* and *vacation*. In order to learn to decode words, children need to have their attention directed to all the letters and the spelling patterns found in new words. Adams suggests that the real value of having children sound out words may lie in that fact that it forces them to attend to all the letters in the word in a left-to-right sequence. Writing or chanting the letters of a new word can also help children focus their attention on the letter patterns.

Finally, statement 15 is true. Adams

concludes that while most children need and profit from phonics instruction, this should not be interpreted to mean that they should get phonics first. In fact, she argues that all parts of the system work together and that the only reason to know anything about our alphabetic system is to enable reading and writing.

*Beginning to Read* reviews and synthesizes decades of research on beginning reading, but it is not done in the flat, pedantic style of most research reviews. Adams writes in a lively, personal style and makes the research accessible by including many examples and analogies. She concludes her book by arguing for a rare commodity in American education — a balanced approach. I recommend that all professionals involved in teaching or making decisions about reading read *all* of this book and then consider how best to achieve the balanced diet it calls for.

***Beginning to Read: Thinking and Learning about Print—A Summary.*** Steve Stahl, Jean Osborn, and Fran Lehr. 1990. Center for the Study of Reading, University of Illinois at Urbana-Champaign (PO Box 2276, Station A, Champaign, IL 61825-2276, USA). Softcover. 148 pp. US\$5.00 for single copies up to 50; US\$200.00 per box for boxes of 50.

A final comment about *Beginning to Read* relates to a summary of it prepared at the Center for the Study of Reading. The summary contains the main points of the original, but, due to space limitations, leaves out most of the examples, analogies, and personal insights that make the unabridged report informative and engaging. Busy educators will appreciate the succinctness of the summary, but the full report gives a much better understanding of and appreciation for the complexity of the topic.

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# All I Really Need to Know

"All I really need to know about how to live and what to do and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile at Sunday School. These are the things I learned:

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life -- learn some and think some  
and draw and paint and sing and dance and play and  
work every day some.

Take a nap every afternoon.

When you go out into the world, watch out for traffic, hold hands,  
and stick together.

Be aware of wonder.

Remember the little seed in the styrofoam cup: The roots go down and the  
plant goes up and nobody really knows how or why, but we are all like that.  
Goldfish and hamsters and white mice and even the little seed in the styrofoam cup  
-- they all die. So do we.

And then remember the Dick-and-Jane books and the first word you learned -- the  
biggest word of all

-- **LOOK.**"

From: Fulghum, R. (1989).

All I really need to know I learned in kindergarten.

New York: Villard Books.

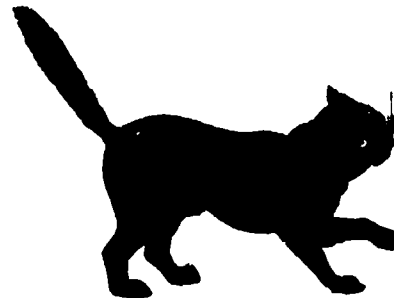


# Experience is a Powerful Teacher

*"You cannot forget that experience is the best way to find out about something. A fellow who takes hold of a bull by the tail is getting sixty to seventy times as much information as a fellow who hasn't. Anybody who starts in to carry a cat home by the tail is getting knowledge that's always going to be useful. It's never likely to grow dim or doubtful.*

*Chances are he won't carry the cat that way again. But if he wants to carry the cat that way, I say let him. It isn't always easy to be eccentric, you know."*

Experience is a powerful teacher, but it isn't always easy. There's no guarantee that the learner will get the message intended. Let the learner make the decision and abide by the consequences.



*From: Lieberson, G., Producer. Mark Twain Tonight. Columbia Records.*

## Children Learn What They Live

**If children live with criticism,  
They learn to condemn.**

**If children live with hostility,  
They learn to fight.**

**If children live with ridicule,  
They learn to be shy.**

**If children live with shame,  
They learn to feel guilty.**

**If children live with tolerance,  
They learn to be patient.**

**If children live with encouragement,  
They learn confidence.**

**If children live with praise,  
They learn to appreciate.**

**If children live with fairness,  
They learn justice.**

**If children live with security,  
They learn to have faith.**

**If children live with approval,  
They learn to like themselves.**

**If children live with acceptance and friendship,  
They learn to find love in the world.**



--- *adapted from Dorothy Law Nolte*



# **Early Childhood Education**

## **Section 5: Bibliography**

**Chapter  
Curriculum &  
Instruction  
Resource Center**

# Outline of the Bibliography for Early Childhood Education

The bibliography is quite extensive in order to provide references to support alternative and extended workshops. The citations have been arranged alphabetically under the major topics and subtopics listed below. Some entries have been listed under more than one topic.

1. **Government Hearings, Reports, Rules, Regulations, & Policy Manuals (p.1)**
2. **Handbooks, Position Statements, & Guidelines from Professional Associations, Organizations, & Government Agencies (p. 2)**
3. **Special Issues of Professional Journals (p. 4)**
4. **Child Development (p. 4)**
5. **Early Childhood Programs (p. 6)**
  - 5.1 **Guides to Exemplary Programs (p. 6)**
  - 5.2 **Rural Programming (p. 7)**
  - 5.3 **Programming for At-Risk Children (p. 8)**
  - 5.4 **Chapter 1 Basic and Migrant Programming (p. 11)**
  - 5.5 **Programming for Handicapped Children (p. 12)**
  - 5.6 **Head Start and Follow Through Programs (p. 13)**
  - 5.7 **Even Start / Intergenerational and Family Programs (p. 15)**
  - 5.8 **Montessori Programs (p. 17)**
  - 5.9 **High/Scope Programs (p. 17)**
6. **Organization, Research, Program Evaluation, Issues, & Trends (p. 18)**
7. **Curriculum & Instruction (p. 24)**
  - 7.1 **Curriculum Guides and General Topics (p. 24)**
  - 7.2 **Integrated Curriculum for Early Childhood (p. 26)**
  - 7.3 **Role of Play in Early Childhood (p. 27)**
  - 7.4 **Cooperative Learning in Early Childhood (p. 28)**

**7. Curriculum & Instruction (cont.)**

7.5 Art and Music in Early Childhood (p. 29)

7.6 Mathematics and Science in Early Childhood (p. 29)

7.7 Multicultural Education in Early Childhood (p. 31)

7.8 Reading and Writing in Early Childhood-- Emergent Literacy (p. 32)

7.9 Social Studies in Early Childhood (p. 37)

**8. Student Assessment and Evaluation (p. 38)**

**9. Selected Books & Monographs (p. 40)**

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