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|  | **Introduction to Early Childhood Education** |
| **Just the Facts, Ma’am** | **America’s Hispanic Children: Gaining Ground, Looking Forward**[**http://www.childtrends.org/wp-content/uploads/2014/09/2014-38AmericaHispanicChildren.pdf**](http://www.childtrends.org/wp-content/uploads/2014/09/2014-38AmericaHispanicChildren.pdf)*Child Trends has produced this rich, nuanced statistical portrait of Hispanic children in the U.S., drawn from nationally-representative data. The report intentionally uses a lens that highlights evidence of strengths and assets, while also acknowledging the challenges that some children and families face.***Child Care in America Today: 2014 State Fact Sheets** [**http://usa.childcareaware.org/sites/default/files/19000000\_state\_fact\_sheets\_2014\_v04.pdf**](http://usa.childcareaware.org/sites/default/files/19000000_state_fact_sheets_2014_v04.pdf)*Fact sheets in this document summarize key data related to child care (e.g., cost, type) on both national and state levels.* **Code of Ethical Conduct and Statement of Commitment**[**http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf**](http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf)*This 2005 position statement on the Code of Ethical Conduct by the National Association for the Education of Young Children (NAEYC) presents core values with regard to early childhood care and education as well as the conceptual framework for the Code. The four sections of the Code are with regards to practitioners’ professional and ethical responsibilities to children, to families, to colleagues (co-workers, employers, and employees), and to the community and society. Ideals for exemplary practice and principles to guide practice are presented within each of the four sections.***Code of Ethics**[**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Member%20Code%20of%20Ethics.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Member%20Code%20of%20Ethics.pdf)*This 2009 Code of Ethics prepared by the Division for Early Childhood of the Council for Exceptional Children (DEC) provides principles and guidelines in four areas: Professional Practice, Professional Development and Preparation, Responsive Family Practices, and Ethical and Evidence Based Practices.***DEC Recommended Practices**[**http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf**](http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf)*This updated guide (2014) identifies the DEC recommended practices for early intervention and early childhood special education and presents practical tips and examples for implementation. It includes strategies for program assessment and improvement, as well as checklists for families and administrators.***Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8**[**http://www.naeyc.org/positionstatements/dap**](http://www.naeyc.org/positionstatements/dap)*NAEYC’s 2009 position statement outlines practice that promotes young children’s optimal learning and development. Three components – developmentally appropriate, culturally/linguistically appropriate, and individually appropriate practice – are addressed to support opportunities for each child to achieve his or her full potential.***Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8**[**http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf**](http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf)*Based on the 2003 Joint Position Statement by the NAEYC and the National Association of Early Childhood Specialists in State Departments of Education, this document presents an overview of the position statement, trends and issues concerning early childhood education, guiding principles and values. It also presents an overview of the recommendations on curriculum, child assessment, and program evaluation and accountability. Within each of the three sections, key recommendations, rationales and indicators of effectors are presented as well as a list of frequently asked questions. Developmental charts for the respective sections are provided with examples on how each recommendation may be implemented for infants to primary grade children.***Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood and the National Association for the Education of Young Children** [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)*The joint position statement contains a definition of early childhood inclusion and provides recommendations for families and professionals for improving early childhood services and policies with regards to inclusion. Both the full and summarized versions of the joint position statement are available in English and Spanish. Included in the website is a document on the validation process as well as resources related to inclusion of young children.***Early Childhood Profiles** [**http://www.nccp.org/projects/improvingtheodds\_stateprofiles.html**](http://www.nccp.org/projects/improvingtheodds_stateprofiles.html)*Each state profile highlights demographic and contextual data related to the well-being of young children.* |

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| **Just the Facts, Ma’am** | **North Carolina Foundations for Early Learning and Development** [**http://ncchildcare.nc.gov/pdf\_forms/NC\_foundations.pdf**](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf)*Along with highlighting what children might be expected to know and be able to do from birth to age five, this resource offers thoughtful strategies for supporting the development of infants, toddlers and preschoolers.***Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation**[**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg\_Pos\_Outcomes\_Companion\_Paper.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf)*Intended as a companion document to the 2003 joint position statement, Early Childhood Curriculum, Assessment, and Program Evaluation—Building an Effective, Accountable System in Programs for Children Birth Through Age 8, this 2007 DEC document provides key recommendations and identifies evidence-based practices to support them (e.g., universal design for learning). Included in each section are the rationales, key issues for young children with disabilities, indicators of effectiveness, as well as frequently asked questions pertaining to that section.* **The State of America’s Children** [**http://www.childrensdefense.org/library/state-of-americas-children/2014-soac.html**](http://www.childrensdefense.org/library/state-of-americas-children/2014-soac.html)*This 2014 report is a comprehensive compilation and analysis of the recent national and state-by-state data on population, poverty, family structure, family income, health, nutrition, early childhood development, education, child welfare, juvenile justice, and gun violence.***Subprime Learning: Early Education in America Since the Great Recession** [**http://newamerica.net/sites/newamerica.net/files/policydocs/NewAmerica\_SubprimeLearning\_Release.pdf**](http://newamerica.net/sites/newamerica.net/files/policydocs/NewAmerica_SubprimeLearning_Release.pdf)*This 2013 report from New America examines objective indicators across the birth-through-eight age span that pertain to student achievement, family well-being, and funding. The documentation provides a picture of where America’s young children stand today by highlighting what is improving, in stasis, in flux, imperiled, or ignored.* |
| **Read All About It** | **Being Black is Not A Risk Factor**[**http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor\_0.pdf**](http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor_0.pdf)*The National Black Child Development Institute’s 2013 publication takes a strengths-based look at the state of the black child in the United States. Each chapter examines a different topic and highlights both the assets of and the challenges faced by black children and their families.***Crisis in the Kindergarten: Why Children Need to Play in School**[**http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten\_report.pdf**](http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf)*This 2009 publication from Alliance for Childhood highlights evidence of changes in the amount of child-initiated play that occurs in kindergarten classrooms and offers both data and arguments for the importance of restoring that kind of activity.***Different Approaches to Teaching: Comparing Three Preschool Programs (Montessori, High Scope, Reggio Emilia)** [**http://www.earlychildhoodnews.com/earlychildhood/article\_view.aspx?ArticleID=367**](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367)*Klein’s compact article offers just enough detail to help students understand the basics of, and differences among, the three approaches described.***Dual Language** **Learners in Early Care and Education Settings**[**http://main.zerotothree.org/site/DocServer/Dual\_Language\_Learners.pdf**](http://main.zerotothree.org/site/DocServer/Dual_Language_Learners.pdf)*Zero to Three’s brief 2008 document presents a table on four issues concerning dual language learners: second language development, language mixing, concerns about losing the home language, and quality of relationship with the teacher. Within each section, implications for professionals and tips on how to interact with families are provided.***How Inclusion is Benefitting One Child Without Disabilities** [**http://ici.umn.edu/products/impact/221/9.html**](http://ici.umn.edu/products/impact/221/9.html)*Author Jennifer Sedlack describes her typically developing son’s experiences in an inclusive education setting and how it has benefitted him and their family.* |

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| **Read All About It** | **Is Kindergarten the New First Grade?** [**http://curry.virginia.edu/uploads/resourceLibrary/20\_Bassok\_Is\_Kindergarten\_The\_New\_First\_Grade.pdf**](http://curry.virginia.edu/uploads/resourceLibrary/20_Bassok_Is_Kindergarten_The_New_First_Grade.pdf)*This paper documents substantial changes in kindergarten classrooms between 1998 and 2006. While in 1998, 31% of kindergarten teachers indicated that most children should learn to read in kindergarten, in 2006 65% of teachers agreed with this statement. Time on literacy rose by 25% from roughly 5.5 to 7 hours per week and exposure to social studies, science, music, art and physical education all dropped.***Let's Play! Assistive Technology Interventions for Play** [**http://yec.sagepub.com/content/5/2/19.full.pdf+html**](http://yec.sagepub.com/content/5/2/19.full.pdf%2Bhtml)*Lane and Mistrett’s 2002 article discusses how assistive technology can be used in play to support the needs of children with disabilities and their families.***Observation: The Heart of Individualizing Responsive Care (EHS TA Paper No. 15)** [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-15-observation.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-15-observation.pdf)*This paper explains the importance of using observations and how it can be used to support infant and toddler care and build relationships with the child and family. Practical suggestions on how to conduct observations, what to observe and how to use these observations are offered.***Overview of Play: Its Uses and Importance in Early Intervention**[**http://journals.lww.com/iycjournal/Fulltext/2011/07000/Overview\_of\_Play\_\_Its\_Uses\_and\_Importance\_in\_Early.2.aspx#**](http://journals.lww.com/iycjournal/Fulltext/2011/07000/Overview_of_Play__Its_Uses_and_Importance_in_Early.2.aspx)*This article discusses the importance of play and describes how it is used in three settings (early intervention, early childhood special education, and early childhood education). The authors also attempt to provide a clearer understanding of play by showing how the use of play is used for different purposes in different contexts. Specifically, they clarify that play can be used as a developmental domain or as an activity base to achieve other goals.***Same, Different, and Diverse: Understanding Children Who Are Dual Language Learners**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/same-different-diverse.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/same-different-diverse.pdf)*Young dual language learners (DLLs) are a very diverse group with different languages, experiences, strengths, and gifts. This resource outlines the language similarities among all children. It also highlights the differences between children learning two or more languages and those learning one.***Theories of Child Development: Building Blocks of Developmentally Appropriate Practices**[**http://www.earlychildhoodnews.com/earlychildhood/article\_view.aspx?ArticleID=411**](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=411)*Swim’s compact article provides an overview of the developmental theories in relation to developmentally appropriate practices and discusses how the use of each theory influences one’s practices. It highlights the importance of an educator’s understanding of child development in order to make appropriate educational decisions.***Using Brain-Based Teaching Strategies to Create Early Childhood Environments that Address Learning Standards** [**http://www.naeyc.org/files/yc/file/200807/BTJPrimaryInterest.pdf**](http://www.naeyc.org/files/yc/file/200807/BTJPrimaryInterest.pdf)*This article defines learning standards and describes six guidelines outlining how learning standards can be implemented based on brain-based research. Included in the guidelines are specific strategies teachers can use.* |
| **See For Yourself** | **Child Development Theorists** [**http://www.youtube.com/watch?v=15HncOVohTo**](http://www.youtube.com/watch?v=15HncOVohTo)*This clip from Learning ZoneXpress provides an overview of three child development theories, namely Bowlby’s attachment theory, Skinner’s operant conditioning, and Spock’s flexible affectionate parenting style.***Clips for Practicing Observation, Documentation and Assessment Skills** [**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_PracticingObservation**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation)*This site offers dozens of high quality clips of young children in diverse settings and situations. Key dimensions of each clip are provided (age of children, what they’re doing, and duration of clip). Clips may be viewed or easily downloaded.***Cute is a Four Letter Word** [**https://www.youtube.com/watch?v=m7y6ZgQCnvw**](https://www.youtube.com/watch?v=m7y6ZgQCnvw)*Classroom teacher Sarah Curtis makes the case for how focusing on the cuteness of young children distracts from and downplays the professionalism, rigor, and evidence base of the early childhood field.***A Day Without Child Care** [**https://www.youtube.com/watch?v=BGpEXKgU20A**](https://www.youtube.com/watch?v=BGpEXKgU20A)*Watch what happens when the residents of Humboldt County, California, wake up one day to find that all their child care providers have mysteriously disappeared and a good portion of the workforce has to stay home to take care of their kids.* |
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| **See For Yourself** | **Erik Erikson’s Stages of Development** [**http://www.youtube.com/watch?v=dGFKAfixHJs&feature=fvwrel**](http://www.youtube.com/watch?v=dGFKAfixHJs&feature=fvwrel)*This music video presents a simple summary of Erik Erikson’s stages of development.***Foundations of Inclusion Birth to Five** [**http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five**](http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five).*Produced by CONNECT, this video presents an overview of the legal and policy foundations of inclusion in early childhood and the relevant research. It also covers the definition, desired results, and defining features of inclusion.***Growing Minds: Cognitive Development in Early Childhood** [**http://www.youtube.com/watch?v=Ivl7x\_8XX0w**](http://www.youtube.com/watch?v=Ivl7x_8XX0w)*This clip by Dr Elkind gives an introduction to intellectual development in early childhood. He discusses the contributions of Vygotsky and Piaget as wells as his own work, in three aspects of cognitive development: reasoning, visual perception, and language.***Importance of Play** [**http://www.youtube.com/watch?v=mIayLh2P5C0&feature=related**](http://www.youtube.com/watch?v=mIayLh2P5C0&feature=related)*This clip discusses the importance and benefits of unstructured play in a child’s development and provides examples of unstructured play. It also discusses the disadvantages of scheduled activities.***Kids with Special Needs and the Power of Play** [**http://www.youtube.com/watch?v=pwWeW7PTB\_w**](http://www.youtube.com/watch?v=pwWeW7PTB_w)*This video demonstrates the power of fun and toys for children with disabilities and their families.***Outdoor Play for Young Children** [**http://www.youtube.com/watch?v=hvYDT2u1Cfg**](http://www.youtube.com/watch?v=hvYDT2u1Cfg)*This clip highlights the importance of going outdoors and playing for at least 60 minutes every day.***Piaget’s Stages of Development** [**http://www.youtube.com/watch?v=TRF27F2bn-A&feature=related**](http://www.youtube.com/watch?v=TRF27F2bn-A&feature=related)*This collection of clips presents and explains Piaget’s Stages of Development. These stages are demonstrated through a series of experiments with children who are at each stage of development.***The Power of Play** [**http://www.youtube.com/watch?v=XXyYQccegEk&feature=related**](http://www.youtube.com/watch?v=XXyYQccegEk&feature=related)*This video explains the importance of play in terms of unstructured play alone with other children or parents. It also provides examples of how parents and teachers can use provide opportunities and space for children to play.***When DAP Meets GAP: Promoting Peaceful Coexistence between Developmentally Appropriate Practice & the Need to Address the Achievement Gap** [**http://oldweb.naeyc.org/dap/doc/strickland.ppt**](http://oldweb.naeyc.org/dap/doc/strickland.ppt)*Dorothy Strickland’s PowerPoint presentation presents some findings on early literacy from the National Early Literacy Panel and findings on developmentally appropriate practice from the NAEYC and discusses how they can be complementary. It includes activities and the rationale for the activities.* |
| **Find It Online** | **Busting the Myths for the Early Care and Education Workforce** [**http://www.ncicdp.org/documents/Busting%20the%20Myths%202010.pdf**](http://www.ncicdp.org/documents/Busting%20the%20Myths%202010.pdf)*Prepared by the NCICDP, this document identifies and corrects 12 myths about early child care and the education workforce based on research findings.***Children’s Defense Fund** [**http://www.childrensdefense.org/**](http://www.childrensdefense.org/)*The Children’s Defense Fund is a non-profit child advocacy organization. Its website contains information on programs and campaigns, related policies and research, as well as information on how one can be involved in advocating for children.***Common Observation Strategies** [**http://www.heartland.edu/documents/heip/faculty/HandoutCommonObservationStrategies.pdf**](http://www.heartland.edu/documents/heip/faculty/HandoutCommonObservationStrategies.pdf)*This document contains a table listing common strategies to observe children and how they can be used and incorporated into the early childhood setting.* **CONNECT Module 1: Embedded Interventions** [**http://community.fpg.unc.edu/connect-modules/learners/module-1/**](http://community.fpg.unc.edu/connect-modules/learners/module-1/)*Through a series of five steps, this module describes how embedded interventions can be used to facilitate children’s participation in inclusive settings. Information on research findings and related policies are provided as well as examples of embedded interventions. Included in the module are suggestions for activities, handouts, video and audio clips.*  |
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| **Find It Online** | **CONNECT Module 7: Tiered Instruction** [**http://community.fpg.unc.edu/connect-modules/learners/module-7**](http://community.fpg.unc.edu/connect-modules/learners/module-7)*This module explains how tiered instruction can be used to support the social emotional development and academic learning of young children. Information on research findings and related policies are provided as well as examples of embedded interventions. Included in the module are suggestions for activities, handouts, video and audio clips.***The First 2000 Days** [**http://www.first2000days.org/take-action**](http://www.first2000days.org/take-action)*The website by first2000days.org provides information on useful research supporting the importance of the early years and the benefits of quality early childcare and intervention (especially in the context of North Carolina). Included in each section are related video clips and fact sheets. The website also provides information on avenues for individuals to advocate for early childhood issues.***Heartland Equity and Inclusion Project (HEIP): Introduction to Early Childhood Education** [**http://www.heartland.edu/heip/faculty/chld101.jsp**](http://www.heartland.edu/heip/faculty/chld101.jsp)*This website from the federally funded HEIP project has lots of resources (activities, assignments, discussion questions, etc.) for instructors who are teaching an introduction to early childhood education course.***The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds** [**http://pediatrics.aappublications.org/content/119/1/182.full**](http://pediatrics.aappublications.org/content/119/1/182.full)*In this article, the authors describe the benefits of play and discuss factors that have reduced play for children and its implications. It also suggests ways in which advocates can promote play for children. More specifically, it suggests ways that pediatricians can work with families, and other child professionals to promote a better developmental environment for all children.***Is This the Right Place for my Child? 38 Research-Based Indicators of Quality Child Care** [**http://www.usa.childcareaware.org/publications/child-care-aware-publications/2012/11/is-this-the-right-place-for-my-child-38-research-**](http://www.usa.childcareaware.org/publications/child-care-aware-publications/2012/11/is-this-the-right-place-for-my-child-38-research-)*This online booklet offers a checklist of 38 indicators of quality child care. It explains why each item is important and how it relates to the quality of care, based on research about what is important to children’s health, safety, and development.***Linguistically and Culturally Relevant Early Childhood Environments**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive\_environments/Linguisticallyan.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive_environments/Linguisticallyan.htm)*This webpage provides short descriptions of ways in which educators can create early childhood classroom environments that are culturally inclusive for dual language learners and their families.*[**Positive Development of Minority Children**](http://www.srcd.org/sites/default/files/documents/washington/spr_272_final.pdf)[**http://www.srcd.org/sites/default/files/documents/washington/spr\_272\_final.pdf**](http://www.srcd.org/sites/default/files/documents/washington/spr_272_final.pdf)*This report highlights how multiple factors at the individual, family, and community levels might provide opportunities for children’s positive developmental trajectories across domains (e.g., social, emotional, cognitive, and physical) and developmental periods (e.g., infancy, childhood, and adolescence).* **Quality Indicators of Inclusive Early Childhood Programs/Practices: A Compilation of Selected Resources** [**http://www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf**](http://www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf)*This document by NECTAC contains descriptions of a list of resources that can be used as quality indicators of inclusive early childhood programs and practices. Some resources are provided in the document; others contain information to access the quality indicators.***Questions to Consider in UDL Observations of Early Childhood Environments/Early Childhood Inclusion/****Universal Design for Learning Checklist** [**http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/CunconanLahr%20Kennedy%20Stifel%20Universal%20Design%20for%20Learning%20handout%202.pdf**](http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/CunconanLahr%20Kennedy%20Stifel%20Universal%20Design%20for%20Learning%20handout%202.pdf)*This document contains a list of questions and a checklist that can be used to identify Universally Designed Learning practices and identify those that need to be improved. The questions address various aspects of a diverse learning environment such as the curriculum, physical environment, and relationships between the child, family and professionals. The questions are to be used in conjunction with the checklist.* |

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| **Find It Online** | **Roots of Early Childhood Education** [**http://teacher.scholastic.com/products/ect/roots.htm**](http://teacher.scholastic.com/products/ect/roots.htm)*This page contains links to five founders of early childhood education – Friedrich Froebel, John Dewey, Maria Montessori, Lev Vygotsky, and Jean Piaget. Included in each page are short descriptions of their respective theories and approaches to early childhood education.* **What Careers are Available in Special Education, Early Intervention, and the Related Services?** [**http://www.personnelcenter.org/choose.cfm**](http://www.personnelcenter.org/choose.cfm)*This page contains a list of career profiles related to special education and early intervention. Each career name contains a link to a page that provides a description of the nature of the work, necessary qualifications, personal qualities, job outlook, and tips on how to prepare for that particular career. Information on related resources is also provided.***What is Waldorf Early Childhood Education?** [**http://www.iaswece.org/waldorf\_education/what\_is.aspx**](http://www.iaswece.org/waldorf_education/what_is.aspx)*This webpage presents a description of the Waldorf early childhood education that is based on experiences that are key for the development of a young child.* |