

New Jersey State Department of Education

Preschool Teaching and Learning Standards

2009

ACKNOWLEDGMENTS

The New Jersey Department of Education would like to extend its sincere appreciation to State Board of Education member Dr. Dorothy Strickland of Rutgers University; Dr. Herb Ginsberg of Teachers College, Columbia University; Dr. Lesley M. Morrow of Rutgers University; and Ms. Karen Worth of Education Development Center and Wheelock College, who reviewed the revised preschool standards in Language Arts Literacy, Mathematics, and Science.

Special thanks go to the hundreds of individuals who participated in focus group sessions and responded by letter or email to provide input into the final document.

HISTORY

In April 2000, the Department of Education first developed and published *Early Childhood Program Expectations: Standards* as guidance for adults working with young children. In July 2004, the State Board of Education adopted a revised version of this work, *Preschool Teaching and Learning Expectations: Standards of Quality*. Then, in 2007, the Department embarked on the ambitious project of revising the latter work and aligning the preschool standards directly with New Jersey's K-12 Core Curriculum Content Standards. Finally, in 2009, after extensive review by education experts, stakeholders, and the public, the State Board adopted the current document, now called *Preschool Teaching and Learning Standards*, with additional revisions.

ABOUT THIS DOCUMENT

The first four sections of *Preschool Teaching and Learning Standards* present information on the theoretical background, development, and use of the preschool standards. This information is essential to effectively using the preschool standards to support the particular needs of all young children in a high-quality preschool program.

Next, the preschool standards, along with optimal teaching practices, are provided for the following content areas:

Social/Emotional Development	Language Arts Literacy	Social Studies, Family, and Life Skills
Visual and Performing Arts	Mathematics	World Languages
Health, Safety, and Physical Education	Science	Technology

The document concludes with a bibliography of books, articles, and periodicals that are valuable resources for any professional library.

The Numbering of the Preschool Standards

Each of the preschool standards and indicators is assigned two numbers. First, each is numbered as part of this document, *Preschool Teaching and Learning Standards*. Second, all preschool indicators are included in the P-12 database, where they are numbered using a five-digit code, as follows:

X.X.	X.	X.	X
↑	↑	↑	↑
content area/standard	grade	strand	indicator

Preschool Teaching and Learning Standards presents both numbers for every preschool indicator: (1) the preschool indicator number is in a column to the left of each indicator, and (2) the P-12 database indicator number is in a column to the right of each indicator.

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BACKGROUND

The 2009 preschool teaching and learning standards are grounded in a strong theoretical framework for delivering high quality educational experiences to young children. The *Preschool Teaching and Learning Standards* document:

- Defines supportive learning environments for preschool children.
- Provides guidance on the assessment of young children.
- Articulates optimal relationships between and among families, the community, and preschools.
- Identifies expected learning outcomes for preschool children by domain, as well as developmentally appropriate teaching practices that are known to support those outcomes.

The preschool standards represent what preschool children know and can do in the context of a high quality preschool classroom. Childhood experiences can have long-lasting implications for the future. The earliest years of schooling can promote positive developmental experiences and independence while also optimizing learning and development.

The Standards and the Classroom Curriculum

As with the K-12 content standards, the preschool standards were written for all school districts in the state. They are intended to be used as:

- A resource for ensuring appropriate implementation of the curriculum
- A guide for instructional planning
- A framework for ongoing professional development
- A framework for the development of a comprehensive early childhood education assessment system

The curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and/or inclusion of appropriate instructional materials. The preschool standards are not a curriculum, but are the learning targets for a curriculum. All preschool programs must implement a comprehensive, evidence-based preschool curriculum in order to meet the preschool standards.

Developmentally appropriate teaching practices scaffold successful achievement of the preschool standards. Such practice is based on knowledge about how children learn and develop, how children vary in their development, and how best to support children's learning and development. It is important to note, therefore, that although the preschool domains are presented as discrete areas in this document, the program must be delivered in an integrated manner through the curriculum's daily routines, activities, and interactions.

Preschool educational experiences are intended to stimulate, assist, support, and sustain emergent skills. Preschools aim to offer experiences that maximize young children's learning and development, providing each child with a foundation for current and future school success.

Issues of Implementation

This document was developed for implementation in any program serving preschool children. To ensure that all students achieve the standards, the preschool environment, instructional materials, and teaching strategies should be adapted as appropriate to meet the needs of individual children. The needs of preschool learners are diverse. Many learners need specialized and focused interventions to support and sustain their educational progress. In addition, they come from many different cultural and ethnic backgrounds, and in some cases, the dominant language spoken in these homes and communities is not English.

Special Education Needs

Careful planning is needed to ensure the successful inclusion of preschoolers with disabilities in general education programs. The focus should be on identifying individual student needs, linking instruction to the preschool curriculum, providing appropriate supports and program modifications, and regularly evaluating student progress.

The preschool standards provide the focus for the development of Individualized Education Plans (IEPs) for preschool children ages three and four with disabilities. Providing appropriate intervention services to such students is in accordance with the Individuals with Disabilities Act Amendments of 2004, which guarantee students with disabilities the right to general education program adaptations, as specified in their IEPs and with parental consent. These federal requirements necessitate the development of adaptations that provide preschool children with disabilities full access to the preschool education program and curriculum. Such adaptations are not intended to compromise the learning outcomes; rather, adaptations provide children with disabilities the opportunity to develop their strengths and compensate for their learning differences as they work toward the learning outcomes set for all children.

Preschoolers with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the early childhood education program. Each preschooler manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the types of adaptations needed and the program in which the adaptations are implemented are determined individually within the IEP.

The specific models used to develop adaptations can range from instruction in inclusive classrooms to instruction in self-contained classrooms; specific adaptations are determined by individual students' needs. Technology is often used to individualize preschool learning experiences and help maximize the degree to which preschool children with disabilities are able to participate in the classroom.

Diversity and Multiculturalism

Opportunities for learning are strengthened as connections across home, school, and community are acknowledged and respected. Sensitivity to and support for diversity in culture, ethnicity, and learning must be woven into the daily activities of the early childhood education program. A high-quality preschool program embraces the heritages of the families being served.

Young children are developing their sense of self and of others within their families, classrooms, and communities. The early childhood education program must therefore provide activities, materials, and experiences that encourage young children to become aware of and appreciate the differences and similarities of the members of the community in which they live. To help children achieve this, it is important that program administrators and staff understand their personal attitudes and biases, be culturally sensitive, and be willing to learn about and accept the range of differences represented in the program.

Professional Development

Implementation of the curriculum to meet the preschool standards is a continuous, ongoing process. Full understanding of the curriculum, and familiarity with the developmentally appropriate practices necessary for its implementation, can be fostered through a well-organized and consistent plan for professional development geared to each stakeholder group. For such a plan to be successful:

- District boards of education and boards of private provider and local Head Start agencies need to make professional development a priority and support it by allocating necessary resources.
- Administrators need to provide curriculum support, resources, materials, and opportunities for staff to improve their teaching practices. Preschool directors, principals, education supervisors, and directors of special education must actively pursue and provide professional development activities, as well as time for teachers to reflect on and refine their practice in light of these activities. Teachers, in turn, must actively engage in the professional development activities.
- Early childhood teachers and assistants, special education teachers, bilingual educators, principals, supervisors, master teachers, support staff, preschool intervention and referral teams, child study team members, and related service providers need to review and develop the professional development plan together.
- Families should be introduced to developmentally appropriate practices and have access to resources that promote their children's learning and development. They also need opportunities to participate in the early childhood education program.
- Colleges and universities should include the preschool standards in their coursework for early childhood educators.

HOME, SCHOOL, AND COMMUNITY PARTNERSHIPS

Introduction

Supportive preschool partnerships help create the kind of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. A well-defined preschool education plan should incorporate a wide range of family involvement and family educational opportunities to foster such partnerships.

Trust and respect are essential to building collaborative relationships between school staff and families. An integral component of the partnership is recognition of families as the experts about their children. The program and its staff must always show respect for the child, the family, and the culture of the home.

In addition, ongoing communication helps ensure that appropriate and effective learning opportunities are available to children at home and in school. The give and take inherent in these relationships promotes both the school's and the family's understanding of the child. The family involvement guidelines of the National Association for the Education of Young Children emphasize the importance of the family/school partnership, particularly when it comes to acquiring knowledge of young learners:

“The younger the child, the more necessary it is for professionals to acquire this knowledge through relationships with children’s families.”

Outlined below is a well-defined plan for establishing and nurturing reciprocal relationships with families and the community.

Governance and Structure

The preschool program design provides structure and policies that encourage and support partnerships between the home and school. In particular:

- Family members are involved in aspects of program design and governance (e.g., advisory councils and school leadership/management teams).
- Opportunities are provided for preschool staff and families to develop the skills necessary to actively and effectively participate in the governance process (e.g., workshops offered by the program, seminars sponsored by the Department of Education, speakers and activities sponsored by colleges and universities and/or child advocacy organizations).
- Advisory council meetings and parent programs are held at times that are conducive to family participation (i.e., activities are not always scheduled during the day, when most people are at work).
- Program policies actively encourage and support family involvement (e.g., family members are welcomed as volunteers in the classroom and other areas of the program, family members are encouraged to observe in classrooms, family members see and interact with program administrators formally and informally).

Culture and Diversity

The preschool program design ensures recognition and respect for culture and diversity. In particular:

- Classroom materials reflect the characteristics, values, and practices of diverse cultural groups (e.g., books are available in a variety of languages; artwork reflects a broad spectrum of races, cultures, and ages, both boys and girls, and diverse lifestyles, careers, locations, and climates).
- Cultural and religious practices are acknowledged and respected throughout the year (e.g., absences for religious holidays are allowed, dietary restrictions are respected, culturally driven reasons for nonparticipation in some school activities are honored).
- The uniqueness of each family is recognized and respected by all members of the school community (e.g., language, dress, structure, customs).
- Cultural traditions are shared in the classroom and throughout the program (e.g., pictures of specific cultural activities that children participated in are displayed in the classroom).

Communication

The preschool program design provides a two-way system of communication that is open and easily accessible, and in which families and community representatives are valued as resources and decision-makers. In particular:

- All program information is provided to families in lay terms, in the language most comfortable for each family, and using multiple presentation strategies (e.g., handbooks, videos, email, websites, television, and newspapers).
- Ongoing information concerning program/classroom standards and activities is provided to families and the community (e.g., a regular newsletter, a program website) and includes strategies family members can use to assist their children with specific learning activities or to extend their children's classroom learning through activities at home and in the community.
- Educational opportunities for family members are based on the needs and interests of children's families and include information on such topics as child development, supporting learning at home, and positive methods of discipline. Family members play an integral role in developing the family education program.
- Information about the child and family is solicited before enrollment and at regular intervals throughout the school year, using home visits, home-school conferences, informal chats, phone calls, emails, and notes.
- Documentation of each child's progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.

- Pertinent information regarding individual children’s progress (e.g., child portfolios, teacher annotations) is provided to receiving schools when children transition from one program to another.
- Registration procedures and documents capture essential information about each child (e.g., family contacts, immunization records, special health needs).

Community Resources and Partnerships

The preschool program design ensures opportunities for building community partnerships and accessing community resources. In particular:

- Information about and referrals to community resources (e.g., employment opportunities, health services, and adult education classes) are provided to families.
- Large corporations, small businesses, and other organizations are invited to collaborate in supporting children and families (e.g., through the creation of a community resource board).
- Collaborations with community agencies help to ensure delivery of services to families who may benefit from them (e.g., a program can offer a meeting space for families to interact with community agencies).

Family Support

The preschool program design recognizes families as the experts about their children. In particular:

- Resources are provided to help families enhance the social, emotional, physical, and cognitive development of their children (e.g., a newsletter with ideas for educational trips, such as local museums and libraries; a listing of books to support the development of emergent literacy and numeracy skills; discussion sessions at which families share information about activities).
- Opportunities are developed to facilitate the creation of support networks among families with children enrolled in the program (e.g., monthly potluck dinners, game days for adults, fairs and craft shows to promote and support the talents of families, babysitting cooperatives).
- Family activities are planned at varying times of the day and week to encourage the participation of as many families as possible (e.g., at breakfast, at the end of the work day, in the evening, and on weekends).
- Family members are encouraged to visit the program when it is most convenient for them (e.g., to observe their child, volunteer during play, participate at meals and special events).

LEARNING ENVIRONMENT

Introduction

A supportive preschool learning environment promotes the development of critical thinking skills, fosters awareness of diversity and multiculturalism, and supports learning. Such an environment is created through interactions with the indoor and outdoor physical environment, instructional materials, furnishings, and daily routines, as well as through a range of interpersonal relationships (adults with children, adults with adults, and children with children). It is within this supportive environment that each child's optimal development takes place. The child's development in each domain (e.g., language, social, physical, cognitive, and social-emotional) is supported, sustained, extended, and enhanced primarily through activities that promote purposeful play within this environment.

While the adults in the preschool environment provide the conditions and materials that influence how the child plays and scaffold learning so that more sophisticated levels of interaction and expression are realized, it is the child who determines the roles and the rules shaping the play. The learning environment must, therefore, accommodate planned and unplanned, as well as structured and unstructured experiences. Unstructured play should take up a substantial portion of the day. Structured activities include daily routines that provide young children with needed stability and familiarity (e.g., circle time, small-group time, and lunch), as well as learning activities that integrate preschool content and achieve specific goals planned by adults. For both structured and unstructured activities, the learning environment must be welcoming, safe, healthy, clean, warm, and stimulating.

Preschool learning materials are arranged to invite purposeful play and thus facilitate learning. They provide opportunities for children to broaden and strengthen their knowledge through a variety of firsthand, developmentally appropriate learning experiences. Inviting preschool materials also help children acquire symbolic knowledge, which allows them to represent their experiences through a variety of age-appropriate media, such as drawing, painting, construction of models, dramatic play, and verbal and written descriptions.

Through its principles of child development and learning that inform developmentally appropriate practice, the National Association for the Education of Young Children provides the foundation for creating learning environments that foster optimal development of young children. Two of these principles hold special significance:

- Development proceeds in predictable directions toward greater complexity, organization, and internalization.
- Play is an important vehicle for, as well as a reflection of, the social, emotional, and cognitive development of all preschool children, including children with disabilities.

A rich and supportive preschool learning environment grows from attention to elements in the physical environment and daily routines. Both of these elements are elaborated in the sections that follow.

Physical Environment

An inviting and supportive physical environment:

- Provides well-defined, accessible learning centers that encourage integration of multiple content areas (e.g., a library center that includes a range of materials, including child-made books, big books, picture books, books with words for adults to read, books on many topics, headsets with audiotapes, stories on the computer, and so on; a block center that includes many different kinds of building materials, such as large unit blocks, hollow blocks, cardboard vehicles, street signs, dolls, audio tapes, pencil, paper, tape measures, rulers, architectural images, and so on).
- Accommodates active and quiet activities (e.g., the library area may be for children that want to read alone, quietly listen to a book read by an adult, or listen to music through headsets, while the block area may encourage movement and discussion related to the planning and completion of projects).
- Provides materials that deepen knowledge of diversity and multiculturalism (e.g., dolls of different ethnicities and races, musical instruments from a variety of cultures, stories that show how one event is interpreted differently by different cultural groups, costumes and props for dramatic play, foods that represent diverse backgrounds).
- Allows children easy access to an ample supply of materials.
- Offers space and opportunities for solitary, parallel, and small- and large-group play indoors and outdoors and in view of an adult.
- Displays classroom materials at children’s eye level.
- Creates a literacy-rich environment through a variety of print, audio, video, and electronic media.
- Includes materials appropriate to a range of developmental levels and interests.

Daily Routines

Engaging daily routines:

- Encourage the development of self-confidence by offering children multiple opportunities to make choices, such as deciding projects, selecting centers, or inviting classmates to be a part of an activity.
- Encourage curiosity, problem-solving, and the generation of ideas and fantasy through exploration.
- Are implemented flexibly to meet individual needs and provide opportunities for the success of all children (e.g., younger children with short attention spans are not forced to remain for long periods of time in a whole-group activity).
- Provide opportunities for conversation and self-expression in English and in the child’s home language, if other languages are spoken at home.
- Encourage and model the use of language in different social groups and situations.
- Stimulate questioning and discussion during all activities.
- Include the use of technology, such as computers and smart toys with age-appropriate software, to enhance the development of critical thinking skills.

THE DOCUMENTATION/ASSESSMENT PROCESS

Introduction

Assessment of young children is an ongoing process which includes identifying, collecting, describing, interpreting, and applying classroom-based evidence of early learning in order to make informed instructional decisions. This evidence may include records of children's conversations, their drawings and constructions, as well as photographs of and anecdotal notes describing their behaviors.

Documentation, a preliminary stage in the assessment process, focuses on identifying, collecting, and describing the evidence of learning in an objective, nonjudgmental manner. Teachers of young children should take the time to identify the learning goals, collect records of language and work samples, and then carefully describe and review the evidence with colleagues. Documentation of children's learning should be directly linked to a set of clearly defined learning goals. Furthermore, the documentation/assessment process should consist of materials that are culturally and linguistically appropriate, especially when using such materials to assess English language learners. In addition, when using assessment data to inform the instruction of all young children, which includes English language learners as well as children with disabilities, teachers must be sure to use multiple age-appropriate methods over time.

Careful documentation and assessment can increase the teacher's understanding of child development, assist in understanding the needs of the children in a specific class, and enhance the teacher's ability to reflect on the instructional program. Such reflections also assist teachers in articulating assessment purposes with appropriate community members and communicating assessment results with parents.

Major Purpose of Assessment in Early Childhood

The primary purpose of the assessment of young children is to help educators determine appropriate classroom activities for individuals and groups of children.

The documentation/assessment process should:

- Build on multiple forms of evidence of the child's learning.
- Take place over a period of time.
- Reflect the understanding of groups, as well as of individual children.
- Show sensitivity to each individual child's special needs, home language, learning style, and developmental stage.

The information collected in the documentation/assessment process should:

- Connect to developmentally appropriate learning goals.
- Add to understanding of the child's growth and development.
- Provide information that can be applied directly to instructional planning.
- Be communicated to the child's family and, to the extent appropriate, to the child.

Achievement Tests

Individual- and group-administered norm-referenced achievement tests are usually inappropriate tools for assessing young children's development. Such instruments are not typically designed to provide information on how children learn, how they might apply their learning to real-life situations, or how the test results relate to the teacher's instructional goals and planning.

Developmental Screening Measures

Developmental screening measures are administered to each child individually and are used as the first step in identifying children who may demonstrate developmental delay with language or motor skills, or problems with vision or hearing. In such cases, the results of the screening measures should be used to determine whether a child needs further comprehensive diagnostic assessment. Information received from a single developmental assessment or screening should never serve as the basis for major decisions affecting a child's placement or enrollment. Developmental screenings should be viewed as just one component in a comprehensive early childhood education assessment system. Assessment should be tailored to a specific purpose and should be used only for the purpose for which it has consistently demonstrated reliable results.

Referral for an Evaluation

When a parent or teacher has a concern about a child's development and suspects a potential disability, the parent or teacher may submit a written request for a special education evaluation to the district's child study team. The written request (also called a referral) must be submitted to the appropriate school official. This may be the principal of the neighborhood school, the director of special education, or the child study team coordinator for the district in which the child resides.

The parent, preschool teacher, and the child study team (school psychologist, school social worker, learning disabilities teacher-consultant, speech-language specialist) then meet to determine the need for evaluation, and if an evaluation is warranted, to discuss the assessments to be completed. If, after completion of the evaluation, a determination of eligibility is made, an Individualized Education Program (IEP) is developed for the child by the IEP team (a parent, a child study team member, a district representative, the case manager, a general education teacher, a special education teacher, and/or private provider). To the maximum extent appropriate, preschoolers with disabilities receive their early childhood education with their nondisabled peers. The IEP team determines modifications, interventions, supports, and supplementary services necessary to ensure the child learns.

The Importance of the Process for Teachers' Professional Development

The documentation/assessment process enhances the teacher's ability to:

- Identify the most appropriate learning experiences for children.
- Make more productive instructional planning decisions (e.g., how to set up the classroom, what to do next, what questions to ask, what resources to provide, how to stimulate each child's development, and what external support systems to use).

- Teach more effectively, using interactive experiences that enhance children’s development.
- Meet more of some children’s special needs and interests within the classroom. (The ongoing process of identifying, collecting, describing, interpreting, and applying classroom-based evidence can help the teacher to become more aware of and develop a broader repertoire of instructional strategies.)
- Respond more easily and effectively to demands for accountability.

The documentation/assessment process can also help young children to perceive learning to be important and worthwhile, as they see their teachers actively engaged in documenting their learning.

Portfolio Assessment

Portfolio assessment is the systematic and intentional collection of significant samples of each child’s work, together with the teacher’s comments on how the work samples and records of language serve as evidence of the child’s movement toward established learning goals. The portfolio process should clearly indicate the learning goals, should illustrate and document each child’s development over a period of time, should actively involve children, and should reflect each child’s individual development.

Some Strategies for Portfolio Assessment

- Determine the developmental area or areas to be assessed (e.g., spoken language, art, early literacy, symbolic play, motor skills, math concepts, creativity, peer relationships).
- Identify the documents that best demonstrate development (e.g., drawings, paintings, other artwork, photos, dictated stories, book choices, teacher’s notes, audiotapes, graphs, checklists).
- Regularly create a collection of samples with children’s input (e.g., record what the children tell you about a variety of things).
- Develop a storage system for the samples of children’s work.
- Describe the documents with colleagues in order to gain additional perspectives on each child’s development (e.g., study groups of teachers can be formed to collect and describe samples of children’s work).
- Connect the children’s work to the learning goals.
- Make sure the samples show the full range of what each child can do.
- Collect data that tells a clear story to the audience.

Observation

Observation of young children is crucial to appropriate documentation and assessment. However, observation is a skill that must be developed and perfected by the teacher over time. In the process of observing children, teachers can make use of the following techniques: rating forms, photography, narrative description, anecdotes, videotaping, journals, and recording of children’s conversations and monologues.

Observation must be intentional. As part of the daily classroom routine, it is probably the most authentic form of assessment. Observing what children do every day is the best place to start when creating a real-life profile of each child.

What to Observe

- Patterns in behavior reflecting motivation to learn, explore, or investigate a particular thing. These patterns are evidence that a child consistently exhibits these behaviors.
- Problem-solving strategies.
- Patterns of social interaction (i.e., determine individual preferences for large-group, small-group, or solitary play in the classroom and on the playground).
- Key attributes of the child (i.e., identify and list recurring interests).

How to Observe

- Observe regularly with a specific purpose.
- Observe children at different times of the day.
- Observe children in different settings throughout the school or center.
- Observe the usual demeanor of the child, not unusual behavior or bad days.
- Observe for new possibilities (e.g., if a child is having trouble, could the environment or circumstances be changed to assist the child?).

How to Involve Parents

Parents should be partners in the accurate and sensitive assessment of young children. The following practices help encourage parental involvement in child assessments:

- Accentuate the positive when assessing children.
- Build assessment comments about how a child is doing into everyday conversations with parents.
- Explain assessment approaches at a parent meeting or workshop. Be clear about the differences between standardized tests and authentic assessment.
- Write about assessment in a newsletter or a special letter home.
- Demonstrate that parents are valued as respected partners in the behavior and progress of their children.
- Support assessment comments with documentation showing what the child has accomplished over time.

How to Involve Children

Everyone has a view of each child's abilities, preferences, and performances, including the child. To effectively involve the children in their own assessment:

- Observe and document things the children say and do. Often random statements such as, “I was this big on my last birthday, now I’m THIS big,” are evidence that children are capable of assessing what they can do and how they are changing.
- Ask children about themselves. Children will tell you what they do and do not like to do. Some children may prefer a private, intimate setting in which they have your undivided attention, while some children may respond to more informal discussions in busier settings.
- Ask children to assess their work. Ask children to help decide which work should be included in their portfolios. Respect their choices and responses about their work.
- Let children take pictures of their most prized work from time to time. They can make a bulletin board display of their specially chosen pictures or collect them in a portfolio.

SOCIAL/EMOTIONAL DEVELOPMENT

Introduction

Young children’s social/emotional growth and learning occurs as a result of their interactions with others and is interconnected with their development in the physical and cognitive domains. Relationships with adults and children in the preschool environment exert a powerful positive influence on children’s social/emotional development. A high quality preschool program requires dedicated and qualified teaching staff, working in partnership with children’s families, to systematically assist children in developing social competence and confidence.

As children move through the preschool day, their teachers carefully observe and listen to them and adapt their responses to suit individual children’s social and emotional needs. Preschool teachers support young students’ developing self-concepts and self-esteem by talking with them about their actions and accomplishments and by always showing respect for their feelings and cultures. Throughout the day, teachers coach and guide children as they interact with each other, and they support children’s social skills and problem-solving abilities. Within this community of learners, children develop the social and emotional competencies they need to fully immerse themselves in the preschool day and become successful learners.

There are five preschool standards for social/emotional development:

Standard 0.1: Children demonstrate self-confidence.

Standard 0.2: Children demonstrate self-direction.

Standard 0.3: Children identify and express feelings.

Standard 0.4: Children exhibit positive interactions with other children and adults.

Standard 0.5: Children exhibit pro-social behaviors.

Each of these five standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 0.1: Children demonstrate self-confidence.

Preschool Teaching Practices

Effective preschool teachers:

- Provide materials and activities to further learning at the child’s developmental level and to foster feelings of competence (e.g., knobbed and regular puzzles, looped scissors, open-ended art materials, child-sized manipulatives).
- Make adaptations to the classroom environment to support individual children’s needs (e.g., sensory table, quiet spaces, appropriately-sized furnishings, and visuals at eye level).

- Adapt materials and activities to support English and non-English language speakers (e.g., use labels with pictures to help children negotiate the classroom and make picture-word associations, dramatize actions while providing words for the actions in multiple languages, provide simple directions in multiple languages, offer books, music, and computer software in multiple languages).
- Use children’s ideas and interests to inspire activities and to engage students in discussions (e.g., tire tracks made by bicycle wheels on the playground can lead to an exploration and discussion of the different kinds of tracks made by an assortment of wheeled vehicles).
- Use open-ended questions to begin a discussion with individual children or groups of children (e.g., “What might happen if ...?” “What would you do if ...?” or “How would you feel if ...”).
- Model verbal descriptions of children’s actions and efforts (e.g., “Anna used the paintbrush to make squiggles.”).
- Ask questions that encourage children to describe their actions and efforts (e.g., “Joseph, will you tell Maria how you used the computer mouse to change your drawing?”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.1.1	Express individuality by making independent decisions about which materials to use.	0.1.P.A.1
0.1.2	Express ideas for activities and initiate discussions.	0.1.P.A.2
0.1.3	Actively engage in activities and interactions with teachers and peers.	0.1.P.A.3
0.1.4	Discuss their own actions and efforts.	0.1.P.A.4

Standard 0.2: Children demonstrate self-direction.

Preschool Teaching Practices

Effective preschool teachers:

- Organize the classroom environment and establish a daily routine that enables children to independently choose materials and put them away on their own (e.g., keep supplies on low shelves, use child-sized utensils, organize centers so that children can maneuver easily).
- Facilitate open-ended and child-initiated activities to encourage independence and self-direction (e.g., Jorge’s interest in trains might lead a small group of children to build a train station from materials found in the classroom).

- Use songs, rhymes, movement, and pictures to reinforce independent functioning in the classroom (e.g., post pictures that represent the daily schedule, sing songs to cue transition times).
- Limit whole-group activities to short periods of time with interactive involvement (e.g., body movement, singing, finger-plays).
- Keep transitions short to adapt to children’s limited attention spans, and conduct daily routines (e.g. toileting and washing hands) individually or in pairs to avoid whole-group waiting times and to support independence. Limit whole-group transitions and use them as learning times (e.g., “Children who ride the #4 bus may get their coats.” or “Children in the Armadillo group may go wash their hands.”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.2.1	Make independent choices and plans from a broad range of diverse interest centers.	0.2.P.A.1
0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	0.2.P.A.2
0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	0.2.P.A.3
0.2.4	Attend to tasks for a period of time.	0.2.P.A.4

Standard 0.3: Children identify and express feelings.

Preschool Teaching Practices

Effective preschool teachers:

- Develop children’s awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g., “The three little kittens lost their mittens. How do you think they felt?”).
- Provide literature, materials, and activities (e.g., drawing, writing, art, creative movement, pretend play, puppetry, and role-playing) that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.
- Model appropriate language for children to use when expressing feelings such as anger and sadness during social interactions (e.g., “James, tell John how it made you feel when he pushed you. Did it make you angry?” “I felt angry when you pushed me. I didn’t like it!”).

- Provide specific techniques children can learn to use to channel anger, minimize fear, and calm down (e.g., taking three deep breaths, using calming words, pulling self out of play to go to a “safe spot” to relax, listening to soft music, or working with clay).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	0.3.P.A.1
0.3.2	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	0.3.P.A.2
0.3.3	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).	0.3.P.A.3

Standard 0.4: Children exhibit positive interactions with other children and adults.

Preschool Teaching Practices

Effective preschool teachers:

- Comment on specific positive behavior instead of giving empty praise (e.g., “Shadeen, you helped Keisha with her coat. Now she will be warm and cozy.”).
- Encourage nurturing behavior through modeling, stories, and songs.
- Encourage the use of manners through modeling and role-playing (e.g., holding the door for a friend, using “please,” “thank you,” and “excuse me”).
- Demonstrate and involve children in respecting the rights of others (e.g., “Devon, first Sheila will take a turn, and then it will be your turn.”).
- Encourage expressing needs verbally by modeling appropriate language (e.g., “Ask Nancy if she can please pass the juice to you.”).
- Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, and the feelings related to the problem, and negotiate solutions).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.4.1	Engage appropriately with peers and teachers in classroom activities.	0.4.P.A.1
0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	0.4.P.A.2
0.4.3	Say “thank you,” “please,” and “excuse me.”	0.4.P.A.3
0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).	0.4.P.A.4
0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).	0.4.P.A.5
0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	0.4.P.A.6

Standard 0.5: Children exhibit pro-social behaviors.***Preschool Teaching Practices***

Effective preschool teachers:

- Pair or group children to foster friendship (e.g., partners, buddies, triads).
- Provide toys and plan activities to encourage cooperative play (e.g., provide two telephones so children can talk to each other in dramatic play).
- Collaborate with children on activities while modeling language and pretend skills as needed for play (e.g., teacher pretends to be mother or father in housekeeping corner and soothes her crying baby; teacher and children build a block structure; teacher and children make a cave out of a box; teacher pretends to be a mama bear and the children are bear cubs).
- Identify strategies to enter into play with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment).
- Gauge and provide the appropriate amount of support necessary for children to be successful during activities and play (e.g., teacher demonstrates pretend play skills, and as children become involved in meaningful interaction with other children, the teacher adjusts the level of support).

- Provide opportunities to take turns (e.g., “Maria gets to pull the wagon one time around the yard, and then it is Jack’s turn.”).
- Provide opportunities that encourage children to share toys and materials (e.g., “There is one basket of markers for Christen and Jameer to share.”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.5.1	Play independently and cooperatively in pairs and small groups.	0.5.P.A.1
0.5.2	Engage in pretend play.	0.5.P.A.2
0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.	0.5.P.A.3
0.5.4	Take turns.	0.5.P.A.4
0.5.5	Demonstrate understanding the concept of sharing by attempting to share.	0.5.P.A.5

VISUAL & PERFORMING ARTS

Introduction

The creative arts are children’s first language, used to communicate thoughts, ideas, and feelings. Some of the most effective means children have for explaining and understanding their world is through the arts. For young children, the critical component of the arts is the creative process rather than the end result or product. In the creative process, approaches to learning such as initiative, curiosity, engagement, persistence, reasoning, and problem-solving are reinforced through concrete, hands-on, individualized, and group learning experiences.

Environments that stimulate creativity through visual art, music, dramatic play, and creative movement and dance support all aspects of development and learning. In many instances, creative arts in the preschool classroom are inextricably linked to other curriculum areas and can be used as a strategy for learning about local communities, different cultures, and other content. When integrated in a developmentally appropriate way, the creative arts promote memory, cognition, observation, inquiry, and reflection. The arts also help children appreciate beauty in the environment, in their everyday world, and in works of art.

Sometimes feelings or understandings that cannot be expressed well in words can be well expressed through the arts. It is vitally important to provide children with the materials and time necessary to explore, experiment, and create in their own way throughout the day, integrating the arts into all domains and subject areas. Providing children with the freedom to create does not preclude the teacher from supporting children’s artistic development by using strategies such as describing, modeling, and providing feedback to scaffold their learning. The teacher should be knowledgeable about artistic traditions of different cultures and should integrate aspects of such cultures throughout the classroom environment and activities.

There are four preschool visual and performing arts standards:

- Standard 1.1:** Children express themselves through and develop an appreciation of creative movement and dance.
- Standard 1.2:** Children express themselves through and develop an appreciation of music.
- Standard 1.3:** Children express themselves through and develop an appreciation of dramatic play and storytelling.
- Standard 1.4:** Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to participate in both structured and unstructured dance/movement activities that help build motor control and body relationships and that strengthen self-regulation and memory (e.g., provide music and props and encourage children to make up their own dance movements, play musical “freeze” and other games).
- Participate in all movement and dance activities with the children.
- Model different dance movements (e.g., twist, bend, leap, slide).
- Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch).
- Provide opportunities for children to experience creative movement and dance performances (e.g., performances by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Connect movement and dance to curriculum themes and to other content areas and domains throughout the day, especially fine- and gross-motor skills, coordination, and other areas of physical development.
- Observe and encourage children’s approaches to learning dance and movement.
- Provide a range of music from different cultures and genres for dance and movement activities (e.g., classical, jazz, rock, salsa, reggae, rap, and others).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.1.1	Move the body in a variety of ways, with and without music.	1.3.P.A.1
1.1.2	Respond to changes in tempo and a variety of musical rhythms through body movement.	1.3.P.A.2
1.1.3	Participate in simple sequences of movements.	1.3.P.A.3
1.1.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.	1.3.P.A.4
1.1.5	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	1.3.P.A.5

1.1.6	Use movement/dance to convey meaning around a theme or to show feelings.	1.3.P.A.6
1.1.7	Describe feelings and reactions in response to a creative movement/dance performance.	1.4.P.A.1
1.1.8	Begin to demonstrate appropriate audience skills during creative movement and dance performances.	1.4.P.A.5

Standard 1.2: Children express themselves through and develop an appreciation of music.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to play musical instruments (e.g., flute, triangle, drums, maracas, instruments from other cultures, homemade instruments) in their own way.
- Model what children can do with instruments (e.g., echoing, creating different levels of sound by striking different places on instruments).
- Use appropriate musical terminology (e.g., the correct names of instruments, terms such as rhythm and melody).
- Connect music to curriculum themes, other subject areas, and domains throughout the day.
- Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres (e.g., classical, jazz, rock, reggae, rap).
- Provide opportunities for children to experience musical recordings and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Observe and encourage children's approaches to playing instruments.
- Incorporate music and singing throughout the day, including during transitions (e.g., rhymes, steady beats, chanting songs such as Miss Mary Mack).
- Intentionally plan for daily musical experiences that encourage children to experiment with songs and musical instruments during free play and group activities.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.2.1	Sing a variety of songs with expression, independently and with others.	1.3.P.B.1
1.2.2	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	1.3.P.B.2
1.2.3	Clap or sing songs with repetitive phrases and rhythmic patterns.	1.3.P.B.3
1.2.4	Listen to, imitate, and improvise sounds, patterns, or songs.	1.3.P.B.4
1.2.5	Participate in and listen to music from a variety of cultures and times.	1.3.P.B.5
1.2.6	Recognize and name a variety of music elements using appropriate music vocabulary.	1.3.P.B.6
1.2.7	Describe feelings and reactions in response to diverse musical genres and styles.	1.4.P.A.2
1.2.8	Begin to demonstrate appropriate audience skills during recordings and music performances.	1.4.P.A.6

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Preschool Teaching Practices

Effective preschool teachers:

- Provide props and materials that promote children’s active participation in dramatic play and storytelling (e.g., dress-up clothes, objects from different cultures, storybooks, flannel boards, puppets), and rotate them on a regular basis by theme.
- Create a dramatic play area that is clearly defined, with space to play and for organized storage.
- Provide a variety of locations, indoors and outdoors, and times throughout the day for children to engage in dramatic play and storytelling in their own way (e.g., reenact a story during circle time, in the block area, or during outside time).
- Schedule daily dramatic play experiences during free play and group activities.

- Join in dramatic play to promote the development of cooperation and self-regulation skills, such as managing emotions, focusing attention, solving problems, and developing empathy.
- Encourage children to sustain and extend play by providing ideas for more complex roles (e.g., scaffold children’s ideas about playing ‘restaurant’ by suggesting that everyone in the restaurant has an important job to do).
- Expose children to stories from multiple cultures (e.g., at circle time, informally, during choice times) and provide props to represent diversity.
- Connect dramatic play to curriculum themes, content areas, and domains, and use stories and field trips to enrich play.
- Observe and encourage children’s approaches to engagement in dramatic play.
- Provide opportunities for children to experience storytelling and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.3.1	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	1.3.P.C.1
1.3.2	Use memory, imagination, creativity, and language to make up new roles and act them out.	1.3.P.C.2
1.3.3	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	1.3.P.C.3
1.3.4	Differentiate between fantasy/pretend play and real events.	1.3.P.C.4
1.3.5	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	1.3.P.C.5
1.3.6	Participate in and listen to stories and dramatic performances from a variety of cultures and times.	1.3.P.C.6
1.3.7	Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	1.4.P.A.3
1.3.8	Begin to demonstrate appropriate audience skills during storytelling and performances.	1.4.P.A.7

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).***Preschool Teaching Practices***

Effective preschool teachers:

- Provide children with access to a variety of developmentally appropriate art materials (e.g., crayons, paint, clay) and emphasize open-ended, process-oriented activities (e.g., the teacher provides children with watercolor paints, paper, and brushes and encourages them to paint rather than to all make a dinosaur puppet with the same materials).
- Plan art activities that extend children’s understanding of art techniques and art media (e.g., demonstrate how to roll a coil out of clay or how to use the side of a crayon to make a rubbing).
- Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities and explorations (not just during teacher-directed large-group time).
- Facilitate firsthand experiences that encourage children to develop art concepts and art expression (e.g., going outside to observe and draw a tree during each season).
- Extend children’s use of art tools by asking questions during activities (e.g., when a child is using a marker to create squiggly lines, “What other kinds of lines can you invent?”).
- Use children’s work as a springboard to explore and discuss concepts individually and in small groups (e.g., highlighting patterns, helping children problem-solve how to modify a sculpture so that it stands up).
- Help a child who is stuck break a task into steps (e.g., if the child says, “I don’t know how to draw a puppy,” ask, “What part would you like to start with first? The head? The body?” and then guide the child with an appropriate shape).
- Develop a visual reference library (e.g., photos, museum postcards and prints, books, calendar art, Websites, videos) or provide actual objects that children can refer to for more accurate representation (and as a way to avoid imposing adult solutions on or drawing for the child).
- Make specific, nonjudgmental observations about the qualities of children’s work (e.g., “I see you used long, thin lines for the leaves in your painting.” instead of “I like the pink flower you painted; it’s pretty.”).
- Observe and encourage children’s approaches to learning during the process of creation, including initiative, curiosity, problem-solving, and especially persistence (e.g., “You worked so carefully for a long time to figure out how to make a print without smearing the paint.”).
- Connect the visual arts to curriculum themes, other content areas, and domains, including fine-motor skills and eye-hand coordination.
- Expose children to the visual arts from their own communities as well as from different cultures, and introduce different types of artists (e.g., illustrators, mural artists, sculptors, painters, architects, photographers).

- Create an environment that is conducive to creativity by rotating and introducing new materials regularly, making materials easily accessible, keeping them organized, and minimizing commercially purchased decorations.
- Display children’s artwork at eye level, accompanied by children’s explanations about their work.
- Change displays frequently, allowing children to choose artwork for display in the classroom, in the school, or for a project (e.g., a personal book, a class book, or a portfolio).
- Encourage children to react to works of art and to reflect on art experiences (e.g., by encouraging a variety of responses to questions such as, “How many things can you think of that are made from clay?” or “What shapes do you see in this painting?”).
- Provide storage space for art projects that children work on over time so that they can revisit and reflect on their work, and if desired, revise or make changes.
- Model the safe and appropriate use and care of art materials and tools.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.4.1	Demonstrate the safe and appropriate use and care of art materials and tools.	1.3.P.D.1
1.4.2	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	1.3.P.D.2
1.4.3	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	1.3.P.D.3
1.4.4	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	1.3.P.D.4
1.4.5	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	1.3.P.D.5
1.4.6	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	1.3.P.D.6
1.4.7	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	1.4.P.A.4

HEALTH, SAFETY, AND PHYSICAL EDUCATION

Introduction

Health, safety, and physical education in the preschool classroom encourage children's sense of self and support their emerging independence. Physical development impacts how children navigate the physical environment. Therefore, the preschool environment should be organized to support both indoor and outdoor activities that maximize each child's opportunities to develop gross- and fine-motor skills as well as health and safety awareness. Teachers should provide a wide range of concrete, developmentally appropriate, indoor and outdoor experiences each day to assist in the development of each child, including planned and spontaneous interactions promoting healthy habits that enhance lifelong well-being.

There are four preschool health, safety, and physical education standards:

Standard 2.1: Children develop self-help and personal hygiene skills.

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 2.1: Children develop self-help and personal hygiene skills.

Preschool Teaching Practices

Effective preschool teachers:

- Explain how germs are spread and instruct children in techniques to limit the spread of infection (e.g., there are germs on our drinking glasses, which is why we don't share drinks).
- Model appropriate hand-washing and supervise children's hand-washing (e.g., before and after meals, after toileting, after blowing their noses, after messy play).
- Promote the habits of regular tooth-brushing and bathing.
- Provide opportunities for children to pour and serve themselves and others, using a variety of appropriately sized utensils, during meal and snack time.
- Follow consistent routines regarding washing hands and utensils before and after preparing food and eating.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.1.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	2.1.P.A.1
2.1.2	Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	2.1.P.A.2

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to experience a variety of nutritious food choices.
- Encourage families to share foods common to their cultures.
- Make learning materials and activities (e.g., books, play food, food guide pyramid for young children, cooking experiences) available to reinforce nutritious food choices.
- Inform parents about nutritious food choices (e.g., parent conferences, family nights, newsletters) to extend and reinforce children’s classroom learning.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.2.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	2.1.P.B.1
2.2.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	2.1.P.B.2

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Preschool Teaching Practices

Effective preschool teachers:

- Monitor the indoor and outdoor environment daily to ensure it is safe and hazard-free.
- Ensure that chemicals, medications, and other hazardous materials are appropriately stored and locked away from children.
- Incorporate information about potential hazards into the curriculum (e.g., using seat belts and car seats, crossing the street safely, staying away from strangers, recognizing the poison symbol).
- Make a mural or chart of things that are and are not safe to touch.
- Practice emergency evacuation procedures with the children.
- Invite community representatives of health, fire, and police departments to visit the class to teach about how to follow health and safety precautions.
- Promote children’s understanding of safety within the context of everyday routines (e.g., clean up spills to prevent falling), as well as through intentionally planned activities (e.g., provide books, set up streets and crosswalks in the classroom to practice safety, role-play safe play behavior in various situations).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.3.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	2.1.P.D.1
2.3.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	2.1.P.D.2
2.3.3	Identify community helpers who assist in maintaining a safe environment.	2.1.P.D.3
2.3.4	Know how to dial 911 for help.	2.1.P.D.4

Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

Preschool Teaching Practices

Effective preschool teachers:

- Facilitate activities that promote specific movement skills (e.g., crawling through a play tunnel, moving around the classroom without bumping into one another, jumping from a block and landing securely on two feet).
- Guide and support children in the development of gross-motor skills (e.g., starting, stopping, turning, leaping, marching).
- Provide classroom learning centers stocked with a wide variety of materials that promote fine-motor skills (e.g., puzzles, pegs and peg boards, zippers, snaps, buttons, clay).
- Plan individual and small-group activities and materials that promote the development of gross- and fine-motor skills (e.g., movement games, dancing, and outdoor play; large tongs for picking up and sorting items; tools for working with clay; cutting materials with a wide range of resistance for cutting such items as tissue paper, wall paper, fabric, and cardboard).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.4.1	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	2.5.P.A.1
2.4.2	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	2.5.P.A.2
2.4.3	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	2.5.P.A.3

LANGUAGE ARTS LITERACY

Introduction

Literacy learning has a profound and lasting effect on the social and academic lives of children. Their future educational opportunities and career choices are directly related to literacy ability. Since early childhood is the period when language develops most rapidly, it is imperative that young children are provided with a variety of developmentally appropriate literacy experiences throughout each day, and that the classroom environment is rich with language, both spoken and printed. Early childhood teachers are responsible for both understanding the developmental continuum of language and literacy and for supporting each child's literacy development.

Literacy learning begins at birth and develops rapidly during the preschool period. The main components of literacy—listening, speaking, reading, and writing—should all be encouraged and supported through conversations and activities that are meaningful to the child and that involve adults and peers. Each child's interest and motivation to engage in literacy-related activities are evident before that child is able to read or write conventionally. Children should be provided with environments that encourage literacy exploration, and their emergent reading and writing behaviors should be valued and supported by their teachers.

Effective language and literacy programs provide children who do not speak English with opportunities for listening, speaking, reading, and writing in both English and the home language. It is important for the teacher to recognize the need to make modifications in the presentation of vocabulary, directions, storytelling, reading, and other oral language communication when working with children who do not speak English as their home language. These modifications may include the use of visual aids, scaffolding, repetition, rephrasing, and modeling.

There are four preschool language arts literacy standards:

- Standard 3.1: Children listen and respond to environmental sounds, directions, and conversations.**
- Standard 3.2: Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences.**
- Standard 3.3: Children demonstrate emergent reading skills.**
- Standard 3.4: Children demonstrate emergent writing skills.**

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 3.1: Children listen and respond to environmental sounds, directions, and conversations.

Preschool Teaching Practices

Effective preschool teachers:

- Give progressively more complex directions during classroom activities.
- Provide a variety of age-appropriate activities that require listening, including stories, songs, rhymes, chants, and individual and group conversations.
- Involve children in listening games in which they identify common objects through the sounds they make (i.e., a phone ringing, a truck passing by or blowing its horn, animal sounds, musical instruments, familiar voices).
- Provide opportunities for children to demonstrate understanding through representation (e.g., during dramatic play, while writing stories).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
3.1.1	Follow oral directions that involve several actions.	3.1.P.A.1
3.1.2	Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).	3.1.P.A.2
3.1.3	Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses).	3.1.P.A.3
3.1.4	Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.	3.1.P.A.4

Standard 3.2: Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences.

Preschool Teaching Practices

Effective preschool teachers:

- Engage in many individual and small-group conversations with children throughout the day (e.g., during lunch time, on the playground, while preparing for rest time), as well as during formal instructional time.
- Ask children to explain their ideas and plans.

- Extend children’s language by asking them to make connections between present knowledge and new vocabulary (e.g., “Why do you think that it’s called a *spider* plant?”).
- Organize a variety of age-appropriate activities that encourage oral language development (e.g., by joining in pretend play, encouraging children to talk about their experiences in small groups, providing hands-on science activities).
- Provide materials that encourage oral language development in all areas of the room (e.g., flannel board stories in the library area, puppets and props in the dramatic play area, small plastic figures in the block area).
- Provide opportunities for children to converse with peers throughout the day, and help children initiate, respond to, and sustain conversations.
- Introduce songs, finger-plays, and chants, and engage children in retelling and inventing stories.
- Interact with children using rich vocabulary words, descriptive language, and somewhat more complex language structures than children typically use (e.g., when responding to a child’s comment that it is starting to rain, the teacher can introduce the word *drizzling*).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
3.2.1	Describe previous experiences and relate them to new experiences or ideas.	3.2.P.A.1
3.2.2	Use language for a variety of purposes (e.g, to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).	3.2.P.A.2
3.2.3	Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.	3.2.P.A.3
3.2.4	Use compound sentences (e.g., “I wanted to make a long snake, but Mimi has the scarf.”), if-then statements (e.g., “If I set the table, then you can serve the food.”), and complex sentences (e.g., “Pigs wouldn’t like it on the moon because there isn’t any mud.”).	3.2.P.A.4
3.2.5	Use language to communicate and negotiate ideas and plans for activities.	3.2.P.A.5
3.2.6	Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.	3.2.P.A.6
3.2.7	Ask questions to obtain information.	3.2.P.A.7

3.2.8	Join in singing, finger-plays, chanting, and retelling and inventing stories.	3.2.P.A.8
3.2.9	Connect meanings of new words to vocabulary already known (e.g., “It’s called <i>bookend</i> because the <i>books end</i> .”).	3.2.P.A.9
3.2.10	Use new vocabulary and ask questions to extend understanding of words.	3.2.P.A.10

Standard 3.3: Children demonstrate emergent reading skills.***Preschool Teaching Practices***

Effective preschool teachers:

Print Awareness

- Use printed/written words in activities and in the environment (e.g., center labels, rebus, picture recipes, traffic signs) to help children recognize that words are represented by symbols.
- Display child-generated print materials at children’s eye level.
- Present functional print materials in the environment (e.g., labels on objects, signs with clear meaning) at children’s eye level.
- Provide literacy props (e.g., empty food and household containers, menus, recipe cards, phone books, order pads), and place books and other literacy materials in all classroom centers.
- Use varied, integrated methods to help children learn to recognize letters (e.g., help a child locate his/her cubby by finding the first letter of his/her name, read alphabet and other books, use charts that connect pictures and words).

Knowledge and Enjoyment of Books

- Call attention to the functions and features of print while reading and incidentally throughout the day (e.g., if two children argue over the job of snack helper, point out that the person whose name is on the helper chart starts with an uppercase R, or while reading a story, point out that the words are separated by spaces).
- Read to children individually, as well as in small and large groups.
- Read to children daily, using age-appropriate, high-quality literature (e.g., picture books, fantasy books, big books, books that are predictable and repetitive, informational books, culturally diverse books).
- Invite children’s participation during storybook reading (e.g., analyzing visual cues, making predictions, making personal connections).

- Create cozy, comfortable reading areas with a variety of age-appropriate printed materials (e.g., books, magazines, newspapers, catalogs, circulars, letters, and other mail items).
- Place books that extend play in different interest areas of the room (e.g., a book about bridges in the block area).
- Provide books and materials that reflect the identity, home language, culture, and interests of the students in the class.
- Provide opportunities for children to listen to and participate in stories, rhymes, poems, and songs in various languages.

Phonological Awareness

- Lead activities and stories that have repetitive patterns, rhymes, and refrains.
- Draw children’s attention to the sounds they hear in words (e.g., by asking whose names start with the “S” sound to go wash their hands for snack, or by using rhythm sticks to tap out the syllables in their names).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
<i>Strand A: Print Awareness</i>		
3.3.A.1	Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).	3.3.P.A.1
3.3.A.2	Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).	3.3.P.A.2
3.3.A.3	Identify some alphabet letters, especially those in his/her own name.	3.3.P.A.3
3.3.A.4	Recognize own name in a variety of contexts.	3.3.P.A.4
3.3.A.5	Recognize that letters are grouped to form words and that words are separated by spaces.	3.3.P.A.5
3.3.A.6	Recognize that it is the print that is read in stories.	3.3.P.A.6
<i>Strand B: Knowledge and Enjoyment of Books</i>		
3.3.B.1	Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).	3.3.P.B.1

3.3.B.2	Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).	3.3.P.B.2
3.3.B.3	Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).	3.3.P.B.3
3.3.B.4	Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i> : “What do you see the gorilla doing now?”).	3.3.P.B.4
3.3.B.5	Use a familiar book as a cue to retell their version of the story.	3.3.P.B.5
3.3.B.6	Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).	3.3.P.B.6
3.3.B.7	Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.	3.3.P.B.7

Strand C: Phonological Awareness

3.3.C.1	Engage in language play (e.g., manipulate separate and repeating sounds).	3.3.P.C.1
3.3.C.2	Make up and chant rhymes (e.g., at the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, saying, “A light is for night.”).	3.3.P.C.2
3.3.C.3	Play with alliterative language (e.g., “Peter, Peter Pumpkin Eater”).	3.3.P.C.3

Standard 3.4: Children demonstrate emergent writing skills.

Preschool Teaching Practices

Effective preschool teachers:

- Encourage children’s interest in writing using enjoyable and engaging methods (e.g., by having children dictate stories, helping them make books, encouraging them to attempt to write their names on their own work, helping them make a list of ingredients for a cooking project).
- Respond positively to all writing efforts (e.g., scribbling, letter strings, and nonconventional spelling).
- Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, rubberstamps, computers) and surfaces (e.g., paper, cardboard, chalkboard, wood, concrete) in all areas of the classroom.

- Provide children the opportunity to choose and use writing implements daily.
- Model writing in a variety of genres (e.g., lists, messages, dictated stories, charts) and explain the connection between spoken and written words.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
3.4.1	Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).	3.4.P.A.1
3.4.2	“Write” messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).	3.4.P.A.2
3.4.3	Attempt to write own name on work.	3.4.P.A.3
3.4.4	Share and discuss work samples containing drawings, paintings, and pictures.	3.4.P.A.4
3.4.5	Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer).	3.4.P.A.5

MATHEMATICS

Introduction

Young children experience mathematics naturally and spontaneously as they explore, interact, and try to make sense of their world. Young children in a high-quality preschool classroom are introduced to and actively engage in key mathematical concepts, language, and processes. Teachers observe children’s mathematical thinking as they make choices and play in a supportive learning environment, noting their interests and strengths and assessing each child’s prior experience and informal knowledge.

Teachers integrate math into all aspects of children’s daily routines through individual and small-group choices and transitions; they also allot time for in-depth, planned, small-group experiences that include mathematics interactions, problem-solving, and reflection. Teachers recognize the strong connections among math, literacy, and the other content areas. When children’s early interest in math is supported by adults, they develop the foundation and confidence necessary for mathematics enjoyment and proficiency in school and life.

There are four preschool mathematics standards:

Standard 4.1: Children demonstrate an understanding of numbers and numerical operations.

Standard 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement).

Standard 4.3: Children understand patterns, relationships, and classification.

Standard 4.4: Children use mathematical knowledge to represent, communicate, and solve problems in their environment.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 4.1: Children demonstrate an understanding of numbers and numerical operations.

Preschool Teaching Practices

Effective preschool teachers:

- Make materials and books that promote number exploration (e.g., collections of small objects, cash registers with money, number puzzles, counting books and games, egg cartons and plastic eggs) accessible to children.
- Encourage children to compare numbers frequently through questions (e.g., “Are there more people riding in the bus or in the airplane you made?”) and graphing (e.g., favorite colors, pets, etc.).

- Integrate purposeful counting experiences throughout other learning opportunities (e.g., taking attendance, following the rule to stay three steps behind another person, climbing the ladder of the slide, pulling the paper towel holder lever twice).
- Encourage and support individual attempts to learn to count numbers to 30 or higher.
- Provide opportunities for children to use estimation skills during daily activities by asking interesting and relevant questions (e.g., “How many strips of paper will you need for the bird’s tail?”).
- Model addition for children by using counting to combine numbers (e.g., “Maria has two blocks and Justin has three. There are five blocks altogether: 1, 2, 3, 4, 5.”).
- Model subtraction for children by using counting to separate numbers (e.g., “There are five cars on the carpet: 1, 2, 3, 4, 5. Three cars are red and two are blue. I am putting the two blue cars in the basket. There are three red cars left on the carpet.”).
- Foster one-to-one correspondence throughout the day (e.g., select a child to give out placemats and napkins at mealtimes, ask a child to get one animal for each cage).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.1.1	Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).	4.1.P.A.1
4.1.2	Recognize and name some one-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).	4.1.P.A.2
4.1.3	Compare groups of objects (e.g., using the terms “more,” “less,” “same”).	4.1.P.A.3
4.1.4	Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying “One for you, one for me.”): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.	4.1.P.A.4
4.1.5	Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., “Three blue pegs, three yellow pegs, six pegs altogether!”); and (b) separating (“I have four carrot sticks. I’m eating one! Now I have 3!”).	4.1.P.A.5

Standard 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement).

Preschool Teaching Practices

Effective preschool teachers:

- Provide materials indoors and outdoors that help children to develop spatial and geometric sense (e.g., items to fill and empty, fit together and take apart, or arrange and shape; materials that move; tunnels to crawl through).
- Use everyday experiences to foster understanding of spatial sense (e.g., talk about locations in the school, map the classroom).
- Use positional words (e.g., over, under, behind, in front of) to describe the relative position of items and people, and encourage the children to use them (e.g., “Michael is sitting next to Ana.” “I see that you used yellow paint under the blue stripe on your painting.” “Sam is putting his bears under the bowl.” “The car is on the right.”).
- Provide standard and nonstandard measurement materials both indoors and outdoors (e.g., unit blocks, inch cubes, rulers, cups, buckets, balance scales, water and sand tables).
- Provide opportunities for children to explore the differences between two- and three-dimensional shapes and constructions (e.g., faces of attribute blocks, balls, blocks of all shapes, boxes, beads).
- Introduce vocabulary describing two- and three-dimensional shapes and constructions (e.g., circle, sphere, square, cube, triangle, rectangular prism, pyramid).
- Help children to identify symmetry in their block constructions and in photographs and designs.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.2.1	Use and respond to positional words (e.g., in, under, between, down).	4.2.P.A.1
4.2.2	Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).	4.2.P.A.2
4.2.3	Explore three-dimensional shapes by building with blocks and other materials.	4.2.P.A.3
4.2.4	Explore connections between two- and three-dimensional forms (e.g., sphere and circle).	4.2.P.A.4

4.2.5	Identify symmetry during play (e.g., building with blocks).	4.2.P.A.5
4.2.6	Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).	4.2.P.A.6
4.2.7	Explore the use of nonstandard objects for measurement.	4.2.P.A.7
4.2.8	Compare and order objects according to measurable attributes (e.g., length, weight).	4.2.P.A.8
4.2.9	Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).	4.2.P.A.9

Standard 4.3: Children understand patterns, relationships, and classification.

Preschool Teaching Practices

Effective preschool teachers:

- Create simple patterns and ask children to repeat or insert missing elements (e.g., “I made a pattern in my tower: red block, blue block, red block, blue block. What color block should go next?”).
- Call attention to patterns in the environment, including visual and non-visual patterns (e.g., stripes on a child’s shirt, flowers outside, songs, chants).
- Plan and set up activities involving various types of patterns (e.g., songs, musical instruments, transition signals and activities, computer games that engage children in creating or extending patterns).
- Provide materials for children to sort, classify, and order (e.g., buttons, beads, colored craft sticks, bowls, trays).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.3.1	Describe patterns in the environment.	4.3.P.A.1
4.3.2	Represent patterns in a variety of ways.	4.3.P.A.2
4.3.3	Begin to represent data in pictures and drawings.	4.3.P.A.3
4.3.4	Show awareness of the attributes of objects through sorting, ordering, and classifying.	4.3.P.A.4

Standard 4.4: Children use mathematical knowledge to represent, communicate, and solve problems in their environment.

Preschool Teaching Practices

Effective preschool teachers:

- Encourage students to use mathematics as a communication tool by modeling mathematical vocabulary and symbolism (e.g., “What would happen if you put the spheres together?”)
- Encourage students to use mathematical knowledge as a problem-solving tool by asking open-ended questions and asking for more information (e.g., “Tell me about what you did.” “Would you use the same number again?” “What shape did you use?” “What size could you use that will make it stand up better?” “What were you thinking when you put this one over here?”).
- Encourage students to make connections between mathematics and other content areas and real-life situations (e.g., teacher says to Desiree, “Your name is longer than Sam’s because it contains more letters.” “You and Sara go home on the same bus, Number 14.”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.4.1	Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.	4.4.P.A.1
4.4.2	Solve problems that arise in mathematics and in other contexts.	4.4.P.A.2
4.4.3	Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.	4.4.P.A.3
4.4.4	Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.	4.4.P.A.4
4.4.5	Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).	4.4.P.A.5

SCIENCE

Introduction

Young children first construct scientific knowledge by using their senses to interact with their environment and make sense of the world around them. Their science understanding is facilitated and extended by adults whose own sense of wonder is a match for their curiosity. Children are more inclined to observe, question, and reflect about their investigations when encouraged by teachers who are also invested in the process. Thus, throughout the preschool years, children develop and refine their scientific abilities through observing, inquiring, and experimenting during rich and inviting opportunities for open-ended exploration and focused inquiry.

Preschool teachers intentionally encourage science investigations and inquiry based on their observations of children's interests and experiences, as well as based on their professional understanding of appropriate science content and learning outcomes for young children. Teachers actively encourage sustained exploration of a particular topic over as long as four to five weeks of focused inquiry. Teachers understand that purposefully planned experiences within children's immediate environment and daily surroundings provide the best context for science learning. In addition, preschool teachers seize opportunities for enhancing children's learning during exploration that naturally integrates math and science concepts. They purposefully introduce materials, techniques, and technologies that provide natural avenues to science learning.

Families should always be invited to observe and participate in classroom science activities. Teachers can stress the importance of modeling a positive attitude about science by providing activity extensions for families to explore at home. Community partnerships and resources should be valued and used as much as possible. Science centers, working farms, public gardens, and children's museums often have science exhibits or programs that are developmentally appropriate for preschoolers and that expand upon concepts children are exploring in their classrooms. Local businesses, including nurseries, fruit and vegetable markets, and pet stores are all valuable resources for enhancing classroom science investigations.

There are five preschool science standards:

- Standard 5.1: Children develop inquiry skills.**
- Standard 5.2: Children observe and investigate matter and energy.**
- Standard 5.3: Children observe and investigate living things.**
- Standard 5.4: Children observe and investigate the Earth.**
- Standard 5.5: Children gain experience in using technology.**

Each of these five standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 5.1: Children develop inquiry skills.***Preschool Teaching Practices***

Effective preschool teachers:

- Provide a supportive classroom climate that encourages children to pursue ideas through the use of science inquiry skills. The environment should encourage children to wonder, observe, ask questions, and investigate as they solve problems, engage with phenomena, and make decisions during daily activities both indoors and outdoors. Science preparation and planning should reflect intentionality, with the teacher thinking about how to best develop science concepts in the context of children’s everyday classroom lives and experiences.
- Prepare the classroom with open-ended nature/science objects and materials that children can explore and use independently and that are linked to ongoing classroom explorations (e.g., collections of rocks, pinecones, and seed pods during a study of the local environment; nature/science books; nature sequence cards that support an investigation of life cycles; magnifying glasses; collections of measuring tools at the sand table; items that water can flow through at the water table; plants grown from seed; journals for recording; audio-visual materials; computer software).
- Plan intentionally for children’s conceptual learning during small-group science experiences that include a series of related, simple experiments and experiences (e.g., freezing and melting to expose children to states of matter; blowing through straws and hollow tubes on common objects to explore energy and motion; sprouting seeds with and without light to better understand the needs of living things; exploring chemical changes that occur when ingredients are mixed and cooked in an oven; using the senses to explore, compare, and describe variations in textures of various rocks).
- Provide opportunities for focused inquiry over longer time periods (e.g., investigating flow at the water table; exploring light and shadow indoors and out; pursuing a study involving observations of growing things, using a variety of plants grown indoors and out; exploring sound; exploring simple machines, such as wheels, levers, and inclined planes, in everyday classroom contexts).
- Facilitate individual and small-group discussions based on open-ended science explorations and focused inquiry to encourage children to share, discuss, reflect on, and form explanations about their emerging ideas.
- Help children identify and refine questions that can be explored through science investigations.
- Pose questions that lead to making predictions (e.g., “What do you think will happen if ...?”).
- Provide regular opportunities for children to collect, measure, record, and represent science experiences and data (e.g., collecting natural items that are signs of fall, using lengths of yarn to measure how far a ball rolls, using simple charts).
- Facilitate children’s acquisition and use of basic science terms and topic-related science vocabulary along with access to nonfiction books, audio and video materials, and Website photographs and information.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).	5.1.P.A.1
5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).	5.1.P.B.1
5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	5.1.P.B.2
5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	5.1.P.C.1
5.1.5	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	5.1.P.D.1

Standard 5.2: Children observe and investigate matter and energy.

Preschool Teaching Practices

Effective preschool teachers:

- Provide a variety of interesting materials and objects (e.g., solids and liquids) in learning centers to encourage children to observe, manipulate, sort, and describe physical properties (e.g., size, shape, color, texture, weight) using their five senses as well as simple tools (e.g., magnifiers, balance scales).

- Provide opportunities for children to explore changes in matter (e.g., liquids and solids) when substances are combined, heated, or cooled (e.g., when mixing ingredients for cooking, mixing paint colors, preparing recipes that involve heating or cooling, exploring water as a solid and a liquid), including projects or studies over an extended period of time (e.g., an in-depth investigation of water that includes how water moves, what happens when things are mixed with water, and the behavior of drops of water).
- Facilitate children’s investigations of forms of energy (sound, heat, and light).
- Provide opportunities for children to explore motion (e.g., objects can move in many ways) and the forces that affect motion (e.g., natural phenomena and mechanical forces) in projects or studies over an extended period of time.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.2.1	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	5.2.P.A.1
5.2.2	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	5.2.P.B.1
5.2.3	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	5.2.P.C.1
5.2.4	Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	5.2.P.E.1

Standard 5.3: Children observe and investigate living things.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to observe and investigate the characteristics of plants and animals in their natural habitats and in the classroom over time.
- Facilitate children’s observations of similarities and differences (e.g., discussing the physical needs of a bird and a dog) in the needs of various living things and their observations of differences between living and nonliving things (e.g, classifying living and nonliving things found in water or on land).
- Encourage children to explore available outdoor habitats (e.g., the trees or a patch of ground outside the classroom) and to participate in caring responsibly for living things during and outside of school time (e.g., fish tank, plants, hermit crabs, ladybugs, butterflies).
- Provide opportunities for children to investigate changes in living things over time (e.g., the life cycles of plants or mealworms).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.3.1	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	5.3.P.A.1
5.3.2	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	5.2.P.A.2
5.3.3	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	5.3.P.C.1
5.3.4	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	5.3.P.D.1

Standard 5.4: Children observe and investigate the Earth.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for exploring the natural environment, indoors and outdoors (e.g., soil, rocks, water, and air).
- Provide opportunities for exploring the natural energy of sunlight through its connection with living and nonliving things (e.g., a plant's need for sunlight or the effects of light and shadow on objects).
- Provide opportunities for investigating weather phenomena (e.g., recording daily changes in weather, observing cycles of seasonal change, discussing characteristics of different kinds of weather).
- Use classroom experiences to assist children in developing an awareness of conservation and respect for the natural environment in everyday contexts (e.g., conserving resources, recycling).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.4.1	Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).	5.4.P.C.1
5.4.2	Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	5.4.P.E.1
5.4.3	Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	5.4.P.F.1
5.4.4	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	5.4.P.G.1

Standard 5.5: Children gain experience in using technology.
Preschool Teaching Practices

Effective preschool teachers:

- Provide and assist students with identifying and using appropriate tools and technology in support of their science investigations (e.g., computers; video, audio, and camera equipment; cooking equipment; measuring tools; writing and painting tools; tools that extend sensory exploration; simple machines; woodworking tools).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.5.1	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	5.1.P.B.3

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Introduction

The teaching of social studies, family, and life skills in the preschool classroom begins with cultivating all children’s understanding of themselves and their place in the family and moves to an understanding of social systems in ever widening circles: from the family to the classroom community, the neighborhood, and the world. Preschool teachers provide a wide range of concrete, developmentally appropriate activities and field trips that offer opportunities to explore and celebrate similarities and differences among children, lifestyles, and cultures. However, teachers understand that young children classify and make concrete connections that sometimes lead to statements that may sound biased. At these times, teachers take the opportunity to discuss racial, culture, and gender biases with children. These discussions help build a foundation for understanding and appreciating diversity.

Social studies, family, and life skills are integrated throughout the preschool day, as teachers endeavor to establish a caring community life based on respect and appreciation of individual differences. The classroom environment is organized to provide opportunities for children to develop independent behaviors and to act out real-life situations. The environment reinforces those skills and concepts that encourage good citizenship and that develop each child’s capacity to participate in a culturally diverse, democratic society in an increasingly interdependent world.

Families should be given ongoing opportunities to visit the classroom and share their cultural traditions and experiences throughout the school year. Celebrating cultural diversity should not be limited to holidays.

There are four preschool social studies, family, and life skills standards:

- Standard 6.1: Children identify unique characteristics of themselves, their families, and others.**
- Standard 6.2: Children become contributing members of the classroom community.**
- Standard 6.3: Children demonstrate knowledge of neighborhood and community.**
- Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.**

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 6.1: Children identify unique characteristics of themselves, their families, and others.

Preschool Teaching Practices

Effective preschool teachers:

- Engage in one-on-one and small-group conversations about similarities and differences of children (e.g., eyes, hair, skin tone, talents, interests, food preferences, gender).
- Encourage children to appreciate individual differences by providing diverse materials, literature, and activities (e.g., mirrors, graphs, height charts; multicultural paints, papers, and crayons).
- Incorporate books, materials, and activities that support diversity with respect to race, ethnicity, culture, age, abilities, gender, and nonstereotypic roles (e.g., music, literature, dramatic play props, puzzles, displays).
- Incorporate materials, photos, artifacts, and props from diverse families that reflect family roles and traditions.
- Invite family members to come to the classroom to share foods, talents, and traditions.
- Support and recognize differences in family structures, routines, and traditions through discussions, literature, and activities (e.g., placing diverse articles of clothing in housekeeping area).
- Use language to identify family members, roles, traditions, and artifacts (e.g., “Your Uncle Leo is your daddy’s brother.” “Rabiye’s mother wears a burka.” “Some grandmothers go to work, just like Tony’s. Others stay at home and work.”).
- Encourage children to use materials and supplies in a nonstereotypical manner (e.g., “Both men and women cook and wear aprons.”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.1.1	Describe characteristics of oneself, one’s family, and others.	6.1.P.D.1
6.1.2	Demonstrate an understanding of family roles and traditions.	6.1.P.D.2
6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).	6.1.P.D.3

Standard 6.2: Children become contributing members of the classroom community.

Preschool Teaching Practices

Effective preschool teachers:

- Involve children in developing a few simple rules with an emphasis on positive rules (e.g., “walking feet” instead of “no running”).

- Establish classroom routines and involve children in the upkeep of the classroom (e.g., taking care of the pet, cleaning up, watering plants, washing hands before using the water table to avoid spreading germs).
- Model appropriate behaviors during family-style meals (e.g., sitting during meals, engaging in conversation, asking to be excused from the table when finished eating).
- Plan activities and routines that encourage cooperation and collaboration (e.g., classroom murals, pair-painting, buddy system).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.2.1	Demonstrate understanding of rules by following most classroom routines.	6.1.P.A.1
6.2.2	Demonstrates responsibility by initiating simple classroom tasks and jobs.	6.1.P.A.2
6.2.3	Demonstrate appropriate behavior when collaborating with others.	6.1.P.A.3

Standard 6.3: Children demonstrate knowledge of neighborhood and community.

Preschool Teaching Practices

Effective preschool teachers:

- Provide materials, literature, and activities that explore different types of homes (e.g., apartment buildings, motels, single-family houses, multi-family houses).
- Involve children in first-hand experiences in their community (e.g., field trips in the school or neighborhood) and discuss and involve children in mapping its physical features.
- Invite visitors with community service roles into the class (e.g., business owner, nurse, doctor, postmaster, firefighter, police officer, veterinarian, teacher, secretary).
- Furnish learning centers with literature, activities, and materials for play based on children's experiences with their community (e.g., visit the supermarket then create a classroom store; visit the school office then create a classroom office).
- Involve children in discussions about the homes they live in and the different types of homes in the community (e.g., by taking neighborhood walks).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.3.1	Develop an awareness of the physical features of the neighborhood/community.	6.1.P.B.1
6.3.2	Identify, discuss, and role-play the duties of a range of community workers.	6.1.P.B.2

Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.

Preschool Teaching Practices

Effective preschool teachers:

- Explore cultures represented in the classroom and community and integrate information about these cultures into the daily curriculum as well as into classroom literature, activities, and play materials.
- Invite families and other community members to tell stories about and provide activities (e.g., share foods, clothing, and traditions with teachers and peers) that engage children in their cultures and traditions.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.4.1	Learn about and respect other cultures within the classroom and community.	6.1.P.D.4

WORLD LANGUAGES

Introduction

The diverse nature of our society necessitates that children develop an understanding of languages other than their own. The world languages standard addresses this need by describing what all preschool children should learn and what teachers should teach to encourage awareness of different languages.

In preschool, children are just beginning to learn about language and how it works. Some of their language learning will focus on the languages spoken in their homes, and some of this learning will focus on the languages they encounter in their community. With the growing number of young children in New Jersey who speak and understand different home languages, preschool teachers and classrooms must be equipped to support children's learning in more than one language. Being bilingual can be an asset for all children. Teachers can integrate words from languages other than English into the classroom through songs, daily routines, and storybooks. Labels written in languages other than English can be used to identify items within the classroom. Parents and community members who speak languages other than English can be valuable resources in helping children both understand and respect the linguistic diversity present in our culture, and they should be invited to share these languages with the children.

Special consideration must be given to preschool children who already know more than one language. Materials should be available that represent and support the native languages and cultures of the children and adults in the class. Teachers should understand that all languages are learned in context as children interact with and explore their world. In addition, teachers should plan opportunities to extend children's language throughout the day and across all content areas.

There is one preschool world languages standard:

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

This standard is further elaborated in the sections that follow. For this standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to hear simple greetings, words, or phrases in a language other than their own (including sign language) in appropriate contexts (e.g., during dramatic play, in stories, when greeting visitors).
- Expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals.
- Begin to expose children to language for topics that extend beyond the self, such as simple geography and weather.
- Provide conversations and stories in different languages using a variety of media (e.g., teachers, peers, visitors, songs, videos, computers).
- Identify languages spoken by classmates, parents, or visitors and explain that people use different languages.
- Put written labels on some items in the room using various languages.
- Use visual aids available in the classroom (e.g., props, pictures, and photos of daily routines) to enhance comprehension of world languages.
- Read and display children’s books in different languages.
- Provide rhymes and songs for children in different languages.
- Give simple commands or instructions in a language other than English.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
7.1.1	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	7.1.P.A.1
7.1.2	Say simple greetings, words, and phrases in a language other than their own.	7.1.P.A.2
7.1.3	Comprehend previously learned simple vocabulary in a language other than their own.	7.1.P.A.3
7.1.4	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	7.1.P.A.4

TECHNOLOGY

Using Technology with Preschool-Age Children

Like blocks, books, and crayons, technology in a preschool classroom offers versatile learning tools that can support children’s development in all domains. For example, there are electronic storybooks that can “read” stories to children in multiple languages, adventure games that foster problem-solving skills, story-making programs that encourage literacy and creativity, math-related games that help children count and classify, and science activities that promote inquiry and an understanding of the world through the lens of a child. When preschoolers are encouraged to work together with electronic devices and computers, social skills are tapped as children negotiate turn-taking. However, technology should never be used to replace the concrete, real-life experiences that are critical to a young child’s learning; it must always be used in balance with other meaningful activities and routines. Technology should be embedded into children’s centers and should be used to enhance their learning and development during choice time as well as during small-group experiences.

The number and type of developmentally appropriate technology-based play options for preschool-age children are increasing on a daily basis. While some of these experiences involve “traditional” desktop computers of the mouse-and keyboard-variety, others take new and sometimes unexpected forms. They may include a toy that talks or responds to a child’s touch, an electronic storybook, or a pen-like stylus that can, with a tap, read a word in a variety of languages. There are game consoles that can convert a large screen into a gross-motor game or easel, and a variety of technology-based tools that can enhance a child’s exploration or representation, including audio recorders, digital cameras, TV microscopes, or video capture devices.

By the end of preschool, children with technology experience can use pull-down menus to launch programs, can negotiate menus and interfaces, and feel comfortable using computers, digital cameras, smart toys, handheld devices, and game consoles for simulations, art projects, creating stories, and looking up facts. The behaviors listed in the standards below are indicative of these understandings and should never be used as a formal measure of a child’s knowledge. In addition, because technology is continually evolving, it is important to use this list in principle and add skills or concepts that reflect the state of the art.

There are five preschool standards for technology:

Standard 8.1: Navigate simple on screen menus.

Standard 8.2: Use electronic devices independently.

Standard 8.3: Begin to use electronic devices to communicate.

Standard 8.4: Use common technology vocabulary.

Standard 8.5: Begin to use electronic devices to gain information.

These standards are further elaborated in the sections that follow. First, effective preschool teaching practices that may apply to multiple standards are listed, followed by the preschool competencies that develop as a result of those practices.

Preschool Teaching Practices

Effective preschool teachers:

- Never formally “teach” technology skills and competencies. Instead, set the stage for successful experimentation by providing the materials, introducing them, and being available to lend support.
- Let children pretend with the types of gadgets they see their parents using. Stock the dramatic play area with a nonworking mouse and keyboard, cell phone, and/or electronic music device.
- Look for activities that give children ways to “accidentally succeed,” providing instant feedback and fostering feelings of control. Avoid poorly designed interactive media experiences with long stretches of uninterrupted animation or narration that might frustrate children or cause them to lose interest.
- Keep a camcorder or digital camera handy to capture and display children’s work.
- Set the stage for highly social, active learning by choosing activities that encourage more than one child to play together (e.g., place two to three chairs around computers, place multiple headsets around electronic books, select logic and problem-solving activities that children can work on together).
- Offer technology options in each center of the room during choice and small-group times.
- Model common technology vocabulary, such as email, Internet site, software, hardware, computer, mouse, digital camera, and printer.
- Encourage children to record their activities and projects using digital cameras.
- Introduce new technology during circle time, prior to placing it in a center, and while modeling how to care for the technological device.
- Use strategies to teach children how to monitor their computer usage.
- Mark the left mouse button with a sticker to help children know which button to press.
- Research software, toys, and gadgets before buying by reading reviews, as you would with any other classroom materials.
- Use computers to conduct Internet searches for subjects of interest. Let children participate in the process of coming up with search words, and allow them to see the results in ways they can understand (e.g., as a set of images rather than as text).
- Make technology accessible to all children, including English Language Learners, and use it as an accommodation for an individual child with special needs. Assistive technologies can take the form of low-tech, mid-tech, and high tech devices (e.g. visual schedule, touch screens, single switch toys).

Preschool Learning Outcomes**Standard 8.1: Navigate simple on screen menus.**

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.1.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	8.1.P.A.1
8.1.2	Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	8.1.P.F.1

Standard 8.2: Use electronic devices independently.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.2.1	Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.	8.1.P.A.3
8.2.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”	8.1.P.C.2
8.2.3	Turn smart toys on and/or off.	8.1.P.A.6
8.2.4	Recognize that the number keys are in a row on the top of the keyboard.	8.1.P.A.4
8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	8.1.P.C.1
8.2.6	Use a digital camera to take a picture.	8.1.P.B.1

Standard 8.3: Begin to use electronic devices to communicate.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.3.1	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	8.1.P.A.2

Standard 8.4: Use common technology vocabulary.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.4.1	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	8.1.P.A.5

Standard 8.5: Begin to use electronic devices to gain information.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.5.1	Use the Internet to explore and investigate questions with a teacher's support.	8.1.P.E.1

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<http://www.aap.org/default.htm>

Association Montessori
Internationale Koninginneweg 161
1075 CN Amsterdam
The Netherlands
<http://www.montessori-ami.org>

The Center for the Child Care Workforce
733 15th Street, NW Suite 1037
Washington, DC 20005-2112
<http://www.ccw.org/index.html>

The Center for Early Childhood Leadership, National-Louis University
6310 Capitol Drive
Wheeling, IL 60090
<http://www2.nl.edu/twal/index.htm>

Child Care Bureau
U.S. Department of Health and Human Services
The Administration for Children and Families
Regional Office
26 Federal Plaza, Room 4114
New York, NY 10278
<http://www.acf.hhs.gov/programs/ccb/>

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
<http://www.childrensdefense.org/>

Children's Resources International, Inc.
5039 Connecticut Avenue, NW Suite One
Washington, DC 20008
<http://www.childrensresources.org/>

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Division of Early Childhood Education
P.O. Box 500
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<http://www.state.nj.us/njded/ece/>

The Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 200
Los Altos, CA 94022
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National Center for Early Development and Learning

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-8185

<http://www.fpg.unc.edu/~ncedl/>

The National Child Care Information Center

U.S. Department of Health and Human Services

The Administration for Children and Families

243 Church Street, NW 2nd Floor

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National Head Start Association

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