

NAEYC Accreditation: A Decade of Learning and the Years Ahead

**Sue Bredekamp and
Barbara A. Willer,
Editors**



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NAEYC Accreditation Sue Bredekamp, Barbara A. Willer, 1996 The year 1995-96 marks the 10th anniversary of NAEYC accreditation. This collection brings together essays that examine what educators have learned from the past decade along with future directions for accreditation. The chapters focus on three broad themes: 1. effects of NAEYC accreditation on program quality and outcomes for children; 2. lessons learned from accreditation; and 3. relationships between NAEYC accreditation and public policy. The chapters are: 1. The First Decade of NAEYC Accreditations: Growth and Impact on the Field, Sue Bredekamp and Stephanie Glowacki, describing the sociopolitical and historical context behind NAEYC's accreditation system; 2. The Quality of Work Life in Early Childhood Programs: Does Accreditation Make a Difference?, Paula Jorde Bloom; 3. The Effects of Accreditation on Care in Military Child Development Centers, Gail L. Zellman and Anne S. Johansen; 4. NAEYC Accreditation as an Indicator of Program Quality: What Research Tells Us, Marcy Whitebook; 5. Accreditation of Johnson and Johnson's Child Development Center, Carollee Howes and Ellen Galinsky; 6. Using a Statistical Indicator of Methodology for Accreditation, Richard Fiene; 7. Accreditation Process or Product?, Annette Sibley and Martha Abbott Shim; 8. The Challenge of Responding to Individual and Cultural Differences and Meeting the Needs of All Communities, Gayle Cunningham; 9. Facilitated Accreditation Project, Lori Harris and others; 10. The Accreditation Facilitation Project: A Community Climate Ripe for Collaboration on Quality, Judith G. Goldfarb and Deborah Flis; 11. The Role of Accreditation in Public Policy, Louise Stoney; 12. Licensing and Accreditation: How Much Quality is Quality?, Gwen Morgan; 13. What Do Parents Want? Can We Create Consumer Demand for Accredited Child Care Programs?, Barbara Reisman; and 14. Creating a Market for Quality through NAEYC Accreditation, W. Steven Barnett. [BGC History of Early Childhood Education](#) V. Celia Lascarides, Blythe F. Hinitz, 2013-05-13 History of Early Childhood Education presents a thorough and elegant description of the history of early childhood education in the United States. This book of original research is a concise compendium of historical literature combining history with the prominent and influential theoretical background of the time. Covering historical threads that reach from ancient Greece and Rome to the early childhood education programs of today, this in-depth and well-written volume captures the deep tradition and the creative knowledge base of early care and education. History of Early Childhood Education is an essential resource for every early childhood education scholar, student, and educator. [Early Childhood Education](#) Moncrieff Cochran, Rebecca S. New, 2007-01-30 Early childhood education has reached a level of unprecedented national and international focus. Parents, policy makers, and politicians have opinions as well as new questions about what, how, when, and where young children should learn. Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children's early learning and brain development. Early childhood education is also a major topic of concern internationally as social policy analysts point to its role in a nation's future economic outlook. As a groundbreaking contribution to its field, this four-volume handbook discusses key historical

and contemporary issues research theoretical perspectives national policies and practices

The Hundred Languages of Children Carolyn Edwards, Lella Gandini, George Forman, 1998-04-21 The city run early childhood program of Reggio Emilia Italy has become recognized and acclaimed as one of the best systems of education in the world Over the past forty years educators there have evolved a distinctive innovative approach that supports children's well being and fosters their intellectual development through a systematic focus on symbolic representation Young children from birth to age six are encouraged to explore their environment and express themselves through many languages or modes of expression including words movement drawing painting sculpture shadow play collage and music Leading children to surprising levels of symbolic skill and creativity the system is not private and elite but rather involves full day child care open to all including children with disabilities This new Second Edition reflects the growing interest and deepening reflection upon the Reggio approach as well as increasing sophistication in adaptation to the American context Included are many entirely new chapters and an updated list of resources along with original chapters revised and extended The book represents a dialogue between Italian educators who founded and developed the system and North Americans who have considered its implications for their own settings and issues The book is a comprehensive introduction covering history and philosophy the parent perspective curriculum and methods of teaching school and system organization the use of space and physical environments and adult professional roles including special education The final section describes implications for American policy and professional development and adaptations in United States primary preschool and child care classrooms

Young Children, 2000 Using Research to Improve Child Care for Low-income Families An-Me Chung, Louise Stoney, 1997

Beginnings & Beyond Ann Miles Gordon, Kathryn Williams Browne, 2004 Beginnings Beyond is the tool students need to develop vital skills necessary to become successful teachers and caregivers They will come to thoroughly understand the fundamentals of early childhood education through a discussion of the topic from an historical perspective present day issues and future trends In this sixth edition the authors have emphasized multiculturalism and NAEYC's developmentally appropriate practice to support the viewpoint that there is more than one correct way to care for and educate young children

Assessing the Validity of the Qualistar Early Learning Quality Rating and Improvement System as a Tool for Improving Child-care Quality Gail Zellman, 2008 As a result of the generally low quality of child care in the United States quality rating and improvement systems QRISs are proliferating in the child care arena This study examines the QRIS developed by Qualistar Early Learning a nonprofit organization based in Colorado evaluating how reliable the system's components are whether the QRIS process helped providers to improve and whether and how much children benefit from such improvement

The SAGE Encyclopedia of Contemporary Early Childhood Education Donna Couchenour, J. Kent Chrisman, 2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development

emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

Current Issues and Trends in Education Jerry Aldridge, Renitta L. Goldman, 2007 An exploration of twenty first century trends and issues in education that discusses politics demographics diversity rights of stakeholders curricular practices No Child Left Behind legislation social promotion multicultural education and other related topics

[Introduction to Early Childhood Education](#) Eva L. Essa, Melissa M. Burnham, 2019-02-05 Introduction to Early Childhood Education provides current and future educators with a highly readable comprehensive overview of the field The underlying philosophy of the book is that early childhood educators most important task is to provide a program that is sensitive to and supports the development of young children Author Eva L Essa and new co author Melissa Burnham provide valuable insight by strategically dividing the book into six sections that answer the What Who Why Where and How of early childhood education Utilizing both NAEYC National Association for the Education of Young Children and DAP Developmentally Appropriate Practice standards this supportive text provides students with the skills theories and best practices needed to succeed and thrive as early childhood educators A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and resources boost comprehension and bolster analysis Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 6883 2 which includes access to SAGE Premium Video and other multimedia tools SAGE coursepacks SAGE coursepacks makes it easy to import our quality instructor and student resource content into your school s learning management system LMS Intuitive and simple to use SAGE coursepacks allows you to customize course content to meet your

students needs SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources

By a Thread Marcy Whitebook, Laura Sakai, 2004 Demand for child care services has grown steadily over the last few decades due to demographic trends public policies newly discovered links between brain development and early environments and the number of parents entering the labor market for reasons such as welfare reform As a result most U S children under five spend time on a regular basis each week in nonparental care Despite the growing demand and the increased recognition of the importance of early childhood development the child care industry suffers from high turnover among both staff and leadership thereby imperiling the overall quality of care provided by child care centers In By a Thread How Child Care Centers Hold On to Teachers How Teachers Build Lasting Careers Marcy Whitebook and Laura Sakai examine how child care programs and their staff subsist in a field characterized by low pay low status and high turnover and what the impacts of these factors are on the quality of child care provided Their study is based on an in depth survey of 75 mid size relatively high quality child care centers located in an economically thriving region They collected data on salaries training and educational background for all teaching staff employed at the centers at three points in time 1994 1996 and 2000 These data provide a detailed picture of the entire teaching workforce at the 75 centers in 2000 and allow a comparison of the workforce in that year to those in 1994 and 1996 This inside look paints a disturbing picture of a dedicated yet poorly paid high turnover workforce Part I of the book focuses on staff departures and center quality In it Whitebook and Sakai relate the types and magnitude of turnover occurring among teachers at child care centers to the level of quality provided there They present empirical evidence on the correlation between center quality and staff stability as well as the perspectives of teachers and directors in their survey who reflect on the challenge of attaining and maintaining high quality care In Part ii Whitebook and Sakai rely on in depth quantitative evidence to examine the experience of child care employment They point out interesting relationships between the characteristics of the child care workforce and those who have chosen to leave stay or join on They then discuss work and family decisions that impact child care workers career decisions including the rewards listed by workers as reasons they remain employed in child care The authors conclude with three policy recommendations that echo the suggestions made to them by the teaching staff and directors interviewed in their survey They recommend 1 expanding the focus of K 12 education reforms to include preschool years 2 creating national legislation that encourages state and local investments to improve compensation for child care workers and 3 considering whether child care workers might strengthen their hand when it comes to negotiating compensation packages through formal organization The following chapters are included 1 An Overview of the U S Child Care Industry 2 Here Today Gone Tomorrow 3 The Role of Staffing in Improving and Sustaining Center Quality 4 Turnover and the Quality of Child Care Services 5 Who Leaves Who Stays Who Joins 6 Work and Family Issues as Factors in Career Decisions 7 Rewards and Stresses of Child Care Work and 8 Conclusions and Recommendations

Resources in Education, 1999-04 **The Wiley**

Handbook of Early Childhood Care and Education Christopher P. Brown, Mary Benson McMullen, Nancy File, 2019-04-23

The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects best practices and the future directions of the field With contributions from noted experts in the field the book contains 30 interdisciplinary essays that explore in depth the central issues of early childhood care and education The handbook presents a benchmark reference to the basic knowledge effective approaches to use with young children curriculum design professional development current policies and other critical information The expert contributors address the myriad complex policy and practice issues that are most relevant today The essays provide insight into topics such as child development and diversity the sociocultural process of child development the importance of the home environment in the lives of young children early childhood special education teaching and learning literacy and much more This important resource Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars researchers and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars researchers advocates policymakers and students of early childhood care and education The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field The Inclusive Classroom Ginger Kelley McKenzie, Victoria S.

Zascavage, Vanessa M. Rigaud, Crystal Dahlmeier, My Le N. Vo, 2021-05-13 The Inclusive Classroom Creating a Cherished Experience through Montessori brings together experts in Montessori Education and Special Education for the 3 to 6 year old child in Montessori school This book will be used by Montessori professionals in teacher training programs at the undergraduate and graduate levels by Montessori teachers in classrooms including public private sectarian and nonsectarian schools for classrooms ages 3 to 6 and by Montessori administrators in all types of schools The Montessori chapters Introduction Practical Life Sensorial Math Geometry Language and Conclusion describe and include examples of how to modify or re present Montessori lessons for children with learning challenges These lessons are supported by the principles of Universal Design for Learning AND specific standards from the National Association for the Education of Young Children

Sparkling Learning in Young Children Chris Amirault, 2024-07-23 Sparking Learning in Young Children Classroom Best Practices provides a streamlined yet comprehensive overview of everything you need to kickstart your preschool transitional kindergarten or pre K classroom to help ensure the best possible teaching and learning environment Dive into relevant topics offering insights from contemporary research expert defined best practices and real world examples from the author s twenty plus years of experience Whether a seasoned teacher or a dedicated aide this guide is your roadmap to creating a vibrant

inclusive and developmentally appropriate early childhood learning experience This concise yet comprehensive resource equips you with the essential tools to create an engaging learning environment by focusing on key areas such as child development planning and reflection room design and materials family engagement and more **Early Childhood Curriculum**

Carol Elaine Catron, Jan Allen, 1999 This comprehensive guide provides information on planning programs with a play based developmental curriculum for children from birth to five years of age and covers basic principles and current research in early childhood curricula The text is unique in that it discusses the creative play model for use with children from infancy through preschool by presenting an integrated individualized curricular approach that helps teachers to be sensitive to and to plan for young children with a variety of developmental and cultural backgrounds **Handbook of Early Childhood Teacher Education**

Leslie J. Couse, Susan L. Recchia, 2015-07-24 This handbook synthesizes both contemporary research and best practices in early childhood teacher education a unique segment of teacher education defined by its focus on child development the role of the family and support for all learners The first volume of its kind the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field including the history of early childhood teacher education programs models for preparing early childhood educators pedagogical approaches to supporting diverse learners and contemporary influences on this quickly expanding area of study Appropriate for early childhood teacher educators as well as both pre and in service teachers working with children from birth through 8 this handbook articulates the unique features of early childhood teacher education highlighting the strengths and limitations of current practice as based in empirical research It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators **Confronting Our Discomfort**

Tamar Jacobson, 2003 How do our own attitudes get in the way of anti bias in the classroom In this practical resource Tamar Jacobson provides a framework for early childhood teachers and education professors to confront this issue head on And she knows whereof she speaks Growing up Jewish in the former colony of Rhodesia Jacobson is in a unique position to challenge us with her disquiet move us with her perspective and change our ideas What s more she guides us along the tricky path towards an anti bias curriculum showing us how to see our own shortcomings stop the perpetuation of negatives and clear the way for children to gain a greater understanding of the world and its possibilities **Developmentally Appropriate Curriculum**

Marjorie J. Kostelnik, Anne Keil Soderman, Alice Phipps Whiren, 2007 This best selling text has been thoroughly updated to include standards coverage and address all aspects of classroom life including the roles of children and adults the physical and social environments and teaching and learning within multiple domains for children age three to eight It provides a comprehensive cohesive approach to curriculum development which results in greater continuity for children and practitioners in such formal group settings as childcare pre school and the early elementary grades Concentrating as much on the how of curriculum development as on the what and why the authors present numerous examples and practical research based guidelines organized by

developmental domain for translating theory into best practice that accommodates age appropriateness individual differences and social and cultural diversity Readers learn how to conceptualize plan implement and evaluate curriculum through detailed application opportunities in each chapter For childcare pre school and early elementary grades instructors

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