Preface

"We do not learn from experience…we learn from reflecting on experience."
—John Dewey

Imagining a new way: creating responsive, student-centered, content-engaging approaches to developing teachers of young children.

The Developing Teacher: Guiding Students from Practicum to Profession may look different from prior texts you have used. This text appears more like a manual. That is deliberate. Pages are perforated and professors, alone or with student input, can put the chapters into a sequence that works best for how they want to cover the topics in the text. If the chapters are then put into a 3-ring binder, professors can also insert forms used in this course such as permission forms or learning experience plans. It may be useful for both professors and students to review the entire text together to provide rationales as to what will be covered, when and why, as well as the reflective approach used throughout. This provides students with input about the professor's decisions in this course and the professor can hear from students about what they find most useful for their unique learning styles.

Underlying this text are three principles:

- Respectfully acknowledges that students have the background content knowledge to be successful in this course, and this text helps them pinpoint and recall this prior knowledge, much like they will do when considering young children in creating their learning experience plans.
- Models a student-centered approach, the same approach student teachers in early childhood education use to create and implement learning experience plans.
- Focuses on intentionality in teaching, creating a parallel process that student teachers must use in their practicum and teaching. This parallel process shows rather than tells so that best practices are embedded within the repertoire of skills student teachers develop by the end of the practicum experience.

This text is deliberately different because it is used in a field that is ever evolving. The best early childhood educators recognize that learning about young children must be life-long. Learning must consider unique perspectives, diverse approaches, and reflective growth. Students who embrace this text will find it useful beyond their practicum as they embark or continue in this field. Adopting a purposeful manual will also help a course to be nuanced and relevant as the professor inserts their own ideas, content, and perspectives to make it meaningful. It is my hope that both professors and students will enjoy witnessing the journey from practitioner to professional through this text.

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About the Author

Carol LaLiberte earned her undergraduate degrees in psychology and sociology from Massachusetts College of Liberal Arts, a master's degree in early childhood education from Westfield State University, a post-graduate certificate in infant parent mental health, from the University of Massachusetts Boston, and is endorsed in the state of Connecticut in early childhood mental health. She was honored to earn the Exceptional Master Leader award in 2015 from Exchange for Child Care as well as the Connecticut Board of Regents Faculty Teaching Award. In 2019 she was awarded the Children's Champion Award from KITE, the early childhood collaborative in Enfield, and in 2023, she earned the Distinguished Faculty award for her dedication to teaching.

Carol currently oversees and teaches in both the early childhood education and human services programs at Connecticut State Community College at the Asnuntuck campus. She teaches the capstone course Student Teaching Practicum. She is also an adjunct faculty member at Westfield State University in the psychology department.

She was instrumental in policy and program development in the state of Connecticut as head of the Children's Trust Fund through the Department of Children and Families, created to prevent child abuse and neglect. She has published widely on topics related to children and families. Carol was a regular contributor to the Council for Professional Recognition's blog and served as a Professional Development Specialist for CDA candidates. She has been a consulting editor for NAEYC's Young Children and authored articles for Exchange Press.

Her work is defined by teaching, learning, and writing. She has interfaced with young children and families in a variety of settings and roles. She was a Head Start family advocate, home visitor, preschool teacher, and administrator. She also directed a childcare program for visiting children in a maximum-security prison where students who were incarcerated were the teaching assistants.

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Early Childhood Education Standards Correlation Charts

The following charts are intended to help students and instructors easily see the correlation between chapter content and professionally recognized standards and practices from the National Association for the Education of Young Children's (NAEYC) Early Learning Program Accreditation Standards and Assessment Items (2022) and Developmentally Appropriate Practices (DAP) adopted in 2020.

NAEYC Early Learning Program Accreditation Standards

Standard	Chapter
1a Building positive relationships between educators and families	2, 9
1b Building positive relationships between educators and children	2, 4, 9
1c Helping children make friends	2, 4, 8
1d Creating a predictable, consistent, and harmonious classroom	2, 4, 6, 9
2a Essential characteristics of an early childhood curriculum	8, 9
2b Social and emotional development	8
2c Physical development	8
3a Designing enriched learning environments	5
3b Creating caring communities for learning	9
4b Using appropriate assessment methods	2, 5
4c Identifying children's interests and needs and describing children's progress	4, 6
5c Maintaining a healthful environment	6
6a Supportive work environment	1, 3
6b Professional identity and recognition	1, 3, 10
6c Qualifications of teaching and administrative staff	1, 10
6d Ongoing professional development	7, 10
7a Knowing and understanding the program's families	8
7b Sharing information between staff and families	8
7c Nurturing families as advocated for their children	8
9a Indoor and outdoor equipment, materials, and furnishing	4
9b Outdoor environmental design	4
9c Building and physical design	4
9d Environmental health	4

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DAP Principles and Guidelines

Standard	Chapter
Principle 1 Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the other as well as future patterns of growth.	2, 4
Principle 2 All domains of child development—physical development, cognitive development, social and emotional development, and linguistic development (including bilingual or multilingual development), as well as approaches to learning—are important; each domain both supports and is supported by the others.	2
Principle 3 Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as content knowledge across disciplines. Play is essential for all children, birth through age 8.	2
Principle 4 Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.	2, 5
Principle 5 Children are active learners from birth, constantly taking in and organizing information to create meaning through their relationships, their interactions with their environment, and their overall experiences.	2, 4
Principle 6 Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings.	2 ,4
Principle 7 Children learn in an integrated fashion that cuts across academic disciplines or subject areas. Because the foundations of subject area knowledge are established in early childhood, educators need subject-area knowledge, an understanding of the learning progressions within each subject area, and pedagogical knowledge about teaching each subject area's content effectively.	5
Principle 8 Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.	2
Guideline 1 Creating a caring, equitable community of learners	1, 2, 3, 4, 5, 7, 8
Guideline 2 Engaging in reciprocal partnerships with families and fostering community connections	1, 3, 5, 8
Guideline 3 Observing, documenting, and assessing children's development and learning	1, 5, 6
Guideline 4 Teaching to enhance each child's development and learning	1, 4, 5, 6, 7, 8, 9
Guideline 5 Planning and implementing an engaging curriculum to achieve meaningful goals	1, 5, 6, 7
Guideline 6 Demonstrating professionalism as an early childhood educator	1, 2, 3, 5, 6, 7, 8, 9, 10

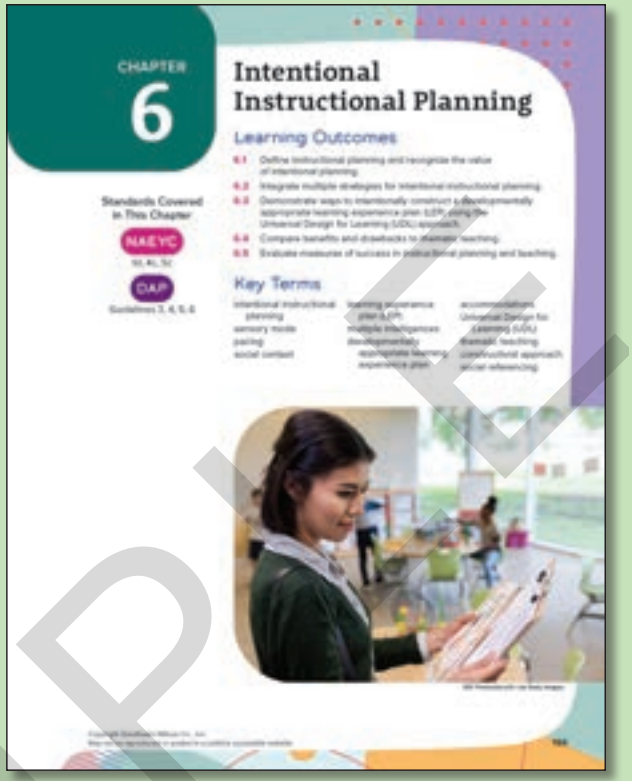
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Guided Tour

The instructional design of this textbook includes student-focused learning tools to help you succeed. This visual guide highlights these features.

Chapter Opening Materials

Each chapter opener contains a list of learning outcomes and a list of key terms. **Learning Outcomes** clearly identify the knowledge and skills to be gained when the chapter is completed. **Key Terms** list the key words to be learned in the chapter. **The NAEYC** and **DAP standards** correlate what you will be learning to the important industry standards.


CHAPTER 6

Intentional Instructional Planning

Learning Outcomes

Standards Covered in This Chapter

NAEYC

DAP

Key Terms

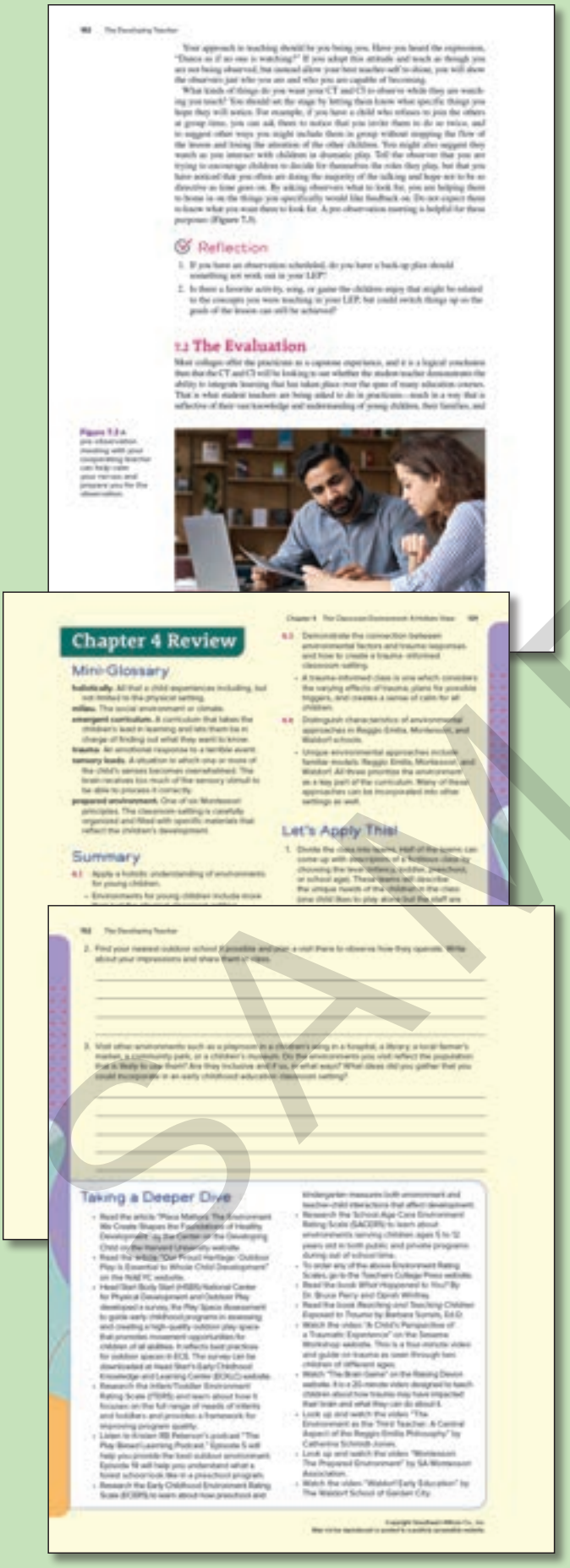
Features

The **Stories from the Field** features provide you with the opportunity to explore different aspects of student teaching including teacher-parent relationships, observations, and job interviews. The questions expand upon the concepts in the feature using information you learned in the text. **Essential Brainstorming Questions** are included at the beginning of each chapter. These provide you an opportunity to write down the questions they have about the chapter topic before reading. You will gain the information needed to answer your questions. **Reflection** questions are included at the end of each section. These allow you to reflect on the chapter content and discuss it with your classmates.


STORIES FROM THE FIELD

Essential Brainstorming Questions

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Illustrations

Illustrations have been designed to communicate the specific topic clearly and simply. Photographic images have been selected to reflect the diversity of children, families, communities, and classrooms.

End-of-Chapter Content

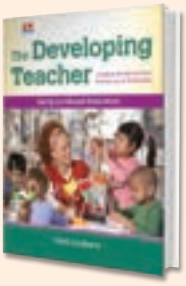
End-of-chapter material provides an opportunity for review and application of concepts. A **Mini-Glossary** allows students to quickly reference the key terms found in the chapter. A concise **Summary** provides an additional review tool and reinforces key learning objectives. This helps you focus on important concepts presented in the text. **Let's Apply This!** questions extend learning and develop your abilities to use learned material in new situations and to break down material into its component parts. **Taking a Deeper Dive** lists resources that provide additional learning for the chapter.

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TOOLS FOR STUDENT AND INSTRUCTOR SUCCESS

Student Tools

Student Text



The Developing Teacher is a comprehensive text that focuses on the information and practices of student teaching for future early childhood educators.

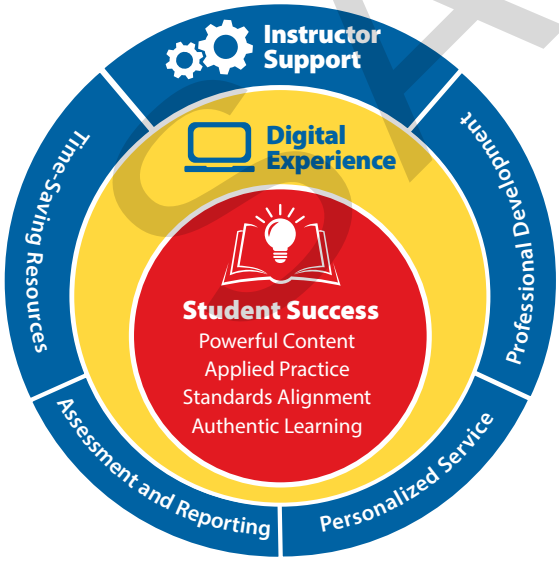
G-W Digital Companion

- DOCX files with textbook questions are provided for digital users to use alongside the ebook.
- For digital users, e-flash cards and vocabulary exercises allow interaction with content to create opportunities to increase achievement.

Video Library

- For digital users, video assets enrich learning by capturing authentic examples of physical, cognitive, and social-emotional development of children. The videos were created in a developmentally appropriate learning environment and are rich in examples of child care best practices and effective classroom design. Videos are accompanied by assignable quiz questions that challenge students to identify the skill, stage of development, or best-practice endeavor that is being displayed in the video and think critically about the content.

G-W EduHub®



Instructor Tools

LMS Integration

Integrate Goodheart-Willcox content within your Learning Management System for a seamless user experience for both you and your students. EduHub LMS–ready content in Common Cartridge® format facilitates single sign-on integration and gives you control of student enrollment and data. With a Common Cartridge integration, you can access the LMS features and tools you are accustomed to using and G-W course resources in one convenient location—your LMS.

G-W Common Cartridge provides a complete learning package for you and your students. The included digital resources help your students remain engaged and learn effectively:

- **Digital Textbook**
- **Videos**
- **Drill and Practice** vocabulary activities

When you incorporate G-W content into your courses via Common Cartridge, you have the flexibility to customize and structure the content to meet the educational needs of your students. You may also choose to add your own content to the course.

Online Instructor Resources

For instructors, the Common Cartridge includes the Online Instructor Resources. The **Instructor Resources** provide instructors with time-saving preparation tools such as:

- **Pacing Guides** help you plan the time spent on each chapter topic according to the length of your course.
- **Instructional Strategies** are guides that will help you support students throughout your course. These include topics on developing critical thinking skills; developing problem-solving and decision-making skills; using cooperative learning; recognizing and valuing diversity; supporting reading, differentiated learning, and assessment techniques.
- **Rubrics** are customizable tools that guide your grading of student progress and participation.

See www.g-w.com/the-developing-teacher-2025 for a list of all available resources.

Professional Development

- Expert content specialists
- Research-based pedagogy and instructional practices
- Options for virtual and in-person Professional Development

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