

Developmentally Appropriate Practice and the Common Core State Standards: Framing the Issues



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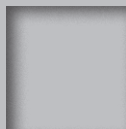
RESEARCH



POLICY



PRACTICE





Developmentally Appropriate Practice and the Common Core State Standards: Framing the Issues

In 2012, the National Association for the Education of Young Children recognized that the Common Core State Standards presented cause for both opportunity and concern. But as early educators implemented the standards in classrooms, they expressed concern that the standards are not appropriate for young children. This brief considers how implementation of the Common Core State Standards aligns with developmentally appropriate practice (DAP). We propose that educators' concerns about the standards can be captured by three primary questions about content, instruction, and assessment:

- Is the content of the Common Core State Standards appropriate for young children?
- Will the Common Core State Standards change how I teach?
- Will the Common Core State Standards lead to the inappropriate use of assessments for young children?

Mapping the specific drivers of concerns about the Common Core State Standards will ultimately be the only way to adequately ensure that DAP continues to guide classroom instruction in early childhood education and that developmentally appropriate practices are extended through the primary school years. We conclude by noting that these specific concerns originated before the Common Core State Standards were introduced, so regardless of the fate of that effort, our focus should remain on ensuring that young children's experiences are grounded in developmentally appropriate practice.

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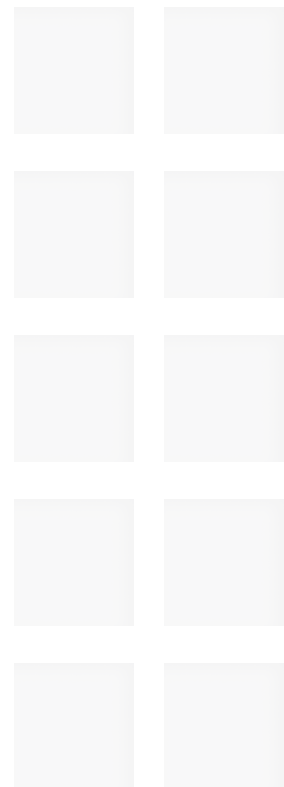
Developmentally Appropriate Practice and the Common Core State Standards: Framing the Issues

In 2012, the National Association for the Education of Young Children recognized that the Common Core State Standards presented cause for both opportunity and concern.¹ The early childhood field was encouraged that for the first time a set of national, common learning standards articulated shared expectations (at least in English language arts and mathematics) for children’s achievement in the early elementary grades. But as the standards are starting to be implemented in classrooms, early childhood educators have raised three primary questions about content, instruction, and assessment:

- Is the content of the Common Core State Standards appropriate for young children?
- Will the Common Core State Standards change how I teach?
- Will the Common Core State Standards lead to the inappropriate use of assessments for young children?

The purpose of this brief is to consider how implementation of the Common Core State Standards (frequently referred to as “the Common Core”) aligns with developmentally appropriate practice (DAP). While this examination is motivated specifically by implementation of the Common Core, it is not limited to schools using these new academic standards. Standard setting and developments throughout K–12 education are ongoing issues facing early childhood educators, including those working outside of the context of the Common Core. NAEYC’s 2009 position statement on DAP summarizes the general concerns:

Preschool educators have some fears about the prospect of the K–12 system absorbing or radically reshaping education for 3-, 4-, and 5-year-olds, especially at a time when pressures in public schooling are intense and often run counter to the needs of young children. Many early childhood educators are already quite concerned about the current climate of increased high-stakes



testing adversely affecting children in grades K–3, and they fear extension of these effects to even younger children. (p. 4)

Mapping the specific areas of concern about the Common Core will ultimately be the only way to adequately ensure that DAP continues to guide classroom instruction in early childhood education and that appropriate practices are extended through the elementary school years.

Standards, developmentally appropriate practice, and the Common Core State Standards

In many ways, standards are central to DAP. Early educators explicitly acknowledge that teachers should be guided in their practice by standards that are challenging but attainable for the children they serve (see inset). Standards provide meaningful

What is developmentally appropriate practice?

Developmentally appropriate practice (DAP) describes a research-based approach to teaching young children from infancy through third grade. A full review of the principles of DAP is beyond the purpose of this brief. Interested readers can find additional resources at www.naeyc.org/DAP. The central ideas of DAP are

- Developmentally appropriate practice requires both meeting children where they are—which means that teachers must get to know them well—and enabling them to reach goals that are both challenging and achievable.
- All teaching practices should be appropriate to children's age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live.
- Developmentally appropriate practice does not mean making things easier for children. Rather, it means ensuring that goals and experiences are suited to their learning and development and challenging enough to promote their progress and interest.
- Best practice is based on research and expert knowledge—not on assumptions—of how children learn and develop. The research base yields major principles in human development and learning (this position statement articulates 12 such principles). Those principles, along with evidence about curriculum and teaching effectiveness, form a solid basis for decision making in early care and education.

Taken from NAEYC's "Key Messages of the Position Statement" about developmentally appropriate practice (available at www.naeyc.org/files/naeyc/file/positions/KeyMessages.pdf).



goals for learning—the degree to which they are attainable will be a function of each child’s unique combination of past learning experiences and current opportunities. In this way, standards provide goals close to where children at a given age and range of learning opportunities are expected to be, while DAP provides an array of tools and considerations that early educators use to reach these goals.² Importantly, DAP considers the range of standards that guide early education. These include state early learning and state K–12 standards, and the *Head Start Child Development and Early Learning Framework* that guides Head Start programs.³ Each of these defines expectations for children. Each should guide curriculum and assessment choices, but none of these prescribes the approaches teachers must take to support these goals.

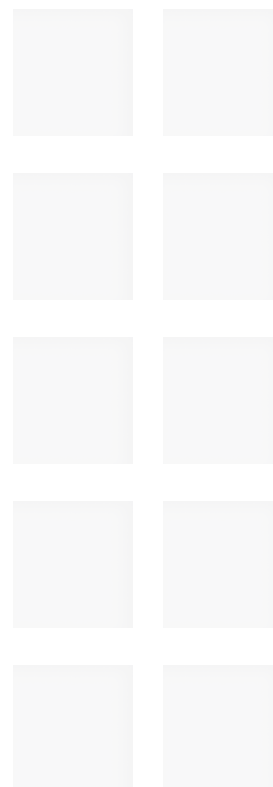
Because implementing DAP can robustly incorporate learning standards in the years before kindergarten, teachers should be able to do so in the early elementary years (K–3) through the Common Core. However, the NAEYC position statement on DAP warns about an overreach: “Standards overload is overwhelming to teachers and children alike and can lead to potentially problematic teaching practices. At the preschool and K–3 levels particularly, practices of concern include excessive lecturing to the whole group, fragmented teaching of discrete objectives, and insistence that teachers follow rigid, tightly paced schedules” (p. 4).

Ideally, well-conceived standards or learning goals (as described previously) are in place to guide local schools and programs in choosing or developing comprehensive, appropriate, and effective curriculum. The curriculum framework is a starting place, then teachers can use their expertise to make adaptations as needed to optimize the fit with the children. Further, such curricular guidance gives teachers some direction in providing the materials, learning experiences, and teaching strategies that promote learning goals most effectively, allowing them to focus on instructional decision making without having to generate the entire curriculum themselves.

—NAEYC Position Statement
 “Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8” (pp. 5–6)

COMMON CORE STATE STANDARDS IN CONTEXT

The Common Core provides standards in only two areas—English language arts and mathematics. In early childhood, standards have been developed that speak to multiple domains of child development and learning—typically including early literacy and mathematics, but also including social skills, emotional development, approaches to learning, and physical and motor development. A focus limited to reading and math is concerning not just to the early education community, but also to advocates for social and emotional learning (SEL) and a “whole child” approach in K–12 education.⁴



It is important, however, to evaluate the Common Core standards on their own merits. That these standards focus only on two academic subjects is a limitation of the educational system, not the specific content of standards being implemented. Thus, the challenge is in encouraging states to develop additional standards to provide a more holistic view of what children need. As noted earlier, some groups are already developing standards in SEL that could be adopted by states (and encouraged in the ways the Common Core standards have been encouraged). In addition, standards in other areas may already exist that could be highlighted (e.g., for arts and physical education, social studies, and science). Across all these areas, the articulation of learning and development in these domains also must follow known patterns of growth and development.

NAEYC and NAECS/SDE take the position that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

—NAEYC & NAECS/SDE Position Statement
"Early Learning Standards: Creating the
Conditions for Success" (p. 2)

COMMON CORE STATE STANDARDS LANGUAGE IS GENERALLY SUPPORTIVE OF DAP

Until the Common Core standards are fully implemented, how they align with DAP is largely speculative. But by looking at the language of the standards themselves, it is possible to anticipate the degree to which they may tend to encourage or discourage use of DAP in the early elementary years.

Throughout the Common Core documentation (website, standards documents, webinars), the point is made that the standards address intended child learning outcomes, not teaching practices. In addition, the writers of the standards specifically say a range of teaching strategies can be used. Play is specifically mentioned in the early grades. Although the standards are generally silent on instructional approaches (appropriately so), the few references generally tend to be supportive of the use of DAP. These references tend to be restricted to either general background material or to specific standards for kindergarten only.

English Language Arts (ELA). The ELA standards documents⁵ offer broad guidance that is generally consistent with developmentally appropriate practice for teaching young children. Underscoring that the standards address desired learning

outcomes without dictating instructional strategies, the introduction to the ELA standards states (p. 6) that “The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document.” In addition, throughout the standards, specific instructional approaches are either not mentioned or are mentioned collectively, including small group and large group lessons.

The standards also acknowledge the diversity in how children develop and learn. First, this is recognized broadly (p. 6): “No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom.” This point is reiterated when introducing the reading standards for foundational skills (p. 15): “Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.”

In addition, some of the language used in the Common Core standards themselves, especially for kindergarten reading, is consistent with basic ideas of DAP. For example, within the reading standards, the phrase “with guidance and support from adults” appears frequently for kindergarten (but then does not appear for first grade and later). Similarly, in the writing standards for kindergarten children are expected to meet certain benchmarks through “a combination of drawing, dictating, and writing...” The inclusion of such language underscores that (at least in kindergarten) how young children learn and express their learning may be different from older children, and may be demonstrated either with some support from teachers or in a variety of developmentally appropriate ways.

Mathematics. As with the English language arts standards, documentation⁶ for the mathematics standards also provides some support for DAP ideas. The introduction to the mathematics standards recognizes that development occurs according to a progression (p. 5): “What students can learn at any particular grade level depends upon what they have learned before.” The authors note, however, that existing research cannot yet account for variations in how quickly children progress, nor can research conclude that only one specific progression applies to all children. As a result, the authors note (p. 5), “One promise of common state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today.” Although the mathematics standards (like those for ELA) are organized around themes, the authors note that these are not intended to suggest a specific sequence of topics for teachers. They encourage teachers to connect topics in their instruction. While providing teachers with instructional autonomy is commendable, more DAP-rich guidance may urge teachers to use their understanding of where children are progressing and where children’s interests and attention should help guide instruction.

While the kindergarten math standards do not include the same attention as the reading standards to the potential for children to demonstrate understanding with support from adults, they sometimes recognize the developmental variation in how children can demonstrate learning and understanding. For example, in the standard for operations and algebraic thinking (p. 11), children are expected to “represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.” Likewise, in the geometry standard (p. 12), children engage in manipulation of objects to demonstrate an understanding of shapes encountered in their environment: “Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.”

In both English language arts and mathematics, there are explicit examples or references to developmentally appropriate practice in the kindergarten standards, as noted earlier. However, it is important to note that these elements are not present in the standards after kindergarten. This underscores the importance of considering how DAP applies throughout the early elementary school years, including first and second grade, in addition to kindergarten. Indeed, there is already evidence that teacher use of DAP drops between kindergarten and first grade, so language supporting DAP would be especially important during these grades.⁷

Is the content of the Common Core State Standards appropriate for young children?

Although the text of the Common Core standards suggests support for the fundamental principles of DAP, poor implementation can quickly undermine the best intentions. The primary concern about the content of the Common Core standards is that focusing on only two domains of child development (ELA and math) will restrict the curriculum. While this is an important limitation, those decisions will be resolved at the district and school levels, not by the standards themselves. Local education leaders should not limit their curriculum to only the Common Core, but should build a curriculum to include standards that touch on other important domains of child learning and development.

CONDUCT VALIDATION STUDIES

Of course, any standards that expect children to demonstrate learning in ways that run contrary to what is known about the sequence of learning will inherently be inappropriate and could undermine DAP. Concerns will continue until the standards are subjected to formal, data-driven validation studies based on implementation. Two types of studies should focus on a number of key questions:

- Age validation: Are the expectations, as articulated for each point in time (gener-

ally the “end of” a specified school year), realistic for children, based on all we know about child development and learning? Are the expectations too high (or too low) for children at a certain age?

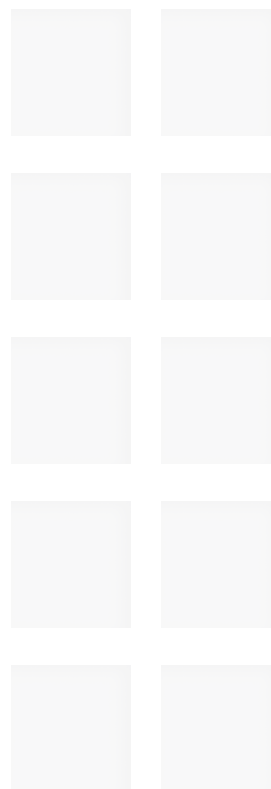
- Content validation: Do the expectations capture developmentally important aspects of learning? Do they reflect known patterns of development? Do they appear to be biased against any group, such as racial, ethnic, and linguistic minorities, or children with special needs?

While the authors of the Common Core cite research and the work of validation committees during the development of the standards,⁸ the content will need to be closely evaluated as teachers start to work with the standards in classrooms.⁹ This ongoing review process should be open and inclusive, including an expectation that early childhood experts and especially teachers are included with their K–12 peers in reviewing the early grade standards. The standards, and over time aligned assessments, can be built using the best research on child learning and development, but ultimately validation requires data on child performance in the context of the actual instruction. This process can work best if it is informed by high-quality child outcome data—collected not to evaluate children or teachers but to evaluate the standards.

In other words, policy makers should delay using standards-aligned assessments to make decisions about children and teachers until the data are used to make decisions about the standards themselves. This is critical in understanding the data that will come from child assessments. For example, would a very high proportion of children showing proficiency via a new test reflect an easy standard, or an easy assessment? Likewise, would a very low percentage of children showing proficiency reflect a too-high standard, or a too-hard assessment? The standards and the aligned assessments can be validated with pilot data drawn from assessments in development. Data on children’s performance on the items can be used to refine assessments and revise standards (if necessary) to ensure that the standards are indeed achievable.

ASSURE ALIGNMENT WITH EARLY LEARNING STANDARDS

As the Common Core State Standards for K–12 are implemented, we must consider how they align with state early learning standards.¹⁰ Every state has learning standards for 4-year-olds, and more than half have learning standards for younger children. While there is variability across states in their content, early learning standards generally address multiple domains of child learning and development.¹¹ To create a fully aligned, comprehensive birth-to-college continuum, these standards systems must also be aligned. Not only must expectations for children be sensible developmentally within domains, but to the extent that standards articulate what is valued in learning, these values should also be consistent. As a practical matter, the work of early educators in prekindergarten programs and those serving younger children should be aligned with the work of early educators in K–3 to ensure continuity of learning for children.



Much of this alignment is now being done in a top-down manner as states align their early learning standards with the Common Core. While this may prove a valuable start, even if successfully done it would still only create a continuum of learning in ELA and mathematics. The alignment process can, and should, also move from early childhood into the later grades. Nationally, states' early learning standards (at least for 4-year-olds) include multiple domains, above and beyond ELA and math. These can be used as a starting point to articulate standards for K–12 in other critical areas of learning and development, including social and emotional skills, learning behaviors (e.g., approaches to learning), physical and motor development, the arts, and other areas of content knowledge. States have also developed (or are in the process of developing or revising) kindergarten entry assessments (KEAs) as called for under federal education policy. The KEAs, like early learning standards, focus on multiple domains of child learning and development, and can provide an additional means of aligning standards. States should capitalize on this policy-driven move toward comprehensive standards in K–12, creating a comprehensive set of standards from birth to high school completion.

Will the Common Core State Standards change how I teach?

While there is a separation between the content of instruction and the process (the “what” versus the “how”), one of the five guidelines for developmentally appropriate practice (“teaching to enhance development and learning”) explicitly notes that “in developmentally appropriate practice, it is the teacher who takes responsibility for stimulating, directing, and supporting children’s development and learning by providing the experiences that each child needs.”¹² These experiences include multiple teaching strategies and formats: teacher- and child-guided activities; individual, small group, and large group instruction; encouragement; giving specific feedback; modeling; instructing; and scaffolding. In other words, DAP encourages a range of instructional models. Teachers are encouraged to use these tools intentionally, building on their experience and understanding of each child, and child development generally, to nurture children’s learning and development.¹³ Although still somewhat limited, a growing body of work provides practical instructional activities and guidance to meet the Common Core for young children.¹⁴

GUARD AGAINST A ONE-SIZE APPROACH TO INSTRUCTION

While DAP supports a range of teaching approaches, many educators are concerned that the Common Core will encourage the use of directive, teacher-led instruction, probably in a large-group format, over all other approaches.

However, as noted earlier, there is nothing specifically in the standards in the early grades themselves that would lead to this. So where would this pressure come from? There are several possibilities:

- Common Core-aligned products—curricula, assessments, and other educational and classroom materials—may be more readily used through a directive, large group approach to teaching.
- Professional development around implementation in the classroom may be driven by trainers who have a more directive approach.
- If the Common Core and aligned assessments are used as part of school evaluation and accountability systems, administrators who may not understand DAP can impose expectations for instruction. Under No Child Left Behind, for example, many teachers were required to offer targeted reading instruction for extended periods.
- Teachers may lack the knowledge or expertise in using DAP’s full range of instructional approaches to meet the expectations of the Common Core.

In this context, what can teachers do to ensure they use DAP with children in K–3?¹⁵ First, teachers who receive professional learning and development specifically in early childhood education are more knowledgeable about, and more likely to use, DAP.¹⁶ So ensuring a complete understanding of DAP, especially the breadth of instructional approaches and when and how to use them, is critical. Second, teachers with principals who are supportive of their use of DAP tend to use DAP in the classroom more than teachers without such support.¹⁷ Teachers can work to educate or demonstrate to principals, many of whom may not have extensive experience in early childhood education, what DAP is. A number of resources from the National Association of Elementary School Principals (www.naesp.org) and NAEYC (www.naeyc.org/DAP) may be useful.¹⁸ Finally, kindergarten teachers who are given more freedom to make instructional choices tend to use DAP,¹⁹ so teachers need to be their own advocates (alone and as grade-level teams) and school leaders need to empower teachers to make their own instructional choices.

Will the Common Core State Standards lead to the inappropriate use of assessments for young children?

As states have begun to implement the Common Core, more attention is being paid to the expected assessments, both summative and formative, aligned with the new standards. What these assessments will look like, and how they will be used in the early grades, is not yet clear. However, concern is growing about the potential use of assessment practices that are not appropriate for young children. For example,

- The Common Core may lead to more assessment in classrooms, detracting from



instructional time, and/or they may take inappropriate forms, like pencil-and-paper or computer-driven assessments like those used for older children.

- The results from Common Core-aligned assessments may be used inappropriately and in high-stakes ways, including accountability systems for teachers and programs.
- Decisions about students, especially retention in grade, may be based largely on the results of Common Core assessments.

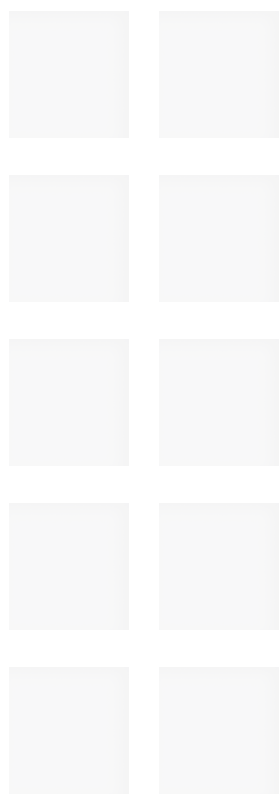
The role of assessment within the Common Core is a hot topic for early educators teaching children in K–3. The early education field tends to connect assessment to standards as a means of monitoring children’s learning and development to inform future teaching. Indeed, assessment is an essential component of DAP: “Assessment of young children’s progress and achievements is ongoing, strategic and purposeful... [assessment information is used by teachers] in planning curriculum and learning experiences and in moment-to-moment interactions with children—that is, teachers continually engage in assessment for the purpose of improving teaching and learning” (NAEYC, p. 26).²⁰

But the introduction of assessments aligned with the Common Core could increase the burden on teachers and children, especially if they are just layered on top of other assessments already being used (such as ongoing assessment to guide instruction, kindergarten entry assessments, etc.). Teachers and administrators will need to examine their assessment approaches so that testing continues to add to, rather than detract from, teaching young children. Even in this context, assessment is a valuable tool for teachers. The 2003 NAEYC position statement on curriculum and assessment provides guidance on how to employ high-quality assessments appropriately.²¹

There is also concern that the models of teacher accountability being used in upper grades, where standardized student assessment data are available and included, will be applied to early educators. The early childhood field agrees that assessments should not be used for such high-stakes purposes, at least until third grade.²²

To date, it appears that high-stakes assessments will not begin until at least third grade, as they did under No Child Left Behind. States are deploying a range of alternative models when early educators are included in their teacher accountability systems.²³ The introduction of common assessments envisioned under the Common Core model can be seen as one step in imposing a consistent approach to using child assessments within a teacher accountability model across all grades for which the Common Core applies.

Long before the Common Core, pressure had been building for using student assessment data for high-stakes decisions. This issue extends beyond the Common Core, and the field must not be misled into thinking that a push for more assessment will dissipate if the Common Core State Standards go away. The field must continue to advocate for the appropriate use of assessment in early childhood, regardless of the status of the Common Core implementation.



Recommendations

In response to the concerns addressed earlier, early educators can take a number of steps to encourage the use of developmentally appropriate practice.

- Build and maintain your skills in developmentally appropriate practice
 - Use print resources and trainings from NAEYC
 - Attend local, state, and national early childhood conferences
 - Take courses in child development and early childhood education
- Effectively communicate the basics of developmentally appropriate practice and advocate for its use with colleagues, administrators, and families
- Share resources from NAEYC, the National Association for Elementary School Principals (www.naesp.org/llc), and the CAYL Institute (www.CAYL.org/publications)
- Read and understand the content of the Common Core State Standards
- Work with the Common Core State Standards, standards from other areas of child development, and professional knowledge of child development to build experiences that meet children’s needs across multiple domains
- Work with other teachers in your school or community, including professional and digital communities, to develop plans for meeting the Common Core standards through DAP
- Participate in field testing and/or in providing feedback to the Common Core assessment consortia (PARCC and Smarter Balanced) on the nature of the assessments they are developing

Developmentally appropriate practice provides a research-based framework for instruction that can help teachers be more effective with young children. Bringing DAP into classrooms, and keeping it there, requires training and practice. It also requires administrators to recognize what DAP looks like in the classroom. Within DAP, children may be engaged in active play, small group work, and directive instruction as part of an intentional and skilled teacher’s repertoire of approaches and strategies in working toward meeting standards, even as specified in the Common Core. Teachers need to be willing to learn DAP and then demonstrate the benefits, especially to skeptical administrators and parents. In short, using and building support for DAP is both essential and challenging, and would be so with or without the Common Core.



ENDNOTES

1. NAEYC. 2012. "The Common Core State Standards: Caution and Opportunity for Early Childhood Education." Research brief. Washington, DC: NAEYC.
2. See, for example, Goldstein, L.S. 2008. "Teaching the Standards Is Developmentally Appropriate Practice: Strategies for Incorporating the Sociopolitical Dimension of DAP in Early Childhood Teaching." *Early Childhood Education Journal* 36 (3): 253–60.
3. Office of Head Start, US Department of Health and Human Services. 2011. "The Head Start Child Development and Early Learning Framework." Washington, DC: US Department of Health and Human Services.
4. As of this writing, groups have come together to draft common standards for science. Standards for arts education, social studies, and physical education have also existed but not been promoted as common standards across states. ASCD has developed the Whole Child Initiative to underscore the need to consider the breadth of child development (see www.ascd.org/whole-child.aspx).
5. The English language arts standards can be read here: www.corestandards.org/wp-content/uploads/ELA_Standards.pdf. All page references in text refer to this document.
6. The mathematics standards can be read here: www.corestandards.org/wp-content/uploads/Math_Standards.pdf. Page numbers used in text refer to page numbers in this Common Core document.
7. See La Paro, K.M., S.E. Rimm-Kaufman, & R.C. Pianta. 2006. "Kindergarten to 1st Grade: Classroom Characteristics and the Stability and Change of Children's Classroom Experiences." *Journal of Research in Childhood Education* 21 (2): 189–202.
8. The findings of the validation committees can be found in National Governors Association Center for Best Practices (NGA Center) & the Council of Chief State School Officers (CCSSO). 2010. *Reaching Higher: The Common Core State Standards Validation Committee. A Report from the National Governors Association Center for Best Practices and the Council of Chief State School Officers*. Washington, DC: NGA Center & CCSSO. Available online at www.corestandards.org/assets/CommonCoreReport_6.10.pdf.
9. There have been some efforts to examine the content of the standards for the youngest students. See Hiebert, E.H., & H.A.E. Mesmer. 2013. "Upping the Ante of Text Complexity in the Common Core State Standards: Examining Its Potential Impact on Young Readers." *Educational Researcher* 42 (1): 44–51 and Cobb, P., & K. Jackson. 2011. "Assessing the Quality of the Common Core State Standards for Mathematics." *Educational Researcher* 40 (4): 183–85.
10. Of course, alignment must also occur within states across standards in areas not included in the Common Core. See Porter, A., J. McMaken, J. Hwang, & R. Yang. 2011. "Common Core Standards: The New U.S. Intended Curriculum." *Educational Researcher* 40 (3): 103–16.
11. See, for example, Scott-Little, C., J. Lesko, J. Martella, & P. Milburn. 2007. "Early Learning Standards: Results From a National Survey to Document Trends in State-Level Policies and Practices." *Early Childhood Research and Practice* 9 (1). www.ecrp.illinois.edu/v9n1/little.html.

12. This quote is from page 22, NAEYC. 2009. "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8." Position statement. Washington, DC: NAEYC.
13. Copple and Bredekamp (2009, "To Be An Excellent Teacher," chap. 1 in *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, 3rd ed., eds. C. Copple & S. Bredekamp, 33–50, Washington, DC: NAEYC) describe the "excellent teacher" as one who uses the full range of practices and formats, oftentimes using multiple combinations to support children's learning. Biggam and Hyson (2014; see endnote 14) provide examples of how this approach can be used to meet the Common Core standards.
14. See, for example, McLaughlin, M., & B.J. Overturf. 2012. "The Common Core: Insights Into the K–5 Standards." *The Reading Teacher* 66 (2): 153–64 and Biggam, S.C., & M.C. Hyson. 2014. "The Common Core State Standards and Developmentally Appropriate Practices: Creating a Relationship," chap. 5 in *Developmentally Appropriate Practice: Focus on Kindergartners*, C. Copple, S. Bredekamp, D. Koralek, & K. Charner, eds., 95–112. Washington, DC: NAEYC.
15. For a good summary, see McDaniel, G.L., M.Y. Isaac, H.M. Brooks, & A. Hatch. 2005. "Confronting K–3 Teaching Challenges in an Era of Accountability." *Young Children* 60 (2): 20–26.
16. Ivrendi, A., & J.E. Johnson. 2002. "Kindergarten Teachers' Certification Status and Participation in Staff Development Activities in Relation to Their Knowledge and Perceived Use of Developmentally Appropriate Practices (DAP)." *Journal of Early Childhood Teacher Education* 23 (2): 115–24.
17. See Goldstein, L.S. 2007. "Beyond the DAP Versus Standards Dilemma: Examining the Unforgiving Complexity of Kindergarten Teaching in the United States." *Early Childhood Research Quarterly* 22 (1): 39–54.
18. See NAESP (National Association of Elementary School Principals). 2014. "Leading Pre-K–3 Learning Communities: Competencies for Effective Principal Practice." Executive summary. Alexandria, VA: NAESP. <http://bit.ly/1Fizrv6>.
19. See, for example, Goldstein, L.S. 2008. "Kindergarten Teachers Making 'Street-Level' Education Policy in the Wake of No Child Left Behind." *Early Education and Development* 19 (3): 448–78.
20. This quote is from page 26, NAEYC. 2009. "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8." Position statement. Washington, DC: NAEYC.
21. See NAEYC & NAECs/SDE (National Association of Early Childhood Specialists in State Departments of Education). 2003. "Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8." Position statement. Washington, DC: NAEYC. Available at www.naeyc.org/files/naeyc/file/positions/pscape.pdf.
22. See Snow, C.E., & S.B. Van Hemel, eds. 2008. *Early Childhood Assessment: Why, What, and How?* Washington, DC: National Academies Press. <http://1.usa.gov/18GPBkZ>.
23. See Connors-Tadros, L., & M. Horowitz. 2014. "How Are Early Childhood Teachers Faring in State Teacher Evaluation Systems?" Policy report. New Brunswick, NJ: CEELO. <http://bit.ly/1n4ProI>



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National Association for the Education of Young Children

1313 L Street NW, Suite 500
Washington, DC 20005-4101
202-232-8777 800-424-2460
www.naeyc.org

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