

## I. GENERAL PURPOSE/AUDIENCE

Early childhood educators deal with the learning and competence of children. By exploring how children develop and learn in context, professionals work with children and families across a variety of settings, such as child development, child care facilities, public or private schools, and other programs. Educators understand that people learn best when they are actively involved in their own education. Therefore, they collaborate with local agencies and programs to encourage social justice and cultural diversity, and to advocate for the rights of children and families. They provide opportunities for family members to develop the knowledge, skills, attitudes, and behaviors needed for success. Writing in this field should be concise, refer to empirical data, and must be sensitive to the concerns of various backgrounds and groups with special needs or representation issues. Educators often report their findings to school administrators, teachers, students, parents, and policymakers.

## II. TYPES OF WRITING

- Reflective essays, journals, field notes
- Curriculum design and lesson plans
- Review of instructional materials
- Child development assessments
- Advocacy
- Practicums and internships
- Case studies
- Research papers
- Self-evaluations
- Portfolios
- Rubrics
- Individual Education Plans (IEPs)

## III. TYPES OF EVIDENCE

- Quantitative data: statistics, facts, test scores, survey results
- Qualitative data: case studies, observation, personal experience
- Primary sources: observation, survey, interview, personal experience
- Secondary sources: published material, case studies

## IV. WRITING CONVENTIONS

- The personal pronoun “I” is often appropriate in writing about education, especially with reflective writing and writing based on personal observation or qualitative data
- Research papers, case studies, and papers based on quantitative studies are written in a formal, objective tone. In these cases the third person is appropriate.
- Educators typically use empirical data (data observed or experienced) that is presented in a clear manner.
- Professional writing should be brief, to the point, and thorough, but not wordy.
- Writers should keep their audiences in mind, explaining any questionable jargon.
- Re-checking information for accuracy is key.

- When introducing sources, one should include the full name initially, and then abbreviate titles of agencies, programs, models, and professional roles.
- Teachers must maintain student confidentiality at all times.

## **V. COMMON TERMS AND CONCEPTS**

Accommodations

Achievement Tests

Assessment

CPIR (Center for Parent Information and Resources)

Consent

Constructivism

Curriculum

DACA (Deferred Action on Childhood Arrival)

Developmental delay

DREAM (Development, Relief, Education for Alien Minors)

Early intervention services

ECTA (Early Childhood Technical Assistance)

EOG (End-of-Grade Testing)

DEA (Individuals with Disabilities Education Act)

IEP (Individual Education Plan)

IFSP (Individual Family Service Plan)

Multidisciplinary

Natural environments

NCLB (No Child Left Behind)

NEA (National Education Association)

Pedagogy

Portfolio

Prior written notice

Service coordination services

## **VI. CITATION STYLE**

- APA (American Psychological Association)
- Instructor requirements may vary