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The Art of Awareness, Second Edition

What are the components of high-quality after-school care for children ages 5–12? How can we evaluate these programs? These are the challenges facing caregivers, schools, agencies, and parents as after-school programs proliferate. The School-Age Care Environment Rating Scale®, Updated Edition provides an easy-to-use resource for defining and assessing the quality of both public and private programs caring for school-age children during out-of-school time. This updated, spiral-bound edition is re-formatted so that each Item appears on its own page, along with Notes for Clarification and Questions. The expanded Scoresheet can be copied from the book or downloaded from the TC Press website: www.tcpress.com. Selected revised Items make scoring more accurate and informative. The SACERS Updated Edition consists of 47 items, organized under 7 categories: Space and Furnishings Health and Safety Activities Interactions Program Structure Staff Development Special Needs Supplementary Items The SACERS Updated Edition is designed to be comprehensive in coverage and easy to use. Instructions for using the scale provide options for self-assessment in addition to formal assessments. Who should use the SACERS? Program directors Organizations, states, and agencies doing QRIS and continuous improvement evaluations School districts Program funders School principals Community-based out-of-school programs States receiving Race to the Top funds Teachers Teacher educators Researchers

Child Care Quality Rating and Improvement Systems in Five Pioneer States

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Early Childhood Environment Rating Scale (ECERS-3)

Early Childhood Assessment

iPads, mobile phones, tablets and many other digital devices feature in the lives of children from the moment they are born, but what is the place of these technologies in children's early years and learning experiences? In the age of the 'Techno-Tot' this edited collection focuses on exploring the potential of what children can do with technologies, rather than what technologies can do for children. With chapters written by a range of international authors, this book: offers an evidence-based discussion of children's experiences with technologies in early years education broadens our understanding of technologies in early years, beyond the typical focus on screen-based media details the child's 'story' with technology offers a range of case studies from the UK, USA, Australia and Europe. Lorna Arnott will be discussing key ideas from Digital Technologies and Learning in the Early Years in the SAGE Early Years Masterclass, a free professional development experience hosted by Kathy Brodie. To sign up, or for more

information, click here.

Infant/toddler Learning & Development Program Guidelines

All about the ECERS-R

Building on extensive feedback from the field as well as vigorous new research on how best to support infant and toddler development and learning, the authors have revised and updated the widely used Infant/Toddler Environment Rating Scale. ITERS-3 is the next-generation assessment tool for use in center-based child care programs for infants and toddlers up to 36 months of age. ITERS-3 focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality. Further, the scale assesses both environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including: language, cognitive, social-emotional and physical development, as well as concern for health and safety. ITERS-3 is appropriate for state- and district-wide QRIS and continuous quality improvement, program evaluation by directors and supervisors, teacher self-evaluation, monitoring by agency staff, and teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation. While the approach to assessing quality and the scoring process remain the same for the new ITERS-3, users will find the following improvements informed by extensive use of the ITERS in the field and by the most recent research: Enhanced focus on interactions and the role of the teacher. Six new language and literacy Items. A new Item on beginning math experiences. Expanded age range to include children from birth to 36 months. A new approach to scoring based solely on observation of ongoing classroom activity (3-hour time sample). The elimination of the parents/staff subscale and teacher interviews, freeing up time for observing more actual classroom practice. Improved indicator scaling, providing more precise and useful scores for use in professional development and self-improvement. Reduced emphasis on the number of materials, along with greater emphasis on how materials are used to encourage learning. Suitable for use in inclusive and culturally diverse programs, ITERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Books Activities Interaction Program Structure

California Infant/toddler Learning & Development Foundations

This practical, hands-on guide provides strategies and adaptations to accommodate young children with disabilities or special needs. It puts theory into practice with clear examples and directions to ensure all children can participate equally in the inclusive classroom. Adaptations are offered by activity rather than by disability, and the focus is on embedding instruction within daily routines. Short chapters, clear discussion of rationale, and the plentiful examples prepare readers to effectively support children with a variety of common disabilities such as cerebral palsy, Down syndrome, autism, visual impairment, hearing loss, and behavioral challenges. Readers have commented on the usefulness of the strategies, details, and scenarios for working in general and special early childhood

education. The text is especially appropriate for seminars accompanying student teaching and internships in general education, special education, and inclusive early childhood classrooms. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Anti-Bias Education for Young Children and Ourselves

School-Age Care Environment Rating Scale Updated (SACERS)

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)

Coaching with ECERS

Infant/toddler Environment Rating Scale

Building on feedback from the field, as well as current research on supporting young children's development and learning, the authors have revised and updated the widely used Family Child Care Environment Rating Scale®. FCCERS-3 is the next-generation assessment tool for use in home-based child care programs for children from infancy through school age (birth to age 12). FCCERS-3 focuses on the full range of needs of the wide age-range of children often found in family child care programs. Further, the scale assesses both environmental provisions and provider-child interactions that contribute to children's learning and development,

including language, cognitive, social-emotional, and physical development, as well as concerns for health and safety. FCCERS-3 is appropriate for state- and district-wide QRIS and continuous quality improvement, for provider self-assessment, and as a learning or monitoring tool within networks of family providers. The established reliability and validity of the scale make it particularly useful for research and program evaluation with family child care programs. While the approach to assessing quality and the scoring process remain the same for the new FCCERS-3, users will find the following improvements informed by extensive use of the FCCERS in the field and by the most recent research: Enhanced focus on interactions and the role of the provider. Six new language and literacy Items. A new Item on math experiences. A new approach to scoring based solely on observation of ongoing program activity (3-hour time sample). The elimination of the Parents and Provider subscale and provider interview, freeing up time for observing more actual programming. Improved indicator scaling, providing more precise and useful scores for use in self-improvement and professional development. Reduced emphasis on the number of materials, along with greater emphasis on how materials are used to encourage learning. Suitable for use in inclusive and culturally diverse programs, FCCERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Books Activities Interaction Program Structure For further information, please visit the Environment Rating Scales Website: ers.fpg.unc.edu

Digital Technologies and Learning in the Early Years

This resoruce provides step by step instruction on how to design a quality day care environment. It should be used side by side with the ECERS-R, the scale used to develop and quantify quality standards in Canada, the USA, and abroad. It includes the How, What and Why for Each indicator, seven sub-scale items, step-by-step instructions, and over 700 colour photos. The usage of this book can ensure accurate ECERS-R assessment by: early childhood practitioners, to improve classroom quality; technical staff, wanting to provide guidance to practitioners; licensing staff, who need to evaluate the quality of a program; and researchers, who need to use the scale correctly and reliably. The format is organized to match the format of the assessment, by subscale, item and indicator. They provide clear, print explanations of how each indicator within each item is to be interpreted.

Community Mobilization

NAEYC Accreditation

This new book in the ERS® Family presents best practices for coaches to use in their work with teachers and administrators to help them improve classrooms and teaching practices. The author includes guidance and activities for facilitating group meetings, professional learning communities, and staff workshops. Appropriate for use with ECERS-3 and ECERS-R.

Investing Early

Remember the Children

FDCRS consists of 32 items, organized under six major headings: Space and Furnishings for Care and Learning -- Basic Care -- Language and Reasoning -- Learning Activities -- Social Development -- Adult Needs. Eight additional items are included for rating a day care home's provisions for special-needs children. Each book contains one score sheet. Packages of 30 score sheets can be ordered separately.

Infant/Toddler Environment Rating Scale (ITERS-3)

Eager to Learn

"Provides clear and concise expert responses to questions that early childhood and elementary education administrators and preschool directors ask about educating young children who are learning through two languages"--

Family Day Care Rating Scale

55 playful experiments that encourage tinkering, curiosity, and creative thinking—hands-on activities that explore art, science, and more. For children of all ages, from toddlers to teenagers! The creator of the highly popular creativity site for kids, Tinkerlab.com, now delivers dozens of engaging, kid-tested, and easy-to-implement projects that will help parents and teachers bring out the natural tinkerer in every kid—even babies, toddlers, and preschoolers. The creative experiments shared in this book foster curiosity, promote creative and critical thinking, and encourage tinkering—mindsets that are important to children growing up in a world that values independent thinking. In addition to offering a host of activities that parents and teachers can put to use right away, this book also includes a buffet of recipes (magic potions, different kinds of play dough, silly putty, and homemade butter) and a detailed list of materials to include in the art pantry.

Resources in Education

WEEK BY WEEK: PLANS FOR DOCUMENTING CHILDREN'S DEVELOPMENT, 7th Edition helps pre-service and in-service teachers manage detailed, meaningful documentation of their young students' development and achievements while attending to the other functions necessary to keep children safe and actively involved in learning. This all-purpose guide provides a concrete, systematic plan for recording each child's growth in all developmental areas. It also presents observation methods, reviews principles of child development as a framework for observation, and applies appropriate practice to authentic assessment. The text also provides many different practical observation forms that any teacher can modify and use to document children's development and learning. This edition features integrated coverage of NAEYC standards and Developmentally Appropriate Practices, and learning objectives. Real-life examples, practical tips, forms with clear instructions, and step-by-step guidelines for gathering

observational information and building a portfolio for each child make the book useful to teachers in training as well as practicing professionals. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs

Family Child Care Environment Rating Scale (FCCERS-3)

Strategies for Including Children with Special Needs in Early Childhood Settings

Connect4learning

Discusses mentoring programs in early childhood education, providing case studies and activities and covering such subjects as leadership, communication, planning, and accepting and working with change.

Zero to Three

Lasting Returns

This study focuses on the education, training, and ongoing professional development of early care and education (ECE) caregivers, teachers, and administrators who work with infants, toddlers, and preschool-age children from birth to kindergarten entry in California. It aims to provide a comprehensive assessment of the state's ECE workforce professional development system and a set of recommendations for improving the system's effectiveness.

California Edition Beginning Essentials in Early Childhood Education

This report synthesizes evidence on the outcomes, costs, and benefits of early childhood programs, including those that provide early care and education, home visiting, parent education, government transfers, and combinations of approaches.

Training for Quality

The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the school readiness of all young children, especially children from economically disadvantaged homes and communities and children with

special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

Tinkerlab

Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

Do Standards of Classroom Quality in Early Childhood Education Measure Processes that Promote Resilience in High Risk Children

The long-anticipated new version of the internationally recognized Early Childhood Environment Rating Scale®, ECERS-3, focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive Social-emotional Physical Health and safety ECERS-3 also includes additional Items assessing developmentally appropriate literacy and math activities. Designed for preschool, kindergarten, and child care classrooms serving children 3 through 5 years of age, ECERS-3: Provides a smooth transition for those already using ECERS-R. Emphasizes the role of the teacher in creating an environment conducive to developmental gains. Is designed to predict child outcomes more accurately and with greater precision. Provides a stronger method of distinguishing between good and truly excellent programs. Offers a complete training program with ongoing support available at the Environment Rating Scales Institute (ERSI) website (www.ersi.info). ECERS-3 is appropriate for state and district-wide QRIS and continuous improvement; program evaluation by directors and supervisors; teacher self-evaluation; monitoring by agency staff; and teacher education. The established reliability and long term evidence of validity of the ERS family of instruments make this new version of ECERS particularly useful for RTTT-ELC accountability and research. Suitable for use in inclusive and culturally diverse programs, ECERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Literacy Learning Activities Interaction Program Structure

Child Care Quality

Noting the increasing need for public officials, practitioners, business leaders, concerned citizens, and parents to work together to improve the quality of life for young children and families, this book for community organizations provides

information needed to begin or enhance local or statewide community mobilization efforts. Included are descriptions of initiatives based on information gathered through interviews with staff conducted over a 3-year period. The book begins with a definition of community mobilization, its principles, and the origins and stages of community mobilization efforts. The remaining sections detail the three stages of community mobilization, using a question-answer format, and including information from specific initiatives to illustrate particular points. Section 1, "Creating a Vision: Promising Practices," contains chapters on getting started, assessing needs, mobilizing the voice of parents, and involving businesses. Section 2, "Implementing the Vision: Creating Quality Services for Young Children and Their Families," includes chapters on reforming communities to serve families of young children through coordinating services, systemic planning and reform, and institutionalizing integrated services. Also included in this section are chapters on improving and assuring the quality of services through promoting professional development of the early education and care practitioner, involving parents, improving state regulations, promoting accreditation of early childhood practitioners, and improving the compensation of the child care workforce. Section 3, "Sustaining the Vision: Assuring Lasting Change," addresses maintaining momentum, developing financing mechanisms, engaging the public, and assessing results. Each chapter contains references. Two appendices detail state initiatives and describe national organizations. (Author/KB)

Analysis of the Budget Bill of the State of California for the Fiscal Year

The 35 items in the ITERS are divided into seven categories: Furnishings and Display for Children -- Personal Care Routines -- Listening and Talking -- Learning Activities -- Interactions -- Program Structure -- Adult Needs.

Week by Week: Plans for Documenting Children's Development

The authors conclude with a series of recommendations for developing, designing, implementing, evaluating, and refining QRISs based on study findings and lessons learned."--BOOK JACKET.

Annual Report

Become a keen observer to better learn about child development, find curriculum ideas, and meet requirements when assessing outcomes.

Supervision in Early Childhood Education, 3rd Edition

The fourth edition contains guidelines on the development and evaluation of the health and safety of children in early care and education settings. This guide features 10 chapters of more than 650 standards and dozens of appendixes with valuable supplemental information, forms, and tools. KEY FEATURES More than 100 updated standards and appendixes Updated appendixes, including Signs and Symptoms Chart, Recommended Immunization Schedule, and Recommendations for Preventive Pediatric Health Care Completely revised and updated topics on

environmental health, infectious diseases, and nutrition TOPICS INCLUDE Staffing Program activities for healthy development Health promotion and protection Nutrition and food service Facilities, supplies, equipment, and environmental health Play areas and playgrounds, and transportation Infectious diseases Children with special health care needs and disabilities Administration Licensing and community action And more

Young Dual Language Learners

The Training of Trainers (ToT) Evaluation investigated the efficacy of the High/Scope model for improving the quality of early childhood programs on a national scale. To address this question, the High/Scope Foundation undertook a multimethod evaluation that collected anecdotal records from the consultants and 793 participants in 40 ToT projects, surveyed a random sample of 203 endorsed trainers around the country, interviewed and observed highly qualified teachers in 244 High/Scope and 122 non-High/Scope settings, and assessed 97 children in High/Scope and 103 in comparison programs. In addition to the particular question about High/Scope's effectiveness in doing training, the study also addressed broader questions about the role of inservice training in improving early childhood program quality and enhancing young children's development. Some of the results of the study include the following: (1) High/Scope training is effective, and evidence indicated that inservice training contributes significantly to program quality and children's development; (2) although both High/Scope and comparison settings offered high-quality programs, there were significant differences. High/Scope programs were better than comparison programs at organizing the environment, encouraging independent thought and action, and using adult-child interaction to promote reasoning and language skills; (3) teachers' formal education, inservice training, and experience were all significant predictors of program quality. Contains 56 references. (TJQ)

All about the ECERS-R

BEGINNING ESSENTIALS IN EARLY CHILDHOOD EDUCATION, CALIFORNIA EDITION, Third Edition, is a streamlined foundations textbook that introduces early childhood students to the field. This unique text is organized to answer four key questions: What is the field? Who is the child? Who is the teacher? and What is being taught? The four sections address the essentials of early childhood education, emphasizing multiculturalism and developmentally appropriate practice. New to this edition, "Teacher Talk" boxes are first-person accounts from teachers who reflect on their experiences in the classroom and provide valuable, applicable advice for those entering the profession. In addition, "Brain Research" boxes showcase some of the most important aspects of brain research and development today, connecting it to the classroom. Other features include special boxed material that highlights key issues related to standards, diversity, DAP, professionalism, and ethics. This California-specific edition directly connects the California Early Childhood Educator Competencies to the material in the text. The beginning of each chapter highlights which competencies are covered in the chapter, and a detailed chart in the appendix shows the correlation of each chapter to the standards through the competency area/performance area/topic levels. Important Notice: Media content referenced within the product description or the product text may not be available

in the ebook version.

Mentor Coaching and Leadership in Early Care and Education

This resoruce provides step by step instruction on how to design a quality day care environment. It should be used side by side with the ECERS-R, the scale used to develop and quantify quality standards in Canada, the USA, and abroad. It includes the How, What and Why for Each indicator, seven sub-scale items, step-by-step instructions, and over 700 colour photos. The usage of this book can ensure accurate ECERS-R assessment by: early childhood practitioners, to improve classroom quality; technical staff, wanting to provide guidance to practitioners; licensing staff, who need to evaluate the quality of a program; and researchers, who need to use the scale correctly and reliably. The format is organized to match the format of the assessment, by subscale, item and indicator. They provide clear, print explanations of how each indicator within each item is to be interpreted.

Coordinated Compliance Review Training Guide

A Golden Opportunity

ROMANCE ACTION & ADVENTURE MYSTERY & THRILLER BIOGRAPHIES & HISTORY CHILDREN'S YOUNG ADULT FANTASY HISTORICAL FICTION HORROR LITERARY FICTION NON-FICTION SCIENCE FICTION