

Ecers Training Workbook

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Video Guide and Training Workbook for Early Childhood Environment Rating Scale

This 16-page workbook contains training activities for use with .

Early Childhood Environment Rating Scale (ECERS-3)

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

All about the ECERS-R

This resource 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.

Video Observations for the ECERS-R

This multimedia package demonstrates how to use the Early Childhood Environment Rating Scale—Revised Edition (ECERS-R). Each training package contains an interactive DVD and an Instructor's Guide, which explains how to present the various training activities and provides answers for commonly asked questions. A companion 24-page Video Guide and Training Workbook, to be used in conjunction with the DVD, is sold separately. A personal copy of the Video Guide and Training Workbook, which may be reproduced for use in the classroom for educational purposes only, is required for each participant.

Professional Development and Quality in Early Childhood Education

This book provides a global overview of developments and discussion around the evaluation of quality of early childhood education environments, and the professional development of early childhood teachers, during the last decade. It reports on the Early Change project, a European-funded research project with the participation of six European countries: Cyprus, Denmark, Finland, Greece, Portugal, and Romania; and offers an in-depth view on the perspectives of early childhood teachers regarding their professional development and the quality of early childhood education environment. Additionally, it discusses the policies and educational framework supporting the professional development of early childhood teachers across Europe. Finally, it proposes an alternative way to integrate the use of observational rating scales of early childhood education environments' quality in teachers' professional development. Presenting up-to-date scholarly research on global trends, this is an easily accessible, practical, yet scholarly source of information for researchers, policy makers and practitioners.

Video Guide and Training Workbook for the Infant/Toddler Environment Rating Scale

These multimedia packages demonstrate how to use the ECERS -- R, FDCRS, and ITERS. Each training package contains an interactive videotape and an Instructor's Guide, which explains how to present the various training activities and provides answers and explanations for any questions that may arise. A 16-page Video Guide and Training Workbook, containing training activities, is sold separately. Each participant will require a personal copy of the Video Guide and Training Workbook, which can be reproduced for use in the classroom for educational purposes only.

Video Guide and Training Workbook for the Family Day Care Environment Rating Scale

These multimedia packages demonstrate how to use the ECERS-R and FDCRS. Each training package contains an interactive videotape and an "Instructor's Guide, which explains how to present the various training activities and provides answers and explanations for any questions that may arise. A 16-page "Video Guide and Training Workbook, containing training activities, is sold separately. Each participant will require a personal copy of the "Video Guide and Training Workbook, which can be reproduced for use in the classroom for educational purposes only.

Coaching with ECERS

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.

Family Day Care Rating Scale

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)

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

School-Age Care Environment Rating Scale Updated (SACERS)

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

Preschool Assessment

Comprehensive and user friendly, this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3- to 6-year-olds in accordance with current best practices and IDEA 2004 guidelines. The authors are leading clinician-researchers who take the reader step by step through selecting appropriate measures, integrating data from a variety of sources, and using the results to plan and evaluate effective interventions and learning experiences. Coverage encompasses screening and assessment of cognitive, linguistic, emotional, and behavioral difficulties, including mental retardation and autism. Case studies illustrate key facets of assessing diverse children and families; appendices offer concise reviews of over 100 instruments.

Designing and Delivering Effective Online Instruction

The Spring of 2020 saw educational institutions around the world abruptly convert to online teaching formats. While this transition may be unfamiliar—and even uncomfortable—the skills and techniques needed to engage and empower online learners can be learned and mastered to serve the current and ever-expanding need. This indispensable resource focuses on combining thoughtful teaching strategies

with innovative technology to help learners engage more meaningfully and learn more effectively. The book distills decades of research in adult learning and education to provide evidence-based strategies that directly and practically apply to online environments. The author identifies five core areas for focus: principles of adult learning (how people learn), engagement through presence, diversity and inclusion, community, and learner empowerment; thereby demonstrating how to prepare for the online learning environment, design and develop suitable course materials, deliver instruction, and evaluate the learning experience. Book Features: A holistic approach that addresses and integrates every key dynamic to ensure the design, development, and delivery of optimal online learning experiences. Appropriate for instructors and course designers as they manage blended or fully online teaching models. Content is readily applicable across disciplines and institutional types. Grounded firmly in research, theory, and best practices related to social presence, engagement, inclusive pedagogy, Understanding by Design (UBD), Universal Design framework for Learning (UDL), reflective practice, and principles of adult learning and development. Comprehensive checklists provide overviews of key action items and associated steps involved in course design, development, and delivery. Reflection is a cornerstone of deep learning, and reflective questions are included in each chapter.

The Tiny Potty Training Book

Just 60 years ago, over 92% of American children were potty trained by 18 months. After disposable diapers and the related message to wait for "readiness" hit the scene, American kids are now potty training at about 3 years old, leaving parents wondering: When is it okay to potty train? and How do I do it? The Tiny Potty Training Book answers all of these questions and more, empowering parents with accurate information and step-by-step guidance to potty train with confidence at any age. With this book parents can complete potty training in an average of 7 days, without force, coercion, sticker charts, or bribery. Toddlers 18 months and up will gain mastery and dignity through the swift and gentle method laid out in this book, complete with troubleshooting section and access to private support.

Exploring Mathematics Through Play in the Early Childhood Classroom

This practical book provides pre- and inservice teachers with an understanding of how math can be learned through play. The author helps teachers to recognize the mathematical learning that occurs during play, to develop strategies for mathematizing that play, and to design formal lessons that make connections between mathematics and play. Common Core State Standards are addressed throughout the text to demonstrate the ways in which play is critical to standards-based mathematics teaching, and to help teachers become more familiar with these standards. Classroom examples illustrate that, unlike most formal tasks, play offers children opportunities to solve nonroutine problems and to demonstrate a variety of mathematical ways of thinking—such as perseverance and attention to precision. This book will help put play back into the early childhood classroom where it belongs. Book Features: Makes explicit connections to play and the Common Core State Standards in Mathematics. Offers many examples of free play activities in which mathematics can be highlighted, as well as formal lessons that are inspired by play. Provides strategies for making assessments more playful, helping teachers meet increasing demands for assessment data while also reducing child stress. Includes highlight boxes with recommended resources, questions for reflection, key research findings, vocabulary, lesson plan templates, and more. "This is one of those books that I wish I had written. It is smart, readable, relevant, and authentically focused on children." —From the Foreword by Elizabeth Graue, Sorenson Professor of Early Childhood Education, University of Wisconsin "In this deceptively easy-to-read book, Amy Parks explains two things that could make a world of difference in early childhood and elementary classrooms: Mathematics isn't something in a workbook—it's a fascinating part of the real world; And playing in school isn't a luxury—it's an essential context for learning about all sorts of things, including mathematics. Through vignettes of children learning mathematics as they play, Parks helps teachers recognize their 'answerability to the moment,' eschewing someone else's determination of 'best practice' in favor of what works with actual children eager to learn mathematics." —Rebecca New, School of Education, University of North Carolina at Chapel Hill

Infant/toddler Environment Rating Scale

The ITERS-R is a thorough revision of the widely used program quality assessment instrument, The Infant/Toddler Environment Rating Scale. Designed for use in center-based child care programs for infants and toddlers up to 30 months of age, the ITERS-R can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for

monitoring, and in teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation. Book jacket.

Go Diaper Free

Stop changing diapers?start potting your baby. Over half the world's children are potty trained by one year old, yet the average potty training age in the United States is currently three years old. This leaves parents wondering: What did people do before diapers? and How do I help my own baby out of diapers sooner?Elimination Communication, also known as EC, is the natural alternative to full-time diapers and conventional toilet training. Although human babies have been pottied from birth for all human history, we've modernized the technique to work in today's busy world.Go Diaper Free shows parents of 0-18 month babies, step-by-step, how to do EC with confidence, whether full time or part time, with diapers or without. "Diaper-free" doesn't mean a naked baby making a mess everywhere - it actually means free from dependence upon diapers. With this book, new parents can avoid years of messy diapers, potty training struggles, diaper rash, and unexplained fussiness. Also helpful for those considering EC, in the middle of a potty pause, or confused about how to begin.This 6th edition includes a new section on The Dream Pee, a full text and graphic revision, more photos of EC in action, and a complete list of further resources.MULTIMEDIA EDITION: includes the book and access to private video library, helpful downloads, additional troubleshooting, and our private online support group run by our Certified Coaches. For less than the cost of a case of diapers, you can learn EC hands-on, the way it's meant to be learned.

Early Childhood Environment Rating Scale (ECERS-R)

Featuring a spiral binding, the updated Early Childhood Environment Rating Scale, ® ECERS-R, offers more practical assistance in the form of an Expanded Score Sheet (which contains a worksheet) and additional notes for clarification to improve accuracy in scoring. However, the items and indicators remain the same as in the original ECERS-R. Designed for preschool, kindergarten, and child care classrooms serving children 21D2 through 5 years of age, this widely used program quality assessment instrument can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the ECERS-R make it particularly useful for research and program evaluation. Convenient Organization in seven subscales Space and Furnishings Personal Care Routines Language-Reasoning Activities Interaction Program Structure Parents and Staff Each of the 43 items is expressed as a 7-point scale with indicators for 1 (inadequate), 3 (minimal), 5 (good), and 7 (excellent). Notes for clarification and sample questions are included to improve accuracy in scoring. An introductory section gives detailed information about the rationale for the ECERS-R, the process of revision, and the reliability and validity of the scale. Full instructions for administration and scoring, as well as an Expanded Scoresheet and Profile that may be photocopied, are included with the scale.

Art and Technology

Learn how to use digital technologies to provide a rich new entry-point for art students to make meaning, express their thoughts, and visualize their ideas. Through the lens of artistic development, this book offers a rich scope and sequence of over 50 technology-based art lessons. Each lesson plan includes the art activity, learning level, lesson objective, developmental rationale, list of materials, and suggested questions to motivate and engage students. The authors' pedagogical approach begins with inquiry-based exploratory activities followed by more in-depth digital art lessons that relate to students' interests and experiences. With knowledge of how technology can be used in educationally sound ways, educators are better equipped to advocate for the technological resources they need. By incorporating technology into the art classroom—as a stand-alone art medium or in conjunction with traditional studio materials—teachers and students remain on top of 21st-century learning with increased opportunities for innovation. Book Features: Guidance for technology use in the K–12 art curriculum, including specifics for adopting sequential strategies in each grade.Cost-effective strategies that place teachers and students in a position to explore and learn from one another.Developmental theories to help art teachers and curriculum designers successfully incorporate new media.Engaging digital art lessons that acknowledge the role technologies play in the lives of today's young people.Novel approaches to art education, such as distance learning, animation, 3D printing, and virtual reality.

Overview: MELQO

The Measuring Early Learning Quality and Outcomes (MELQO) initiative began in 2014 as part of the global emphasis on early childhood development (ECD). Led by UNESCO, the World Bank, the Center for Universal Education at the Brookings Institution and UNICEF, the initiative aims to promote feasible, accurate and useful measurement of children's development and learning at the start of primary school, and of the quality of their pre-primary learning environments. Items are designed for children between the ages of 4 and 6 years. Following the premise that many existing tools include similar items, the leading organizations' core team worked with a consortium of experts, non-governmental organizations (NGOs) and multilaterals to build upon current measurement tools to create a common set of items organized into modules for measuring: 1) early childhood development and learning, and 2) the quality of pre-primary learning environments. The MELQO core team and experts also collaborated to outline a process for context-specific adaptation of the measurement modules resulting from lessons learned from field-testing in several countries in 2015 and 2016. The modules are designed to be implemented at scale, with an emphasis on feasibility for low- and middle-income countries (LMICs). A key question addressed by MELQO was the balance between a global tool suitable for use everywhere, and local priorities and goals for children's development. [Introduction, ed]

Investing against evidence

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.

Early Childhood Assessment

Early childhood mathematics is vitally important for young children's present and future educational success. Research demonstrates that virtually all young children have the capability to learn and become competent in mathematics. Furthermore, young children enjoy their early informal experiences with mathematics. Unfortunately, many children's potential in mathematics is not fully realized, especially those children who are economically disadvantaged. This is due, in part, to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities. Improvements in early childhood mathematics education can provide young children with the foundation for school success. Relying on a comprehensive review of the research, Mathematics Learning in Early Childhood lays out the critical areas that should be the focus of young children's early mathematics education, explores the extent to which they are currently being incorporated in early childhood settings, and identifies the changes needed to improve the quality of mathematics experiences for young children. This book serves as a call to action to improve the state of early childhood mathematics. It will be especially useful for policy makers and practitioners—those who work directly with children and their families in shaping the policies that affect the education of young children.

Resources for measuring services and outcomes in Head Start programs serving infants and toddlers

ECERS-E is designed to be used with the Early Childhood Rating Scale-Revised (ECERS-R), an internationally recognized measure of quality in education and care written by Thelma Harms, Richard M. Clifford, and Debby Cryer. It not only complements the ECERS-R but extends the scales to provide additional insights into important aspects of literacy, mathematics, science and environment, as well as practices related to issues of diversity. Given the current focus on emerging literacy and numeracy skills, the ECERS-E provides unique guidance on the kinds of environments that enhance learning in preschool settings. The curriculum domains within the scales bear important relationships to children's (age 3–5) cognitive and social/behavioral developmental outcomes. Using the ECERS-E alongside the ECERS-R gives users a more complete picture of what a high-quality early childhood education

program can look like. It can be used by program directors, teaching staff, agency staff, and in teacher training programs. Convenient organization: Literacy Items: Print in the environment Book and literacy areas Adults reading with children Sounds in words Emergent writing/mark making Talking and listening Mathematics Items: Counting and application of counting Reading and representing simple numbers Activities: Shape Activities: Sorting, matching and comparing Science and Environment Items: Natural materials Areas featuring science/science materials Activities: Non living Activities: Living processes Activities: Food preparation Diversity Items: Planning for individual learning needs Gender equality and awareness Race equality and awareness

Mathematics Learning in Early Childhood

The latest resource from esteemed early childhood authors Margie Carter and Deb Curtis, and introducing Wendy Cividanes and Debbie Lebo.

ECERS-E with Planning Notes

Updated curriculum planning guide reflecting the continuing evolution of early learning standards for preschool children across the country

Reflecting in Communities of Practice

This book chronicles a 10-year journey to develop and sustain Adelante, a university-school-community partnership designed specifically to address public education's failure to meet the needs of students of color, particularly Chicana/o students. The authors examine the persistent barriers, mistakes, challenges, and successes that emerged in their community-based partnership with elementary school students, college students, teachers, parents, and educational leaders. Intertwining critical race theories with Chicana feminist theories, they propose a "critical race feminista praxis" and provide real-world examples of what this praxis can look like in the context of a racialized, gendered, and colonial landscape. The book offers practical advice and theoretical insight to those interested in disrupting pervasive inequities that shape the (mis)education of marginalized students. Book Features: Fills a void about how to engage in activist scholarship by describing concrete strategies and practices employed by the authors. Offers theoretical contributions through the braiding together of critical race and Chicana feminist theories. Proposes a partnership model for working with communities of color that promotes pathways to higher education. "Theoretically cutting-edge and with practical on-the-ground application, Transforming Educational Pathways is a brilliant example of how university-school-community collaborations can be reshaped into transformative praxis in the education of Chicana, Latinx students. The balanced combination of community-engaged work and scholar-activist research in this groundbreaking book powerfully move us further in the spiritual journey of reimagining and transforming the inequities of educational institutions for Chicana, Latinx students and their families and communities." —Luis Urrieta, professor, The University of Texas at Austin "Delgado Bernal and Aleman start and end with the transformative idea that all students should be expected to attend college from their earliest experiences in public education—kindergarten. By challenging the deficit notions surrounding Chicana/o students and their communities, the authors provide the most compelling asset-based and theoretically grounded university-community partnership program I've seen in the K–8 sector." —Daniel G. Solorzano, professor, University of California, Los Angeles "Transforming Educational Pathways for Chicana/o Students is a compelling and intimate account of the development of Adelante, an innovative university-school partnership. It is also an inspiring story of the impact of culturally affirming and anticolonial education on Latina/o children and their teachers, university student mentors, and parents. The process of changing deficit-based school culture is a difficult one, as the book shows. Yet, drawing on Gloria Anzaldúa's feminist theorizing, Delgado Bernal and Alemán offer a theory of school change where collisions, difficult solidarities, and transformative moments constitute a praxis of hope, imagination, and social justice." —Sofia Villenas, professor, Cornell University

Make Early Learning Standards Come Alive

With lots of examples and color images, this resource is both a foundational text and a practical guidebook for bringing contemporary art into elementary and middle school classrooms as a way to make learning joyful and meaningful for all learners. The authors show how asking questions and posing problems spark curiosity and encourage learners to think deeply and make meaningful connections across the curriculum. At the center of their approach is creativity, with contemporary visual art as its inspiration. The text covers methods of creative inquiry-based learning, art and how it connects to

the “big ideas” addressed by academic domains, flexible structures teachers can use for curriculum development, creative teaching strategies using contemporary art, and models of art-based inquiry curriculum. Book Features: Provides research-based project ideas and curriculum models for arts integration. Shows how Project Zero’s flexible structures and frameworks can be used to develop creative inquiry and an arts integration curriculum. Explains how contemporary visual art connects to the four major disciplines—science, mathematics, social studies, and language arts. Includes full-color images of contemporary art that are appropriate for elementary and middle school learners. Demonstrates how arts integration can and should be substantive, multi-dimensional, and creative. “If you long for an arts classroom that connects students to the astonishingly interesting world they live in and want some helpful guidance on how to do it, this is the book for you!” —From the Foreword by Connie Stewart, University of Northern Colorado

Infant Potty Training

Since its beginning in 1965 as a part of the War on Poverty, Head Start's goal has been to boost the school readiness of low-income children. Based on a 'whole child' model, the program provides comprehensive services that include pre-school education; medical, dental, and mental health care; nutrition services; and efforts to help parents foster their child's development. Head Start services are designed to be responsive to each child's and family's ethnic, cultural, and linguistic heritage. The Congressionally-mandated Head Start Impact Study was conducted across 84 nationally representative grantee/delegate agencies. Approximately 5,000 newly entering 3- and 4-year-old children applying for Head Start were randomly assigned to either a Head Start group that had access to Head Start program services or to a non- Head Start group that could enrol in available community non-Head Start services, selected by their parents. Data collection began in fall 2002 and is scheduled to continue through 2006, following children through the spring of their 1st-grade year. The study quantifies the impact of Head Start separately for 3- and 4-year-old children across child cognitive, social-emotional, and health domains as well as on parenting practices. This book is essential reading for those in the education field.

Transforming Educational Pathways for Chicana/o Students

From scripts to PowerPoint presentations to agendas to handouts, The Essential Literacy Workshop Book provides trainers with everything they need to train teachers to develop children's literacy skills. Perfect for trainers and directors, The Essential Literacy Workshop Book has 10 comprehensive, three-hour training modules. The accompanying CD-ROM includes PowerPoint presentations and files of the handouts. This package provides a complete in-service program for groups of any size. Workshops include: Fostering Language Development Beyond Open and Closed Questions Supporting English Language Learners Phonological and Phonemic Awareness Creating Environments to Support Literacy Supporting Children as Writers Using Literacy Centers in Kindergarten Using Music to Support Literacy Literacy to Support Diversity and Inclusion Literacy Across the Curriculum

Integrating the Visual Arts Across the Curriculum

Growing Up with Technology explores the role of technology in the everyday lives of three- and four-year-old children, presenting the implications for the children's continuing learning and development. Children are growing up in a world where the internet, mobile phones and other forms of digital interaction are features of daily life. The authors have carefully observed children's experiences at home and analysed the perspectives of parents, practitioners and the children themselves. This has enabled them to provide a nuanced account of the different ways in which technology can support or inhibit learning. Drawing on evidence from their research, the authors bring a fresh approach to these debates, based on establishing relationships with children, families and educators to get insights into practices, values and attitudes. A number of key questions are considered, including: Which technologies do young children encounter at home and preschool? What kind of learning takes place in these encounters? How can parents and practitioners support this learning? Are some children disadvantaged when it comes to learning with technology? Growing Up with Technology is strongly grounded in a series of research projects, providing new ways of thinking about how children's learning with technology can be supported. It will be of great interest to undergraduate and postgraduate students on a range of courses including childhood studies, and those with a particular interest in the use of technology in education. Parents, practitioners and researchers will also find this a fascinating and informative read.

Connect4learning

301 skill-building pages that give young learners practice with the alphabet, sight words, handwriting, phonics, numbers, shapes and everything they'll need to succeed as students.

Head Start Impact

Little Dino learns that he should not bite--except for food, of course.

The Essential Literacy Workshop Book

This text is designed for advanced Curriculum, Methods, and Issues courses in Early Childhood Education and Child and Family Studies departments. As the only text of its kind, this book provides in-depth information about Vygotsky's theories, neo-Vygotskians' findings, and concrete explanations and strategies that instruct teachers how to influence student learning and development. Key changes to this edition include a new chapter on dynamic assessment, separate and expanded chapters on developmental accomplishments of infants and toddlers, preschool/kindergarten, and primary grades and on s.

Growing Up With Technology

Tom Sherrington and Oliver Caviglioli present 50 essential teaching techniques, each with five clear and concise illustrations and explanations.

Scholastic Success with Reading and Math Jumbo Workbook

Research has consistently found that effective administrative practices are crucial for ensuring beneficial program outcomes for children and families. The Program Administration Scale (PAS) is designed to reliably measure and improve the leadership and management practices of center-based programs—the only instrument of its kind to focus exclusively on organization-wide administrative issues. Using a 7-point rating scale (inadequate to excellent), this easy-to-use instrument assesses 25 items grouped into 10 categories: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. This new second edition of the PAS includes minor refinements to support the reliable use of the instrument and to reflect current best practices in early childhood administration. The Notes and Guiding Questions for the PAS items are expanded to increase understanding and facilitate greater consistency in scoring. Emphasis is placed on administrative practices that support family partnership, inclusion, cultural sensitivity, and linguistic diversity. Routines that demonstrate distributed leadership are measured. The focus in technology is on practices that promote effective communication, collaboration, and continuous learning.

Little Dinos Don't Bite

Tools of the Mind