

Preschool Anecdotal Record Sample

Social competence has emerged in research on social development as a construct unifying behavioral and motivational dimensions of social development in the preschool child. It draws from theories of social learning, cognitive development, and competence motivation. The theoretical relevance and empirical utility of the construct indicate the need for further research on methods of measuring social competence. Recent investigators have noted the cultural relativity of social competence, as a construct which includes values about behavior. Although parents have been infrequently used as a population of experts for content validation, they could provide important information about the cultural values underlying a definition of competence. The present study investigates several methodological questions as they relate to Baumrind's Preschool Behavior Q Sort (PBQS), a measure of social competence. The questions include reliability and validity after modifications in administration; the construct validity of the PBQS factor Independence, when compared with an alternative measure of independence; and the content validity of the PBQS seven-cluster, two-factor model of preschool competence based on parental responses to PBQS items. Child data came from naturalistic observations of 36 preschool. The sample was restricted to children between 48 and 60 months old, of normal and above verbal intelligence, and from middle class families. The PBQS was used to rate subjects after a 2.5 hour observation supplemented with anecdotal records collected by staff at the preschool. Parent subjects had children in the preschool which provided the child sample. The parent sample was homogeneous with respect to sociocultural background. Parents rated PBQS items presented as seven point Likert-type items. Questionnaires were completed by 97 parents. Interrater reliability was computed for each subject across 72 items and 7 clusters, for each cluster across all subjects, and for each item across all subjects. Reliability was high for most subjects. Reliability was significant for all clusters and 63 items. The matrix of interitem correlations for child data was analyzed on the basis of frequency of significant correlations and the mean correlation of each item with all others. Although some within-cluster correlations were in the expected pattern, between-cluster item correlations indicated a lack of independence between clusters. A stepwise discriminant analysis was used to test the relationship of the PBQS Independence factor to another measure of independence. In a model which discriminated between children having three levels of independence on Beller's Scale of Independence, less than one-half the items were PBQS Independence factor items. The matrix of interitem correlations for parent data was analyzed in the same way as the matrix for child data. The multi-cluster pattern of intercorrelations did not appear. Parents seemed to respond in terms of a univariate definition of social competence, with a strong consensus on items describing cooperation and compliance. There was a pronounced absence of consensus on most items describing independence. The modified administration procedure for the PBOS appeared to produce reliable ratings with questionable validity. Therefore, the results and conclusions of the study were applied to modify the cluster scoring procedure of the PBQS. The resulting three-cluster model appears to be more simplistic than Baumrind's seven clusters, but it is more valid in terms of the child ratings for the present study. The deviation of the three-cluster model from a parental definition of competence is easily delineated, since one of the three clusters strongly represents the parental definition for the sample of parents used in this study. In view of the empirical method by which clusters were derived, limited clinical or theoretical significance can be attached to the clusters. The clusters represent functionally related behavior indices, but their structural relationship has not been demonstrated.

A beginner's primer to providing child care for infants! Complete with tips for creating a developmentally appropriate environment and experiences that stimulate infants' muscles and minds, *Focus on Babies* gives caregivers the tools to craft a quality learning environment that's as unique as the needs of the babies in their care. In simple language, the book covers the role of the caregiver, setting up the physical environment, creating a daily schedule, daily planning, and understanding children's growth and development. It also includes engaging activities that address multiple intelligences.

Nearly every early childhood classroom has an exceptionally bright child—from the child who starts reading independently at age three to the child who would rather take apart his tricycle than ride on it. This book's strategies help educators create a richer learning environment where exceptionally bright children are encouraged to learn beyond prescribed curriculum goals. It includes identifiers of exceptionally bright children, ideas to change the pace, level, or method of teaching in response to the needs of individual children, and guidance for working with families. Ann Gadzikowski is the early childhood coordinator at Northwestern University's Center for Talent Development.

'This new early childhood text provides a comprehensive overview of early childhood education in Australia for children from birth to eight years. It reports on a wide variety of significant early childhood topics and is written in a style directed towards early childhood professionals.' - Kim Walters, President, Early Childhood Teachers Association The early years of care and learning are recognised as crucial for ongoing educational success and future participation in society. Early childhood professionals need specialist preparation to understand and effectively support early years learners. *Teaching Early Years* offers a systematic, research-based introduction to educating children from birth to eight years. Leading educators identify the key priorities in early years education and cover developmental issues, curriculum, pedagogy and assessment. Each chapter concludes with questions that guide reflection of the concepts developed in the chapter. Written for early childhood education students, childcare workers and education leaders, *Teaching Early Years* is an essential resource for anyone involved in caring for and educating early years learners.

Practical Implementation of the Least Restrictive Environment

Curriculum, pedagogy and assessment

Preschool Assessment

Reading and Writing in Preschool

Promoting Health for a Lifetime

Data-based Instructional Decisions Made Simple and Easy

Making Connections in Elementary and Middle School Social Studies, Second Edition is the best text for teaching primary school teachers how to integrate social studies into other content areas. This book is a comprehensive, reader-friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies' thematic, pedagogical, and disciplinary standards. Praised for its "wealth of strategies that go beyond social studies teaching," including classroom strategies, pedagogical techniques, activities and lesson plan ideas, this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas.

Celebrate every student victory, big or small. Keeping track of student progress using observational records is a powerful form of formative assessment. Don't lose track of your paperwork and observations again by using this gorgeous premium matte soft cover log book. Features an index for 37 students and each student has 5 dedicated pages for you to record their developmental growth

through observations. This notebook also features pages at the back of the notebook to record memorable moments over the year. Perfect for observations of discipline specific learning, guided reading, student-teacher conversations, and parent-teacher communications. Portable size (7.44" x 9.69") so you can take this stylish record book with you on the go and easily carry it with you during your classroom observations. Perfect for teachers and school leaders.

More than one hundred math activities for young children that incorporate early learning standards.

Early childhood education has reached a level of unprecedented national and international focus. Parents, policy makers, and politicians have opinions as well as new questions about what, how, when, and where young children should learn. Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children's early learning and brain development. Early childhood education is also a major topic of concern internationally, as social policy analysts point to its role in a nation's future economic outlook. As a groundbreaking contribution to its field, this four-volume handbook discusses key historical and contemporary issues, research, theoretical perspectives, national policies, and practices. A wealth of information provides the user with up-to-date expert entries on a plethora of topics. Over three hundred entries in volumes 1, 2, and 3 cover such topics as: accountability assessment biculturalism bullying child abuse early intervention ethnicity Head Start No Child Left Behind Zero to three

A Reliability and Validity Study of a Measure of Preschool Competence

Classroom Literacy Assessment

Focus on Babies

Developing and Administering a Child Care and Education Program

More Than Counting

The Framework for Teaching Evaluation Instrument, 2013 Edition

Shortlisted for the 2013 Nursery World Awards! Margaret Carr's seminal work on Learning Stories was first published by SAGE in 2001, and this widely acclaimed approach to assessment has since gained a huge international following. In this new full-colour book, the authors outline the philosophy behind Learning Stories and refer to the latest findings from the research projects they have led with teachers on learning dispositions and learning power, to argue that Learning Stories can construct learner identities in early childhood settings and schools. By making the connection between sociocultural approaches to pedagogy and assessment, and narrative inquiry, this book contextualizes Learning Stories as a philosophical approach to education, learning and pedagogy. Chapters explore how Learning Stories: - help make connections with families - support the inclusion of children and family voices - tell us stories about babies - allow children to dictate their own stories - can be used to revisit children's learning journeys - can contribute to teaching and learning wisdom This ground-breaking book expands on the concept of Learning Stories and includes examples from practice in both New Zealand and the UK. It outlines the philosophy behind this pedagogical tool for documenting how learning identities are constructed and shows, through research evidence, why the early years is such a critical time in the formation of learning dispositions. Margaret Carr is a Professor of Education at the University of Waikato, New Zealand. Wendy Lee is Director of the Educational Leadership Project, New Zealand.

The best-selling CHILD, FAMILY, SCHOOL, COMMUNITY: SOCIALIZATION AND SUPPORT, now in its Eleventh Edition, offers an excellent introduction to socialization grounded in a powerful conceptual framework--Urie Bronfenbrenner's Bioecological Model of Human Development. Examining how the school, family and community influence children's socialization, this trusted text addresses complex issues in a clear, comprehensive fashion. Students appreciate the text's narrative drive, meaningful and timely examples and effective pedagogy, while a sensitive and robust presentation of diversity issues encompasses culture, ethnicity, gender, sexual orientation, socioeconomic status and special needs. Newly updated throughout, the Eleventh Edition features a strong emphasis on the latest NAEYC and NASW standards, as well as a new focus on cooperative learning strategies and real-world applications to expand on classroom learning. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The best-selling CHILD, FAMILY, SCHOOL, COMMUNITY: SOCIALIZATION AND SUPPORT, now in its Tenth Edition, offers an excellent introduction to socialization that is grounded in a powerful conceptual framework-Urie Bronfenbrenner's Bioecological Model of Human Development. Examining how the school, family, and community influence children's socialization, this text addresses complex issues in a clear, comprehensive fashion. Students enjoy reading the book and appreciate its narrative drive, meaningful and timely examples, and effective pedagogy. A sensitive and robust presentation of diversity issues includes matters related to culture, ethnicity, gender, sexual orientation, socioeconomic status and special needs. Updated throughout, this edition features a strong emphasis on NAEYC and NASW standards as well as a new neuroscience feature called "Brain Briefs." Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

EARLY CHILDHOOD EXPERIENCES IN LANGUAGE ARTS: EARLY LITERACY, Eleventh Edition responds to national legislation, professional standards, and public concern about the development of young children's language and foundational literacy skills by providing current research-based instructional strategies in early language development. Activities throughout emphasize the relationship between listening, speaking, reading, writing (print), and viewing in language arts areas. This text addresses the cultural and ethnic diversity of children and provides techniques and tips for adapting curricula. Theory is followed by how-to suggestions and plentiful examples of classic books and stories, poems, finger plays, flannel board and alphabet experiences, puppetry, language games, drama, and phonemic and phonetic awareness activities. Students will also learn how, as teachers, they can best interact with children to promote appropriate language development, and how they can create a print-rich environment in the classroom. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Issues and Developments

Eager to Learn

Early Childhood Assessment

Assessment in Early Childhood Education

Administering Preschool Programs in Public Schools

How-tos and What-to-dos when Caring for Infants

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.

This self-directed guide is designed to provide more than 40 hours of professional development for teachers using *Innovations: The Comprehensive Preschool Curriculum*. With 43 training modules, teachers can explore all the different elements of the curriculum and their impact on young children's learning, as well as other important components of early childhood education, including how to encourage different types of play, ways to communicate with parents, and ways to solve problems. Dr. Kay Albrecht is a nationally known speaker, the author of several books and a contributing editor to *Child Care Information Exchange*. Dr. Linda Miller is a nationally known speaker and a highly sought-after consultant to early childhood programs throughout the country.

This book demystifies the research process and shows how to select methods which are appropriate for working with young children in early childhood settings or at home.

The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same. Major concepts of the Common Core State Standards are included. For example, deep conceptual understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching, but are more clearly articulated in this edition. The language has been tightened to increase ease of use and accuracy in assessment. Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Creative Curriculum

The Essential Guide to Successful Training and Workshops

Early Childhood Experiences in Language Arts: Early Literacy

Foundations of Education: Instructional strategies for teaching children and youths with visual impairments

Play, Projects, and Preschool Standards

Constructing Learner Identities in Early Education

Showcasing assessment practices that can help teachers plan effective instruction, this book addresses the real-world complexities of teaching literacy in grades K-8. Leading contributors present trustworthy approaches that examine learning processes as well as learning products, that yield information on how the learning environment can be improved, and that are conducted in the context of authentic reading and writing activities. The volume provides workable, nuts-and-bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners, including students in high-poverty schools and those with special learning needs. It is illustrated throughout with helpful concrete examples.

This book describes effective, engaging ways to build young children's print concepts and alphabetic knowledge, which are crucial for both reading and writing development. Presenting shared reading, shared writing, and targeted instructional activities, each chapter features helpful classroom vignettes, a section debunking myths about preschool literacy, and Ideas for Discussion, Reflection, and Action. Strategies are provided for creating print-rich classroom and home environments and differentiating instruction for diverse students, including English language learners. The book also discusses how to assess preschoolers' reading and writing progress. Reproducible checklists and parent handouts can be downloaded and printed in a convenient 8 1/2" x 11" size.

How can qualitative researchers make the case for the value of their work in a climate that emphasizes so-called "scientifically-based research?" What is the future of qualitative research when such approaches do not meet the narrow criteria being raised as the standard? In this timely collection, editor J. Amos Hatch and contributors argue that the best argument for the efficacy of qualitative studies in early childhood is the new generation of high quality qualitative work. This collection brings together studies and essays that represent the best work being done in early childhood qualitative studies, descriptions of a variety of research methods, and discussions of important issues related to doing early childhood qualitative research in the early 21st century. Taking a unique re-conceptualist point of view, the collection

includes materials spanning the full range of early childhood settings and provides cutting edge views by leading educators of new methods and perspectives.

Written by a prolific, well-respected author, this book teaches how to observe, document, and assess children's development and progress--emphasizing how powerful ethical, responsible observation can be in a teacher's professional life. Focusing on observations as an intrinsic part of authentic assessment, the author advocates a protective, respectful attitude toward it. Provides an overview of various informal and formal observation and assessment strategies, as well as instruction in how to embed observation into the daily routine of the early childhood classroom. Explores ways to prevent problems, ways to solve problems, and ways to work cooperatively with parents. Included is coverage of the ethics of observation and the pros and cons of standardized testing as it relates to observation and assessment. For early childhood teachers.

Making Sense of what Students Know and Do

Using Observation in Early Childhood Education

Teacher Anecdotal Record Notebook: A Logbook of Student Assessment Observations

Contributions to the Development of the Contemporary Paradigm of the Institutional Childhood

Making Connections in Elementary and Middle School Social Studies

Teaching Early Years

Fountas & Pinnell Leveled Literacy Intervention (LLI) is a powerful early intervention system that can change the path of a student's journey to literacy. The LLI Orange System is specifically targeted at Foundation/Kindergarten students. Please note the program guide is not suitable for educators who have not yet purchased an LLI Orange System. This component is only available separately so that schools with the LLI Orange System can purchase additional copies of the program guide if they require. Find out more about the Fountas & Pinnell LLI System at

www.pearson.com.au/primary/LLI

This book should be of interest to professional pharmacists, nurses, doctors, social workers, psychologists, and counsellors; undergraduate, graduate and postgraduate students of the above mentioned studies.

A comprehensive look at inclusion, this book provides success stories by administrators and teachers who have found that inclusion is the best way to meet the least restrictive environment needs of their students. Complete with checklists, in-service materials, and pre- and post- evaluation methods, this detailed guide will help you meet student needs in a way that complements the educational, fiscal, and legal outlooks--as well as the attitudes--of your school division.

Emphasizing the director's responsibility as a leader of both people and programs in diverse communities,

DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM, Ninth Edition, covers the business and interpersonal skills child development professionals need to implement an effective program for young children and their families. It is written primarily for students of early childhood education whether or not they plan to work in the administrative aspects of the field. The book is also a rich source of updated information for practicing directors. In this thoroughly updated edition, the authors provide practical information on all aspects of directing a program, including curriculum selection; funding; budgeting; selecting, training, and supervising staff; housing the program and purchasing equipment; working with children and parents; accrediting and licensing an early childhood center; and carrying out program evaluation and quality improvement strategies. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

DHHS Publication No. (OHDS).

Nurturing Children's Sense of Wonder and Joy in Learning

Principles and Practices

Early Childhood Qualitative Research

Doing Early Childhood Research

The Comprehensive Preschool Curriculum

"Inclusive Physical Activity" is a text and reference for exercise and physical activity practitioners committed to offering optimal physical activity programming to people of differing abilities in school, recreation, sports, and community fitness settings. The updated second edition offers strategies for physical activity programming across the life span, from infancy to adulthood.

A practical guide for assessing young children from infancy through age eight, focusing on formal and informal assessment content, strategies, and examples.

Effective training and workshops are easier than you think.

The Creative Curriculum comes alive! This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival--demonstrates how teachers set the stage for learning by creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the The Creative Curriculum and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explaining appropriate practice.

Teaching the Essentials

Early Childhood Education: An International Encyclopedia [4 Volumes]

Inclusive Education

Learning Stories

Child, Family, School, Community: Socialization and Support

Show Me the Data!

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.

"This book focuses on early childhood education which spans the human life from birth to age 8. Infants and toddlers experience life more holistically than any other age group. Social, emotional, cognitive, language, and physical lessons are not learned separately by very young children. Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience, not just that part of the experience to which the adult gives attention. Although early childhood education does not have to occur in the absence of the parent or primary caregiver, this term is sometimes used to denote education by someone other than these the parent or primary caregiver. Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process. Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent. Other terms that is often used interchangeably with "early childhood education" are "early childhood learning", "early care" and "early education". Much of the first two years of life are spent in the creation of a child's first "sense of self" or the building of a first identity. Because this is a crucial part of children's makeup-how they first see themselves, how they think they should function, how they expect others to function in relation to them, early care must ensure that in addition to carefully selected and trained caregivers, links with family, home culture, and home language are a central part of program policy. If care becomes a substitute for, rather than a support of, family, children may develop a less-than-positive sense of who they are and where they come from because of their child care experience. Data collection is one of the critical elements of an effective, efficient, and accountable program that supports student development and learning. However, many intervention teams struggle to develop reasonable and sustainable methods of gathering information about student performance and progress. Now comes SHOW ME THE DATA! This must-have resource consists of a brief discussion on data collection accompanied by a CD containing a comprehensive compilation of data sheets to help make that once-dreaded task easier and simpler. The data sheets are of two types: generic forms appropriate for students of any age and/or ability and forms focusing on specific skills appropriate mostly for young children or children with significant cognitive delays. Forms may be customized for particular programs and individual students. Finally, to help teams figure out what to do with the data once they have been collected, samples of completed data sheets and easy-to-use graphs are included as a model for how teams can display their data visually and evaluate the effectiveness of intervention and efficacy of their program and/or intervention.

Foundations and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning (3rd Edition)

Early Childhood Workshops that Work!

Educating Our Preschoolers

Early Childhood Education

Multifaceted Assessment for Early Childhood Education

An International Encyclopedia

Developing Literacy in Preschool

Preschoolers are passionate about learning, and a high-quality preschool program offers rich learning experiences in the areas of language and literacy. This engaging book gives teachers and other professionals fresh ideas, inspiration, and practical tools for integrating age-appropriate literacy instruction into the preschool curriculum. Including helpful vignettes, sample lesson plans, and reproducibles, the book shows how to create a motivating classroom environment, balance child-initiated exploration with structured activities, and support students' developing skills in reading, writing, speaking, and comprehension. Essential topics include preschool assessment and working with English language learners.

A new guide to conducting more comprehensive and meaningful psychological assessments of young children Early Childhood Assessment presents a thorough, step-by-step approach to the comprehensive psychological assessment of young children. In addition to covering major psychological tests, this invaluable resource includes specific guidelines and formats for interviewing parents and other caregivers, observing children and caregiver-child interaction, conducting dynamic assessments, writing reports, and evaluating outcomes of recommended interventions. Dr. Lidz's approach encourages a broad range of observation with an overarching objective of completing a picture of the "whole" child, from family life to social-emotional and neuropsychological functioning. She leads the reader through each step of a comprehensive assessment, touching on the major data sources necessary for a full understanding of the child within different environments. Throughout the book, Dr. Lidz advocates best assessment practices that reflect the interests of children and families. Features useful information on: * Conducting initial interviews and observations for setting the course of the assessment * Using standardized and nonstandardized approaches to generate both qualitative and quantitative data * Viewing children and families within their cultural contexts * Integrating assessment data sources to generate meaningful recommendations and readable reports Plus: * Includes unique chapters on play, observation of parent-child and teacher-child interactions, and dynamic assessment Early Childhood Assessment is a valuable tool for professionals and students who are concerned about the richness and complexity of children's development within their families and communities.

The authors help readers create well-planned projects and activities that capture children's interest and develop the critical social and pre-academic skills identified in state standards.

Multifaceted Assessment in Early Childhood is ideal for those on upper-division undergraduate courses and first-level graduate courses in early childhood education assessment. The book covers the various measures used in a range of assessment dimensions, and includes valuable information regarding young children with special needs and English Language Learners, which has rarely been touched upon in other textbooks. The chapters are focused on student accessibility and include practical applications of key concepts. Features and benefits: Covers a range of assessment concepts, including - Formative (uses feedback from learning to adapt teaching) - Summative (i.e. tests, quizzes) - Authentic (focuses on complex/deeper tasks) - Standardized (STAR, SAT) Includes coverage of assessment for English language learners and children with special needs -- topics that are not provided enough coverage

in other books (including Wortham, McAfee, Puckett and Mindes). Wright's writing style grabs and engages the reader in the topic. Two of our reviewers who use Wortham specifically cited Wright's writing style as a reason they would adopt our book. A McAfee reviewer is likely to switch for the same reason.

Fountas and Pinnell Leveled Literacy Intervention (LLI) Orange (Grade K) Program Guide

Foundations and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning (3rd Edition)

Challenging Exceptionally Bright Children in Early Childhood Classrooms

The Newest Rubric Enhancing the Links to the Common Core State Standards, with Clarity of Language for Ease of Use and Scoring Inclusive Physical Activity

Practitioner's Handbook

Enhancing the quality of children's lives remains a national and international priority. Improving early childhood education was, is and continues to be an important subject in institutions of higher education. This publication presents 32 diverse contributions. Nevertheless, the contributions share a common base: They are all linked to the development of the contemporary paradigm of institutional childhood. Die Verbesserung der Lebensqualitaet von Kindern und Jugendlichen ist auch 2017 ein nationales und internationales Anliegen. Die fruehkindliche Bildung und Erziehung war, ist und bleibt ein wichtiges Thema an Bildungseinrichtungen im Hochschul- und Universitaetswesen. Diese Publikation beinhaltet 32 Beitraege, die bei aller Vielfalt eines gemeinsam haben: Alle nehmen Bezug auf die Entwicklung des gegenwaertigen Paradigmas der institutionellen Kindheit. Lidija VUJICIC, Faculty of Teacher Education, University of Rijeka, Croatia. Oliver HOLZ, Faculty of Economics and Business, University of Leuven, Belgium. Matjaz DUH, Faculty of Education, University of Maribor, Slovenia. Melissa MICHIELSEN, Faculty of Economics and Business, University of Leuven, Belgium. Math Activities for Preschool and Kindergarten, Standards Edition