Reading Free Evers E The Four Curricular Subscales Extension To The Early Childhood Environment Rating Scale Evers Fourth Edition With Planning Notes


In his latest book, bestselling author Gregory Michie critiques high-stakes schooling and provides a powerful alternative vision of teaching as a humanistic enterprise, students as multidimensional beings, and schools as spaces where young people can imagine and become, not just achieve. Drawing on his experiences over the past two decades as a classroom teacher, community volunteer, researcher, and teacher educator in Chicago's public schools, Michie offers compelling accounts of teaching and learning in urban America. Mindful of the complex realities educators face, he portrays urban schools as they really are: sites of struggle, hope, and possibility. At a time when others relentlessly trumpet a competitive, data-driven, corporatized notion of education, the essays in We Don’t Need Another Hero challenge the dominant images of failing urban schools and bad teachers. Like Michie’s now classic Holler If You Hear Me, this book gives much-needed hope to new and seasoned teachers alike. It is also an important resource for school administrators, policymakers, parents, and anyone who wants to better understand what is really happening in American schools. Gregory Michie teaches in the Department of Foundations and Social Policy at Concordia University Chicago. He is the bestselling author of Holler If You Hear Me: The Education of a Teacher and His Students, Second Edition, and See You When We Get There: Teaching for Change in Urban Schools. “Greg Michie is right: we don’t need another hero. The heroes are already there: they are our students, as well as the teachers and administrators who have a passion for justice. Those are the voices we must heed.” — From the Foreword by Sonia Nieto, professor emerita, University of Massachusetts, Amherst “There is no writer working today who captures the excruciating complexity of a life in teaching with as much grace and clarity as Gregory Michie. These everyday heroes are the heart of teaching and the soul of democracy.” — William Ayers, educator and bestselling author of To Teach, Third Edition and Teaching the Taboo “Gregory Michie's experiences in the classroom and his purview post-teaching make this a good peek into the thoughts of a man willing to challenge the current notions of education reform. Rather than sit in frustration over the current tenor surrounding these so-called reforms, Michie seeks meaningful progress and solutions.” — Jose Luis Vilson, NYC Public School lead teacher and writer
at TheJoseVilson.comThe Early Years Handbook for Students and Practitioners is a comprehensive and accessible course text for all students studying at levels 4 and 5, including on Foundation Degrees and Early Childhood Studies degrees. Designed and written by the Chair of the SEFDEY (Sector-Endorsed Foundation Degree in Early Years) Network and a team of expert contributors, this book covers the essential skills, knowledge and understanding you need to become an inspiring and effective early years practitioner. Divided into four parts: The Student-Practitioner-Professional; The Learning and Development of Children 0-5; The Child, Family and Society; and The Senior Practitioner-Professional, the book covers all aspects of working with young children and engages you with theory that is explicitly linked to your practice. Throughout there is a strong emphasis on supporting your transition to undergraduate study, developing your academic skills and encouraging you to be an active learner. In every chapter, the book seeks to help you develop your professional identity and features: Activities to help you to reflect on your own practice 'Provocations' to promote discussion and debate Case study examples and photographs to illustrate key points 'From Research to Practice' boxes outlining key research in the field and implications for practice. The book is supported by a companion website featuring, for students, links to useful websites and video material, and an interactive flashcard glossary. Online support for lecturers includes ideas for tasks and activities to use in class and the diagrams and images in the book available to download. At a time when society is demanding accountability from the medical education system and residency review committees are demanding written curricula, this book offers a practical, yet theoretically sound, approach to curriculum development in medicine. Short, practical, and generic in its approach, the book begins with an overview of a six-step approach to curriculum development. Each succeeding chapter then covers one of the six steps: problem identification, targeted needs assessment, goals and objectives, education methods, implementation, and evaluation. Additional chapters address curriculum maintenance, enhancement, and dissemination. Throughout, examples are used to illustrate major points. An appendix provides the reader with a selected list of published and unpublished resources on funding, faculty development, and already developed curricula. 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, many products used in early childhood settings, such as cleaning supplies and carpeting, have a major impact on children's health. This research-based rating scale helps early childhood professionals determine the level of environmental health and safety in their early childhood settings and explains why particular scores are earned. The activities in this 24-page workbook prepare instructors to accurately use the ITERS-R, including explanations for the scoring system, terms used throughout the Scale, protocols for observation, sample situations for scoring practice, and more. This Workbook is to be used in conjunction with the Video Observation for the ITERS DVD, as part of a complete training package. 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. Written and edited by leading practitioners and researchers in early childhood, this new edition of Pugh and Duffy's highly regarded book provides a critical examination of key issues in the field. The fifth edition is extensively revised to emphasise the role of multi-agency working in responding effectively to the needs of children and families. Written with the new Early Years Foundation Stage and the Early Years Professional Status requirements in mind, the new edition of this best-selling book includes fully updated coverage of policy and research, practice, and workforce issues, as well as four brand new chapters on: Children's Centres - Health services in the early years - Leading and working in multi-agency teams - Quality in early childhood education. This book is essential reading for students on early childhood studies courses, PGCEs and early years foundation degrees, and multi-agency team-workers in early childhood services provision. Dr Gillian Pugh is Visitor Professor at the Institute Education and former chief executive of Coram Family. Bernadette Duffy is Head of Centre at Thomas Coram Centre for Children and families in Camden. This review of early childhood education and care (ECEC) in twenty OECD countries describes the
social, economic, conceptual and research factors that influence early childhood policy. 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. 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. Since the early 2000s, Indonesia has taken a number of steps to prioritize early childhood development - ranging from the inclusion of Early Childhood Development (ECD) in the National Education System Law No. 20 in 2003 to a Presidential Declaration on Holistic and Integrated ECD and the launch of the country's first ever ECD Census in 2011. These policy milestones have occurred in parallel with sustained progress on outcomes included in the Millennium Development Goals, including for child malnutrition, child mortality and universal basic education. Additional progress could be achieved by strengthening ECD policies further. This report presents findings from an assessment of ECD policies and programs in Indonesia based on two World Bank tools: the ECD module of the Systems Approach for Better Education Results (SABER) and a guide on essential interventions for investing in young children. Results from the application of both tools to Indonesia are used to suggest a number of policy options for consideration. 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. The Common Core State Standards for Mathematics (CCSSM) presents new challenges and opportunities for local school districts and teachers to focus on curriculum as a means of improving what students understand and can do in their study of mathematics. In response, the Center for the Study of Mathematics Curriculum (CSM C) leaders have developed this volume to further the goal of teachers having opportunities to interact across grades in ways that help both teachers and their students see connections in schooling as they progress through the grades. Each section of this volume contains three companion chapters appropriate to the three grade bands— K - 5, 6 - 8, and 9 - 12— focusing on important curriculum issues related to understanding and implementing the CCSSM. To promote a deeper understanding of CCSSM-related ideas and their implications for district policy and practice, an Introduction and a series of Questions for Reflection and Collective Discussion accompany each set of three grade-band chapters in Sections II - VII. The questions and the prompted collegial discussions, curriculum and related resource audits, CCSSM implementation planning, and reports of classroom trials of new ideas are the core of this volume. The book encourages groups of teachers to work together, within and across grades in professional development settings, to accomplish this work. Such interactions around practice can help start conversations within and across buildings that change the culture and underscore the importance of teachers having time to learn, plan, and work together. The book’s goal is to foster educative and empowering interactions between teachers as they work to both interpret and implement the CCSSM effectively. This book offers a complete guide to outdoor play, provision and learning in the Early Years and beyond. 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.

This highly anticipated second edition of The Curriculum Studies Reader retains key features of the successful first edition while incorporating an updated introduction and new, timely essays. Grounded in historical essays, the volume provides context for the growing field of curriculum studies, reflects upon the trends that have dominated the field, and samples the best of current scholarship. This thoughtful combination of essays provides a survey of the field coupled with concrete examples of innovative curriculum, and an examination of contemporary topics like HIV/AIDS education and multicultural education.

Physical development is a key component of the curriculum in the great majority of countries. But so far there has been no valid means of assessing the quality of the child's physical experience or the pedagogy and environmental quality of those physical experiences. The Movement Environment Rating Scale (MOV ERS) is a new method of measuring the quality of environment and pedagogy in which young children are encouraged to move and be physically active. It applies the methodology used in the ECERS-E and SSTEW rating scales, making it easy for educators already familiar with these well-established scales to adopt. MOV ERS has four sub-scales: * Curriculum, environment and resources for physical development * Pedagogy for physical development * Supporting physical activity and critical thinking * Parents/carers and staff MOV ERS is an invaluable tool for research, self-evaluation and improvement, audit, and regulation.

This book documents the rapid development of the importance of early years education from the late 90s into this millennium, providing a unique contribution to the importance of pre-school. It includes an alphabetical compilation of nursery rhymes, folk songs, and poems, each with themes for classroom activities and instruction.

Collaborative Teams That Transform Schools: The Next Step in PLCs offers K-12 teachers and administrators a practical, comprehensive model of effective professional learning communities (PLCs). Authors Robert J. Marzano, Tammy Heflebower, Jan K. Hoegh, Phil Warrick, and Gavin Grift and contributors Laurel Hecker and Janelle Wills present a clear look at the future of the PLC process. Beginning with essential research and theory, they then detail the fundamental features of effective collaborative teams. Throughout the book, the authors go deeper to present guidelines and strategies readers can use to expand the responsibilities of collaborative teams.

We learn often in life, but only once as a child. This popular book will help future teachers make the most of this special time. Here is complete coverage of how children learn, what they can learn, and how to teach them. The focus is on creating a child-centered curriculum that addresses children's needs in all developmental areas— physical, social, emotional, creative, and cognitive. The authors provide a wealth of meaningful teaching strategies— accompanied by lesson plans, activities, recipes, and more— that will meet the needs and interests of children ages three to eight, all synchronized to these children's developmental skills and cognitive capabilities. For teachers and future teachers specializing in Early Childhood Education.

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 The sustained shared thinking and emotional well-being (SSTEW) scale is designed to consider some of the intentional and relational pedagogical strategies strongly associated with child outcomes. It considers practice that supports children aged between two and five years of age in developing skills in sustained shared thinking and emotional well-being, as well as developing strong relationships, effective communication and aspects of self-regulation. It is designed to be used for research, self-evaluation and improvement, audit and regulation. Using the SSTEW scale alongside other environment scales (including ECERS-E, ECERS-R or ITERS-R) gives users a more complete picture of what high-quality early childhood education and care can look like. It is aspirational in that it considers high quality pedagogy and practice. It can be used by researchers, heads of centres, managers, teaching staff and practitioners, as well as advisory staff and in professional development. This new edition helps parents, caregivers, and early interventionists prepare curriculum for our youngest learners. To encourage learning, the authors use a three-step approach - Respect, Reflect, and Relate. This book will help all those who care for infants and toddlers to translate their knowledge of child development into effective, individualized curriculum; it will not tell them what to do on Monday, but rather will help them to ask: "How will I make decisions on Monday that truly come from the child's interests?" Through observation, they will choose a response that supports learning and the relationship and therefore achieve the primary goal of an infant/toddler care teacher - to support the parent-child relationship. Early child education classrooms are beginning to see a trend in the way play is viewed and utilized in the daily structure of classroom environments and curriculums. A high emphasis on the accountability of how a curriculum is delivered and how students are learning continues to develop more structured environments. Kindergartens and pre-kindergarten classrooms are beginning to feel the pressures of accountability in the way they are teaching children the basic skills and subjects needed for later success in school. The purpose of this study is to compare an academically structured pre-kindergarten classroom to a more traditionally or play-based pre-kindergarten classroom in a large, urban school district in the Midwest. The focus is on developmentally appropriate practices and the achievement of students for kindergarten and/or school readiness. The study analyzes and reports on each prekindergarten curriculum and environment and how they are meeting developmentally appropriate practices using the The Early Childhood Environment Rating Scales: revised Edition (ECERS-R) (2005), The Four Curricular Subscales Extension to the ECERS-R (ECERS-E) (2011), and The Core Knowledge Preschool Assessment Tool (CT-PAK) (2004) was administered to random sample of six pre-kindergarten participants to assess kindergarten readiness. Finally, comparison and discussion of both pre-kindergarten curriculums and environments as well as their effectiveness on school and/or kindergarten readiness. The Early Childhood Environmental Rating Scale Extension (ECERS-E) has been developed by Kathy Sylva, Iram Sraj-Batchford and Brenda Taggart as an instrument to measure quality in literacy, numeracy, science and diversity, as observable in pre-school settings. The scales are in accord with the United Kingdom's Foundation Stage Curriculum. ECERS-E complements the Early Childhood Environmental Rating Scales-Revised (ECERS-R), an internationally recognized measure of quality in education and care. Although originally devised as a research tool, the scales have been used by early years practitioners during self audits to determine quality of provision. This practical handbook will be of interest to all those concerned with providing a quality environment in which young children's learning can flourish. The first years of life lay the foundations for a child’s future development and learning. Reflecting on the important role of early childhood education and care (ECEC) services in providing all children with the skills they need to be successful in school, many countries have increased their 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-A ge Care Environment Rating Scale®, Updated Edition provides an easy-to-use resource
Read Free Ecers E The Four Curricular Subscales Extension To The Early Childhood Environment Rating Scale
Ecers Fourth Edition With Planning Notes

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 This book addresses a broad array of pressing challenges of longitudinal surveys and provides innovative solutions to methodological problems based on the example of the NEPS. It covers longitudinal issues such as sampling, weighting, recruiting and fieldwork management, the design of longitudinal surveys and the implementation of constructs, conducting competence tests over the life course, effective methods to improve and to maintain the highest level of data quality, data management tools for large-scale longitudinal surveys, the dissemination of research data to heterogeneous scientific communities, as well as establishing a long-term public relations and communications unit integrating a study’s stakeholder community over time. Young children and teachers both have active roles in the learning process. How do preschoolers learn and develop? What are the best ways to support learning in the early years? This revised edition of The Intentional Teacher guides teachers to balance both child-guided and adult-guided learning experiences that build on children's interests and focus on what they need to learn to be successful in school and in life. This edition offers new chapters on science, social studies, and approaches to learning. Also included is updated, expanded information on social and emotional development, physical development and health, language and literacy, mathematics, and the creative arts. In each chapter are many practical teaching strategies that are illustrated with classroom-based anecdotes. The Intentional Teacher encourages readers to- Reflect on their principles and practices- Broaden their thinking about appropriate early curriculum content and instructional methods- Discover specific ideas and teaching strategies for interacting with children in key subject areas- Intentional teaching does not happen by chance. This book will help teachers apply their knowledge of children and of content to make thoughtful, intentional use of both child-guided and adult-guided experiences. 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 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

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