

Focused Portfolios A Complete Assessment For The Young Child

Focused Portfolios

Focused Portfolios offers an innovative method to accurately document children's growth and development by observing them in the midst of their everyday activities. Used for years in programs across the country, this easy-to-use system has recently been updated to reflect current best practices in observation and assessment using portfolios, include information on apps and other digital tools to create portfolios for individual assessment and parent engagement, and incorporates individual state standards to develop portfolios that reflect the child's performance.

Focused Observations

Intentional teaching begins with focused observations and systematic documentation of children's learning and development. This book is filled with tools and techniques designed to help early childhood educators purposefully observe children, create portfolios with rich documentation, and plan curriculum that supports every child. Discussion questions, observation practice exercises, and reflection assignments are included, as well as DVD with classroom vignettes showcasing observation techniques. Gaye Gronlund is an early childhood education consultant who trains early childhood educators across the country. Marlyn James is an education and early childhood professor.

The Portfolio Book

This book provides portfolio assessment techniques in easy-to-manage steps. These steps are simple enough to become part of the everyday teaching process, making portfolio assessment an exciting exploration of each child's learning adventure. The book offers a variety of features, including: portfolio assessment theory; practical, easy-to-use applications; a complete, usable set of handy forms, all designed to streamline the process of portfolio assessment; photos of items to include in portfolios; an emphasis on family involvement; and an emphasis on teacher reflection. A ten-step portfolio process to make portfolio assessment both simple and exquisitely thorough. Some steps include: establishing a portfolio policy, collecting work samples, keeping systematic records, preparing narrative reports on behavior/activities, using three-way portfolio conferences, and preparing pass-along portfolios. For teachers using portfolio assessment for the first time, and for teachers experienced in portfolio assessment seeking new and helpful material.

Developing Portfolios for Authentic Assessment, PreK-3

Written for early childhood educators, this guide provides rubrics, samples, reproducibles, and easy-to-understand procedures for developing fun, effective student assessment portfolios and integrating assessment and instruction.

Planning for Play, Observation, and Learning in Preschool and Kindergarten

Play is an important vehicle for learning in the early years. With intentional planning frameworks, this resource provides teachers with tools and strategies to organize and develop curriculum around high-level, purposeful play. Practical application techniques help teachers create a cycle of planning and observation as they use a play-based curriculum to help young children thrive in the classroom. Gaye

Gronlund is an early childhood education consultant who trains early childhood educators across the country. She is the author of six books.

Alternative Approaches to Assessing Young Children

This work takes an in-depth look at six alternative assessment methods such as naturalistic, focused, performance, portfolio, dynamic, and curriculum-based language. Each chapter includes a description of the approach, including a summary of advantages and limitations.

Early Childhood Assessment

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.

Development & Learning for Very Young Children

'[T]his book has been well planned and provides information which is relevant for students and teachers alike in supporting teaching and learning. In particular, the practical aspects of group tasks and discussion points enable the reader to develop their reflective skills through the knowledge gained' - ESCalate 'This informative and thought-provoking collection of essays brings together theory, policy and practice for practitioners working with children aged from birth to three years old...It would be a great resource for students' - Nursery World 'This is a very well edited collection easily accessible to everyone involved in the early years, with the common thread being the holistic nature of very young children's learning. Using the contents of the different chapters for reflection and analysis, those implementing the new Early Years Foundation Stage will be able to promote and enhance children's development and learning experiences and certainly their own practices...This book powerfully reminds readers of what is at the heart of their care and learning interactions with babies and young children' - Professor Emeritus Janet Moyles, Play Consultant With a focus on the most critical years in a young child's development, this book brings together the essential theory, policy and practice for everyone working with young children. Concentrating on the 0 to 3 age range, the book considers all relevant legislation such as Every Child Matters and the new Early Years Foundation Stage. The content is organized into four sections: - development and learning; - policy to practice; - leadership and management; - establishing effective relationships. Examining the influence of policy on practice, issues covered include the stages of child development, observing young children, making partnerships with parents, building relationships within and between teams, working in a multi-agency way and creating a caring and stimulating environment. To illustrate practice and aid reflection, the chapters have: - chapter objectives; - case studies; - group tasks; - discussion points; - recommendations for further reading; - useful websites. Suitable for all early years students and practitioners, it is a must-have resource.

Windows on Learning

Completely updated, this popular guide provides teachers with a proven method for documenting (collecting, analyzing, and displaying) young children’s work. Written by teachers for teachers, it also shows principals, curriculum coordinators, and directors of early intervention programs how to develop children’s portfolios to share with parents or to use for assessment and other accountability purposes. “This lively, informative book poses a remarkable challenge to teachers—to grow themselves while growing young children. Being creatively accountable is hard work and the stories told here describe both the work, how it’s done, and its joyful rewards for teachers and children.” —Elizabeth Jones, Pacific Oaks College “This book provides a set of windows on children’s lives and how teachers can enter into those lives and enrich them through high-quality teaching. The authors have created an inspiring volume, a challenging set of ideas, and an invaluable resource for early childhood educators.” —Samuel J. Meisels, University of Michigan “[A] thoughtful, up-to-date guide to assessing and documenting children’s work. . . . The authors give clear, practical advice on how to collect, analyze, and display children’s work in meaningful ways.” —Scholastic Early Childhood Today (on first edition) “Many teachers find it frustrating to hear the rich and exciting learning experiences they provide described as ‘nothing.’ Windows on Learning skillfully addresses the challenge faced by early childhood educators wishing to share classroom experiences with parents, administrators, and peers. The authors offer a timely and fresh approach to documenting children’s learning and work.” —Childhood Education (on first edition)

Spotlight on Young Children

The debate surrounding testing and accountability in early childhood education continues, but one thing is universally agreed upon: effective observation and assessment of young children's learning are critical to supporting their development. Educators balance what they know about child development with observation and assessment approaches that both inform and improve the curriculum. This foundational resource for all educators of children from birth through third grade explores What observation and assessment are, why to use them, and how Ways to integrate documentation, observation, and assessment into the daily routine Practices that are culturally and linguistically responsive Ways to engage families in observation and assessment processes How to effectively share children's learning with families, administrators, and others Find inspiration to intentionally develop and implement meaningful, developmentally appropriate observation and assessment practices to build responsive, joyful classrooms.

Hearing to Review the State of Health Care in Rural Areas and the Role of Federal Programs in Addressing Rural Health Care Needs

Portfolios have often been used as a way for teachers to monitor and assess their students' progress, but this book picks up on the current trend of using portfolios to assess teachers themselves as part of their degree requirements. As a professional development tool, portfolios are also useful for classroom teachers in evaluating their practice, and in showcasing their skills and accomplishments for use in interviews. Veteran teacher educators Marianne Jones and Marilyn Shelton provide practical and comprehensive guidance specific to the needs of pre- and in-service teachers of young children. This thoroughly revised and updated new edition features: A flexible and friendly approach that guides students at varying levels of experience through the portfolio process. New material on the portfolio planning stage and additional coverage on the importance of developing a personal philosophy. A companion website with additional instructor materials such as printable templates, exercises for improving portfolio skills, and more. Both theoretical and practical, the book addresses issues and mechanics related to process and product, instruction and guidance techniques, the role of reflection, and assessment strategies. With concrete examples, rubrics, tips, and exercises, this book will provide a step-by-step guide to creating a professional teaching portfolio.

The Portfolio and Its Use

This timely volume will help teachers on the front line to tackle the challenges they face in today’s classrooms with children ages 3–8. The authors show how good project work can provide solutions to problems that seem overwhelming to many teachers of young children. They offer practical strategies with examples to maximize the benefits of project work in classrooms where teachers face these 5 key challenges: Overcoming the ill effects of poverty Moving young children towards literacy Responding to children’s special needs Helping children learn a second language Meeting standards effectively. “Teachers can respond to challenges and at the same time help to set the foundations for the children’s future by incorporating good project work into the early childhood curriculum.” —Excerpt from chapter by Lilian G. Katz “Those committed to excellence in the teaching of young children will find the specific methods needed in this work. The teacher practices that increase achievement are all here.” —Martin Haberman, author of Star Teachers of Children in Poverty

Developing Your Portfolio - Enhancing Your Learning and Showing Your Stuff

This fully revised second edition of Observing, Assessing and Planning for Children in the Early Years provides a detailed analysis of what is meant by the observation of young learners and why this is so vital to early years practitioners and students. In this accessible and insightful text, Sandra Smidt examines the various theories of how young children develop and learn, which have been put forward by thinkers and writers across time and place so the reader has a genuinely global view of early childhood. She then highlights how important it is for practitioners in schools, nurseries and settings to think carefully about what they have seen and heard in light of what they, as adults, already know about the children and their learning. Also included in this text is a helpful ‘Try Your Hand’ section where readers are invited to make their own judgements about what they have read, as well as a section on observing and assessing not only the nursery-aged children but also babies and toddlers.

The Power of Projects

This text shows how learning stories can help create learner identities and affect education, pedagogy and learning.

Observing Young Children

This work presents original research results on the leading edge of psychology research. Each article has been carefully selected in an attempt to present substantial research results across a broad spectrum.

Learning Stories

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.

Advances in Psychology Research

It demonstrates how to collect items for a professional Early Childhood Education portfolio and how to create/compile them in a professional manner in a binder for presentation upon graduation to obtain employment. As portfolios are sometimes started in Intro to ECE and compiled throughout the program, or introduced in a Curriculum course, or in a Student Teaching or capstone course, there are several points of entry for this supplement. Wiltz instructs the student what items to collect for the portfolio, how to compile/construct/label it, and then how to talk about it/present it.

Eager to Learn

Although support for using portfolios in student assessment is widespread, few educators agree on what portfolios are and what their purposes should be. This book details a step-by-step process to help preschool and elementary educators get started in the use of portfolios for student assessment or gain new insights or strategies in their use. Chapter 1 introduces performance assessments and portfolios, and discusses current thinking about their use. Chapter 2 presents the framework for initiating portfolio assessment, including primary decisions that must be made when moving into portfolio assessment. Chapters 3 through 6 are case studies of individual and groups of teachers, and the process they used to begin using portfolio assessment in their individual teaching settings. Chapter 3 reflects the use of portfolios in a model child development center serving infants through 4-year-olds. Chapter 4 reports the experience of a group of teachers who restructured their school to improve the achievement of children from poor families. Chapter 5 reviews the experiences of teachers in the intermediate grades in implementing portfolio assessment, focusing on mathematics and science assessment. Chapter 6 details a project approach to curriculum development and the curriculum-portfolio connection in an after-school program. Chapter 7 discusses common elements from the four case studies: the decision to use portfolio assessment, philosophical bases for its use, selecting the purpose for portfolios, criteria for selecting assessment strategies, and collecting, interpreting, and reporting data. Five appendices include assessment forms. (KB)

Developing and Presenting a Professional Portfolio in Early Childhood Education

This book is not for the \"tired and timid\" but for those committed professionals who wish to think through a plan that is coherent, cohesive, learner- and family-focused, and work through the development of a defensible (reliable and valid) authentic assessment system. Discusses emerging research in the area of brain development research and its implication for assessment practices. Provides information on the \"standards movement\" and how these standards can have either a negative or positive impact on developmental goals. Adds a developmental continuum as an appendix to help teachers focus on emerging development rather than on perceived deficits in children. Provides an added chapter on portfolio systems. Places more emphasis on the discussions of diversity and inclusion. For educators and school administrators.

Portfolio Assessment

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’s 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]

Authentic Assessment of the Young Child

Present clear and concise information as you teach focused observation and systematic documentation skills in staff development sessions, college courses, or in-service workshops. This fifty-slide PowerPoint presentation directly corresponds to each chapter in the book *Focused Observations: How to Observe Young Children for Assessment and Curriculum Planning*. It highlights key concepts and helps students or participants reflect on their own observation styles, learn new techniques, and apply findings to their work. An instructional booklet with guidelines and tips is included.

Overview: MELQO

Learn to integrate individualized curriculum into daily practice with this step-by-step guide. Using *Developmental Studies*, a new tool created and successfully field-tested by the author, implement a truly child-focused and individualizing curriculum, meeting each child where she or he is and ultimately making teaching easier and more rewarding. These user-friendly materials will help teachers reconnect and reengage with each student outside of all the standards that are required. Gaye Gronlund devotes her time to helping teachers, administrators, and policy makers implement best approaches to teaching and assessing young children. Clients have included the NAEYC, NIEER, the State of New Mexico Office of Child Development and Pre-K Program, the Illinois State Board of Education, and more.

Focused Observations Powerpoint Presentation

This book is written for the teacher who wants to understand and deliver an effective educational program for all young children from birth through age 8. Accordingly, it reflects the knowledge base of early childhood and early childhood special education. It provides illustrations of appropriate practice for prospective teachers and discusses current trends for experienced teachers. It approaches assessment as an integral part of the teaching and learning process. Key components of the assessment system include cultural sensitivity, family collaboration, and a vision of inclusionary practice in all early childhood environments-child care and school. Relevant professional standards are addressed throughout. The text is written in nontechnical language with support from the most current research. All "hot topics" are included as well-standards-based and outcomes-based teaching, high-stakes testing, response to intervention (RTI), coping with legislative demands, as well as relevant technology in the assessment process. Features include: Terms to Know, Focus Questions, Reflection Questions, Technology Links, Out-of-Class Activities, Case Vignettes, Activities for

Classroom Discussion, and Suggested Further Readings are provided for each chapter. New Voices from the Field feature, which are summaries of conversations between educators in schools/centers and the author. Checklists and rating sheets, portfolio templates, test review guideline, glossary, child development milestone guide, and practical examples throughout the text. New elements to this edition include: Increased attention to English Language Learners and the process of Response to Intervention (RTI). Updated research, websites, and recommended readings for each chapter. New Voices from the Field feature. Expanded discussion of assessment instruments such as, Classroom Assessment Scoring System CLASS(tm), The Ounce Scale(tm), and Work Sampling System(tm) and technology applied to assessment.

Individualized Child-Focused Curriculum

This one-of-a kind text offers students the most up-to-date information on alternative, authentic assessment in early childhood classrooms. In its second edition, Assessing and Guiding Young Children's Development and Learning, updates and strengthens areas of particular importance to assessment in early childhood education, such as practical guides for integrating assessment into teaching, numerous organizational aids to use or adapt for the needs of a particular classroom, expanded portfolio section that shows how to use this increasingly popular assessment tool, updated interpretation guides that reflect current understanding of children's thinking and learning, and effects of cultural diversity and socio-cultural context on assessment and interpretation.

Assessing Young Children

Overviews basic child assessment concepts

Assessing and Guiding Young Children's Development and Learning

This fully updated third edition of Learning Through Child Observation is a handbook for professionals working in, or students preparing to work in, children's services. This accessible text examines the value of observation, its use in assessment and the practical aspects and methods of observational study. The authors focus on the importance of fully recognising the child's developmental and emotional state when intervening, and the need to see children 'holistically' and as unique individuals within the wider context of the family and community. This new edition reflects updates to policy and practice and further develops the critical perspective on contemporary thinking about childhood and observational methods. This edition has also expanded its focus to include observation of primary-aged children. A popular text, it will appeal to students and professionals in all children's services, whether in pre-school, schools, social care, mental health or health settings.

Basics of Assessment

`This is an invigorating and very thought-provoking text, that I would recommend to all early years professionals, parents and citizens interested in developing their understanding of early years philosophy in action, which is directly linked to a compelling research paradigm and deep reflection alongside a sound theoretical base' - Early Years `I would recommend this book to practitioners interested in reflecting on their own practice and approach to assessment. The insights provided are thought-provoking and promote a practical and positive approach to early years assessment' - Early Talk `This thoughtful book challenges the standard assessment process that is commonly employed within the context of early years provision. For any practitioners working in early years setting this is a powerful and exciting book that helps to remind us that the child must be placed centrally within the assessment process, not as a recipient but as a proactive contributor to the situation'- Child Language Teaching and Therapy `This is a highly relevant text as some UK early childhood educators become engulfed with avalanches of tick sheets! A most useful book which contributes to the current vital debate about when, what and how we should assess young children's progress' - T.A.C.T.Y.C Newsletter `I found Margaret Carr's book fascinating... the ideas and arguments put forward are well

worth mulling over' - Early Years Educator `This is an inspiring book from bilingual, bicultural New Zealand about revolutionizing the assessment of young children's learning and progress.... I hope this book inspires United Kingdom practitioners to set out on learning story journeys' - Nursery World `This book manages to blend recognized theory and recent research with practice. I found it easy, and sometimes enjoyable, to read; it provided plenty of \"food for thought\" as well as references on \"how to\". I would recommend it to all early childhood practitioners, not just those considering their current assessment procedures, as the chapters focusing on the child as a learner are of value on their own' - Julia Browne, Goldsmiths Association for Early Childhood This book shows that an early childhood setting can be described as a learning place in which children develop learning dispositions such as resilience in the face of uncertainty, confidence to express their ideas, and collaborative and thoughtful approaches to problem-solving. These dispositions provide the starting point for life-long learning. The author asks: How can we assess and track children's learning in the early years in a way that includes learning dispositions and avoids the pitfalls of over-formal methods, whilst being helpful for practitioners, interesting for families, and supportive for learners? The book - describes a way of assessment that stays close to the children's real experiences and provides an alternative to mechanistic and fragmented approaches, - shows how practitioners can assess what really matters: those learning dispositions (interest, involvement and perseverance for example) that provide a foundation for life-long learning. The book is about weaving theory and practice: theorizing development and learning as reflected in assessment practice. The author also argues that unless we find ways to assess complex outcomes in early childhood they will be excluded from the teaching and the learning. Simple and low level outcomes and goals will take their place. The theoretical ideas and arguments are illustrated throughout by transcripts and stories of children in a range of early childhood settings. At every turn in the journey it asks: How is this reflected in a real life context? It documents the voices of children, practitioners and parents as the learning story develops.

Learning Through Child Observation, Third Edition

A practical and accessible introduction to early childhood observation methods. Take A Look: Observation and Portfolio Assessment in Early Childhood has been praised for its practical approach, clarity, and ease of use. Its detailed coverage of observation methods leads the reader to develop skills in seeing, recording, understanding, and assessing the development of young children. These essential skills are presented both within a culturally-sensitive framework and with an emphasis on the complexities and importance of the reader's role.

Assessment in Early Childhood Settings

This is a key text for all those studying for degrees and foundation degrees in early childhood, early years and related disciplines and for candidates on EYPS pathways. It enables students to appreciate the central role of observation for understanding, planning for and educating early years children. The theoretical background to child observation is covered in detail, the text highlights important works and considers the ethical implications. This Second Edition includes new chapters on recording and analysing and the curriculum and is fully updated throughout with links to the updated Early Years Foundation Stage. Interactive activities and real life case studies are included to help the reader engage with the text and make essential links between theory and practice. Ioanna Palaiologou is a lecturer and researcher at the Centre for Educational Studies at the University of Hull and a Chartered Psychologist of the British Psychological Society with specialism on child development and learning theories. Ioanna is currently leading the Masters in Early Childhood Studies, supervises a number of PhD students and is the Academic coordinator for Research Students Support. About the Early Years Series This series has been designed to support degree and foundation degree students of early years, early childhood and related disciplines. Each text takes a focused look at a specific topic and approaches it in an accessible and user-friendly way. Activities pose questions to prompt thought and discussion, and further reading suggestions, including useful websites, are provided to help students access extended learning in each topic. Other titles in the series are Child Development for Early Childhood Studies, Successful Placements in Early Years Settings and Childhood in Society for Early Childhood Studies.

Take a Look

This book is not for the "tired and timid" but for those committed professionals who wish to think through a plan that is coherent, cohesive, learner- and family-focused, and work through the development of a defensible (reliable and valid) authentic assessment system. KEY TOPICS: Discusses emerging research in the area of brain development research and its implication for assessment practices. Provides information on the "standards movement" and how these standards can have either a negative or positive impact on developmental goals. Adds a developmental continuum as an appendix to help teachers focus on emerging development rather than on perceived deficits in children. Provides an added chapter on portfolio systems. Places more emphasis on the discussions of diversity and inclusion. MARKET: For educators and school administrators.

Child Observation for the Early Years

Children develop and learn best when their environment is tailored to their individual needs, supported through careful observation, informed assessment and dynamic planning - a cycle which is the bedrock of good early years practice. Although the EYFS recommends that observation, assessment and planning should be linked in a constant, cyclical process, in practice this can be a significant challenge. This book presents an integrated framework which puts the cycle into practical terms, bringing it all together to ensure a seamless process and to support you in this vital part of your work. The focus is on the critical links within the cycle and combines theory with proven good practice, including: Making and recording observations effectively and efficiently How observations should inform next steps, assessment and planning Bringing all the information together into a cyclical process Exploring potential challenges Using reflective practice to refine and improve your techniques Rich in practical examples and case studies that illustrate how the cyclical framework works in practice, this is an excellent resource for early years practitioners and students looking to improve their observation, assessment and planning techniques. "Observation, Assessment and Planning in the Early Years - Bringing it All Together, actually does bring it all together. Kathy Brodie has linked theorists from the past to the present, skilfully connecting to the revised EYFS. Early Years students and practitioners will have the opportunity to reflect on the innovative ideas that she has suggested. Kathy has also included detailed information on observing SEN children. This modern update to observation, assessment and planning is a must read for the early years sector." Laura Henry, Managing Director, Childcare Consultancy "This is a very well researched and practical guide to observation, planning and assessment in the Early Years. Kathy has collected together both historical and current thinking and ideas around the subject and then presented them in a way that is easy for the reader to access, understand and, more importantly, apply. The structure and format of the book helps the reader to check their understanding of the key learning points and then supports them in working through any challenges that they may have along with answers to key questions. Observation, Planning and Assessment in the Early Years is an essential read for all Early Years Practitioners from those with experience to those just starting out." Alistair Bryce-Clegg, Early Years Consultant "This is a wonderful and timely resource to help practitioners make and use well informed judgements of young children's learning and achievement. The four threads of observation, assessment, next steps and planning are skilfully woven together. Plentiful exemplifications and case studies vividly illustrate theoretical points and give young children a central place in the book." Marion Dowling, Early Years Specialist and Vice President of Early Education

Meaningful Assessments of the Young Child

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.

Observation, Assessment and Planning in the Early Years - Bringing It All Together

This book offers an approach for using portfolios with elementary level students and shows how the portfolio process can serve as a powerful motivational tool by encouraging students to assess their own work, set goals, and take responsibility for future learning. Throughout the book, there are stories that illuminate the lessons learned by students, teachers, and the principal at a school in Winnetka, Illinois, that has used portfolios for more than a decade. The 11 lessons provide vignettes of school life: (1) \"Children Can Assess Their Own Learning\"; (2) \"Children Learn All the Time\"; (3) \"Teachers Learn All the Time, Too\"; (4) \"Getting Clear on Portfolio Purpose, Ownership, and Content\"; (5) \"Portfolios Encourage Children to Think about Their Learning\"; (6) \"Portfolios Respond to the Individual Needs of Students\"; (7) \"Designating a Space and Place for Gathering Memories\"; (8) \"A Celebration Connects Child, Portfolio, and Audience\"; (9) \"Teaching Parents How to Be Part of the Portfolio Conference\"; (10) \"Listening for Children's Meaning\"; and (11) \"Creating a Language for Portfolios.\" An appendix presents the philosophy of the Winnetka, Illinois, public schools. (Contains 68 references.) (SM)

The Intentional Teacher

For Assessment courses in Early Childhood Education. One of the most accessible and practical textbooks available on assessing young children from infancy through age 8. It provides the full range of types of assessment and how, when, and why to use them. An excellent introduction to assessing young children, Assessment in Early Childhood Education continues with the inclusion of all types of assessments that can be used with infants and young children. Key changes and updates to this edition include: updated and streamlined figures, examples, and models of assessment that aid pre-service teachers to learn how to apply the principles of quality assessments; new activities at the end of the chapters provide opportunities for students to apply their own performance activities to demonstrate understanding of chapter contents; the effects of No Child Left Behind have been updated; newly revised information on children from diverse cultures and languages and children with disabilities has been added; and information on new and current trends toward accountability are discussed, as well as the impact of high-stakes testing.

The Power of Portfolios

Helps teachers to assess children's progress in English, in a way that is appropriate for young learners.

Assessment in Early Childhood Education

An encyclopedic how-to guide for the universal early childhood program problems. Practical Solutions to Practically Every Problem attempts to provide solutions to every possible problem faced by early childhood teachers—before teachers encounter them. This classic resource has been updated to focus on current issues faced by educators, including teaching twenty-first century life skills, technology, and cultural responsiveness. This easy-to-use guide gives you quick practical help, now! Educators will save time and energy with over eight hundred solutions to two hundred problems, including: Daily dilemmas and classroom issues Partnering with families to raise happy children Dealing with

problematic behaviors from co-workers Learning to take care of yourself to prevent burn-out Steffen Saifer, EdD, a former early childhood teacher and Head Start director and trainer, is currently an international consultant and writer based in Spain. He has worked on projects for the Open Society Foundation, The World Bank, and UNICEF, in many countries including Bangladesh, Russia, and Zimbabwe. Dr. Saifer works with programs on culturally responsive curriculum development and implementation and with universities to develop graduate programs for ECD teachers, administrators, and leaders. When in the United States, Saifer resides in Portland, Oregon

Assessing Young Learners

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134057287. This comprehensive text helps prepare future and current teachers to measure or evaluate children in early childhood, to become fully informed about the range of assessment possibilities available, and to learn how those techniques and instruments can be most beneficial to the children in their classrooms. This new edition features expanded and enhanced material covering the ever-growing trend toward performance assessment, portfolios, and other methods of reporting a child's performance. Throughout, the approach of the authors is to present the development of an assessment system that includes traditional as well as authentic assessment strategies in a comprehensive plan and to seek to inform the reader about all types of assessments and their appropriate use. The Enhanced Pearson eText features embedded video and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad(R) and Android(R) tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

Practical Solutions to Practically Every Problem

Young Children

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