Preschool Programs for the Disadvantaged: Five Experimental Approaches to Early Childhood Education

Preschool Assessment as a Predictor for Academic Progress, Change and Development in Early Childhood Education and Care

Progress, Change and Development in Early Childhood Education and Care

Psychoeducational Assessment of Preschool Children

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Measuring the Impact of Pre-school on Children's Cognitive Progress Over the Pre-school Period

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A Report on Longitudinal Evaluations of Preschool Programs: Longitudinal evaluations

A Report on Longitudinal Evaluations of Preschool Programs: Longitudinal evaluations, by Sally Ryan

The Oxford Handbook of Infant, Toddler, and Preschool Mental Health Assessment

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Preschool Assessment Using Observation in Early Childhood Education

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Play, Projects, and Preschool Standards

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. We study the effects of preschool attendance on children's school progression and cognitive skills in Kenya and Tanzania. Our analysis uses novel data from large-scale household surveys of children's literacy and numeracy skills, which also collect retrospective information on preschool attendance. Against the
backdrop of a large expansion of pre-primary education, our regressions identify the impacts from within-household differences, controlling for a variety of child-specific covariates. In both countries, children who go to preschool tend to enroll in primary school late, and thus fall behind in terms of grades completed at early ages. However, once in school, they progress through grades faster and at ages 13-16 have completed about one and a half more months of schooling than their same-aged peers who did not attend preschool. They also score around 0.10 standard deviations higher on standardized cognitive tests, showing that there are important longer-term benefits from preschool in Kenya and Tanzania. These forms are used with The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), one of the two volumes of the The Carolina Curriculum. These forms include Assessment Log. This form helps professionals collect data about a child's performance on hundreds of discrete skills within the developmental sequences of the curriculum, leaving space to conduct a full assessment on four separate dates to monitor progress. Developmental Progress Charts. These forms help professionals summarize what they learned from the Assessment Log. Every item on the Assessment Log is represented by a blank on the Developmental Progress Chart that professionals fill in completely, partially, or not at all, depending on the level of skill the child displays. Professionals can complete the charts on four separate dates to track the child's progress through the developmental sequences. This product is sold in a package of 10. These forms are part of The Carolina Curriculum, a bestselling assessment and intervention program designed for children birth to five with mild to severe disabilities. With this easy-to-use, criterion-referenced system, professionals who work with infants, toddlers, and preschoolers will closely link assessment with intervention and work effectively with the child's teachers, family members, and other service providers. Learn more about The Carolina Curriculum. Much of current educational theory and research at the time was concerned with the effect that pre-school education should have in accelerating development throughout the years of compulsory schooling. This book, originally published in 1975, is an important contribution to the debate since it shows how the stages of pre-schooling affect the child, the family and the neighbourhood community. The authors point out that pre-school stands at the intersection between the informal socialisation of the home and the more disciplined learning which takes place at school. Much research appears to show that poor progress in primary school results partly from adverse family circumstances; but it reveals just as plausibly that the formal measures of progress used by both the research and our schools are reflecting a limited view of progress and one which does least justice to the norms and values of families which do not share established academic goals. For this reason a cultural shock is experienced by many children on joining school. The authors argue that pre-school, as a transitional phase, could do much to reduce the shock, but that many of the efforts made for the under-fives simply expose them earlier to the contrast between home and school learning situations. They recognise that parents are educators and play a prominent part in the intellectual and social development of their children. They also stress that the effect of pre-school children on the social or psychological well-being of parents and children will be limited unless it takes account of and reaches out to the community to which they belong. The authors offer several alternative approaches to pre-school organisation and content of the time and examine some specific examples, such as the Pre-school Playgroup movement and the Leicester Home-Start scheme. The book arose out of the authors' participation in several educational projects, including the Educational Priority Area Project which ran for three years during 1969-71. In particular it draws on their working experience which was based at the Red House Education Centre in a South Yorkshire mining community near Doncaster. Education. These forms are used with The Carolina Curriculum for Preschoolers with Special Needs (CCITSN), one of the two volumes of the The Carolina Curriculum. These forms include Assessment Log. This form helps professionals collect data about a child's performance on hundreds of discrete skills within the developmental sequences of the curriculum, leaving space to conduct a full assessment on four separate dates to monitor progress. Developmental Progress Charts. These forms help professionals summarize what they learned from the Assessment Log. Every item on the Assessment Log is represented by a blank on the Developmental Progress Chart that
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reflect the child's performance. The Effective Provision of Pre-school Education (EPPE) project explores the impact of pre-school centre provision on young children’s cognitive progress and their social behavioural development. The EPPE study was commissioned and funded by the Department for Education and Employment. EPPE Technical Papers 8a and 8b report on the main findings of the first phase of the longitudinal research which tracked a large sample of young children over the pre-school period from age 3 years plus to the start of primary school, when children entered reception classes. An educational effectiveness design was adopted which explores the developmental progress children made during this period and analyses the contribution made by different pre-school centres to cognitive and social behavioural gains. Written expressly for preschool teachers, this engaging book explains the “whats,” “whys,” and “how-tos” of implementing best practices for instruction in the preschool classroom. The authors show how to target key areas of language and literacy development across the entire school day, including whole-group and small-group activities, center time, transitions, and outdoor play. Detailed examples in every chapter illustrate what effective instruction and assessment look like in three distinct settings: a school-based pre-kindergarten, a Head Start center with many English language learners, and a private suburban preschool. Helpful book lists, charts, and planning tools are featured, including reproducible materials. The Early Years Transition and Special Educational Needs (EYTSEN) research builds on the work of the Effective Provision of Pre-School Education (EPPE) project, a major longitudinal study of a national sample of young children’s progress and development through pre-school and into primary school until the end of Key Stage 1. The EYTSEN study focuses on special educational needs (SEN), and explores evidence of possible SEN amongst pre-school children and follows their progress from entry to the study up to the end of Year 1. It uses a range of information to identify children who may be ‘at risk’ in terms of either cognitive or social/behavioural development and investigates links with a variety of child, parent and family characteristics, including multiple disadvantage and the home learning environment. It also explores the identification of SEN amongst the sample at school and parents’ perceptions of whether their child has SEN and what provision their child received. The findings suggest that both the quality and effectiveness of the pre-school setting attended continues to have an impact on young children’s subsequent cognitive progress during their first years in primary school. Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the
care and the education that children receive, and ultimately improve outcomes for children. In 2000, the Millennium Development Goals set out targets aimed at creating a safer, more prosperous, and more equitable world. If these goals were to be achieved, children’s lives would indeed be transformed. In this collection, achievements against these targets are identified, with each contributor examining the progress made in early years provision in Australia, China, England, Greece, the Netherlands, Portugal, South Africa, and Sweden. They highlight the priorities and agendas of their respective governments, and focus on the trends and issues which are particularly relevant to each situation, thereby revealing the social and educational inequalities that persist across countries. A common theme running through this volume concerns the political tensions that arise when governments and educators hold fundamentally different views about the nature and purpose of early years education and the needs of children and families. It is clear that although the past two decades have seen many changes in attitude towards the importance of the early years of life; politically, economically, and environmentally, much still remains to be done if the Millennium Development Goals for young children and their families are to be fully met. Despite this, this volume demonstrates that those who work in this area continue to experience a deep concern for the well-being of young children, which transcends cultures, frontiers, and political and sectarian divides. This book was originally published as a special issue of the International Journal of Early Years Education. Early Childhood Matters documents the rapid development of early years education and care from the late 1990s into the new millennium. It chronicles the unique contribution of the EPPE research to our understanding of the importance of pre-school. The Effective Pre-school and Primary Education (EPPE) project is the largest European study of the impact of early years education and care on children’s developmental outcomes. Through this ground-breaking project a team of internationally-recognised experts provide insights into how home learning environments interact with pre-school and primary school experiences to shape children’s progress. The findings of this fascinating project: provide new evidence of the importance of early childhood experiences show how these experiences influence children’s cognitive, social and behavioural development give new insights on the importance of early years education will be relevant to a wide audience who are interested in policy development, early years education and care, and ‘effectiveness’ research examine how the combined effects of pre-school, primary school and the family interact to shape children’s educational outcomes. This insightful book is essential reading for all those interested in innovative research methodology and policy development in early childhood education and care. It provides new evidence on good practice in early years settings and will have a wide appeal for students and those engaged in providing accredited courses of study at a range of levels in early childhood. First published in 2004. Routledge is an imprint of Taylor & Francis, an informa company. Our Preschool & Kindergarten Pencil Skills Work in Progress Learn to Write activity book has been structured in a way that your child will learn and practise the basic skills in counting, reading, tracing, writing, identifying, colouring, creating patterns using pencil colour or crayon. This workbook covers one of the skills in refining fine motor skills capabilities of your little ones using pencil. Mastering fine-motor skills are important for children's growth and independence. We hope that your child will enjoy the activities lined up in this workbook as much as our team enjoyed compiling, designing and structuring them. Revision of: Handbook of infant, toddler, and preschool mental health assessment / edited by Rebecca DelCarmen-Wiggins, Alice Carter. 2004. The purpose of this study was to conduct a psychometric evaluation the Sound Beginning phonological awareness progress monitoring tool. This assessment was used to track emergent literacy skills of preschoolers with autism spectrum disorder who were participating in a randomized trial studying early literacy interventions. Research questions in the present study included an investigation of levels of reliability, validity, item level data and the measure’s sensitivity to change in phonological awareness skills. The present study included a sample of 40 individuals with autism spectrum disorder who were in their last year of preschool. The progress monitoring tool was administered up to four times during intervention. Furthermore, a variety of emergent literacy and oral language measures were administered before and after intervention and were used in this analysis. The
results of this study suggest that the phonological awareness progress monitoring assessment demonstrated sufficient levels of reliability, validity, and sensitivity to change when used with this sample of preschoolers with autism spectrum disorder. In February 2007, First 5 LA contracted with Mathematica Policy Research, Inc. (MPR) and its subcontractors, Juarez and Associates, American Institutes for Research (AIR), and Berkeley Evaluation and Assessment Research (BEAR) Center, to conduct the First 5 LA/LAUP Universal Preschool Child Outcomes Study (UPCOS).

The authors conducted the study in two phases. The spring 2007 pilot phase (Phase 1) examined the feasibility, reliability, and validity of selected child development measures in the large, culturally and linguistically diverse population of children served by LAUP programs. In early spring 2007, the authors selected a purposive sample of 418 4-year-olds enrolled in 14 LAUP programs. The children were predominantly Latino (60 percent), and 28 percent spoke primarily Spanish at home.

Data collection included direct child assessments and a teacher interview encompassing ratings of children's behavior and development. The second phase of the study (fall 2007 and spring 2008) addressed the quality and overall implementation of LAUP programs, children's growth from fall to spring, and the relationships between family characteristics and children's development over time.

After describing the characteristics of the representative sample of children and families, the authors report their findings related to the three broad questions this study addresses, which are described in more detail in Chapter II: (1) What is the overall level and range of quality in the implementation of LAUP/PoP center-based programs?; (2) How do children enrolled in LAUP/PoP center-based programs develop from fall to spring?; and (3) How are characteristics of children and families related to school readiness outcomes? In Chapter II, the authors describe the study methods used, including how they sampled programs and families; what child, parent, teacher, and classroom measures they used; what data collection procedures they followed; and what research questions the study was designed to address.

In Chapter III, they present the results, beginning with descriptive data on programs, teachers, and classrooms, followed by descriptions of children and families. They then report what they learned about parents' involvement and satisfaction with the program. They conclude the results chapter with findings about the relationships between child and family characteristics and the children's school readiness outcomes. Chapter IV summarizes the findings and presents their assessment of their implications for programs and recommendations for future study. In the appendices, they provide details on the measures used, the routing procedure used for determining the language of assessment, what they learned about a new experimental observational measure of teacher-child interactions, and their report on the PoP programs. 

Appended are: (1) Measures Used in Phase 2 of the Universal Preschool Child Outcomes Study; (2) Procedures for Routing Children into the Most Appropriate Language for Assessment; (3) Tables of Results Presented in Chapter III; (4) Descriptive Results from the Pilot Study of the Language Interaction Snapshot (LISn); (5) Descriptive Information on LAUP Programs Participating in the Power of Preschool Demonstration Program; and (6) Development of a Respect for Differences Scale. Individual appendices contain references. Individual chapters contain footnotes. (Contains 98 tables, 24 figures and 4 boxes.) [For executive summary, "The Children of LAUP: Executive Summary of the First 5 LA Universal Preschool Child Outcomes Study," see ED533142.]

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