

High Scope Preschool Quality Assessment

The Preschool Version of the High/Scope Program Quality Assessment (PQA) is a ratings instrument for evaluating the quality of early childhood programs and identifying staff training needs. The assessment was developed for use in all center-based preschool and child care settings, not just those using the High/Scope educational approach. This document is comprised of the PQA's user guide for Head Start, the PQA administration manual, and the PQA assessment form. The Head Start user guide relates the PQA to Head Start performance standards. The administration manual includes information on the PQA's potential uses, directions for administration, and test reliability and validity. The 72-item assessment instrument is organized into 7 sections: (1) learning environment; (2) daily routine; (3) adult-child interaction; (4) curriculum planning and assessment; (5) parent involvement and family services; (6) staff qualifications and staff development; and (7) program management. The assessment form provides space for information on the program and the rater, and provides guidance for making ratings on 5-point scales for each of the 72 items. Anchors are provided for 3 of the 5 points, and space is provided for recording supporting evidence or anecdotes related to each rating. A summary sheet completes the assessment form. (KB)

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.

Available Open Access under CC-BY-NC licence. What matters most in how poverty shapes children's wellbeing and development? How can data inform social policy and practice approaches to improving the outcomes for poorer children? Using life course analysis from the Young Lives study of 12,000 children growing up in Ethiopia, India, Peru and Vietnam over the past 15 years, this book draws on evidence on two cohorts of children, from 1 to 15 and from 8 to 22. It examines how poverty affects children's development in low and middle income countries, and how policy has been used to improve their lives, then goes on to show when key developmental differences occur. It uses new evidence to develop a framework of what matters most and when and outlines effective policy approaches to inform the no-one left behind Sustainable Development Goal agenda.

Early childhood can be a time of rich discovery, a period when educators have an opportunity to harness their students' fascination to create unique learning opportunities. Some teachers engage with their students' ideas in ways that make learning collaborative--but not all students have access to these kinds of learning environments. In *Segregation by Experience*, the authors filmed and studied a first-grade classroom led by a Black immigrant teacher who encouraged her diverse group of students to exercise their agency. When the researchers showed the film to other schools, everyone struggled. Educators admired the teacher but didn't think her practices would work with their own Black and brown students. Parents of color—many of them immigrants—liked many of the practices, but worried that they would compromise their children. And the young children who viewed the film thought that the kids in the film were terrible, loud, and badly behaved; they told the authors that learning was supposed to be quiet, still, and obedient. In *Segregation by Experience* Jennifer Keys Adair and Kiyomi Sánchez-Suzuki Colegrove show us just how much our expectations of children of color affect what and how they learn at school, and they ask us to consider which children get to have sophisticated, dynamic learning experiences at school and which children are denied such experiences because of our continued racist assumptions about them.

This international handbook gives a comprehensive overview of findings from longstanding and contemporary research, theory, and practices in early childhood education in the Northern and Southern hemispheres. The first volume of the handbook addresses theory, methodology, and the research activities and research needs of particular regions. The second volume examines in detail innovations and longstanding programs, curriculum and assessment, and conceptions and research into child, family and communities. The two volumes of this handbook address the current theory, methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices. By paying special attention to what is happening in the larger world contexts, the volumes provide a representative overview of early childhood education practices and research, and redress the current North-South imbalance of published work on the subject.

Understanding the HighScope Approach is a much-needed source of information for those wishing to extend and consolidate their understanding of this innovative education programme. It will enable the reader to analyse the essential elements of the HighScope approach to early childhood and its relationship to high-quality early years practice. This second edition contains all the original content, which covers all areas of the curriculum including learning environment, plan-do-review, adult-child interaction and assessment, but has been updated to be fully in line with the latest changes to research, policy and practice. New topics and features include: ? outdoor play and learning ? using the HighScope approach with children with special needs and who speak English as an additional language ? managing the approach with bigger class sizes ??the implementation of technology with children in HighScope settings ? a selection of new photographs Written to support the work of all those in the field of early years education and childcare, this is a vital text for students, early years and childcare practitioners, teachers, early years professionals, children's centre professionals, lecturers, advisory teachers, head teachers and setting managers.

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.

Put children on a path to success! Filled with photos and tools for practice, this is one of the rare resources to combine the latest research with immediately useable ideas and professional development support to help you equip our youngest students for formal schooling. This ready guidebook helps you: Understand the complexities of the transition to kindergarten Implement a successful program of instruction and assessment appropriate for children with various abilities Align your lessons with Common Core kindergarten standards Assess young children's skills and abilities Tailor your program to enrich learning for all students High/Scope preschool curriculum is a model for developing high-quality early childhood programs that encourage and support children's initiatives and active learning experiences. This revised manual for early childhood practitioners and students presents essential strategies adults can use to make active learning a reality in their programs. The guide's introduction describes the origin of the High/Scope preschool approach, its basic principles, and its effectiveness for children, families, and society. Part 1 of the guide analyzes the core idea in the development of the High/Scope curriculum-active learning. The concept of active learning is discussed in several contexts: as an essential ingredient for learning, as a basis for how adults can create a supportive social climate, and as a foundation for working with the families or working as a team to make the active learning process effective in a particular setting with a particular group of children. Part 2 discusses methods for creating an environment that promotes active learning. This section suggests selecting and arranging materials from which children can choose, and manipulating and developing the daily routine so children have many opportunities to initiate, plan, carry out, and discuss their actions and ideas. Part 3 introduces 58 key experiences that can guide adults as they plan activities to support development in creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time. This revised edition of the guide includes information on phonemic awareness and preschool reading, additional references, the latest Perry Preschool research results, recent research relating to brain development, and a complete description of a consistent approach to problem solving. Each chapter includes a list of references and related readings. (HTH)

The High/Scope Curriculum is a developmentally based approach to early childhood education. This curriculum's "Extensions" newsletter, in which the articles in this collection first appeared, informs curriculum users about new development, relating to the High/Scope "open framework" curriculum. This collection divides the articles into eight chapters. Chapter 1, "Supportive Adult-Child Interaction," includes articles on encouraging group problem solving, rules and limits, persona dolls as discussion starters, and superhero play. Chapter 2, "Materials and Environments for Active Learners," considers computer use, materials for infants and toddlers, and gardening. Chapter 3, "Learning and Exploring throughout the Daily Routine," presents articles on arrivals and departures for infants and toddlers, reading throughout routines, small group interaction strategies, and pretend play. Chapter 4, "Key Experiences in the Preschool Classroom," contains articles on reading, message boards, promoting outdoor experiences, children's art, dramatic arts, and movement. Chapter 5, "Meeting the Needs of All Children," presents articles on supporting children's home language, classroom adaptations for children with special needs, and High/Scope strategies for specific disabilities. Chapter 6, "Active Learning in the Elementary Grades," focuses on hands-on materials, children's interests, drama, art, and parent-teacher conferences. Chapter 7, "Collaborating with Parents," includes articles on parent involvement opportunities, parent conferences, and involving parents in curriculum planning. Chapter 8, "Team Planning, Assessment, and Staff Development," contains articles on planning around children's interests, assessing program quality through classroom observations, and mentoring. Appended is a list of books and audiovisual material published by the High/Scope Press. (KB)

Updated to reflect 10 years of evolution in demographics, research, technology, and legislation, the new edition of this bestselling textbook introduces early childhood educators to the fundamentals of six alternative assessment methods.

This book is focused on the key policy issues that today face early childhood education in the United States.

Children are the foundation of the United States, and supporting them is a key component of building a successful future. However, millions of children face health inequities that compromise their development, well-being, and long-term outcomes, despite substantial scientific evidence about how those adversities contribute to poor health. Advancements in neurobiological and socio-behavioral science show that critical biological systems develop in the prenatal through early childhood periods, and neurobiological development is extremely responsive to environmental influences during these stages. Consequently, social, economic, cultural, and environmental factors significantly affect a child's health ecosystem and ability to thrive throughout adulthood. *Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity* builds upon and updates research from *Communities in Action: Pathways to Health Equity* (2017) and *From Neurons to Neighborhoods: The Science of Early Childhood Development* (2000). This report provides a brief overview of stressors that affect childhood development and health, a framework for applying current brain and development science to the real world, a roadmap for implementing tailored interventions, and recommendations about improving systems to better align with our understanding of the significant impact of health equity.

PQA is a validated assessment tool to evaluate the quality of youth programs and identify staff development needs.

Understanding the HighScope Approach is a much needed source of information for those wishing to extend and consolidate their understanding of the HighScope Approach. It will enable the reader to analyse the essential elements of the HighScope Approach to early childhood and its relationship to quality early years practice. Exploring all areas of the curriculum including the learning environment, plan-do-review, adult child interaction and assessment this book: describes the key principles of the HighScope approach to early childhood with examples from HighScope settings; provides students and practitioners with the relevant information about a key pedagogical influence on high quality early years practice in the United Kingdom; highlights the key ideas that practitioners should consider when reviewing and reflecting on their own practice; can be used as the basis for continuing professional development and action research Written to support the work of all those in the field of early years education and childcare, this is a vital text for students, early years and childcare practitioners, teachers, early years professionals, children's centre professionals, lecturers, advisory teachers, head teachers and setting managers.

The Handbook of Infant, Toddler, and Preschool Mental Health Assessment brings together, for the first time, leading clinical researchers to provide empirically based recommendations for assessment of social-emotional and behavior problems and disorders in the earliest years. Each author presents state-of-the-art information on scientifically valid, developmentally based clinical assessments and makes recommendations based on the integration of developmental theory, empirical findings, and clinical experience. Though the field of mental health assessment in infants and young children lags behind work with older children and adults, recent scientific advances, including new measures and diagnostic approaches, have led to dramatic growth in the field. The editors of this exciting new work have assembled an extraordinary collection of chapters that thoroughly discuss the conceptualizations of dysfunction in infants and young children, current and

new diagnostic criteria, and such specific disorders as sensory modulation dysfunction, sleep disorders, eating and feeding disorders, autistic spectrum disorders, anxiety disorders, posttraumatic stress disorder, and ADHD. Chapters further highlight the importance of incorporating contextual factors such as parent-child relationship functioning and cultural background into the assessment process to increase the validity of findings. Given the comprehensiveness of this groundbreaking volume in reviewing conceptual, methodological, and research advances on early identification, diagnosis, and clinical assessment of disorders in this young age group, it will be an ideal resource for teachers, researchers, and a wide variety of clinicians including child psychologists, child psychiatrists, early intervention providers, early special educators, social workers, family physicians, and pediatricians.

Introducing theories and concepts of Early Childhood Education & Care, showing the knowledge, values and skills needed for ECEC in Ireland.

This leading resource is a specifically designed curriculum for family child-care providers. They will be able to incorporate best practices and activities appropriate for the mixed ages of children in their care. Developmental domains and milestones, learning areas, age-appropriate activities and outcomes, and more are included. It is far more affordable than other family child care curriculum alternatives, and it aligns with Quality Rating and Improvement System (QRIS) requirements around the country. Sharon Woodward is the author of several resources for family child-care providers and holds a degree in social work.

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

Childhood Programs and Practices in the First Decade of Life presents research findings on the effects of early childhood programs and practices in the first decade of life and their implications for policy development and reform. Leading scholars in the multidisciplinary field of human development and in early childhood learning discuss the effects and cost-effectiveness of the most influential model, state, and federally funded programs, policies, and practices. These include Head Start, Early Head Start, the WIC nutrition program, Nurse Family Partnership, and Perry Preschool as well as school reform strategies. This volume provides a unique multidisciplinary approach to understanding and improving interventions, practices, and policies to optimally foster human capital over the life course.

Measure, Use, Improve! Data Use in Out-of-School Time shares the experience and wisdom from a broad cross-section of out-of-school time professionals, ranging from internal evaluators, to funders, to researchers, to policy advocates. Key themes of the volume include building support for learning and evaluation within out-of-school time programs, creating and sustaining continuous quality improvement efforts, authentically engaging young people and caregivers in evaluation, and securing funder support for learning and evaluation. This volume will be particularly useful to leadership-level staff in out-of-school time organizations that are thinking about deepening their own learning and evaluation systems, yet aren't sure where to start. Authors share conceptual frameworks that have helped inform their thinking, walk through practical examples of how they use data in out-of-school time, and offer advice to colleagues.

PQA is a rating instrument to evaluate the quality of early childhood programs and identify staff training needs.

The general public often views early childhood education as either simply "babysitting" or as preparation for later learning. Of course, both viewpoints are simplistic. Deep understanding of child development, best educational practices based on development, emergent curriculum, cultural competence and applications of family systems are necessary for high-quality early education. Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age. The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research, accurate practical applications of research, historical foundations and key facts from the field of contemporary early childhood education. Through approximately 425 entries, this work includes all areas of child development – physical, cognitive, language, social, emotional, aesthetic – as well as comprehensive review of best educational practices with young children, effective preparation for early childhood professionals and policy making practices, and addresses such questions as: · How is the field of early childhood education defined? · What are the roots of this field of study? · How is the history of early childhood education similar to yet different from the study of public education? · What are the major influences on understandings of best practices in early childhood education?

PQAYouth Program Quality Assessment : Administration Manual

In 1990, the National Education Goals were established by the President and the 50 state governors. Great attention has been given to Goal 1, dubbed the "readiness" goal: By the year 2000, all children in America will start school ready to learn. The Goal 1 Resource Technical Planning Groups were asked to suggest ways in which Goal 1 could be measured. The purpose of this document is to further amplify the dimensions of early learning and development used by the National Educational Goals Panel to measure progress toward Goal 1. The following five dimensions are discussed: (1) "Physical Well-Being and Motor Development"; (2) "Social and Emotional Development," serving as the foundation for relationships which give meaning to school experience; (3) "Approaches toward Learning," referring to the inclinations, dispositions, or styles that reflect ways children become involved with learning; (4) "Language Development"; and (5) "Cognition and General Knowledge." For each of the dimensions, a rationale; general definition; the relationship to individual, cultural, and contextual variation; and a summary are given. The report concludes with a discussion of underlying issues, implications, and action steps. (Contains 83 references.) (BGC)

Leading scholars synthesize knowledge on how gains from early childhood programs and practices are initiated, increased, and sustained.

Every day, 250 children are suspended from school. Many are children of color, deprived of opportunities to experience learning at the same rate and quality as white children. Many families don't feel heard or respected in their child's schools. Don't Look Away: Embracing Anti-Bias Classrooms leads early childhood professionals to explore and address issues of bias, equity, low expectations, and family engagement to ensure culturally responsive experiences. Importantly, this book will challenge you to consider your perceptions and thought processes: Identify your own unconscious biases—we all have them! Recognize and minimize bias in the classroom, school, and community Connect with children and their

families Help close the opportunity gap for children from marginalized communities This book offers strategies, tools, and information to help you create a culturally responsive and equitable learning environment.

In this landmark volume, Greg J. Duncan and Richard J. Murnane lay out a meticulously researched case showing how--in a time of spiraling inequality--strategically targeted interventions and supports can help schools significantly improve the life chances of low-income children.

Worldwide, more parents are opting for immersion pre-schooling for their children in order to benefit from its linguistic, educational, and cultural benefits. This immersion can be either bilingual or monolingual, aimed at early second language learning, or at language maintenance – offering minority language children mother-tongue support and enrichment. This book examines some of the key issues and policy concerns relating to immersion education in the early years. The term itself can be difficult in some political contexts, as can the differing outcomes noted by studies comparing monolingual programmes, and bilingual programmes for minority language children. The importance of training in immersion methodology for educators is discussed, as is the need to adapt preschool pedagogical practices to the immersion context, in order to provide optimal input for young language learners. One of the most pressing discussions surrounds differentiated provision – ensuring that the varying needs of children with language impairment, typical second language learners, and mother-tongue speakers with significant socioeconomic or linguistic disadvantages are all met. Overall, the book explores the challenges currently facing the sector, particularly with regard to training and professional development for practitioners, and the provision of appropriate materials in less widely used languages. Given the documented benefit of high quality immersion pre-schooling, this book fulfils an urgent need to increase the recognition of the sector. This book was published as a special issue of International Journal of Bilingual Education and Bilingualism.

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.

[Copyright: 77e8da817ad305de7ed90dd2cc44c9c9](https://doi.org/10.77e8da817ad305de7ed90dd2cc44c9c9)