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COR Advantage COR Advantage is now fully integrated into the Kaymbu platform for early childhood educators. You and your program will still be using the same high-quality assessment from HighScope and still be working with the same helpful team, but now with new exciting features, resources, and support!

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COR Advantage is an observation-based assessment instrument for children from birth through kindergarten. It is designed to

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We believe that authentic, observation-based assessment is the most effective approach to early childhood assessment because it paints an accurate picture of children's development and learning. That's why our child assessment tools are designed to help teachers capture and analyze each day's play-based learning and translate those observations into targeted and individualized support ...

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professional reference and graduate text provides a developmentally informed framework for assessing 3- to 6-year-olds in accordance with current best practices and IDEA 2004 guidelines. The authors are leading clinician-researchers who take the reader step by step through selecting appropriate measures, integrating data from a variety of sources, and using the results to plan and evaluate effective interventions and learning experiences. Coverage encompasses screening and assessment of cognitive, linguistic, emotional, and behavioral difficulties, including mental retardation and autism. Case

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studies illustrate key facets of assessing diverse children and families; appendices offer concise reviews of over 100 instruments.

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,

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the authors filmed and studied a 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

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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.

The assessment of young children's

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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,

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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.

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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,

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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:

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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,

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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.

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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.

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,

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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

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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

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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

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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.

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 this innovative education

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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

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■ 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.

The Creative Curriculum comes alive! This

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

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