

# **SUPERVISION IN EARLY CHILDHOOD EDUCATION**

**A DEVELOPMENTAL**

**PERSPECTIVE**

**Joseph J. Caruso**

**M. Temple Fawcett**

# Supervision In Early Childhood Education A Developmental Perspective

**Dominic F. Gullo**



## **Supervision In Early Childhood Education A Developmental Perspective:**

**Supervision in Early Childhood Education** Joseph J. Caruso, M. Temple Fawcett, 2014-05-23 *Supervision in Early Childhood Education* Joseph J. Caruso, M. Temple Fawcett, 1999-01-01 Written for practitioners who must supervise staff from a wide variety of educational and cultural backgrounds this pioneering volume was the first to provide guidelines and practical suggestions for staff training and development in early childhood settings Now this resource has been completely updated to reflect the many notable changes that have taken place in the early childhood field The new Second Edition includes special attention to issues of diversity a number of promising new staff development and evaluation practices greater emphasis on career ladders and lattices a focus on the importance of collaboration among staff and between supervisors and staff members relevant NAEYC accreditation criteria at the end of several chapters and a new chapter on Caring Knowing and Imagining *Twelve Best Practices for Early Childhood Education* Ann Lewin-Benham, 2015-04-24

Popular author Ann Lewin Benham draws on her experience with the Reggio Approach to present 12 best practices inspired not only by Reggio but also by play based and Montessori approaches to early childhood education These practices are demonstrated one per chapter with scenarios from classrooms dialogues of children and teachers and work samples showing the outcome of using each practice This resource includes a self assessment tool to assist you in examining your practices and those of your school

**Multicultural Teaching in the Early Childhood Classroom** Mariana Souto-Manning, 2015-04-24 This unique book features an array of approaches strategies and tools for teaching multiculturally in the early years The teachers and classrooms portrayed here provide young children with rich educational experiences that empower them to understand themselves in relation to others You will see how amazing teachers engage in culturally responsive teaching that fosters educational equity while also meeting state and national standards such as the Common Core State Standards This engaging book is sprinkled with questions for reflection and implementation that encourage educators to start planning ways of enhancing their own teaching making their early childhood setting a more equitable learning space Book Features Multicultural education in action including the everyday issues and tensions experienced by children and their families Powerful vignettes from diverse Head Start preschool kindergarten 1st and 2nd grade classrooms throughout the United States Sections on Getting Started and Considering Obstacles and Exploring Possibilities in each chapter A list of multicultural children s books and resources for further reading Chapters Multicultural Tools and Strategies for Teaching Young Children Multicultural Education as Transformative Education Interviews Encouraging Children to Ask Questions Critical Inquiry Supporting Children s Investigations Culture Circles with Multicultural Literature Addressing Issues of Fairness Community Resources and Home Literacies Developing Funds of Knowledge Technology Media ting Multicultural Teaching Storytelling and Story Acting Creating Spaces for Children to Negotiate Change Reflecting on the Possibilities of Teaching Multiculturally What Next What If Mariana Souto Manning is Associate Professor of Education in the

Department of Curriculum and Teaching at Teachers College Columbia University A profound rich and rewarding meditation and deep conversation with teachers fully engaging young children with culture social history and learning for the future This wide ranging book escapes temporal spatial and disciplinary boundaries Read it and reflect on how you can take it into your own life of learning Shirley Brice Heath Professor Emerita Stanford University Early childhood educators will experience this unique book as a warm and detailed invitation to engage in multicultural education The emphasis throughout is on multi multiple pedagogical approaches from culture circles to podcasts to story acting and multiple cultural heritages embodied by active children and teachers From a critical perspective and alongside creative teachers who aspire to be transformative Souto Manning links accessible theory with rich and thoughtful practices Celia Genishi Professor of Education Teachers College Columbia University Mariana Souto Manning s *Multicultural Teaching in the Early Childhood Classroom* rightly places the use of deficit thinking and ineffective teaching strategies in the wasteland of classroom instruction The author superbly documents and explains ways of teaching multiculturally that will richly benefit the learning of all students and make teaching become the fun that teachers dreamed it would be when they first said I want to teach because I love kids Carl A Grant Hoefs Bascom Professor University of Wisconsin Madison *Multicultural Teaching in the Early Childhood Classroom* encourages teachers to honor affirm and challenge even our very youngest children to think inclusively critically and democratically a necessity if we are to help develop knowledgeable caring and empowered learners Sonia Nieto Professor Emerita University of Massachusetts Amherst *Understanding the Language Development and Early Education of Hispanic Children* Eugene E. Garcia, Erminda Garcia, 2012 Young Hispanic children are the largest and fastest growing ethnic minority population in the United States representing diverse racial linguistic and cultural backgrounds Educational skills and achievement lag significantly for this population creating an unacceptable achievement gap at the beginning of Kindergarten that grows even further by the end of 3rd grade What can we learn from the empirical literature theory programs and policies associated with language and early learning for young Hispanics What are the home and school factors important to differences in early cognitive development and educational well being In this timely collaboration a renowned researcher and a seasoned practitioner explore these questions with a focus on specific instructional interventions that are associated with reducing the achievement gap for young Hispanic children Chapters emphasize educational practices including teacher competencies instructional strategies curricular content parent involvement and related policy The text includes teacher friendly artifacts instructional organizers and lesson descriptions The authors provide the combination of theoretical orientation background knowledge and practical experience that is needed to do justice to this topic Nancy Commins University of Colorado Denver Fills a void in current research and will spark vital policy discussions Patricia G ndara Co Director of The Civil Rights Project UCLA **The Emotional Development of Young Children** Marilou Hyson, 2004 Marylou Hyson provides educators with real life examples and evidence based teaching strategies to

advance children's understanding and appropriate expression of their emotions

**Early Childhood Education for a New Era** Stacie G. Goffin, 2013-09-12 In her provocative new book Stacie Goffin presents a leadership manifesto to the field of early childhood education. It should step forward as an agent for change by assuming responsibility for the competent practice of its practitioners and for facilitating positive results for children and their learning. As a field of practice ECE should formally organize as a profession to realize consistency in practice across sites and program types. Goffin challenges the field to develop fieldwide leadership and diminish its reliance on public policy for defining its purpose and structure. Offering a fresh viewpoint on national efforts to improve program quality and children's learning and development, the book concludes with Next Steps Commentaries written by education luminaires Rolf Grafwallner, Jacqueline Jones, and Pamela J. Winton, outlining concrete action steps to jump start the essential discussion about moving forward. Stacie Goffin, long time leader in early childhood education, brings her expertise and wisdom to a call for action, urging early childhood educators to rethink the present trajectory of the field and create a professional field of practice. A must read for people who care about the future of our young children. Aletha Huston, Pricilla Pond Flawn, Regents Professor Emerita of Child Development, The University of Texas at Austin. Like the historic town crier, Goffin calls us to create a public space for reflection, dialogue, and action regarding the future of our field. She challenges our loose federation of early childhood educators to formally organize as a professional field of practice. Once again, Goffin is serving as a much needed provocateur, protagonist, and catalytic agent. Maurice Sykes, executive director, Early Childhood Leadership Institute, University of the District of Columbia. With her usual clarity, Stacie Goffin drives her stake in the ground and then gathers us around it, urging us along an intellectual journey, not so much toward the answers for our profession but toward exacting questions needed to get us to the place that will define us as one. Jana Martella, co-director, Center on Enhancing Early Learning Outcomes, Washington, DC. By shifting focus from program performance to individual collective competence, the field of early childhood education will emerge stronger. ECE for a New Era provides a blueprint for the field's transformation. It's time we move beyond the field's current narrative and create a new future scenario. Stacie is right, change starts with us. Margot Chappel, director, Nevada Head Start Collaboration and Early Childhood Systems Office. Stacie presents a powerful challenge: all of us must step up to organize early childhood education as a professional field of practice. While parts of her analysis are sure to be debated, I hope her message gains traction among us. This issue matters enormously for children and for ourselves. Valora Washington, president and CEO, Council for Professional Recognition, Washington, DC.

*Embracing Identities in Early Childhood Education* Susan Grieshaber, Gaile Sloan Cannella, 2001. First published in 1968, *The Irony of Early School Reform* quickly became essential reading for anyone interested in American education. One of the first books to survey the relationship between public educational systems and the rise of urbanization and industrialization, *Irony* was instrumental in mapping out the origins of school reform and locating the source of educational inequalities and bureaucracies in patterns established in the nineteenth

century This new and enhanced version of the classic text is now available for the legions of people who have asked for it It includes an update by the author along with the same cohesive text and criticism contained in the original Readers will appreciate that this edition brings back into print a book that holds an important place in the field of educational history and in the modern literature of educational reform assesses the impact of the original publication in light of writing about American history and education since its original publication and explains its continuing significance shatters warm and comforting myths about the origins of public education and shows how some of the most problematic features of public education have their origins in nineteenth century styles of educational reform *Resources in Education* ,2000-04 **The**

**Colors of Learning** Rosemary Althouse, Margaret H. Johnson, Sharon T. Mitchell, 2003 Suggests methods of teaching young children about the visual arts *Serious Players in the Primary Classroom* Selma Wassermann, 2000-07 After 10 years of accolades for *Serious Players in the Primary Classroom* Empowering Children Through Active Learning Experiences Selma Wassermann provides readers with a second edition to her classic Building on the original work this new edition offers further insight into Wassermann's notion of organizing for instruction known as Play Debrief Replay a way of structuring curriculum experiences to promote children's active learning in cooperative groups and to foster independent thinking The book also provides a theoretical framework for implementing teaching for thinking in primary classrooms By updating references and adding a new chapter on moral dilemmas including information that is consonant with constructivist ideologies Wassermann continues to promote ways of teaching that stimulate children's appreciation for social and ethical issues Her approach is holistic it not only honors the play of children but also the work of teachers Accessible and enlightening this new edition is a must read for all early childhood professionals Parents too will find this volume useful

**FirstSchool** Sharon Ritchie, Laura Gutmann, 2014 FirstSchool is a groundbreaking framework for teaching minority and low income children Changing the conversation from improving test scores to improving school experiences the text features lessons learned from eight elementary schools whose leadership and staff implemented sustainable changes The authors detail how to use education research and data to provide a rationale for change how to promote professional learning that is genuinely collaborative and respectful and how to employ developmentally appropriate teaching strategies that focus on the needs of minority and low income children **Seen and Heard** Ellen Lynn Hall, Jennifer Kofkin Rudkin, 2011-01-13 Using examples from a Reggio inspired school with children from ages 6 weeks to 6 years the authors emphasize the importance of children's rights and our responsibility as adults to hear their voices Seen and Heard summarizes research and theory pertaining to young children's rights in the United States and offers strategies educators can use to ensure the inclusion of children's perspectives in everyday decisions Real life classroom vignettes illustrate how young children perceive the idea of rights through observation and discussion The authors work is based on these essential ideas 1 the one hundred languages children use for exploring discovering constructing representing and conveying their ideas 2 the pedagogy of listening in

which children and adults carefully attend to the world and to one another 3 the notion that all children have the right to participate in the communities in which they reside

**Language Building Blocks** Anita Pandey, 2015-04-26 Language Building Blocks is an accessible resource that familiarizes early childhood professionals with linguistics the scientific study of language Knowledge of linguistics will enable early childhood educators to successfully teach young children core competencies ranging from phonemic awareness reading and math to health literacy and intercultural awareness The text includes numerous real life examples for diverse age groups and learning styles The online Resource Guide provides hands on activities and contributions by top scholars in the field This resource shows teachers how to systematically empower and include all children This teacher friendly book Provides an enhanced understanding of language and language acquisition minimizing misdiagnoses of special needs Makes language come alive for children and educators preparing for the Praxis Test Demonstrates that children develop key skills when they can dis assemble language Highlights approaches Dr Seuss used to make reading fun for young readers Offers innovative language and literacy observation and enhancement strategies including multilingual math and literacy language exploration and play Illustrates the value of observation collaboration and inquiry in early learning The great value of this resource is that it offers numerous bridging reflections strategies and specific instructional interventions It is a must for any educator that must understand the significant link between language and achievement in schooling contexts From the Foreword by Eugene Garc a An extraordinarily informative useful and highly accessible tool for educators of young children of all language backgrounds An excellent resource for teacher preparation and professional development Dorothy S Strickland Samuel DeWitt Proctor Professor of Education Emerita Distinguished Research Fellow National Institute for Early Education Research NIEER Rutgers The State University of New Jersey

**Informative** Educators must know how to break down language how discourse mirrors culture and how Spanish and other languages promote success in core content areas Rossana Ramirez Boyd President National Association for Bilingual Education A truly necessary guide to understanding language for early childhood teachers in today s multicultural and multilingual world Pandey clearly explains the fullness and potential of linguistic knowledge in teaching honoring the role of the reflective teacher and celebrating the uniqueness of young children and their languages worldwide Debora B Wisneski University of Nebraska at Omaha President Association for Childhood Education International ACEI Anita Pandey is professor of linguistics and coordinator of Professional Communication in the Department of English and Language Arts at Morgan State University Baltimore Maryland

**Inclusion in the Early Childhood Classroom** Susan L. Recchia, Yoon-Joo Lee, 2015-04-18 In this engaging book the authors share stories from their practice and research about several young children with a variety of developmental delays and disabilities and their teachers They explore the ways that teachers and children respond in real classrooms to real challenges examining both those opportunities that are capitalized on as well as those that are missed The book addresses a wide array of issues that contribute to our understanding of what makes a

difference in the inclusive early childhood classroom including the role of development ways of honoring different learning styles building a sense of classroom community addressing power dynamics and responding to conflict with both teachers and peers This practical resource introduces a framework that will inspire early childhood teachers to reflect on their own practices and take action to develop new strategies for teaching in inclusive classrooms

**Understanding Assessment and Evaluation in Early Childhood Education** Dominic F. Gullo, 2005 This bestselling book is still the best choice for helping early childhood teachers understand the process of assessment and evaluation to benefit young children With the advent of the No Child Left Behind Act testing accountability and standards are now pervasive throughout early childhood education Completely revised to address the issues that have been raised by these new policies the Second Edition features completely new chapters on assessment of children from culturally and linguistically diverse backgrounds addressing the new makeup of today's classroom assessment of children with special needs focusing on the relationship among assessment curriculum and instruction and the addition of a helpful glossary of terms and an annotated listing of assessment instruments used in early childhood education

*How to Work with Standards in the Early Childhood Classroom* Carol Seefeldt, 2005 More and more teachers of young children are being asked to develop their curriculum according to standards This essential resource will guide educators as they grapple with a plethora of issues questions and practices surrounding the use of standards in the early childhood classroom Carol Seefeldt well known educator and bestselling author offers teachers an overview of the standards movement describes the status of standards in early education presents the issues around the design and selection of standards and provides practical strategies for effectively implementing standards with young children preschool through the early primary grades This book provides both the background knowledge and a working understanding of standards to help teachers successfully judge and select standards design appropriate ways of using and working with standards and develop appropriate assessment strategies Illustrated with children's work this how to guide provides practical illustrations of how standards can be used to benefit early childhood classrooms including many sample activities demonstrates how to work with standards in the separate subject areas of the sciences arts language and literacy mathematics and social studies offers ideas for including all children such as those with special needs and those just learning English and describes a project Children Study Their Play Yard illustrating how thematic standards based problem solving learning can be integrated into the total curriculum

*Young Investigators* Judy Harris Helm, Lilian Gonshaw Katz, 2011 This bestselling book has been completely updated and expanded to help teachers use the project approach in child care centers in preschools and in kindergarten 1st grade and early childhood special education classrooms For those new to using projects the book introduces the approach and provides step by step guidance for conducting meaningful projects Experienced teachers will find the teacher interviews children's work photographs including full colour and teacher journal entries used to document the project process in actual classrooms very useful This popular easy to use resource has been



expanded to include these new features explicit instructions and examples for incorporating standards into the topic selection and planning process a variety of nature experiences with examples that show how project work is an excellent way to connect children to the natural world an update of the use of technology for both documentation and investigations including use of the Web as well as and video and digital cameras and more toddler projects that reflect our increased knowledge from recent mind brain research about toddler understanding and learning     Educating and Caring for Very Young Children Doris Bergen, Rebecca Reid, Louis Torelli, 2001 This volume focuses on play as the basis for curriculum and shows how infant toddler educators can combine theory and practice taking into account both the physical and social environments Through case descriptions of actual children this insightful volume discusses how to accommodate children with different development levels backgrounds personalities and special needs The authors also examine infant toddler curriculum in the context of family community and society and explore ways to enhance curriculum quality     In the Spirit of the Studio Lella Gandini, 2005 As the authors state in their opening chapter prepare to be amazed This beautiful book describes the revolution that the Reggio Emilia atelier art studio brought to the education of young children in Italy and follows that revolution across the ocean to North America It explores how the experiences of children interacting with rich materials in the atelier affect an entire school's approach to the construction and expression of thought and learning Lavishly illustrated in full color this original volume includes detailed interviews with Italian educators from Reggio Emilia offers a window into many ateliers within the United States examining the multiple ways that experience is altered when teachers parents and children prepare and work together in the studio setting addresses the practical aspects of the atelier including organizing the environment using materials and provides examples of projects and features a comprehensive approach that addresses many varied issues related to children including learning collaboration relationships and community

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