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Introduction to Early Childhood Education

**EARLY CHILDHOOD EDUCATION:** Becoming a Professional
Kimberly A. Gordon Biddle, Ana García-Nevarez, Wanda J. Roundtree Henderson, and Alicia Valero-Kerrick, *all of California State University, Sacramento*

This text is an inspiring introduction to the world of early childhood education, preparing the teachers of tomorrow to reach their full potential in their schools and communities. Written by a diverse and experienced author team, it engages readers to connect contemporary educational and developmental theory and research to developmentally appropriate practices and applications that are easily implemented in the classroom. In response to today's ever-changing educational environment, the text focuses on both the importance of taking personal and professional responsibility, as well as today's issues in diversity—from supporting children with exceptionalities to supporting children and families in broader cultural contexts.

**CONTENTS**
1. The Early Childhood Teacher
2. History of Early Childhood Education
3. Types of Programs and Services
4. Development and Early Childhood Education
5. Learning Theories
6. Exceptional Children in Early Care and Education
7. Diversity in Early Care and Education
8. Guidance in Early Care and Education
9. Implementing the Early Childhood Curriculum
10. Play and the Learning Environment
11. Emotional and Social Development
12. Language and Literacy Development
14. Movement, Healthy, and the Physical Curriculum
15. Engaging Parents, Families, and the Community
16. Early Childhood Education Policies

**PAPERBACK ISBN:** 978-1-4129-7345-8 • JANUARY 2013 • 576 PAGES • CourseSmart

**LEARNING THEORIES IN CHILDHOOD**
Colette Gray, *Stranmillis University College, U.K.* • Sean MacBlain, *University College Plymouth, U.K.*

By focusing on the early philosophies of learning and the key behavioral, cognitive and social theorists, this book provides a comprehensive overview of children’s learning. The authors discuss the key learning theories, highlight the strengths and weaknesses of each approach and encourage reflection on how different approaches impact on the learning environment. The discussion finishes with an exploration of the new sociology of childhood. Examples are drawn from practice to highlight key concepts, and to make vital links between theory and practice.

**CONTENTS**
1. An Introduction to Learning Theories
2. The Founding Fathers and Philosophies of Learning
3. Classical and Operant Conditioning: The Early Years Experience
4. Piaget, Learning and Cognitive Constructivism
5. Vygotsky: Learning in a Social Matrix
6. Bronfenbrenner and Social Learning
7. Bruner and Discovery Learning/Constructivism
8. Developing a New Perspective: The New Social Studies of Childhood
9. Theory in Practice: Learning and the Reflective Practitioner

**PAPERBACK ISBN:** 978-0-8570-2146-5 • ©2012 • 184 PAGES

**LEARNING STORIES:** Constructing Learner Identities in Early Education
Margaret Carr, *University of Waikato, New Zealand* • Wendy Lee, *Director of the Educational Leadership Project, New Zealand*

Margaret Carr’s seminal work on Learning Stories was first published by SAGE in 2001, and this widely acclaimed approach to assessment has since gained a huge international following. In this new book, the authors outline the philosophy behind Learning Stories and call on the latest findings from the research projects they have led with teachers on learning dispositions and learning power to argue that Learning Stories can construct learner identities in early childhood settings and schools. By making the connection between sociocultural approaches to pedagogy and assessment and narrative inquiry, this book contextualizes learning stories as a philosophical approach to education, learning and pedagogy.

**CONTENTS**
1. Learner Identities in the Early Years: An Introduction to Four Themes
3. Making Connections Across Boundaries Between Places
4. Recognising and Re-Cognising Learning Continuities
5. Appropriating Knowledges and Learning Dispositions in a Range of Increasingly Complex Ways
6. Reconceptualising Assessment
7. Constructing and Sustaining a Passion for Learning

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**THREADS OF THINKING:** Schemas and Young Children’s Learning **FOURTH EDITION**
Cathy Nutbrown, *University of Sheffield, U.K.*

In her new edition of this popular book, Cathy Nutbrown presents evidence of continuity and progression in young children’s thinking. She shows, with detailed observation, that they are able and active learners. She considers aspects of children’s patterns of learning and thinking—or schemas—and demonstrates clearly how children learn in an active, dynamic and creative way. This book makes schema theory explicit in practice. Supported by numerous detailed examples and the discussion of difficult theoretical issues, it illustrates children’s learning in areas such as literacy, maths and science.

**CONTENTS**
1. Young Children Learning / Thinking about Young Children Learning
2. Schemas and the Development of Knowledge and Understanding
3. Schemas and the Development of Mathematical and Scientific Ideas
4. Patterns of Literacy
5. Schemas and the Development of Literacy
6. Schemas and the Development of Numeracy
7. Schemas and the Development of Thinking
8. Schemas and the Development of Science
9. Schemas and the Development of Social Skills
10. Schemas and the Development of Art
11. Schemas and the Development of Music
12. Schemas and the Development of Physical Activity

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TEACHING CHILDREN 3-11: A Student’s Guide THIRD EDITION
Anne D. Cockburn, University of East Anglia, U.K. • Graham Handscomb, Essex County Council, U.K.

Focusing on the major topics underpinning professional studies stands in primary and early years teacher education, this text provides indispensable coverage of practical and conceptual issues that support teaching practice. This edition includes new chapters on: curriculum development, cross-curricular teaching, diversity and inclusion, and communication in the classroom.

CONTENTS Section 1. The learning teacher / Setting Out / Working Together and Enquiring Within / Approaches to Learning and Teaching / Section 2. Skills in teaching and learning / Talking in Class / Observation / Classroom Skills / The Unique Child - Approaches to Diversity and Inclusion / Positive Ethics: Motivation and Behaviour / Reflective Practice / Assessment / Planning / E-Learning / Section 3. Managing the curriculum / The Dynamic Curriculum / Making Sense of the Curriculum / Continuity and Progression from 3 to 11 / Section 4. The child and the community / The School in the Community and the Community in the School / Section 5. Developing the teacher you want to be / How Am I Doing? / Your First Teaching Post

PAPERBACK ISBN: 978-0-8570-2487-9 • ©2012 • 368 PAGES • SAGE

LEARNING IN EARLY CHILDHOOD: A Whole Child Approach from Birth to 8
Edited by Pat Beckley, Bishop Grosseteste University College, U.K.

By explaining the theoretical context and highlighting relevant research evidence, this book supports a whole child approach to learning in the early years. Drawing on case studies from a wide range of early years settings, the chapters consider how the different professions in education, health and social care can work together to achieve the best possible outcomes for all young children.

CONTENTS PART I: HOW YOUNG CHILDREN LEARN / Contemporary Perspectives / Theories of Learning / Partnerships with Parents/Careers / Pedagogy in Practice / PART II: SUPPORTING YOUNG CHILDREN’S LEARNING / Motivation and Self-Esteem / Inclusion / Diversity / Thinking Skills / PART III: ORGANIZING THE LEARNING ENVIRONMENT / Approaches to Play / Enabling Environments / Learning and Teaching Styles / Leadership and Management in Early Years Settings / PART IV: ISSUES IN PRACTICE / Engaging Learners / The Social Practice / Multi-Agency Working / Forward Thinking and Forward Practice

PAPERBACK ISBN: 978-1-8492-0401-9 • ©2011 • 272 PAGES • SAGE

KEY CONCEPTS IN EARLY CHILDHOOD EDUCATION AND CARE SECOND EDITION
Cathy Nutbrown, University of Sheffield, U.K.

This updated Second Edition explains the key ideas and issues in Early Childhood and includes coverage of heuristic play, early literacy development and parent involvement. The book offers starting points which provide a clear focus, further reading and discussion of research on thirty-five key topics.


PAPERBACK ISBN: 978-1-8492-0401-9 • ©2011 • 192 PAGES • SAGE

EARLY CHILDHOOD: A Guide for Students SECOND EDITION
Edited by Tina Bruce, Honorary Visiting Professor at Roehampton University, U.K.

This engaging text provides a comprehensive introduction to the field of early childhood. Written and edited by experts in the field, the book clearly explains theory through illustrations of good practice, with case studies, reflective exercises and suggestions for further reading.

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Early Childhood Curriculum

FOREST SCHOOL FOR ALL
Edited by Sara Knight, Anglia Ruskin University, U.K.

Forest School is now being used with a wide range of different age groups and in many different settings, and it can address issues such as obesity, public health and social wellbeing. This book includes case studies that will help to demonstrate how to run Forest School sessions.

CONTENTS SECTION I: NURSERY AND PRIMARY SCHOOL BASED FOREST SCHOOL / Breaking Through Concrete: The Emergence of Forest School in London / Forest School as Whole School Approach / Developing Practice and Delivering a Forest School Programme for Children Identified as Gifted and Talented / Using Forest School to Make the Transition to High School / SECTION II: FOREST SCHOOL SOCIAL AND EMOTIONAL NEEDS / Supporting Emotional and Social Development in Forest School with Adolescents / Forest School: An Alternative Curriculum / Learning from Working with Disaffected Year Ten Pupils / Maintaining the Forest School Ethos while Working with 14- to 19-Year Old Boys / SECTION III: FOREST SCHOOL AND YOUNG PEOPLE WITH PARTICULAR NEEDS / Removing Barriers: Getting Children with Physical Challenges into the Woods / SEALs in the Woods! / Forest School and Looked-After Children / Autism, Art and Nature as Relational Aspects of Forest School / SECTION IV: USING FOREST SCHOOL STRATEGICALLY / Addicts and Forest School / Forest School for Families / Forest School Countywide: A Norfolk Perspective / Edinburgh’s Forest School Partnership Project: Building Local Capacity

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PLAY AND PRACTICE IN THE EARLY YEARS FOUNDATION STAGE
Edited by Natalie Canning, The Open University, UK

Play is an underlying theme of the Early Years Foundation Stage (EYFS) but it is often a challenge for practitioners to provide a play based curriculum. This book investigates the values and beliefs that underpin play and demonstrates through case studies how play opportunities can be observed, planned and assessed in a meaningful context for the child. Organized into four sections that mirror the EYFS, this book takes you through the curriculum framework demonstrating how play underpins each of these principles and is the common thread that links them together.

CONTENTS

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CHILDREN LEARNING OUTSIDE THE CLASSROOM: From Birth to Eleven
Edited by Sue Waite, University of Plymouth, U.K.

This book explores why learning beyond the classroom is important for children, and offers practical examples of how to improve outdoor learning experiences for all children. In the face of the increasing restriction of children’s outdoor experiences, it will help the reader rise to the challenge of finding creative opportunities for working across the curriculum through outdoor activities. Each chapter has case studies, thoughts on theory, points for practice and summaries to help readers digest the most important information.

CONTENTS
Theoretical Perspectives on Learning Outside the Classroom - Relationships between Learning and Place / PART I: EARLY YEARS PRACTICE - REACHING OUT / Crawling and Toddling in the Outdoors - Very Young Children’s Learning / Using the Local Community as Part of the Early Years Learning Environment / A Time of Change: Outdoor Learning and Pedagogies of Transition between Foundation Stage and Year One / PART II: LEARNING OUTSIDE THE CLASSROOM ACROSS THE CURRICULUM FOR PRIMARY AGED CHILDREN / English and Language Outside the Classroom / Mathematics Outside the Classroom / Science and Technology Outside the Classroom / Understanding Places and Society Through History and Geography Outside the Classroom / The Arts Outside the Classroom / Physical Development, Health and Well-being: The Role of Physical Education ‘Outside’ / PART III: OUTSIDE THE BOX / Residential Centres: Desirable Difference? / School Gardens and Forest Schools / Environmental Education in the National Park: Case Studies on Exmoor / Managed Learning Spaces and New Forms of Learning Outside the Classroom / Making a Difference: Learning on a Grand Scale

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A DEVELOPMENTAL APPROACH TO EDUCATING YOUNG CHILDREN
Denise H. Daniels, Cal Poly, San Luis Obispo • Patricia K. Clarkson

The early school years provide critical opportunities for children to develop foundational skills and positive attitudes toward learning. This first book in the Classroom Insights from Educational Psychology series gives current and prospective PreK–3 teachers insight into how young children feel, think, and learn. It shows how current research and theory from educational psychology can be applied to create a child-centered learning environment and to develop best practices for instruction.

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REACHING STANDARDS AND BEYOND IN KINDERGARTEN: Nurturing Children’s Sense of Wonder and Joy in Learning
Gera Jacobs, The University of South Dakota • Kathy Crowley, St. Agnes School

This book shows teachers how to help young children reach standards through creative play activities that ignite their enthusiasm to learn. The authors present assessments for measuring student progress toward standards, fresh ideas for developmentally appropriate practice, and tips for working with English language learners and children with special needs.

CONTENTS

PAPERBACK W/CD ISBN: 978-1-4129-5725-0 • ©2010 • 168 PAGES • CORWIN

OUTDOOR PROVISION IN THE EARLY YEARS
Edited by Jan White

Written by a team of experts in the field, this book focuses on the core values of effective outdoor provision and is packed with ideas to try out in practice.

CONTENTS
The Role of Play: Play Outdoors as the Medium and Mechanism for Well-Being, Learning and Development / Following Children’s Interests: Child-Led Experiences that are Meaningful and Worthwhile / Adults are Essential: The Roles of Adults Outdoors / Capturing the Difference: The Special Nature of the Outdoors / A Responsive Environment: Creating a Dynamic, Versatile and Flexible Environment / Offering Rich Experiences: Contexts for Play, Exploration and Talk / As Long as They Need: The Vital Role of Time / Achieving the Balance: Challenge, Risk and Safety / Outdoor Play for Everyone: Meeting the Needs of Individuals / Taking an Active Part: Everyday Participation and Effective Consultation

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UNIVERSITY OF SAGE: Intellectual Experiences in Early Years Settings
Fergus P. Hughes, Professor of Education, Nanyang Technological University, Singapore
Creativity in early childhood is an area of fascination for all those working with young children, and this text investigates why children create, and what their creations mean. Chapters describe the processes and depict the outcomes of meaning-making, and of making room for children’s voices through the open-ended activity of drawing.


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EARLY CHILDHOOD PRACTICE: Froebel today
Tina Bruce, Honorary Visiting Professor at Roehampton University, U.K.
There can be little doubt that the education of the very young provides an essential foundation for all that follows, and the nature of that education is critical. This book locates Froebelian practice in current practice, through a wealth of examples from contemporary settings. Early Childhood Practice brings together contributions from distinguished primary and early childhood practitioners, who show how they have used educational methods advocated by Froebel.


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RISK AND ADVENTURE IN EARLY YEARS OUTDOOR PLAY: Learning from Forest Schools
Sara Knight, Anglia Ruskin University, U.K.
This book will give you the confidence to offer the children in your setting adventurous and challenging outdoor activities, as well as ways to utilize natural resources to their best advantage. There is clear, practical advice on what you need to do, which is underpinned by the theory that supports the benefits of this approach. Examples from settings are included, to illustrate best practice and to show how things can be achieved.

CONTENTS Introduction: Why Adventure, Why Risk? / Earth / Water / Air / Fire / Seasonal Changes / Heuristic Play / Natural Creativity / Risk and Danger

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PLAY AND LEARNING IN THE EARLY YEARS: From Research to Practice
Edited by Pat Broadhead, Leeds Metropolitan University, U.K. • Justine Howard, University of Swansea, U.K. • Elizabeth Wood, University of Sheffield, U.K.
With contributions from leading play scholars, this text brings together theory, research, policy and practice in relation to play and learning in early years settings.

CONTENTS Developing Integrated Pedagogical Approaches to Play and Learning / Learning to Play in a Cultural Context / Co-Operative Play and Learning from Nursery to Year One / Born to Play: The Biocultural Roots of Rough and Tumble Play, and Its Impact upon Young Children’s Learning and Development / Playing on the Edge: Perceptions of Risk and Danger in Outdoor Play / Identity in Young Children’s Drawings: Power, Agency, Control and Transformation / Supporting a Playful Approach to Drawing / Play Is a Complex Landscape: Imagination and Symbolic Meanings / Making the Most of Play in the Early Years: The Importance of Children’s Perceptions / Play Metacognition and Self-Regulation / Conclusion: Understanding Playful Learning and Playful Pedagogies: Towards a New Research Agenda

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The Fourth Edition of this seminal text on play discusses the relationship of play to the physical, social, intellectual, and emotional growth of the child. The author explores the historical, sociocultural, and ethological context of play; the role of development in play; and the wide range of theories that provide a framework for interpreting play.


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Development in Early Childhood

**CHILD DEVELOPMENT: An Active Learning Approach **SECOND EDITION
Laura E. Levine, Central Connecticut State University • Joyce Munsch, California State University, Northridge

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Robert Sylwester, University of Oregon, Eugene

Robert Sylwester, author of 10 books, has written this volume to help parents and educators understand children’s cognitive development and provide suggestions on how to nurture children to their full potential. This rich resource helps parents and educators understand the biological, emotional, and neurological changes that occur during childhood so they can support children’s learning, socialization, and growth.

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**Diversity**

**BECOMING A MULTICULTURAL EDUCATOR: Developing Awareness, Gaining Skills, and Taking Action**
William A. Howe, Connecticut State Dept. of Education • Penelope L. Lisi, Central Connecticut State University

This book is the core text for pre-service and in-service PK-12 educators in courses on multicultural education and diversity. Responding to the growing need for better training for teachers in how to work with a diverse population, increase academic achievement, and prepare students for a global workplace, it addresses how teachers can incorporate the knowledge they gain about other cultures into more effective classroom practice.

**CONTENTS**

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UNDERSTANDING CULTURAL DIVERSITY IN THE EARLY YEARS

Peter Baldock, Education Consultant, Sheffield, U.K.

With an optimistic outlook, and focusing on the advantages for learning that cultural diversity can offer, the book discusses the concepts of culture, multi-culturalism and inter-cultural competence, and describes the principles that underpin good practice.

CONTENTS What Is Your Culture? / Multiculturalism and Its Alledged Failure / The Idea of Intercultural Competence / The Background to Daily Practice: Curriculum Guidance, Discussion with Interested Parties and Twinning with Settings Abroad / Daily Practice with the Children: Resources, Sources of Support, Festivals and Dealing with Prejudice / The Inclusion of Children from Minority Communities / The Overwhelmingly White British Setting / The Setting That Is Not Primarily White British

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Assessment in Early Childhood

ASSESSMENT FOR LEARNING IN THE EARLY YEARS FOUNDATION STAGE

Jonathan Glazzard, University of Huddersfield, U.K. • Denise Chadwick, University of Huddersfield, U.K. • Anne Webster, Teacher • Julie Percival, University of Huddersfield, U.K.

Throughout this book there are plenty of practical examples from a range of early years settings, with case studies for the birth to five year age range.

CONTENTS Assessment for Learning: Theoretical Perspectives and Leading Pedagogy / Values and Principles of Assessment in the Early Years Foundation Stage / Enabling Environments / Personalized Learning: Looking at Children Holistically / Listening to Children and Each Other / Collecting Meaningful Evidence / Summarizing Learning and Development at the End of the Early Years Foundation Stage / Involving Parents and Careers as Partners in Assessment / What Impacts on Children’s Learning and Development? / The Early Years Foundation Stage and beyond

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UNDERSTANDING SCHEMAS AND EMOTION IN EARLY CHILDHOOD

Cath Arnold, Pen Green Early Years Centre

The book is based on groundbreaking research focusing on the role of schemas and repeated patterns of action in young children’s cognitive and emotional development.


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WELLBEING FROM BIRTH

Rosemary Roberts, Author and Early Years Consultant

Essential reading for anyone studying early childhood, and for managers and practitioners working with young children and their families, this book is an inspirational guide to developing a framework for wellbeing from birth.

CONTENTS PART I: INTRODUCING WELLBEING / Early Childhood Matters / Wellbeing Themes / PART II: THE THEORY OF WELLBEING / The ABC of Wellbeing / Companionable Learning / PART III: EVERYDAY WELLBEING / Children’s Wellbeing / All to Play for / PART IV: INVESTING IN WELLBEING / Observation, Assessment and Planning / Being Key Companions / When Things Go Wrong / Wellbeing and Integration

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**Parent/Home/School Relations**

**PREPARING EDUCATORS TO ENGAGE FAMILIES:** Case Studies Using an Ecological Systems Framework *THIRD EDITION*
Heather B. Weiss, *Harvard Graduate School of Education* • M. Elena Lopez, *Harvard Graduate School of Education* • Holly Kreider, *Sociometrics Corporation* • Celina Chatman-Nelson

Constant changes in education are creating new and uncertain roles for parents and teachers that must be explored, identified, and negotiated. This text encourages readers to hone their analytic and problem-solving skills for use in real-world situations with students and their families. Organized according to Ecological Systems Theory (of the micro, meso, exo, macro, and chrono systems), this completely updated Third Edition presents research-based teaching cases that reflect critical dilemmas in family-school-community relations, especially among families for whom poverty and cultural differences are daily realities. The text looks at family engagement issues across the full continuum, from the early years through pre-adolescence.

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- Microsystem Theory: Motivation to learn
- Microsystem Theory: A Developmental-Contextual Perspective
- Microsystem Theory: Supporting Ignacio: A Mother Discovers How to Help Her Son Succeed
- Microsystem Theory: A Special Education Plan for Anaebra: Does Supporting Her Mean Holding Her Back?
- Microsystem Theory: My Favorite Subject is Lunch
- Meso system Theory: Social Executive Functioning
- Meso system Theory: The Family, School, and Community Relationship
- Meso system Theory: The Accommodation Model
- Meso system Theory: Media and Family Life and at School
- Meso system Theory: After School for Cindy
- Meso system Theory: Piecing it Together: Linking Systems to Support a Student and Family
- Macrosystem Theory: The Promise of Parent-School Partnerships for Narrowing the Poverty Achievement Gap
- Macrosystem Theory: Ethnic and Racial Diversity
- Macrosystem Theory: What Words Don’t Say: Talking About Racism
- Macrosystem Theory: Learning the Shadow of Violence
- Macrosystem Theory: Families, Time, and Learning
- Macrosystem Theory: Bridging Worlds: Family Engagement in the Transition to Kindergarten
- Macrosystem Theory: Tomarito is Too Big to Hold Hands
- Macrosystem Theory: Staying on the Path Toward College
- Macrosystem Theory: Families, Time, and Learning
- Macrosystem Theory: Ethnic and Racial Diversity
- Macrosystem Theory: Raising Children Alone

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**HOME, SCHOOL, AND COMMUNITY COLLABORATION:** Culturally Responsive Family Engagement *SECOND EDITION*
Kathy B. Grant, *SUNY Plattsburgh* • Julie A. Ray, *Southeast Missouri State University*

The Second Edition of this comprehensive textbook for family engagement courses uses the culturally responsive family support model to prepare early childhood and elementary teachers to work effectively with the diverse families of their students. With more than 20 contributing authors who are experts in the field representing multiple perspectives, the text provides information and strategies to help teachers understand, appreciate, and support diverse families, as well as promote classroom family engagement.

**CONTENTS**
- SECTION I: Understanding Family Involvement: Building a Knowledge Base for Culturally Responsive Family Engagement
- FAMILY ENGAGEMENT AND THE RESPONSIVE EDUCATOR
- 2. Theories and Models for Family Engagement in Schools
- 3. Supporting Families as They Parent Today’s Children
- SECTION II: Appreciating Families: Today’s Diverse Families
- 4. Structurally Diverse Families
- 5. Culturally Diverse Families
- 6. Students of Families in Transition
- 7. Families Overcoming Obstacles
- 8. Families in Abusive Situations
- SECTION III: Family Engagement - Putting Knowledge and Skills into Action
- 9. Engaging Families in Their Child’s Learning at School and Home
- 10. Teacher as Family Communication Facilitator
- 11. Working with Families of Children with Exceptional Needs
- 12. Teacher as a Family Resource and Advocate
- 13. Schoolwide Family Engagement Activities

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**EDUCATIONAL PARTNERSHIPS:** Connecting Schools, Families, and the Community
Amy Cox-Petersen, *California State University, Fullerton*

This comprehensive text helps prepare pre-service and in-service teachers to build and sustain family, school, and community partnerships that are vital to student success. Focusing on grades preK–8, and with a particular emphasis on diverse families and learners, this book helps teachers to overcome barriers, create action plans, and sustain partnerships over time.

**CONTENTS**
- PART I: THE BASICS OF EDUCATIONAL PARTNERSHIPS
- 1. The Importance of Educational Partnerships
- 2. History of Educational Partnerships
- 3. Meeting the Needs of All Children in the 21st Century
- 4. The Makeup of Families Today: Culturally Relevant Strategies to Enhance Partnerships
- PART II: BUILDING EFFECTIVE PARTNERSHIPS
- 5. Building Family-School Partnerships
- 6. Schools and Community: Working Together and Respecting Diversity
- 7. Partnering With Community Organizations and Resources
- 8. Barriers to Partnerships
- PART III: PLANNING FOR AND SUSTAINING SUCCESSFUL PARTNERSHIPS
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- 10. Planning for Partnerships
- 11. Implementing and Sustaining Successful Partnerships

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**EMPOWERING FAMILY-TEACHER PARTNERSHIPS:** Building Connections Within Diverse Communities

Mick Coleman, University of Georgia

This text prepares students to work collaboratively with families and community professionals in support of children’s early education and development. Students are invited to develop a personal philosophy of family involvement to guide their work with families and to join a community of learners in relying upon their collective insights and problem-solving skills to address family involvement challenges.

**CONTENTS**


**PAPERBACK ISBN:** 978-1-4129-9232-9 • ©2013 • 416 PAGES • CourseSmart • SAGE

**THE SCHOOL-HOME CONNECTION:** Forging Positive Relationships With Parents

Rosemary A. Olenker, Consultant • Jacquelyn Elias, Retired Speech Therapist and School Administrator • Rosemary D. Mastroleo, Retired Teacher

Drawing on original research and the authors’ professional experiences, this resource presents a comprehensive approach to developing more positive relationships with students and their families. With suggestions for cultivating a community network of support services and a summary of lessons for forging constructive relationships, The School-Home Connection is an essential tool for educators looking to strengthen the learning community and increase student achievement.

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**PAPERBACK ISBN:** 978-1-4129-6864-5 • ©2010 • 152 PAGES • CORWIN

**Emergent Literacy**

**ENGAGING YOUNG CHILDREN WITH INFORMATIONAL BOOKS**

Helen Patrick, Purdue University • Panayota Mantzicopoulos, Purdue University

This book offers an approach to and examples of integrating language arts and science. Each chapter contains one or more Windows into Practice - brief descriptions or accounts by teachers of events in their classrooms; teachers’ narratives provide specific illustrations of principles or activities presented. The book also contains examples of teacher guides, children’s work samples, and supplementary materials that can be used by family members or individuals who provide after-school activities.

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**PAPERBACK:** $26.00 • ISBN: 978-1-4129-8670-0 • OCTOBER 2013 • 216 PAGES • Purchase Only • CORWIN

**DISCOVERING MEDIA LITERACY:** Teaching Digital Media and Popular Culture in Elementary School

Renee Hobbs, University of Rhode Island • David Cooper Moore, Temple University, Philadelphia, PA

Developed by an acclaimed media literacy program, this innovative guide shares strategies and lesson plans that help children ages 5-12 become empowered and responsible communicators. Lessons focus on skills including critical thought, creativity, and online safety, while featuring a wide range of technologies and providing additional information for teacher professional development.

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**PAPERBACK:** $31.00 • ISBN: 978-1-4522-0563-2 • JULY 2013 • 256 PAGES • SAGE
LEARNING TO WRITE AND LOVING IT! PRESCHOOL–KINDERGARTEN
Miriam P. Trehearn
This book equips teachers of young children with research-based practical strategies, assessment tools, and motivating writing activities that are easily applicable to all learning environments.


PAPERBACK W/CD • ISBN: 978-1-4522-0313-3 • ©2011 • 272 PAGES • CORWIN

TEACHING EARLY READING AND PHONICS: Creative Approaches to Early Literacy
Kathy Gouch, Canterbury Christ Church University, U.K. • Andrew Lambirth, University of Greenwich, U.K.
This book provides a critical and reflective look at approaches to teaching reading, and phonics in particular, which will help new teachers evaluate a range of methods and be able to choose relevant strategies to suit their settings and individual pupils.

CONTENTS Sensible Approaches to the Teaching of Reading / Critical Contexts / The Role of the Teacher / Knowledge for Reading / Environments for Reading / Resources for Reading / Reading Routines / Talk, Reading and Writing / Assessment of Reading / Conclusions: Principles and Practice

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PREVENTING MISGUIDED READING: New Strategies for Guided Reading Teachers
Jan Miller Burkins, University of Georgia and Literacy and Coaching Consultant • Melody Croft, Reading Specialist and Reading Recovery Teacher
Burkins and Croft help teachers prevent guided reading from going astray by presenting strategies, adaptations, and supports that help them work through common instructional problems.


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INTRODUCTION TO LANGUAGE DEVELOPMENT
Shelia M. Kennison, Oklahoma State University
There are between 4,000 and 6,000 languages remaining in the world and the characteristics of these languages vary widely. How could an infant born today master any language in the world, regardless of the language’s characteristics? Shelia M. Kennison answers this question through a comprehensive introduction to language development, taking a unique perspective that spans the period before birth through old age. The text offers in-depth discussions on key topics, including: the biological basis of language, perceptual development, grammatical development, development of lexical knowledge, social aspects of language, bilingualism, the effect of language on thought, cognitive processing in language production and comprehension, language-related delays and disorders, and language late in life.


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MORE WRITE DANCE: Extending Development of Write Dance for Children age 5-9 SECOND EDITION
Ragnhild Oussoren, Education Trainer
Write Dance is a lively, innovative, and above all, fun approach to developing prewriting and writing skills using movement. More Write Dance uses music, instructions and illustrations to help teachers guide children on how to refine and develop their drawings to achieve fluent letter strings.

CONTENTS Foundation Movements and Letter Groups / Exercises: Preparatory and supporting / Write Drawing and Breathing / Exercises: Rounded and Straight / Eight Write Dance Cartoon Figures / The Writing Posture Rhyme / Writing Sheets and (Sound) Words / Letters A to Z / Capitals / Numbers / Music Drawings

PAPERBACK: $53.00 • ISBN: 978-1-4462-0113-8 • ©2012 • 160 PAGES • SAGE
YOUNG CHILDREN READING: At home and at school
Rachael Levy, University of Sheffield, U.K.
Developing and supporting literacy is an absolute priority for all early years settings and primary schools. By presenting extensive research evidence, Rachael Levy shows how some of our tried and tested approaches to teaching reading may be counter-productive, and are causing some young children to lose confidence in their abilities as readers. This book encourages the reader to reflect critically on the current reading curriculum, and to consider ways in which their own practice can be developed to match the changing literacy landscape of the 21st century.

PAPERBACK ISBN: 978-0-8570-2991-1 • ©2012 • 176 PAGES • SAGE

CHILD LANGUAGE: Acquisition and Development
Matthew Saxton, University of London, U.K.
This text presents the latest thinking and research on how children acquire or develop their first language, written and developed in a manner that will be stimulating and interesting for a range of undergraduate students.

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ESSENTIALS OF LITERACY FROM 0-7: A Whole-Child Approach to Communication, Language and Literacy SECOND EDITION
Tina Bruce, Honorary Visiting Professor at Roehampton University, U.K. • Jenny Spratt, Peterborough City Council, U.K.
In this new edition the authors guide readers in understanding child development. They highlight the need for those who work with young children to become reflective practitioners. Through a focus on the introduction of nursery rhymes, finger rhymes, action songs and poetry cards, the authors provide a gentle, child-friendly way to develop literacy 0-7.

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CREATIVE WAYS TO TEACH LITERACY: Ideas for Children aged 3 to 11
Edited by Virginia Bower, Canterbury Christ Church University, U.K.
Covering the essential areas of practice, this book suggests ways to make your literacy teaching as creative and engaging as possible. Sections advise on teaching narrative, poetry and non-fiction, and each chapter contains case studies and ideas to try out in practice. Written for teachers working with children aged 3-11 years, and specifically aimed at those with responsibility for literacy, this book gives you the opportunity to develop children’s literacy in enjoyable and interesting ways.

CONTENTS PART I: NARRATIVE / Enhancing Children’s Writing / An Exploration of Traditional Tales / Writing from Experience / PART II: POETRY / Playground Games as a Foundation for Literacy Lessons / Using Poetic Form: An Approach to Poetry Writing in the Primary Classroom / Poetry is Slamming: Different Ways to Perform Poetry in Primary Schools / PART III: NON-FICTION / Inspiring and Enthusing Children as Readers and Writers of Non-Fiction / Lights, Camera, Action...Take 9! / Enhancing Children’s Language Acquisition and Development Through Non-Fiction
PAPERBACK ISBN: 978-0-8570-2046-8 • ©2012 • 120 PAGES • SAGE

LANGUAGE DEVELOPMENT: Understanding Language Diversity in the Classroom
Edited by Sandra Levey, Lehman College-CUNY • Susan Polirstok, Kean University
This text prepares educators to appreciate and understand how language development can affect learning and to develop strategies for working with students with language differences and disorders. Classroom examples and case studies are integrated throughout to illustrate some of the most common speech and language behaviors found in classrooms. This book helps teachers gain a deeper understanding of cultural language differences and how they may affect English language learners.

CONTENTS An Introduction to Language and Learning / Theories and Explanations of Language Development / Hearing and Listening Skills / The Impact of Hearing Loss on Speech and Language Development / The Production of Speech Sounds / The Role of the Brain in Speech and Language / Language Development from Birth to Age Three / Language Development from Ages Three to Five / Language Development from Age Six Through Adolescence / Supporting the Development of Literacy Skills from Infancy through School Age / Educational Implications of Narrative Discourse / African American English in the Classroom / Bilingual Language Acquisition and Learning / Bilingual Speech Sound Development and Disorders / Fostering Teacher and Family Partnerships in the Development of Language and Literacy
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USING TALK TO SUPPORT WRITING
Ros Fisher, University of Exeter, U.K. • Susan Jones, Educational Consultant • Shirley Larkin, University of Exeter, U.K. • Debra Myhill, University of Exeter, U.K.
This text presents an innovative approach to the teaching of early writing. Set within the context of national concern for achievement in the development of writing ability, the authors address the gap in understanding early teaching and focuses on the exploration of the talk and writing interface.

CONTENTS Classroom Poster / Learning to Write / Exploring Classroom Talk through Action Research / Talk to Generate Ideas / Writing Aloud: The Role of Oral Rehearsal / Talk into Writing / Talk for Reflecting on Writing / Talking about Writing: What the Children Told Us / Managing Talk for Writing in the Classroom / My Favourite Lesson

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LANGUAGE & LITERACY IN THE EARLY YEARS 0-7 FOURTH EDITION
Marian R Whitehead, Independent Consultant
This book provides an accessible account of modern linguistics and makes clear links between theory and practice. It offers ample guidance and many examples.

CONTENTS PART I: LANGUAGE AND LEARNING / Linguistics: The Study of Language / Sociolinguistics: Language and Cultures / Psycholinguistics: Early Language Acquisition / Psycholinguistics: Language and Thinking / The Early Years Practitioner and Knowledge about Language / PART II: LITERACY / Narrative and Storying / Books and the World of Literature / Early Representation and Emerging Writing / The Early Years Practitioner and Literacy

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Early Childhood Math

UNCOVERING STUDENT THINKING ABOUT MATHEMATICS IN THE COMMON CORE, GRADES K–2: 20 Formative Assessment Probes
Cheryl Rose Tobey, Education Development Center, Newton, MA • Emily R. Fagan, Education Development Center, Newton, MA
Tobey and Fagan bring you 20 new assessment probes, this time specifically for Grades K–2 and directly aligned to the Common Core. Uncover learners’ common mistakes, build on children’s current understandings, make sound instructional decisions, and improve K–2 math skills—all are within easy reach with this essential guide!


PAPERBACK ISBN: 978-1-4522-3003-0 • JUNE 2013 • 240 PAGES • CORWIN

PLANTING THE SEEDS OF ALGEBRA, PREK-2: Explorations for the Early Grades
Monica Neagoy, M.N. Mathematics Consulting
Algebra is the gateway to higher education, and preparing students to grasp algebraic concepts increases their opportunities to succeed. This book shows teachers how to create a strong foundation in algebra for very young children. Using in-depth math “explorations,” the author unpacks—step by step—the hidden connections to higher algebra. She helps teachers foster mathematical habits of mind in students such as critical thinking, problem solving, adaptability, agility, communication, curiosity, and imagination. Growth in these ways of thinking and doing will transfer to other areas of education and life—raising the bar and challenging students to aspire.


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MATHEMATICS THROUGH PLAY IN THE EARLY YEARS SECOND EDITION
Kate Tucker, Early Years Teacher and Trainer, Exeter
Teaching mathematics to young children in creative ways is made easy with this Second Edition of a wonderful book, which shows readers how to introduce mathematical concepts through play-based activities.

CONTENTS Why Play? / Creating and Using a Mathematical Environment / Creative Recording and Mathematical Graphics / Counting and Using Number / Pattern / Shape and Space / Measurement / Planning, Organizing and Assessing Independent Play / Parents as Partners: Involving Parents in Mathematics and Play

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TEACHING NUMBER: Advancing Children’s Skills and Strategies SECOND EDITION
Robert J Wright, Southern Cross University, Australia • Garry Stanger, New South Wales Department of Education & Training, Australia • Ann K Stafford, Mathematics Recovery, South Carolina • James Martland, University of Liverpool, U.K.

This book lets teachers identify where their students are in terms of number skills, and sets out a strategy for developing their knowledge. The authors show how to advance children’s learning across five stages of early mathematical learning - emergent, perceptual, figurative, initial number, and facile number.

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Early Childhood Social Skills

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Margaret Collins, Educational Consultant, Southampton

Circle Time is used to help form positive relationships, increase confidence and self-esteem and provide a safe environment to explore feelings and opinions. This text has been used by teachers and practitioners alike for the last ten years! Now in its Third Edition, this book has been fully updated and includes a CD Rom to help you with Circle Time in your early years setting.

CONTENTS Introduction / How to Use This Book / A Framework for Circle Time / PSHE in Circle Time / Working with Younger (3-6 Years) and Older (6-9 Years) Children / The Structure for Circle Times in This Book / Theme 1: Friends and Friendships / Theme 2: Growing and Growing Up / Theme 3: Keeping Safe / Theme 4: Self-Esteem / Theme 5: Keeping Healthy / Theme 6: Feelings and Persuasion / Theme 7: Citizenship / Theme 8: Loss, Grief and Separation / Using Children’s Literature / Resources

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MAKING FRIENDS, PREK–3: A Social Skills Program for Inclusive Settings SECOND EDITION
Ruth Herron Ross • Beth Roberts-Pacchione, both at Wanna Play Program Inc.

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Special Education in Early Childhood

INCLUSION IN THE EARLY YEARS SECOND EDITION
Cathy Nutbrown, University of Sheffield, U.K. • Peter Clough, University of Sheffield, U.K. • Frances Atherton, Chester University, U.K.

This insightful text shows how practices in a range of early years settings can be influenced by the attitudes and responses of adults in those settings. The authors argue for a broad definition of inclusion, not limited to those with learning difficulties or impairment, but addressing factors affecting all members of the learning community. The book presents a number of original stories (generated from a recent research project carried out by the authors) of how the lives of practitioners, parents and children have been affected by inclusive and non-inclusive practices.

CONTENTS Politics and Policies of Inclusion / Cultures of Inclusion in the Early Years / Key Studies on Special Education Needs / Defining Inclusion / Thinking Inclusion / Talking Inclusion / Including Children / Including Parents / Including Staff / Including: The Future?

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Kate Wall, University of Chichester, U.K.

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CONTENTS Legislation and Policy / Families of Children with Special Needs / Partnerships with Parents / Responding to the Affective Needs of Young Children / Observation and Assessment / Programmes of Intervention / Interagency Working / Inclusive Education for Young Children / Key Issues for Consideration

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Behavior Management

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Ronald C. Martella, Eastern Washington University • J. Ron Nelson, University of Nebraska, Lincoln • Nancy E. Marchand-Martella, Eastern Washington University • Mark O’Reilly, University of Texas at Austin

This text supports teachers in preventing management problems and responding to unwanted behavior when it occurs in classrooms. It offers a comprehensive presentation of three levels of behavior management strategies: individual, classroom, and schoolwide, all three of which contribute to a positive learning environment. A social learning emphasis in which human behavior is viewed within an ecological framework is integrated throughout the text. Application of this information is supported by a range of pedagogical devices such as vignettes, examples, strategies, and activities to show teachers how to manage behavior effectively. The analysis and applications in this text cover both general education and special education strategies.

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A QUICK GUIDE TO BEHAVIOUR MANAGEMENT IN THE EARLY YEARS

Emily Bullock, Teacher, International School • Simon Brownhill, University of Cambridge, U.K.

Managing the behavior of young children can be a real challenge, and this book provides you with 100 tried and tested ideas for the long, medium, and short term. It tells you how to select and adopt the right approach, how to analyze, reflect on, and modify your own practice to ensure that you are consistent, fair, and that positive behavior develops.

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Linda Miller, The Open University, U.K. • Denise Hevey, University of Northampton, U.K.

In the last decade there have been substantial developments in the field of Early Years Education and Care, and this book provides a unique and critical insight into some of the most significant issues affecting Early Years policy. Chapters are written by leading authorities and researchers in the field and draw on current research, address key debates and offer international perspectives. Each chapter draws attention to key themes and issues in Early Years theory, policy and practice.

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Edited by Michael Reed, University of Worcester, U.K. • Natalie Canning, The Open University, U.K.

By examining issues surrounding quality improvement, the importance of reflective practice and the attributes required in the workplace to effect change and leadership, this book provides a contemporary view of practice. Chapters focus on how settings can improve quality experiences for young children and how to implement strategies that lead to quality improvement.

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PART I: QUALITY IMPROVEMENT: PROCESS OR PRODUCT? / What Do We Mean by Quality and Quality Improvement? / Childminding: An Essential Part of Quality Childcare in the Community Quality Improvement: Integrated Working / Reflective Practice is the Key to Quality Improvement / PART II: QUALITY IMPROVAL IN ACTION / Exploring the Concept of Quality Play / Now We’ve Got It, How do we Know it’s Working? Evaluating the Quality Impact of Technology in the Early Years / Improving Quality: Do Not Forget Creativity / PART III: QUALITY IMPROVEMENT - PROFESSIONAL PRACTICE / Quality Matters because Quality Protects / ‘Go Softly...’: The Reality of ‘Leading Practice’ in Early Years Settings / Parents and Practitioners: Improving Quality / Improving Quality in the Early Years, Starting with the Student Experience

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Edited by Linda Miller • Carrie Cable • Rose Drury, all at The Open University, U.K.
Encouraging readers to take a critical stance in relation to a variety of themes and issues, this book is aimed at early years practitioners engaged in on-going learning and working in a diverse range of settings. Throughout the text, authors reflect common concerns such as the rights of children, diversity, and a more holistic approach to working with young children, and highlight key research in the field.
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John M. Davis, University of Edinburgh, U.K.
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Jonathan Glazzard, University of Huddersfield, U.K. • Jane Stokoe, Teacher
With a focus on practical, this book provides essential guidance on how to translate the ‘outstanding’ criteria into practice. Packed with case studies, practical tasks and links to the (QTS) standards, the authors break down the QTS criteria so that you can identify the skills and knowledge you need to make the most of your placements.
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By focusing on key figures in early years education and care, this book considers the influential thinkers and ground-breaking approaches that have revolutionized practice. With contributions from the leading authorities and researchers in the field, it provides an explanation of the approach, an analysis of the theoretical background, case studies from practice and questions and discussion points to facilitate critical thinking.
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Linda Sullivan-Dudzic • Donna K. Geans • Kelli Leavell
Drawing on more than 20 years’ success with a PreK-3 system in Washington state, the authors present a 10-step, field-tested model that demonstrates how early childhood professionals and K–12 school leaders can outline a clear implementation plan for an integrated PreK-3 system.

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Edited by Linda Miller and Carrie Cable, both at The Open University, U.K.
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Michael Gasper, Educational Consultant and Researcher
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FIFTH EDITION
Burke Johnson, University of South Alabama • Larry Christensen, University of South Alabama
Assuming no prior knowledge, this comprehensive and friendly introductory research methods textbook gives upper-level undergraduate and graduate students an understanding of the multiple research methods and strategies—including qualitative, quantitative, and action research, as well as mixed methods inquiry—used in education and related fields. Authors Burke Johnson and Larry Christensen expertly teach students how to: read and critically evaluate published research; write a proposal, construct a questionnaire, and conduct an empirical research study on their own; and ultimately write up their results in a research report using APA style.

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PAPERBACK ISBN: 978-1-4522-4442-6 • SEPTEMBER 2013 • 360 PAGES • SAGE

QUANTITATIVE RESEARCH FOR THE QUALITATIVE RESEARCHER
Laura M. O’Dwyer, Boston College • James A. Bernauer, Robert Morris University
This concise, supplemental text provides qualitatively oriented students and researchers with the requisite skills for conducting quantitative research. Throughout the book, authors Laura M. O’Dwyer and James A. Bernauer provide ample support and guidance to prepare readers both cognitively and attitudinally to conduct high quality research in the quantitative tradition. Highlighting the complementary nature of quantitative and qualitative research, they effectively explain the fundamental structure and purposes of design, measurement, and statistics within the framework of a research report, (including a dissertation). The text encourages the reader to see quantitative methodology for what it is a process for systematically discovering new knowledge that can help describe, explain, and predict the world around us.


PAPERBACK ISBN: 978-1-4129-9779-9 • JULY 2013 • 328 PAGES • SAGE

RESEARCH IN EARLY CHILDHOOD
Andrea Nolan, Victoria University, Australia • Kym Macfarlane, Griffith University, Australia • Jennifer Cartmel, Griffith University, Australia
In this innovative guide to research in early childhood, the research process is presented as a journey and this book is your roadmap. The authors take you step-by-step through the practical considerations and complexities of undertaking research with young children featuring the real-world research journeys of two student researchers. Their authentic stories describe the emotions, challenges and moments of exhilaration involved in completing a research project.

CONTENTS  Why Become Involved in Research in Early Childhood? / Orientation: “It’s Like Another Language” / Exploring and Theorizing Perspectives / Beginning the Research Journey: Determining Your Point of Departure / Knowing What Has Gone before: Reviewing the Literature / Guiding the Research Journey: Ethical Considerations / Moving along Qualitative methodological pathways / Taking the Quantitative methodological trail / Drawing the journey to a close: Dissemination of the findings / The Journey

PAPERBACK ISBN: 978-0-8570-2254-7 • MAY 2013 • 208 PAGES • SAGE

DIGGING DEEPER INTO ACTION RESEARCH: A Teacher Inquirer’s Field Guide
Nancy Fichtman Dana, University of Florida, Gainesville
With real-life vignettes, self-guided worksheets, and an included DVD, this is the go-to guide each time your teachers embark on a new inquiry. Dana shows how to reframe initial wonderings into pointed inquiries, analyze both qualitative and quantitative data, and draw action-research topics out of discussions with colleagues.


PAPERBACK W/CD • ISBN: 978-1-4522-4195-1 • FEBRUARY 2013 • 120 PAGES • CORWIN
INQUIRING INTO THE COMMON CORE
Nancy Fichtman Dana, Jamey Bolton Burns, and Rachel Wolkenhauer, all of University of Florida, Gainesville

While the Common Core couldn’t be clearer about what to teach, they never quite tackle how to teach. That’s what makes Inquiring into the Common Core such an essential resource. It offers teachers an inquiry-based professional development model for achieving greater understanding of the standards themselves, then determining best ways to realize desired outcomes. How exactly does the model work? Teachers take charge of their own professional development by posing questions, or wonderings, to stimulate action and higher-level insight into the big ambitions of the Common Core. At the very same time, they engage in a parallel process of inquiry with their students in service of the very same goals.

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PAPERBACK ISBN: 978-1-4522-7426-3 • JULY 2013 • 112 PAGES • CORWIN

QUALITATIVE RESEARCH IN EDUCATION: A User’s Guide THIRD EDITION
Marilyn Lichtman, Virginia Tech

This Third Edition continues to bring together the essential elements of qualitative research, including traditions and influences in the field and practical, step-by-step coverage of each stage of the research process. Synthesizing the best thinking on conducting qualitative research in education, author Marilyn Lichtman uses a conversational writing style that draws readers into the excitement of the research process. Real-world examples provide both practical and theoretical information, helping readers understand abstract ideas and apply them to their own research.

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PAPERBACK ISBN: 978-1-4129-9532-0 • ©2013 • 368 PAGES • CourseSmart

RESEARCH METHODS IN EDUCATION
Joseph Check, University of Massachusetts Boston • Russell K. Schutt, University of Massachusetts Boston

This lively and innovative text introduces research methods as an integrated set of techniques for investigating questions about the educational world. It helps students connect technique and substance, appreciate the value of both qualitative and quantitative methodologies, and make ethical research decisions. It weaves actual research “stories” into the presentation of research topics, and it emphasizes validity, authenticity, and practical significance as overarching research goals. The text is divided into three sections: Foundations of Research (5 chapters), Research Design and Data Collection (7 chapters), and Analyzing and Reporting Data (3 chapters). This tripartite conceptual framework honors traditional quantitative approaches while reflecting the growing popularity of qualitative studies, mixed method designs, and school-based techniques. This approach provides a comprehensive, conceptually unified, and well-written introduction to the exciting but complex field of educational research.

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PAPERBACK ISBN: 978-1-4129-4009-2 • ©2012 • 440 PAGES • CourseSmart

INTRODUCTION TO EDUCATIONAL RESEARCH: A Critical Thinking Approach
SECOND EDITION
W. Newton Suter, University of Arkansas at Little Rock

Engaging, informative, and nontechnical, this text was written and organized specifically for students intending to conduct future educational research. It enables students to think clearly and critically about the process of research and illustrates how easily research can be misinterpreted. The author empowers educators and makes research truly accessible by equipping readers with the reasoning and thinking skills needed to understand and critically evaluate empirical studies across all areas of education. Students are guided through the stages of the research process; thinking about research, formulating hypotheses, selecting appropriate research designs, collecting and analyzing statistical and qualitative data, and completing research analyses and critiques. As a result, students will better understand research as an integrated process, as well as show how and why researchers think like they do.

CONTENTS

PAPERBACK ISBN: 978-1-4129-9573-3 • ©2012 • 528 PAGES • CourseSmart
RESEARCH METHODS AND METHODOLOGIES IN EDUCATION
James Arthur, Birmingham University • Michael Waring, University of Loughborough • Robert Coe, University of Durham • Larry V Hedges, Northwestern University

Using a variety of methodological approaches and research techniques in education, this book provides students with the theoretical understandings, practical knowledge and skills which they need to carry out independent research. The editors bring together an array of international contributors, all of whom identify key research methodologies, data collection tools and analysis methods, and focus on the direct comparisons between them.


PAPERBACK ISBN: 978-0-8570-2039-0 • ©2013 • 456 PAGES • SAGE

A BEGINNER’S GUIDE TO DOING YOUR EDUCATION RESEARCH PROJECT
Mike Lambert, University of Wolverhampton

Based on the author’s many years of experience working with undergraduate and graduate students, this book is a basic guide to doing a research project in education. Step-by-step advice is presented in a clear way, and chapters take the reader through the entire process, from planning and doing research, to writing it up. Each stage is covered, with detailed help on choosing a topic, drawing up research questions, doing the literature review, choosing and designing research methods, the ethics of doing research, analyzing data, and collating and presenting findings.


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THE ACTION RESEARCH GUIDEBOOK: A Four-Stage Process for Educators and School Teams SECOND EDITION
Richard Sagor, Washington State University

This best-selling volume provides tools and insights to guide the implementation of school-based research for student success. Sequentially organized to be used “as you go,” the book follows Sagor’s four-stage process: Clarifying visions/targets; Articulating theory; Implementing action and collecting data; and Reflecting on data and planning informed action.


PAPERBACK ISBN: 978-1-4129-8128-6 • ©2011 • 248 PAGES • CORWIN

CONDUCTING EDUCATIONAL RESEARCH: Guide to Completing a Major Project
Daniel J. Boudah, East Carolina University

Designed to be used during the research process, this book walks readers through each step of a research project or thesis, including developing a research question, performing a literature search, developing a research plan, collecting and analyzing data, drawing conclusions, and sharing the conclusions with others. Throughout the book, Daniel J. Boudah covers all types of research (including experimental, descriptive, qualitative, group designs, and single subject designs) and helps readers link research questions to designs, designs to data sources, and data sources to appropriate analyses.


PAPERBACK ISBN: 978-1-4129-7902-3 • ©2011 • 336 PAGES • SAGE
THE SAGE HANDBOOK FOR RESEARCH IN EDUCATION: Pursuing Ideas as the Keystone of Exemplary Inquiry
SECOND EDITION
Edited by Clifton F. Conrad, University of Wisconsin - Madison • Ronald C. Serlin, University of Wisconsin - Madison
This handbook stimulates and encourages students, faculty, and educational practitioners, including individuals in Pre K-16 education, government, and the private sector who conduct applied and policy-oriented educational research, to place the pursuit of ideas at the epicenter of their research. As well as supporting readers to place the pursuit of ideas as the keystone of exemplary inquiry, the handbook draws on the perspectives of scholars representing diverse fields within the field of education as well as qualitative, quantitative, and mixed-methods approaches to inquiry.

HARDCOVER ISBN: 978-1-4129-8000-5 • ©2011 • 528 PAGES • SAGE

SAGE HANDBOOK OF RESEARCH ON CLASSROOM ASSESSMENT
James H. McMillan, Virginia Commonwealth University
This handbook provides scholars, professors, graduate students, and other researchers and policy makers in the organizations, agencies, testing companies, and school districts with a comprehensive source of research on all aspects of K-12 classroom assessment. The handbook emphasizes theory, conceptual frameworks, and all varieties of research (quantitative, qualitative, mixed methods) to provide an in-depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area. It presents classroom assessment research to convey, in depth, the state of knowledge and understanding that is represented by the research, with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior. Editor James H. McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research, making significant contributions to this prominent and hotly debated topic in education.

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HARDCOVER: $150.00 • ISBN: 978-1-4129-9587-0 • ©2013 • 576 PAGES • SAGE

USING STATISTICS TO MAKE EDUCATIONAL DECISIONS
David Tanner, California State University, Fresno
Government scrutiny and intensified oversight have dramatically changed the landscape of education in recent years. Observers want to know how schools compare, which district is best, which states are spending the most per student on education, whether reforms are making a difference, and why so many students are failing. Some of these questions require technical answers that educators historically redirected to outside experts, but the questions leveled at all educators have become so acute and persistent that they can no longer be outsourced. This text helps educators develop the tools and the conceptual understanding needed to provide definitive answers to difficult statistical questions facing education today.

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PAPERBACK ISBN: 978-1-4129-6977-2 • ©2012 • 552 PAGES • SAGE
STATISTICS FOR PEOPLE WHO (THINK THEY) HATE STATISTICS FIFTH EDITION
Neil J. Salkind, University of Kansas

The bestselling Statistics for People Who (Think They) Hate Statistics is now in its Fifth Edition! This text teaches an often intimidating and difficult subject in a way that is informative, personable, and clear. Author Neil J. Salkind takes students through various statistical procedures, beginning with correlation and graphical representation of data and ending with inferential techniques and analysis of variance. In addition, the text covers SPSS, and includes reviews of more advanced techniques, such as reliability, validity, introductory non-parametric statistics, and more. Pedagogical features include sidebars offering additional technical information about the topics presented and points that reinforce major themes in the book. Finally, this new edition includes more examples than ever before, an expanded set of exercises at the end of each chapter, expanded data sets for Excel and SPSS, and a new Real World Stats feature which provides an applied example of the content covered in the chapter. An Interactive eBook Edition will also be available for Spring 2014.

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This text offers preK-12 teacher candidates a comprehensive guide to better understand the realities of the student teaching internship experience. The Guide provides practical strategies which can be immediately applied to help navigate school concerns, solve classroom challenges, and negotiate social conflicts. The information and strategies presented are succinct and practical in nature.


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Richard Andrews, Institute of Education University of London • Erik Borg, Coventry University • Stephen Boyd Davis, Royal College of Art • Myrth Domingo, New York University • Jude England, British Library
The SAGE Handbook of Digital Dissertations and Theses sets out the processes and products of ‘digital’ research. It is a theoretical and practical guide on how to undertake and navigate advanced research in the arts, humanities and social sciences. Topics covered include: how to make research more accessible; the use of search engines and other sources to determine the scope of work; research training for students; answers to the question: “What will theses, dissertations and research reports look like in ten years’ time?”; the storing and archiving of such research; ethics and methodologies in the field; and intercultural issues.
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Randy L. Joyner, Appalachian State University, North Carolina • William A. Rouse • Allan A. Glatthorn
Completing your master’s thesis or doctoral dissertation can be a daunting task. This text demystifies the process, helping you prepare your scholarly work. This experience-based, practical book takes you through the process one step at a time! Newly revised and updated, this edition uses a step-by-step approach, providing specific models and examples that will take you through the complex writing process.
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DOING YOUR MASTERS DISSERTATION: From Start to Finish
Inger Furseth, KIFO Centre for Church Research, Norway • Euris Larry Everett
This book is an indispensable guide to writing a successful Masters dissertation. The book begins by addressing issues your students will face in the early stages of writing a dissertation, such as deciding on what to research, planning their projects and searching for literature online. It then guides them through different aspects of carrying out their research and writing up, helping them to: discuss the literature; formulate research questions; choose one or more methods; analyze their findings; build their arguments; write the introduction and the conclusion; and edit and reference.
PAPERBACK ISBN: 978-1-4462-6399-0 • MARCH 2013 • 176 PAGES • SAGE

THE EDUCATION DISSERTATION: A Guide for Practitioner Scholars
Dan W. Butin
Written for practicing educators pursuing a doctoral degree, this resource provides a step-by-step process for developing and completing an academically rigorous dissertation in a time-efficient manner. Grounded in adult learning theory, this volume presents concrete goals and workable methods, organizational templates, and tips throughout to help students think through situations.
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Joanne Larson, University of Rochester, New York • Jackie Marsh, University of Sheffield
Revised and updated to retain its cutting-edge focus on emergent and important areas of research, this comprehensive and ground-breaking work guides the reader through current social, cultural and historical analysis on a global scale. In the Handbook, readers will find coverage of all the key topics in early childhood literacy, including perspectives; literacy in families, communities and cultures; making meaning; literacy in preschool settings and schools, and various research methodologies. The exceptional list of contributors offers in-depth expertise in their respective areas of knowledge. This Handbook is essential for undergraduate and graduate students, researchers, and literacy-center personnel. Anyone involved in Early Years education and teaching reading and writing will find it illuminating.
HARDCOVER: $150.00 • ISBN: 978-0-8570-2924-9 • ©2013 • 704 PAGES • SAGE

For Your Bookshelf
ENCyclopedia of Diversity in Education

James A. Banks, University of Washington

With about 700 signed entries with cross-references and recommended readings, this encyclopedia presents research and statistics, case studies, and best practices, policies, and programs at pre- and postsecondary levels. Diversity is a worldwide phenomenon, and while most of the entries in the encyclopedia focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity, this volume contains entries from different nations in the world in order to illuminate the myriad aspects of diversity.

HARDCOVER: $595.00 • ISBN: 978-1-4129-8152-1 • ©2013 • 2600 PAGES • SAGE

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Charles J. Russo, University of Dayton • Allan G. Osborne, Jr., I S E I C Institute of Education University of London

This issues-based reference set on education in the United States tackles broad, contentious topics that have prompted debate and discussion within the education community. The volumes focus on pre-school through secondary education and explore prominent and perennially important debates. This set is an essential reference resource for undergraduate students within schools of education and related fields including educational administration, educational psychology, school psychology, human development, and more.

HARDCOVER: $680.00 • ISBN: 978-1-4129-8978-7 • ©2012 • 3968 PAGES • SAGE

EARLY CHILDHOOD EDUCATION FOUR-VOLUME SET

Edited by Iram Siraj-Blatchford • Aziza Mayo, both at University of London, UK

Early years and early childhood is a vibrant area of educational practice. The field is continually developing and is faced with contemporary advances, challenges, and debates in terms of theories, research, and practice. This collection, compiled by Iram Siraj-Blatchford, one of the most influential researchers in early years education, and Aziza Mayo, an emerging expert, provides an authoritative overview of early years education.

HARDCOVER: $995.00 • ISBN: 978-1-8492-0737-9 • ©2012 • 1632 PAGES • SAGE

EARLY CHILDHOOD LITERACY FOUR-VOLUME SET

Edited by Kate Pahl, University of Sheffield, UK • Jennifer Rowsell, Brock University, Canada

Early Years literacy research represents the foundation of literacy education, influencing the trajectory of literacy development as far as the high school years. This collection features key discussions and debates about the application of particular methods within the field, by drawing on multiple methodological approaches and diverse theoretical perspectives.

HARDCOVER: $995.00 • ISBN: 978-0-8570-2977-5 • ©2012 • 1688 PAGES • SAGE

THE SAGE HANDBOOK OF DEVELOPMENTAL DISORDERS

Edited by Patricia Howlin, King's College London, UK • Tony Charman, Institute of Education, London, UK • Mohammad Ghaziuddin, University of Michigan, Ann Arbor

Reflecting the enormous changes that have taken place in our knowledge and understanding of developmental disorders, this groundbreaking international volume brings this vast and complex field together for the first time. The editors have collected together the world's leading academic scholars and clinicians, to explore how current research across a range of different disciplines can inform academic knowledge and clinical practice and help to improve the lives of individuals and their families.

HARDCOVER: $150.00 • ISBN: 978-1-4129-4486-1 • ©2012 • 892 PAGES • SAGE

THINKING THROUGH NEW LITERACIES FOR PRIMARY AND EARLY YEARS

Jayne Metcalfe, Debbie Simpson, Ian Todd, and Mike Toyn, all of University of Cumbria (Lancaster), UK

This accessible book challenges readers to reconsider what is meant by the term ‘literacy’. It encourages a deep consideration of literacy in the post-typographic age. Written for education students, it draws on current research and makes links between the theory and practice. It explores some technological innovations designed to support the emergent reader and writer and covers aural and oral literacies, visual literacies and the legal and ethical issues arising from this new era. Readers are helped to think through ‘new literacies’ and their place in primary schools. Throughout, critical thinking exercises help the reader develop their own analytical skills.

PAPERBACK: $36.00 • ISBN: 978-0-8572-5809-0 • MAY 2013 • 208 PAGES • LEARNING MATTERS
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