Great resources for Universal Pre-K and QRIS

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Early Childhood and Elementary School Education

Spring/Summer 2015
Early Childhood Environment Rating Scale
Third Edition (ECERS-3)
Thelma Harms, Director of Curriculum Development Emerita, Richard M. Clifford, Senior Scientist Emeritus, Debby Cryer, retired Scientist, all at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

The long-anticipated new version of the internationally recognized Early Childhood Environment Rating Scale, ECERS-3 focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including:

- Cognitive
- Social-emotional
- Physical
- Health and safety

ECERS-3 also includes additional items assessing developmentally appropriate literacy and math activities.

Book Features:
- Provides a smooth transition for those already using ECERS-R*
- Emphasizes the role of the teacher in creating an environment conducive to developmental gains.
- Is designed to predict child outcomes more accurately and with greater precision.
- Provides a stronger method of distinguishing between good and truly excellent programs.
- Offers a complete training program with ongoing support (see page 9 for details).

Suitable for use in inclusive and culturally diverse programs, ECERS-3 subscales evaluate:

- Space and Furnishings
- Personal Care Routines
- Language and Literacy
- Learning Activities
- Interaction
- Program Structure

*If you are not yet ready to switch to the Third Edition, you can continue to purchase ECERS-R.

When EC assessment dollars are tight, a comprehensive tool that identifies a broad range of program strengths and captures critical interactions is the perfect solution. Thanks to the authors for ECERS-3!

—Janice Carter, Childhood Services, Arkansas State University

The ECERS-3 builds upon the solid foundation of best practice established in the ECERS-R. The ECERS-3 provides a reliable instrument for teachers, technical assistants, and quality monitors to use to assure that children have experiences and relationships that support total child development.

—Michele Bossers, retired associate director and ERS project manager of PA Key

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See pages 12–13 for all materials in the ENVIRONMENT RATING SCALES Family of Products

PROFESSORS Request Exam Copies at www.tcpress.com/form1.html
In the Spirit of the Studio
Learning from the Atelier of Reggio Emilia, Second Edition

Edited by Lella Gandini, Reggio Children U.S. liaison for dissemination of the Reggio Emilia Approach; Lynn Hill, educational consultant; Louise Cadwell, co-founder, Cadwell Collaborative: Sustainability Education and School Design; and, Charles Schwall, pedagogical curator at the St. Michael School of Clayton in St. Louis.

Foreword by Steven Seidel

“Not only have these authors and educators committed to the dialogue between art and education, but they, themselves, have also acted as artists, bringing the spirit of the studio and the mind-set of the artist into every aspect of their design, dialogue, thought, and practice.”

—From the foreword to the second edition by Steven Seidel, Harvard Graduate School of Education

This critically acclaimed, lavishly illustrated book will help educators create the highest quality learning opportunities for a new generation of children. The Second Edition features substantial and important changes, including the addition of new chapters by pioneers of the work that happens in the atelier who draw on several decades of experience.

The atelier or studio is a key element of the renowned preschools and infant-toddler centers of Reggio Emilia, Italy. This beautiful, full-color resource 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. The authors provide examples of projects and address practical aspects of the atelier, including organizing the environment and using materials. No other book presents a more thorough examination of the philosophy, practice, and essential influence of the Reggio-inspired studio.

Book Features:

- A comprehensive approach that addresses learning, collaboration, relationships, and community.
- The writing and practice of influential educators from Reggio Emilia, including a new chapter by Vea Vecchi.
- A window into many ateliers/studios within the United States that have created settings and experiences to suit their unique contexts.

Contributors: Pauline Baker, Barbara Burrington, Susan Harris MacKay, CarlaIn Rinaldi, Lori Geismar Ryan, and Vea Vecchi.
Teaching and Learning in a Diverse World
Multicultural Education for Young Children, Fourth Edition

Patricia G. Ramsey is professor of psychology and education at Mount Holyoke College.

Foreword by Sonia Nieto

How can we create truly multicultural classrooms? In this new edition of her popular text, renowned early childhood educator Patricia Ramsey draws on a wide range of research and practice from different communities around the world to further explore the complexities of raising and teaching young children in a world fraught with societal divisions and inequities.

Using examples and stories, this volume offers concrete suggestions to encourage teachers to reflect on their own histories and experiences and to challenge and rethink their assumptions and attitudes toward children and teaching.

This new, up-to-date edition describes research-based classroom practices to engage children in exploring the complexities of race, economic inequities, immigration, environmental issues and sustainability, gender and sexual orientation and identities, and abilities and disabilities. It also addresses the challenges of teaching in the context of globalization, pervasive social media, and increasing standards and accountability.

Book Features:
- Addresses social and economic inequities and how they affect staff relationships, interactions with parents, and children's classroom experiences.
- Offers strategies to help teachers initiate conversations with colleagues, parents, and children.
- Includes questions that prompt teachers to recognize the influence of overt and covert societal forces on their motivations and views of children.
- Free supplemental resources, including a comprehensive list of suggested books for children, which can be downloaded at www.tcpress.com.

"A pioneer in multicultural/social justice education for young children, this book reflects Patty Ramsey’s life-long commitment to, and ever-deepening understanding of the issues, challenges, and hopes of inclusive, equitable early childhood programs. At a time when our country seems increasingly polarized over the value and meaning of justice for all, her insights and suggestions are as needed as ever."
—Louise Derman-Sparks, international consultant

“This book is a timely, relevant resource for anyone who works with young children in any capacity. It supports practitioners to develop an individualized approach to infusing multicultural education—broadly defined—into their world views and work. Ramsey makes a clear and convincing case that multicultural education is not an ‘add-on’; it is a vehicle for shaping children’s lives and creating a more just society.”
—Takiema Bunche Smith, Director, Early Education Leadership Institute, SCO/FirstStepNYC

Mar 2015/224 pp./PB, $31.95/5625-6
Early Childhood Education Series
Squandering America’s Future
Why ECE Policy Matters for Equality, Our Economy, and Our Children

Susan Ochshorn is the founder of the consulting firm ECE PolicyWorks. A former journalist, Ochshorn blogs at the Huffington Post and ECE Policy Matters. Foreword by David Kirp

“This remarkable book manages to pinpoint the critical issues in the care and education of young children with up-to-date research, and all of this in a pleasurable and lively style. This needs to be read widely, and right away.”
—Deborah Meier, MacArthur award-winning public school teacher, principal, and author

“Susan Ochshorn has written an ambitious book, unlike any other in early childhood policy. She connects the dots between the diverse influences on the lives of children, her passion for their well-being shining through. It’s a must-read for all who care about kids.”
—Nancy Carlsson-Paige, professor emerita, Lesley University

Diane Ravitch called Susan Ochshorn “a tireless advocate for children,” and her writing “brilliant.” In Squandering America’s Future, Ochshorn offers a pioneering guide to the big issues in contemporary early childhood policy.

Written in a lively, personal style, the book drives home the importance of the earliest years for developing human capital—the nation’s future. Her “policy tales” highlight the abject failure of the United States to support parents and early educators—the nation’s real wealth producers—and will inspire a new generation of leadership.

With her 360-degree view, Ochshorn boldly and clearly shows how early care and education is an issue of social justice that also impacts America’s ability to compete on the world stage.

Book Features:

• An irreverent, illuminating, firsthand account of the promise and perils of ECE’s ascendance to the top of the national policy agenda.
• An accessible introduction to the big issues in contemporary ECE policy for students of early childhood education and public policy.
• A straightforward look at the effects of push-down academics on children’s healthy development, including the critical ability to play.
• A discussion of the historical, social, and cultural obstacles to achieving equity for young children and their families.
• Profiles of innovative initiatives and the people who are making a difference across the United States.

Susan Ochshorn shows us how a few dedicated people, schools, agencies, and institutions have made a difference in children’s lives.
—Samuel J. Meisels, Buffett Early Childhood Institute, University of Nebraska

Indispensable for policymakers, educators, and all who care about our future.
—Riane Eisler, social scientist, attorney, and author

This unconventional book is sharp eyed, warm, and lively—a delightful read on a dead-serious topic.
—Janet Grolnick, Graduate Center, City University of New York

An urgent call to action that could change the course of the nation’s future.
—Linda Darling-Hammond, Stanford University

Susan Ochshorn has created a kaleidoscope of stories and statistics to illustrate the profound injustices we are visiting on our children. We can only hope that Squandering America’s Future will help to turn the tide.
—Anne-Marie Slaughter, president and CEO, New America

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Eight Essential Techniques for Teaching with Intention

What Makes Reggio and Other Inspired Approaches Effective

Ann Lewin-Benham founded and for 20 years directed the Capital Children’s Museum in Washington, DC where she also founded and directed the Model Early Learning Center, the only U.S. preschool accredited by the Reggio educators. For information about Ann’s teacher workshops visit her website: AnnLewin-Benham.com.

Foreword by Howard Gardner

In her latest book, bestselling author Ann Lewin-Benham describes eight techniques that foster intentional and reflective classroom practice. She presents over 70 novel exercises to help teachers learn to use body, face, hands, voice, eyes, and word choices to precisely convey meaning. Some exercises are for teachers to practice, while others build intention and reflection in children. Dozens of scenarios from typical classroom situations contrast unintentional and intentional teaching behaviors. A self-assessment enables teachers to measure how intentional and reflective they become as they learn to use the eight techniques. This lively and often humorous resource is a companion to Lewin-Benham’s Twelve Best Practices for Early Childhood Education, which explains what to teach and why. This new book explains how to teach.

Book Features:

• Shows teachers how to incorporate the body’s micro-actions in their teaching.
• Presents “mindfulness” techniques, the leading edge in psychotherapy.
• Includes scenarios that show the impact words have on children.
• Explains the relation between up-to-the-minute brain research and the techniques presented.
• Unpacks the effectiveness of the Reggio Approach to teaching.

I know of no book like the one that you are now reading. . . . Whether you have never stepped into a classroom as a teacher, or whether (like me) you have taught various subjects at various ages for decades, you cannot fail to learn from this book. Indeed, I suspect that the teaching of many readers will be changed qualitatively, as will the learning experiences of their fortunate students."

—From the Foreword by Howard Gardner, Harvard Graduate School of Education

COMPANION BOOK:

Twelve Best Practices for Early Childhood Education

Integrating Reggio and Other Inspired Approaches

Popular author Ann Lewin-Benham presents 12 “best practices” inspired not only by Reggio, but also by play-based and Montessori approaches to early childhood education. Practices are demonstrated with classroom scenarios, dialogues of children and teachers, and work samples showing the outcome of using each practice. Includes a self-assessment tool to assist you in examining your practices and those of your school.

Jun 2015/208 pp./PB, $34.95/5657-7 Illustrations/photographs large format Early Childhood Education Series

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Early Childhood Governance
Choices and Consequences

Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy, codirector of the National Center for Children and Families at Teachers College, Columbia University, and professor adjunct at Yale University’s Child Study Center. Rebecca E. Gomez holds the Rauch Postdoctoral Fellowship at the National Center for Children and Families, Teachers College, Columbia University.

Responding to the current national concern for enhanced commitments to early education, this book examines what states are currently doing, what has proven effective, and what the existing body of knowledge offers educators, policymakers, and others seeking successful approaches to governance. Featuring chapters by prominent, thoughtful scholars and practitioners, this is the first volume to specifically focus on early childhood governance. Reflective and prospective, this seminal contribution is designed to be immediately germane to the burgeoning field of ECE. Readers will find the latest thinking, the most recent experiences, and an honest review of the governance issues facing ECE today and into the future—all in one resource.

Contributors: Missy Cochenour, Harriet Dichter, Stacie G. Goffin, Rebecca E. Gomez, Rolf Grafwallner, Kathleen Hebbeler, Susan Hibbard, Sharon Lynn Kagan, Sarah LeMoine, Elliot R. Regenstein, Thomas Rendon, Beth Rous, Diana Schaack, Thomas Schultz, Catherine Scott-Little, Kate Tarrant

Mar 2015/208 pp./PB, $34.95/5630-0/HC, $76/5631-7

Teaching and Learning with Infants and Toddlers
Where Meaning-Making Begins

Mary Jane Maguire-Fong is professor of early childhood education at American River College in Sacramento, CA. She serves as faculty for the WestEd Program for Infant Toddler Care.

Foreword by J. Ronald Lally / Prologue by T. Berry Brazelton / Afterword by Ed Tronick

“Filled with so many great ideas, evocative illustrations, and practical considerations—all knit together in an almost lyrical narrative style. A wonderful, necessary read for anyone interested in supporting our youngest children.”

—Ross A. Thompson, University of California, Davis

“Here is everything you ever wanted to know about very young children as ‘born researchers.’ This book explores every aspect of early development and invites us to learn with the children, as we order time, space, and stuff to respond to their curiosity.”

—Elizabeth Jones, faculty emerita, Pacific Oaks College

This groundbreaking book explores infants’ amazing capacity to learn and presents a reflective approach to teaching inspired by the early childhood schools in Reggio Emilia, Italy. Readers will find valuable insights into how to design an infant care program, plan curriculum, assess learning, and work with families. User-friendly features include vignettes, photographs of infant classrooms, diagrams and instructive charts, research highlights, and questions for reflection.

2015/192 pp./PB, $31.95/5619-5

Order by phone 800.575.6566 | Order online www.tcpress.com
Building Proportional Reasoning Across Grades and Math Strands, K–8

Marian Small is the former dean of education at the University of New Brunswick, and longtime professor of mathematics education. Visit her website at www.onetwoinfinity.ca for in-person and online professional development.

“Once again, Marian Small has created an outstanding resource for anyone working with elementary or middle grades mathematics students. With her trademark ‘good questions to ask,’ clear explanations of underlying ideas, and rich activities, Dr. Small gets at the heart of ways to correct often misunderstood and poorly taught concepts of proportional reasoning, starting with the rarely mentioned primary level.”

—Linda Sheffield, Regents Professor Emerita, Northern Kentucky University

This resource by professional developer Marian Small suggests questions that are both interesting for students and useful for providing diagnostic information to teachers. Chapters are organized by grade level (K–8) around the Common Core State Standards for Mathematics to help teachers use the resource more easily.

Reading Upside Down

Identifying and Addressing Opportunity Gaps in Literacy Instruction

Deborah L. Wolter is an elementary teacher consultant in Ann Arbor Michigan public schools. Visit her website at readingupsidedown.wordpress.com

Foreword by Richard L. Allington

Reading Upside Down explores eight key factors that contribute to reading challenges in developing readers, including school readiness, the use of prescribed phonics-based programs, physical hurdles, unfamiliarity with English, and special education labeling. It focuses on the differences that educators can make for individual students and suggests ways to address early opportunity gaps.

Reading Upside Down will help educators to:

• Shift from identifying deficit-based achievement gaps among students to addressing opportunity gaps in literacy instruction.
• Move beyond student labels, categories, or placements to provide true opportunities for children to explore and develop literacy.
• Take a strength-based view that students are in multiple places of exploration of language and literacies and all children can succeed in becoming readers.
• Develop a strong sense of ownership and expertise in order to foster inclusion and assure authentic and engaged reading within their classrooms.
Leading Anti-Bias Early Childhood Programs
A Guide for Change
Louise Derman-Sparks, Debbie LeeKeenan, and John Nimmo
Foreword by Mariana Souto-Manning

“A concise and powerful message for anti-bias leaders in early childhood education everywhere. A truly inspired gift of lessons from the movement, for the movement.”
—Carol Brunson Day, President of the Board, NAEYC

“For those who are seeking to make a real difference and impact on the world we live in, Leading Anti-Bias Early Childhood Programs lays a road map and foundation for the work ahead.”
—Luis A. Hernandez, early childhood education specialist

With a focus on the leader’s role, this book is both a stand-alone text and a perfect companion for Anti-Bias Education for Young Children and Ourselves. It emphasizes that this work is not only about changing curriculum, but requires thoughtful, strategic, long-term planning that addresses all components of an early childhood program. With a powerful combination of conceptual frameworks, strategies, and practical tools, the authors explain the structural and individual changes leaders must foster.

2015/192 pp./PB, $29.95/5598-3 large format
Early Childhood Education Series

Becoming Young Thinkers
Deep Project Work in the Classroom
Judy Harris Helm / Foreword by Lilian G. Katz

“Examples and suggestions make clear the important distinctions between the deep investigations involved in project work versus the fairly common superficial theme activities too often seen in preschool and elementary school classes.”
—From the Foreword by Lilian G. Katz, past president, NAEYC

Continuing the exploration of project work in the author’s bestseller, Young Investigators, Second Edition, this book is for teachers who know how to do project work but are ready to move to the next level. Beginning with mind, brain, and education science and instructional guidelines for all learning experiences, Helm provides specific strategies for selecting meaningful topics for projects, integrating standards, supporting children’s questioning, and helping children represent their ideas.

2015/144 pp./PB, $29.95/5594-5 large format, photos, full-color insert
Early Childhood Education Series

Exploring Mathematics Through Play in the Early Childhood Classroom
Amy Noelle Parks / Foreword by Elizabeth Graue

“Smart, readable, relevant, and authentically focused on children.”
—From the Foreword by Elizabeth Graue, University of Wisconsin

This practical book will help teachers to recognize the mathematical learning that occurs during play, to develop strategies for mathematizing that play, and to design formal lessons that make connections between mathematics and play. The Common Core is addressed throughout to help teachers become more familiar with these standards. The text includes many examples of activities and strategies for making assessments more playful, plus highlight boxes featuring questions for reflection, key research findings, vocabulary, lesson plan templates, and more.

2015/160 pp./PB, $32.95/5589-1 photographs
Early Childhood Education Series
The Early Years Matter
Education, Care, and the Well-Being of Children, Birth to 8
Marilou Hyson and Heather Biggar Tomlinson
Foreword by Jacqueline Jones
“Provides a clear understanding of the myriad of ways in which high-quality early childhood education programs matter in the early years, and they matter a lot.”
—From the Foreword by Jacqueline Jones, former Deputy Assistant Secretary for Policy and Early Learning, U.S. Department of Education

Chapters begin with an introductory vignette focused on one child whose experiences are typical of other children in the same age group or life circumstances, using that child’s experiences to draw out what the best research tells us about why early care and education matters for that group of children. The book includes first-person narratives by early childhood professionals and questions for reflection, dialogue, and action.
The Early Years Matter is a perfect resource for courses and professional development.

Thinking Critically About Environments for Young Children
Bridging Theory and Practice
Lisa P. Kuh, Editor
“Challenges us to create spaces that inspire young children’s exploration, play, and deep learning, and provides theoretical and practical tools to support our efforts.”
—Benjamin Mardell, Lesley University

Using a practice-based focus and a researcher lens, the contributors consider the ways in which environments for children enhance or diminish educational experiences, how social constructs about what is good for children influence environmental design, and what practitioners can do in their own work when creating learning environments for young children. The text includes examples from practice, lessons learned, and images of key aspects of the environments discussed.

Standing Up for Something Every Day
Ethics and Justice in Early Childhood Classrooms
Beatrice S. Fennimore / Foreword by Celia Genishi
“This is a book for all who are committed to improving early care and education from the ground up.”
—from the Foreword by Celia Genishi, professor emerita, Teachers College, Columbia University

“A timely and artfully written book that provides pre- and inservice early childhood teachers with a practical guide to creating and maintaining socially just classrooms.”
—J. Amos Hatch, University of Tennessee

This book explores some of the most complex and pressing social and ethical dilemmas confronting early childhood educators and provides concrete ways of addressing social justice concerns in practice. Book features include a focus on classroom life, guidance for following the NAEYC Code of Ethics, questions for discussion, practical ideas for getting started, and teacher-guides for working in different settings (rural, suburban, and urban).
RECENTLY PUBLISHED

Changing Minds and Brains—The Legacy of Reuven Feuerstein
Higher Thinking and Cognition Through Mediated Learning
Reuven Feuerstein, Louis H. Falik, and Refael Feuerstein
Foreword by H. Carl Haywood
In this final work, Feuerstein provides a first-person narrative of the implementation of mediated learning experience (MLE) past and present, including stories, new insights, observations, and newly formulated concepts on MLE and how it contributes to higher-level thinking and overcoming disability. This is essential reading for all educators looking to improve educational outcomes for diverse learners.
2015/256 pp./PB, $29.95/5620-1/HC, $62/5621-8

Effective Classroom Management
The Essentials
Tracey Garrett
“In just over 100 pages, Tracey Garrett has captured the essence of classroom management. This would be an excellent addition to any pre- or inservice teacher education program.”
—Anita Woolfolk Hoy, professor emerita, The Ohio State University
This user-friendly resource will help K–12 teachers become more effective classroom managers. Each chapter concentrates on a key area (physical design, rules and routines, relationships, engaging instruction, and discipline) and focuses on the importance of that particular area in relation to a teacher’s overall classroom management plan. Designed to prevent problems that require active discipline before they arise, this guide includes classroom examples, case studies, and study questions. There is also an app, Classroom Management Essentials, available on the iTunes store.
2014/128 pp./PB, $29.95/5574-7

Reading Across Multiple Texts in the Common Core Classroom, K–5
Janice A. Dole, Brady E. Donaldson, and Rebecca S. Donaldson
Foreword by Robert J. Marzano
“This is the book for which elementary school literacy educators have been waiting for ever since the Common Core State Standards were released.”
—From the Foreword by Robert J. Marzano, Marzano Research Laboratory
This teacher-friendly resource addresses one of the most important critical reading skills in the Common Core State Standards—reading across multiple texts. The authors provide strategies for helping students answer text-dependent questions, find evidence in a text, and scan for information. Model lessons developed and taught by the authors and fellow educators will be especially useful to teachers, whether they are beginning or expanding their teaching of multiple texts.
2014/144 pp./PB, $29.95/5590-7 large format CCSS

ORDER BY PHONE 800.575.6566 ORDER ONLINE WWW.TCPRESS.COM
NEW & IMPROVED!

ECERS-3
The Early Childhood Environment Rating Scale
THIRD EDITION
See page 2 for details.

Widely Used
ERS is appropriate for state and district-wide QRIS and continuous improvement, program evaluation by directors and supervisors, teacher self-evaluation, monitoring by agency staff, and teacher education. The established reliability and long-term evidence of validity of the ERS family of instruments make them particularly useful for RTTT-ELC accountability and research.

Convenient Organization
Suitable for use in inclusive and culturally diverse programs, ERS subscales and Items evaluate:
- Physical Environment
- Health and Safety
- Curriculum
- Teacher–Child Interaction
- Schedule and Program Structure

A Complete Training Program
Multimedia Training
Each package contains an interactive video and an Instructor’s Guide, which explains how to present the various training activities and provides answers and explanations for any questions that may arise. The Video Guide and Training Workbooks, containing training activities, are sold separately.

Ongoing Support
The new Environment Rating Scales Institute (ERSI) website (www.ersi.info) provides:
- A Quick Link for each scale that includes updated notes for clarification.
- A wide-range of training options, including live sessions and new online courses.
- A list of frequently asked questions and the option to submit your own questions.
- Additional publications and scales-related materials.

Please specify preference for subtitled version when ordering.
Choosing a Scale

**ECERS-3**

**The Early Childhood Environment Rating Scale—Third Edition**
Assesses group programs for preschool-kindergarten children, from 3 through 5 years of age. Total scale consists of 35 Items.

104 pp./PB, $22.95/5570-9 spiral binding

Note: If you are currently using ECERS-R and are not yet ready to switch to the Third Edition, you can continue to purchase copies from TC Press.

**ITERS-R**

**The Infant/Toddler Environment Rating Scale—Revised Edition**
Assesses group programs for children from birth to 2½ years of age. Total scale consists of 39 Items.

- **English Edition:** 80 pp./PB, $22.95/4640-0 spiral binding
- **Spanish Edition:** 72 pp./PB, $22.95/4517-5

**FCCERS-R**

**The Family Child Care Environment Rating Scale—Revised Edition**
Assesses family child care programs conducted in a provider’s home for children from infancy through school-age. Total scale consists of 38 Items.

- **English Edition:** 88 pp./PB, $22.95/4725-4 spiral binding
- **Spanish Edition:** 88 pp./PB, $22.95/4879-4

**SACERS**

**The School-Age Care Environment Rating Scale, Updated Edition**
Thelma Harms, Ellen Vineberg Jacobs, and Donna Romano White
Defines and assesses the quality of both public and private programs caring for school-age children (ages 5–12) during out-of-school time.

72 pp./PB, $22.95/5509-9 large format, spiral binding

*Free additional scoresheets for the above are available at www.tcpress.com/ERS.html*

Curriculum Scale

**Authors:** Kathy Sylva, Iram Siraj-Blatchford, and Brenda Taggart

**ECERS-E**

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Sara Gable
Foreword by Marcy Whitebook
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2012/192 pp./PB, $26.95/5377-4

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J. Ronald Lally
Foreword by T. Berry Brazelton and Joshua Sparrow
For Our Babies features the resonant voices of American parents, as well as crucial testimony from developmental psychologists, child care providers, health professionals, economists, specialists in brain development, and early learning educators about how policy and practices must change in the United States if parents are to raise children who will become healthy, productive members of society. This book is part of the For Our Babies initiative. Visit the website, which includes an author blog, at www.forourbabies.org.

2013/176 pp./PB, $25.95/5424-5

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Ofelia García and Jo Anne Kleifgen
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This unique book features an array of approaches, strategies, and tools for teaching multiculturally in the early years. 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 as well as a list of multicultural children’s books and resources for further reading.

2013/168 pp./PB, $28.95/5405-4/HC, $60/5406-1 photos
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Fifth Edition
Dorothy H. Cohen, Virginia Stern, Nancy Balaban, and Nancy Gropper

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2008/264 pp./PB, $26.95/4882-4

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Increasing Vocabulary in the Common Core Classroom, PreK–2
Susan B. Neuman and Tanya Wright
Foreword by Timothy Shanahan

“Clearly illustrates how teachers can narrow the achievement gap and, at the same time, address the Common Core State Standards in developmentally appropriate ways.” —Sue Bredekamp, Early Childhood Education Specialist

Vocabulary forms a relentless divide between children who succeed and those who do not. All About Words is designed to help early childhood teachers take advantage of the unique opportunity provided by the Common Core State Standards. It offers strategies for planning and presenting vocabulary instruction and for monitoring children’s word learning progress, along with specific guidance on which words to teach.

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2009/128 pp./PB, $25.95/4976-0  24 full color photographs

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Foreword by Kathy Hirsh-Pasek and Roberta Michnick Golinkoff
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Judy Harris Helm, Sallee Beneke, and Kathy Steinheimer
Foreword by Lilian G. Katz
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2011 AESA Critics’ Choice Award

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William Ayers and Ryan Alexander-Tanner
Foreword by Jonathan Kozol
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William Ayers
Foreword by Sonia Nieto / Afterword by Mike Rose
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Ann Lewin-Benham
Foreword by Mihaly Csikszentmihalyi
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Louise Boyd Cadwell
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1997/176 pp./PB, $25.95/3660-9/HC, $43/3661-6
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Edited by Beverly Falk
Foreword by Linda Darling-Hammond
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2013/120 pp./PB, $33.95/5400-9
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Esther Fusco
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Kathy Perez
Foreword by Lim Chye Tin
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