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Rural Education in China's Social Transition

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The ELC: An Early Childhood Learning Community at Work

Teachers' and Families' Perspectives in Early Childhood Education and Care

TRISTIN QUINN

Research in Education National Academies Press

In this book, 23 contributors offer new insights on key issues in mathematics education in early childhood. The chapters cover all mathematics curriculum-related issues in early childhood (number, geometry, patterns and structures and mathematics in daily life). Special attention is given to teachers knowledge and innovative research issues such as quantifiers among young children. Contributors are: Abraham Arcavi, Ruthi Barkai, Douglas H. Clements, Bat-Sheva Eylon, Dina Hassidov, Rina Hershkowitz, Leah Ilani, Bat-Sheva Ilany, Candace Joswick, Esther Levenson, Zvia Markovits, Zemira Mevarech, Joanne Mulligan, Sherman Rosenfeld, Flavia Santamaria, Julie Sarama, Juhaina Awawdeh Shahbari, Amal Sharif-Rasslan, Tal Sharir, Nora Scheuer, Pessia Tsamir, Dina Tirosh and Ana Clara Ventura.

The ETS Test Collection Catalog Frontiers Media SA

The first years of life lay the foundations for a child's future development and learning. Reflecting on the important role of early childhood education and care (ECEC) services in providing all children with the skills they need to be successful in school, many countries have increased their ...

An Applied Reference Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods Macmillan College

High-quality, well-implemented early childhood education (ECE) positively affects the learning trajectories of children who start school with lower skills than their peers, according to decades of evidence. Yet studies on ECE programs across the country reveal that too few offer high-quality programming. To date, the ECE field has focused most improvement efforts on classroom materials and interactions. Broadening these efforts to an organization-wide focus could better support quality improvement. The UChicago Consortium and the Ounce of Prevention Fund designed teacher and parent surveys, the "Early Education Essential Organizational Supports Measurement System" (Early Ed Essentials), to help ECE sites diagnose organizational strengths and weaknesses. The current study tested whether the newly-adapted and designed Early Ed Essentials teacher and parent surveys captured reliable and valid information about the organization of ECE programs-information that is also associated with existing indicators of program quality.

The Wind Blew IGI Global

A teacher's well-being has a powerful impact on their work with children, families, and colleagues, and can influence the overall quality of the program in which they are employed. With a specific focus on the unique factors related to the field of early childhood care and education, this book discusses the concept of well-being and how it applies specifically to teachers of young children. The authors provide a rationale and guidance for integrating teacher well-being content into both preservice and inservice professional learning environments. This comprehensive resource also explores the implications of, and connections between, teacher well-being, equity, and social justice.

The authors share examples of well-being programs that have been implemented throughout the United States and examine the policy and practice efforts that are necessary to embed well-being culture into early care and education programs. Book Features: An orientation to teacher well-being for the field of early care and education that includes definitions, rationales, impacts, examples, strategies, and recommendations. Research-based and practical so readers not only understand the importance of teacher well-being but also come away with specific ideas for application and implementation. Accessible language and user-friendly format that includes graphics and callout boxes to extend readers' understanding of the content and provide opportunities for self-reflection. Support for a wide range of stakeholders, including professionals in childcare, preschool, and private and public school programs.

Teachers Managing Stress & Preventing Burnout Routledge

Globally, Early Years policies and documents have set out aspirational outcomes and benefits for children, their families and the wider society. These policies have emphasised the place of early childhood provision within the wider global agenda, by tackling inequality and disadvantage early on in children's lives. However, these strategies have also raised further debates regarding the way they have informed and shaped curricula frameworks and pedagogical approaches. The international team of contributors to this book argue that if these issues are not explicitly acknowledged, understood, critiqued and negotiated, emerging policies and documents may potentially lead to disadvantaging, marginalising and even pathologising certain childhoods. Divided into two parts, the volume demonstrates the dialectic nature of both policy and practice. The chapters in this wide-ranging text: explore and articulate the philosophical premises and values that underpin current early childhood policy, curricula and pedagogies explicitly acknowledge and articulate some of potential conflicts and challenges they present provide examples of divergent and creative pedagogical thinking highlight opportunities for enabling pedagogical cultures and encounters. *Debates on Early Childhood Policies and Practices* is aimed at a wide readership including academics and researchers in early years education, policy makers, undergraduate and postgraduate students, practitioners and early childhood professionals.

Partnership with Parents in Early Childhood Settings Routledge

In the first decade of the twenty-first century, the People's Republic of China experienced dramatic growth and expansion that altered the educational environment of children. Rapid economic development increased prosperity and educational opportunities for children expanded in a wealthier society. Yet, a by-product of rising wealth was rising inequality. While the children of the emerging urban middle and elite classes enjoyed new prosperity, the children of the persistently poor in rural communities continued to experience challenges such as food insecurity, illness, hardships of family separation, and migrant life on the margins of the cities. This time period saw a large resource gap emerge between the home conditions of poor rural children compared with those of their wealthier urban counterparts. This book highlights the complexities China has experienced in seeking to extend full educational access to rural children— including rural- to- urban migrant and

ethnic minority children—during a momentous period in China. Chapters delve into the experiences, perceptions, strategies, and difficulties of rural-origin children and their families in the school system, and lay bare the challenges of policy initiatives designed to support rural education. We hope the experiences detailed here will be of interest to students and scholars of rural educational policy and practice in China and worldwide.

Towards An Era of Puhui Policy Frontiers Media SA

The second volume in this Early Childhood Education in the 21st Century: International Teaching, Family and Policy Perspectives miniseries focuses on teacher and family perspectives of early childhood education and care from 19 different countries around the world. The aim of this volume is to articulate the key components of teacher education and family practices that impact young children's education and care. Each country featured in this volume presents its own unique perspective in relation to the cultural and societal constraints around teacher training and/or family practices and the thinking around those practices that are important for early childhood development. Offering a unique insight into how teachers and families work together in different countries, the book is essential reading for early childhood educators, researchers, early childhood organisations, policy makers and those interested to know more about early childhood within an international perspective.

Critical Issues in Early Childhood Professional Development Frontiers Media SA

Presents research designs in education and the social and behavioral sciences in a way that students and researchers can readily understand and accurately apply in their own investigations. This book covers practical and common research designs used in educational and the social and behavioral sciences.

Resources in Education Greenwood

Effective teaching leads to positive student outcomes, and professional development for early childhood teachers is key to improving both. But what exactly do we mean by professional development? What effect does it have on school readiness? Which models and approaches really work? This is the book the early childhood field needs to take the crucial first steps toward definitive answers. Top experts in early childhood education help readers: define professional development; examine research across a range of settings Head Start, public preschools, private programs on professional development and school readiness; consider both the extent and the content of professional development; learn from detailed explorations of promising professional development models; investigate key economic considerations and policy implications; identify areas for further exploration.

Engineering Technology, Engineering Education and Engineering Management SAGE Publications

Life transitions differ concerning the intensity of the change and the intensity of the child's reaction to that change. For most children, the first and most significant transition is from the family home to an institution of early care and education, which includes preschool. These transitions can also include children's passage from kindergarten to elementary school. However, the intensity of the child's reaction is related to the size of the change that is happening and also to who or what is involved in that change and the importance a child attributes to that someone or something. Supporting Children's Well-Being During Early Childhood Transition to School is an essential

scholarly publication that examines evidence-based practices and approaches that fully support a child's well-being during transition periods in early childhood. It serves as a resource to rethink contemporary transition theoretical models, research studies, and applied practices. Featuring a wide range of topics such as emotional competency, language learners, and professional development, this book is ideal for academicians, psychologists, early childhood educators, daycare centers, curriculum designers, policymakers, researchers, education professionals, and students.

Investing against evidence Consortium on Chicago School Research

All about handwriting analysis

School Readiness and the Transition to Kindergarten in the Era of Accountability Brookes Publishing Company

First published in 1993. The purpose of this book is to help those who help others. Research has consistently demonstrated that those in the professions, particularly helping professions, have significantly higher levels of stress and burnout. Studies have shown that the profession with the greatest vulnerability to these illnesses is teaching.

Successful Teacher: Personality and Other Correlates Springer

There is increasing recognition that teachers will play a key role in preparing students for the challenges of the future. We expect teachers to equip students with the skill set and knowledge required for success in an increasingly global, digital, complex, uncertain and volatile world.

Handbook of Research on Teacher Education and Professional Development Brookes Publishing Company

This book explores how Estonia, despite high levels of poverty, has transformed its education system to become Europe's top performer on PISA (Programme for International Student Assessment). The engaging narrative uncovers reforms, mistakes and lessons learnt that have been harnessed to create a high-performing, high-equity education system, which includes social and education policies fostering equity, inclusion, learner autonomy, as well as schoolteacher and principal professionalism, autonomy and responsibility. It unearths how easy access to a wide range of data such as perceptions of well-being, autonomy and connectedness, in addition to examination results, builds internal and external accountability, and contributes to collective stakeholder efficacy. Grounded in research from Estonia and beyond, this is an ideal read for educators, administrators, academics, university students, change agents and parents interested in school system improvement. As equity, equality and inclusion are core drivers of the Estonian education system, this book would also be of interest to those working in social justice, inclusion and diversity. *Getting It Right From the Start* Taylor & Francis

More than 30 highly respected experts contribute cutting-edge information to give readers a comprehensive look at early education and kindergarten transition.;;

An Applied Guide to Research Designs Routledge

In China, the puhui (普惠) early care and education (ECE) program, a national public policy, was officially launched in 2010 to improve the affordability, accessibility, and quality of ECE. Based on a five-year research project, this book explores the development and practice of this ambitious reform campaign with national empirical evidence. The authors evaluate the puhui ECE system (e.g., puhui early education policy, puhui kindergarten services, puhui child care services, and total teacher

compensation) from the perspective of universal ECE provision for all children. They focus on children from disadvantaged families such as migrant children, children with special needs, and children from low socioeconomic families by emphasizing the targeted provision of ECE based on the principle of educational equity. In addition, they explore the innovative ways to optimize the structure, quality, and efficiency of puhui ECE provision by introducing an innovative provider with the participation of social organizations (China Welfare Institute) and three innovative forms of provision, including village kindergarten, small-scale urban kindergarten, and compensation for children with special needs. The book will be of interest to policymakers, scholars, and researchers in early childhood education, education policy, and education development.

Special Issues in Early Childhood Mathematics Education Research Corwin Press

The major source of information on the availability of standardized tests. -- Wilson Library Bulletin Covers commercially available standardized tests and hard-to-locate research instruments.

The psychological outcomes for leadership and employees in the education sector BRILL

A rhymed tale describing the antics of a capricious wind. The wind blew, and blew, and blew! It blew so hard, it took everything with it: Mr. White's umbrella, Priscilla's balloon, the twins' scarves, even the wig on the judge's head. But just when the wind was about to carry everything out to sea, it changed its mind! With rhyming verse and colorful illustrations, Pat Hutchins takes us on a merry chase that is well worth the effort.

Organizing Early Education for Improvement Taylor & Francis

The Second Edition of *An Applied Guide to Research Designs* offers researchers in the social and behavioral sciences guidance for selecting the most appropriate research design to apply in their study. Using consistent terminology, the authors visually present a range of research designs used in quantitative, qualitative, and mixed methods to help readers conceptualize, construct, test, and problem solve in their investigation. The Second Edition features revamped and expanded coverage of research designs, new real-world examples and references, a new chapter on action research, and updated ancillaries.

Early Childhood Curriculum Frontiers Media SA

The question of what makes a good teacher has been asked by practitioners, policymakers, and researchers. Teachers are important drivers of student success in the immediate term, such as academic success. Nowadays, the education process is influenced by various factors which can all have a strong effect on the quality of teaching and learning. Having the intention to create high-quality teaching and learning, it is very important to clearly determine what those factors are, and what kind of effect they have on the education process. Different teacher characteristics and competencies have been distinguished in the literature as being relevant predictors of their instructional quality. Even though educational psychology has emphasized the significance of the personality role in the education process, the empirical evidence on the relationship between teacher characteristics and instructional quality is not yet conclusive. Certainly, there is much more to find out.