

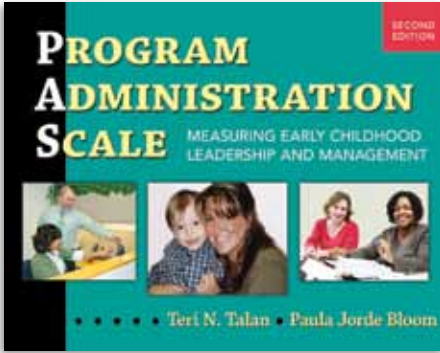
Teachers College Press

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Early
Childhood

Fall/Winter 2011-2012



Oct 2011/96 pp./PB, \$21.95/5245-6 large format

“Applause! The authors have done a great job of creating an objective instrument based on concrete criteria.”

—Gwen Morgan,
Wheelock College

“What a wonderful tool for discovering strengths as well as providing the pathway for improvement!”

—Kay Albrecht, Innovations in
Early Childhood Education

“The PAS is an outstanding coaching tool for our state administrator credential. Our administrators now have a common language and shared focus for program improvement. This is the missing piece to increasing quality!”

—Diana Courson,
Arkansas State University
Childhood Services

“I found the PAS to be very comprehensive and useful in alerting me to documentation and other areas of administration that I needed to change. It is a good precursor tool to NAEYC Accreditation.”

—Linda Jo Platt, Director,
Community Nursery School

“Measuring quality on a 7-point scale provides for tiny steps that should encourage people to keep improving. I love this tool.”

—Bee Jay Ciszek, Principal,
Cardinal Bernardin Early
Childhood Center

New
Edition

Program Administration Scale

Measuring Early Childhood
Leadership and Management,
Second Edition

Teri N. Talan, Director of Research and
Public Policy, McCormick Center for Early

Childhood Leadership, and Associate Professor of

Early Childhood Education, and **Paula Jorde
Bloom**, Michael W. Louis Chair, McCormick Center,
and Professor of Early Childhood Education, both at
National Louis University

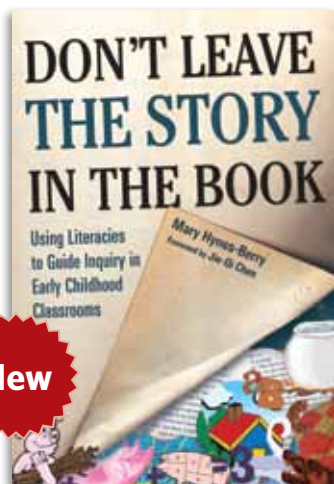
Research has consistently found that effective administrative practices are crucial for ensuring beneficial program outcomes for children and families. The *Program Administration Scale (PAS)* is designed to reliably measure and improve the leadership and management practices of center-based programs—the only instrument of its kind to focus exclusively on organization-wide administrative issues.

Using a 7-point rating scale (inadequate to excellent), this easy-to-use instrument assesses 25 items grouped into 10 categories: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

This new second edition of the PAS includes refinements to support the reliable use of the instrument and to reflect current best practices in early childhood administration.

- ✓ The Notes and Guiding Questions for the PAS items are expanded to increase understanding and facilitate greater consistency in scoring.
- ✓ Emphasis is placed on administrative practices that support family partnership, inclusion, cultural sensitivity, and linguistic diversity.
- ✓ Routines that demonstrate distributed leadership are measured.
- ✓ The focus in technology is on practices that promote effective communication, collaboration, and continuous learning.

See page 14 for more
Administration Scales



New

Nov 2011/216 pp./PB, \$29.95/5287-6
 HC, \$64/5288-3 illustrations
Early Childhood Education Series

“Books and stories do not automatically produce quality intellectual work in the classroom. Intellectual quality depends also on adults—committed and intentional teachers and parents who activate the potential of stories. To help teachers build on what they know about stories, Mary describes praxes for using books that are grounded in well-defined principles of teaching and learning.”

—From the Foreword by
Jie-Qi Chen, Erikson
 Institute

Don't Leave the Story in the Book

Using Literature to Guide Inquiry in Early Childhood Classrooms

Mary Hynes-Berry brings a lifetime of using oral storytelling to promote learning in her work with preservice and in-service teachers at Erikson Institute, Chicago Illinois

Foreword by Jie-Qi Chen

Drawing from 30 years of teaching and professional development experience, this book offers a roadmap for using children's literature to provide authentic learning. Featuring a “storyteller's voice,” each chapter includes a case study about how a particular fiction or nonfiction work can be used in an early childhood classroom; a series of open-ended questions to help readers construct their own inquiry units; and a bibliography of children's literature. This book provides a unique synthesis of ideas based on constructivist approaches to learning, including the importance of positive dispositions and learning communities, the nature of higher-order thinking, and the relationship between methods such as guided inquiry in the sciences and balanced literacy.

Chapters:

- 1. How Are Learning Communities Like *Stone Soup*?** Exploring a Praxis
- 2. What Can We Learn From the *Three Little Pigs*?** The Three Es of Quality Intellectual Work
- 3. Can *Cinderella's Slipper Be Gold Instead of Glass*?** The Role of Questions in Quality Intellectual Work
- 4. How Can We Play With *Abiyoyo*?** The SIP of Play and Quality Intellectual Work
- 5. What Makes a Good *Goldilocks*?** Assessing the Quality of Picture Books
- 6. How Long Is *Tikki Tikki Tembo*?** What's the Problem with Naked Numbers?
- 7. How Did The Sun and Moon Come To Be In The Sky?** Playing with the Amazing Facts of Science
- 8. How do You Get from *Patches to a Patchwork Quilt*?** Reading an Object to Spark Inquiry Across the Curriculum
- 9. Who's The Strongest?** What Makes Stories Such Effective Tools For Quality Intellectual Work?



Oct 2011/208 pp./PB, \$29.95/5260-9
 HC, \$64/5261-6 photographs
Language and Literacy Series

“This book provides a theoretical and empirical foundation for the development of new and exciting pedagogical approaches to the teaching and learning of digital literacies in the earliest years of schooling...researchers, educators, and policymakers alike ignore its key messages at their peril in the decades ahead.”

—From the Foreword by
Jackie Marsh, the University
 of Sheffield, UK

“Play, too often in the past, has been seen as a four letter word by those who wish to raise academic standards. Wohlwend shows why this position is untenable and why play is a curricular necessity in kindergarten and beyond. This is a must read for anyone worried about what parents and administrators will say about the infusion of play in their curriculum.”

—**Jerome C. Harste**, Indiana
 University, Bloomington

Playing Their Way into Literacies

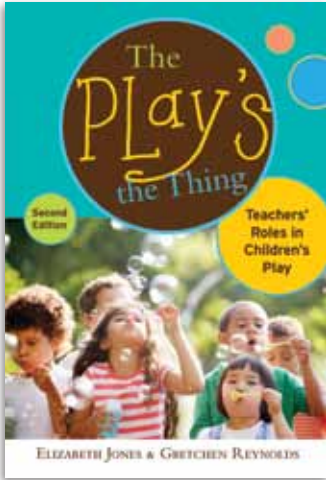
Reading, Writing, and Belonging
 in the Early Childhood Classroom

Karen E. Wohlwend, assistant professor, literacy, culture, and language education, Indiana University
 Foreword by Jackie Marsh

Karen Wohlwend provides a new framework for rethinking the boundaries between literacy and play, so that play itself is viewed as a literacy practice along with reading, writing, and design. Through a variety of theoretical lenses, the author presents a portrait of literacy play that connects three play groups: the girls and, importantly, boys who played with Disney Princess media; “Just Guys,” who used design and sports media to make a boys-only space; and a group of children who played teacher with big books and other school texts. These young children “play by design” using play not only as a literacy to transform the texts that they read, write, and draw, but also as a tactic to transform their relational identities in the social spaces of peer and school cultures.

Emphasizing the importance of play despite current high-stakes testing demands, this book:

- ✓ Provides an argument for re-centering play in early childhood curricula where play functions as a literacy in its own right.
- ✓ Offers cutting-edge analyses and examples of new literacies, popular culture, and multimodal discourses.
- ✓ Illustrates how children’s play can both produce and challenge normative discourses regarding ethnicity, gender, and sexuality.
- ✓ Examines the multimodal, multimedia textual practices of young children as they play across tensions among popular media, peer relationships, and school literacy.
- ✓ Features vivid descriptions, examples of young children in action, and photographs.



Sep 2011/168 pp./PB, \$25.95/5241-8
Early Childhood Education Series

“Provides an excellent summary of theories related to the importance of children’s play and illustrates the six roles teachers can use to put these theories into practice.”

—Harvard Educational Review

“Playful learning offers educators a plan for creating fun and engaging pedagogies that support rich curricula... And this book offers magnificent descriptions and evidence-based examples of how teachers can pave this new road and create a climate for learning via play.”

—From the Foreword to the Second Edition by **Kathy Hirsh-Pasek**, Temple University, and **Roberta Michnick Golinkoff**, University of Delaware

“This book describes the knowledge that is required to foster play and to use it as a solid foundation on which to build learning.”

—From the Foreword to the First Edition by **Elizabeth Prescott**, faculty emerita, Pacific Oaks College

The Play’s the Thing

Teachers’ Roles in Children’s Play
Second Edition

**New
Edition**

Elizabeth Jones, faculty emerita in human development, Pacific Oaks College, Pasadena, CA, and **Gretchen Reynolds**, faculty in the early childhood education program, Algonquin College, Ottawa, Canada

Foreword to the Second Edition by **Kathy Hirsh-Pasek** and **Roberta Michnick Golinkoff**

Responding to current debates on the place of play in schools, the authors have extensively revised their groundbreaking book. They explain how and why play is a critical part of children’s development, as well as the central role adults have to promote it. This classic textbook and popular practitioner resource offers systematic descriptions and analyses of the different roles a teacher adopts to support play, including those of stage manager, mediator, player, scribe, assessor, communicator, and planner. This new edition has been expanded to include significant developments in the broadening landscape of early learning and care, such as assessment, diversity and culture, intentional teaching, inquiry, and the construction of knowledge.

New for the Second Edition!

- Additional theories on the relationship of teachers and children’s play (e.g., Vygotsky and the role of imaginary play and Reggio Emilia’s image of the competent child).
- Current issues from media content, consumer culture, and environmental concerns.
- Standards and testing in preschool and kindergarten.
- Bridging the cultural gap between home and school.
- Using digital technology to make children’s play visible.
- Recent brain development research.
- And much more!

ALSO BY THESE AUTHORS:



PLAYING TO GET SMART

Elizabeth Jones and
Renatta M. Cooper

136 pp./PB, \$21.95/4616-5
Early Childhood Education Series



MASTER PLAYERS

Learning from Children at Play

Gretchen Reynolds and **Elizabeth Jones**
Foreword by **Edgar Klugman**

144 pp./PB, \$20.95/3581-7
Early Childhood Education Series



New

Jun 2011/192 pp./PB, \$26.95/5195-4
large format, illustrations
Early Childhood Education Series

“Constructivist practice comes to life in these pages. At a time of narrow high-stakes tests, here is a model that preserves truly professional practice.”

—From the Foreword by
Doris Pronin Fromberg,
Hofstra University

“A wonderful, jam-packed storehouse of research-based ideas for the effective teaching of science. The author is masterful in her ability to clearly explain current brain research and cognitive science studies and to exemplify the research through practical classroom applications.”

—**Lawrence Lowery,** Professor
(emeritus), Graduate
School of Education and the
Lawrence Hall of Science,
University of California at
Berkeley

Big Science for Growing Minds

Constructivist Classrooms for Young Thinkers

Jacqueline Grennon Brooks is professor of science education in the Department of Teaching, Literacy, and Leadership at Hofstra University in Hempstead, New York

Foreword by Doris Pronin Fromberg

Strong evidence from recent brain research shows that the intentional teaching of science is crucial in early childhood. *Big Science for Growing Minds* describes a groundbreaking curriculum that invites readers to rethink science education through a set of unifying concepts or “big ideas.” Using an integrated learning approach, the author shows teachers how to use readily available, low-cost items to create a safe classroom setting that fosters hands-on learning and exploration of real-life problems. The text includes classroom activities that connect science learning to mathematics, technology, art, and literacy.

Book Features:

- ✓ Shows teachers how to address fundamental biology, chemistry, physics, and Earth science concepts using easy-to-find objects.
- ✓ Describes constructivist learning environments that are aligned with emerging data on brain development.
- ✓ Includes guidance for adopting approaches and instructional strategies consistent with NSTA, NSES, and NAEYC guidelines.

Contents:

Part 1: Science in Early Childhood

1. Young Scientists with Growing Ideas
2. A Constructivist View of Learning
3. Learning to Care and Caring to Learn

Part 2: Landscapes for Learning Science

4. Science as Disciplined Wonder
5. Science Learning Within Family, Community, and Nature
6. Science of Learning
7. Liberty and Science for All
8. Negotiating the Science Curriculum

Part 3: From Unifying Science Concepts to Curriculum

9. Unifying Science Concepts
10. Unifying Concepts: The Physical Environment
11. Unifying Concepts: The Living Environment

Part 4: From Curriculum to the Wonder of Science

12. Science in the Shopping Cart: A Chemistry Unit
13. Water, Soil, Sand, and Salt: An Earth Science Unit
14. Putting It All Together



Jun 2011/224 pp./PB, \$31.95/5232-6
 HC, \$72/5233-3
 large format, photos
 Early Childhood Education Series

“I predict that you’ll place this book alongside those educational readings that you value most; and that, in the manner of a *vade mecum*, you will draw on it regularly for implementation, insight, and inspiration.”
 —From the Foreword by
Howard Gardner, Harvard
 Graduate School of Education

“This volume graphically portrays 12 ‘best practices’ that are sure to provoke as much thought as they are to evoke wise and insightful practice. A totally delightful and thoroughly helpful contribution.”
 —**Sharon Lynn Kagan**,
 National Center for Children
 and Families, Teachers
 College, Columbia University

“Once again, Ann Lewin-Benham has demonstrated the depth of her knowledge and understanding of the field of early childhood education.... This book is a must read for all who care about doing the right thing for children.”
 —**Maurice Sykes**, Early
 Childhood Leadership
 Institute, University of the
 District of Columbia

Twelve Best Practices for Early Childhood Education

Integrating Reggio and Other Inspired Approaches

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

In her new book, popular author Ann Lewin-Benham draws on her intimate knowledge and experience with the Reggio Approach to present 12 “best practices” inspired not only by Reggio, but also by play-based and Montessori approaches to early childhood education. These practices are demonstrated, one per chapter, with scenarios from classrooms, dialogues of children and teachers, and work samples showing the outcome of using each practice. Used together, the 12 best practices offer a new framework for early education.

Written in the accessible style that her readers appreciate, this book expands on Lewin-Benham’s earlier works by showing the foundations for teachers to practice the Reggio Approach in their own settings. It introduces several new techniques: fostering language skills through Meaningful Conversation, designing inspiring environments, switching from a scheduled to an Open Flow day, using materials to build brain networks and stimulate Significant Work, and much more.

This important resource also includes a self-assessment tool, EXCEL, to assist you in examining your practices and those of your school. All chapters include key points and questions to help readers think more deeply about the material presented.

ALSO BY ANN LEWIN-BENHAM:

INFANTS AND TODDLERS AT WORK, page 14

POWERFUL CHILDREN

Understanding How to Teach and Learn Using the Reggio Approach
 216 pp./PB, \$27.95/4883-1/HC, \$60/4884-8
 large format, 33 photos
 Early Childhood Education Series

POSSIBLE SCHOOLS

The Reggio Approach to Urban Education
 176 pp./PB, \$23.95/4651-6/HC, \$60/4652-3
 30 Illustrations, including photos



June 2011/168 pp./PB, \$27.95/5238-8/
HC, \$60/5239-5

“Meier offers a unique look at a critical subject in teaching and professional development. It deepens our understanding of the process and opens up new possibilities for helping children become writers.”

—*Young Children*

“It’s a real challenge to teach students writing mechanics while still allowing them to write creatively and passionately from their own unique perspectives. Daniel Meier’s book is the tool I needed to inform my writing instruction.”

—**Bob Garrison**,
elementary school teacher

Teaching Children to Write

Constructing Meaning and
Mastering Mechanics

Daniel R. Meier, professor of elementary education, San Francisco State University, and co-editor, *Voices of Practitioners*, an online teacher research feature of NAEYC’s *Young Children*

In his latest book, Daniel Meier highlights the critical importance of integrating content and mechanics for successful and engaged writing at the K–4 level. Featuring the teaching philosophies and strategies of seven exemplary teachers, and a discussion of relevant research and theory, Meier provides a fresh, practical, and much-needed perspective on making writing meaningful and effective in the current standards-based era. Written by an experienced teacher and researcher, *Teaching Children to Write* will be of interest to both new and veteran teachers, as well as curriculum coordinators, literacy coaches, and researchers on children’s writing.

Book Features:

- ✓ Explanations of key theories on early literacy research, integration of content and mechanics, and effective teaching strategies.
- ✓ Step-by-step guidance for using children’s literature for writing, generating ideas and content, composing, writing, and revising.
- ✓ Models for supporting student writing with native and nonnative English-language speakers.
- ✓ Guidance for using developmentally appropriate techniques and strategies to encourage young writers.
- ✓ A user-friendly format that includes samples of children’s artwork and writing, questions for reflection, issues to consider, research summaries, and suggestions for teaching.

ALSO BY DANIEL MEIER:



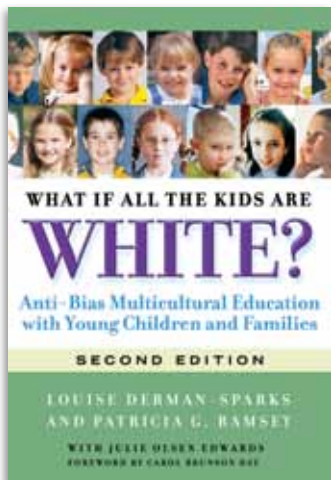
HERE’S THE STORY

Using Narrative to Promote
Young Children’s Language
and Literacy Learning

Foreword by María de la Luz Reyes

192 pp./PB, \$26.95/4979-1/HC, \$58/4980-7
10 illustrations

LEARNING FROM YOUNG CHILDREN IN THE CLASSROOM, page 22



Apr 2011 / 224 pp. / PB, \$26.95 / 5212-8
Early Childhood Education Series

PRAISE FOR THE FIRST EDITION—

“A dynamic blend of child development theory, social history, and the best pedagogical practice from two distinguished social justice educators—every teacher of young children should read it!”

—Beverly Daniel Tatum,
 President, Spelman College

“By starting with a strong sense of identity that is not race-based, children can move forward to cultivate an anti-racist culture. This book offers caregivers excellent frameworks and tools to make this happen.”

—TC Record

“An ‘alternative vision’ for White identity that breaks the mold.”

—From the Foreword by
 Carol Brunson Day

“An accessible, practical, and essential tool for every teacher of young White children...from two of early childhood education’s most experienced teachers.”

—Paul Kivel,
 educator and author

What If All the Kids Are White?

**New
 Edition**

Anti-Bias Multicultural Education
 with Young Children and Families
 Second Edition

Louise Derman-Sparks conducts workshops and consults throughout the United States and internationally; and **Patricia G. Ramsey** is a professor at Mount Holyoke College in South Hadley, Massachusetts; with **Julie Olsen Edwards**

Foreword by Carol Brunson Day

In this updated edition, two distinguished early childhood educators tackle the crucial topic of what White children need and gain from anti-bias and multicultural education. The authors propose seven learning themes to help young White children resist messages of racism and build identity and skills for thriving in a country and world filled with diverse ways of being. This compelling text includes teaching strategies for early childhood settings, activities for families and staff, reflection questions, a record of 20th- and 21st-century White anti-racism activists, and organizational and website resources.

Bringing this bestselling guide completely up to date, the authors:

- ✓ Address the current state of racism and anti-racism in the United States, including the election of the first African American president and the rise of hate groups.
- ✓ Review child development research with a particular emphasis on recent observational studies that show how White children enact racial power codes.
- ✓ Discuss implementation of the core learning themes in racially diverse early childhood education settings, state standards for preschools and pre-K classrooms, and NCLB pressures on early childhood teaching.
- ✓ Update all resources and appendices, including reading lists and websites for finding resources and organizations engaged in anti-racism work.

Professors:

To request exam copies of any book in this catalog, visit us at:
www.tcpres.com/form1.html



Jun 2011/176 pp./PB, \$29.95/5234-0
 HC, \$68/5235-7
 large format, illustrations
 Early Childhood Education Series

Starting with Their Strengths

Using the Project Approach in
 Early Childhood Special Education

Deborah C. Lickey, project coordinator, Virginia Paraprofessional Early Childhood Project, Virginia Commonwealth University; and
Denise J. Powers, early childhood specialist, The Circle Preschool Program, Greater Richmond Stop Child Abuse Now (SCAN)

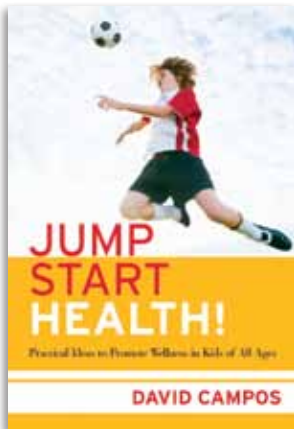
Foreword by Lesley Koplow

"This is the right book at the right time.... Lickey and Powers bring us back to developmental reality."

—From the Foreword by **Lesley Koplow**, Bank Street College

This is a comprehensive guide to using the project approach when teaching young children with special needs. Using scenarios from their own practice, the authors examine the process of accessing children's strengths to facilitate social, emotional, cognitive, and motor development, including concepts and skills. The text includes classroom vignettes, photos of projects, sample lesson plans, forms for data collection, and a strength-based Individualized Education Plan (IEP) guide.

Book Features: ✓ Classroom vignettes that demonstrate the project approach in action ✓ Examples of children's work and photos of projects ✓ Approaches to both determine the sources of behavior challenges and support positive behavior ✓ Sample lesson plans that reflect children's interests and developmental needs ✓ Forms for data collection, communicating with parents, identifying sensory challenges, behavior analysis, and more ✓ A strength-based Individualized Education Plan (IEP) guide.



Mar 2011/240 pp./PB, \$29.95/5178-7
 HC, \$66/5179-4

Jump Start Health!

Practical Ideas to Promote Wellness in Kids of All Ages

David Campos, associate professor of education, University of the Incarnate Word, San Antonio, TX

"This how-to manual is a panoply of original lesson plans and practical strategies for eradicating the poor dietary and exercise habits that are diminishing the health and wellness of our society."

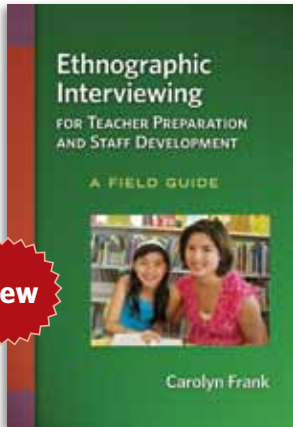
—**La Vonne I. Neal**, Northern Illinois University

"*Jump Start Health!* is loaded with ideas for classroom lessons to inspire children and students. What I like about this book is that it is devoted to instructors who care about these issues and are in front of students every day."

—**fedupwithlunch.com**

The author helps us understand the obesity crisis and offers practical ideas for incorporating wellness initiatives into the elementary curriculum. Each idea presented has a clear learning objective, addresses federal health standards, and includes a step-by-step approach with activities for the classroom. This hands-on, comprehensive book provides a set of tools that will help teachers and health practitioners improve the eating habits and exercise patterns of youngsters nationwide. Unlike other health curricula, *Jump Start Health!* is unique because it provides teaching materials that:

- ✓ Ask a range of critical thinking questions.
- ✓ Encourage collaboration and community building.
- ✓ Embody the National Education Standards and National Health Standards.



Ethnographic Interviewing for Teacher Preparation and Staff Development

A Field Guide

Carolyn Frank is a professor in the Charter College of Education at California State University, Los Angeles and director of the Los Angeles Writing Project

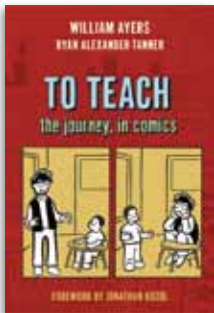
"Teachers and teacher educators will find this book a dazzling and transformative contribution to their instructional repertoire."
—**Sheridan Blau**, Teachers College

This practical book shows how educators can use interviewing to improve their teaching and communicate better with students and parents. It is also an excellent guide for teacher researchers and for educational researchers who want to know how they can learn more about classroom life, especially in an elementary school setting. There are specifics on developing rapport, putting the parent or student at ease, constructing questions, and analyzing data.

Book Features:

- ✓ Key strategies and guidelines to prepare and conduct interviews
- ✓ Real-life examples drawn from the author's own experiences as a teacher, educational researcher, and professor
- ✓ Descriptions of home visits and how to prepare for them
- ✓ Assessment tools and instructional plans, and how to choose the best ones for different students
- ✓ And much more!

Oct 2011/120 pp./PB, \$26.95/5256-2
photographs



To Teach

The Journey, in Comics

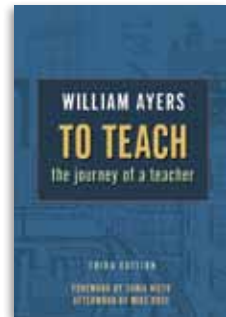
William Ayers and
Ryan Alexander-Tanner

Foreword by Jonathan Kozol



"This fascinating and, yes, educational book will certainly be of interest to teachers, but it will also teach, inspire, and entertain anyone else who picks it up."

—**Publishers Weekly**



To Teach

The Journey of a Teacher,
Third Edition

William Ayers

Foreword by Sonia Nieto
Afterword by Mike Rose



For almost two decades, *To Teach* has inspired teachers across the country to become the teachers they long to be.

2010/192 pp./PB, \$21.95/5063-6



"A delightful book that will make readers smile."

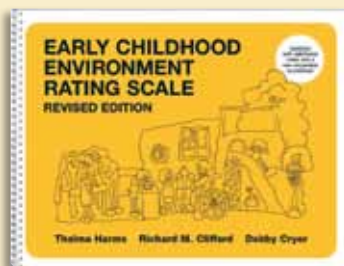
—**Phi Delta Kappan**

"An utterly original and deliciously irreverent book that is likely to be passed from hand to hand by tens of thousands of our nation's teachers out of the sheer joy that they will take in reading it."

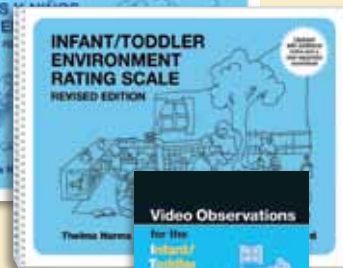
—From the Foreword by
Jonathan Kozol

To help bring this popular story to a new generation of teachers, the classic text is now also available as a graphic novel. Featuring the evocative and wry drawings of Ryan Alexander-Tanner, the comics version of *To Teach* brings the celebrated teacher's memoir to life!

2010/144 pp./PB, \$15.95/5062-9



Use the new ECERS-E companion scale with the ECERS-R for a complete picture of what a high-quality early childhood program can look like.



EARLY CHILDHOOD ENVIRONMENT RATING SCALE (ECERS-R)

Revised Edition

Thelma Harms, Richard M. Clifford, and Debby Cryer

Featuring a spiral binding, the updated ECERS-R offers more practical assistance in the form of an Expanded Score Sheet (which contains a worksheet) and additional notes for clarification to improve accuracy in scoring. However, the items and indicators remain the same as in the original ECERS-R.

Designed for preschool, kindergarten, and child care classrooms serving children 2½ through 5 years of age, this widely used program quality assessment instrument can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the ECERS-R make it particularly useful for research and program evaluation.

Convenient Organization: Space and Furnishings
 • Personal Care Routines • Language-Reasoning
 • Activities • Interaction • Program Structure • Parents and Staff

2005/96 pp./PB, \$20.95/4549-6
 large format, spiral binding

VIDEO OBSERVATIONS FOR THE ECERS-R

Thelma Harms and Debby Cryer

DVD/35-min./\$64/4706-3

Videotape/35-min./\$64/3834-4

Video Guide & Training Wkbk/\$4/3835-1



SPANISH EDITION OF ECERS-R

ESCALA DE CALIFICACIÓN DEL AMBIENTE DE LA INFANCIA TEMPRANA
 Edición Revisada

Thelma Harms, Richard M. Clifford, and Debby Cryer

2002/64 pp./PB, \$20.95/4257-0 large format

NEW COMPANION SCALE—

ECERS-E: THE FOUR CURRICULAR SUBSCALES EXTENSION TO THE EARLY CHILDHOOD ENVIRONMENT RATING SCALE (ECERS-R)

Fourth Edition with Planning Notes

Kathy Sylva, professor, University of Oxford; **Iram Siraj-Blatchford**, professor, University of London; and **Brenda Taggart**, Principal Investigator/Research Coordinator of the Effective Provision of Pre-School Education (EPPE) Project, University of London.

Foreword by Thelma Harms

Convenient organization:

LITERACY ITEMS

- Print in the environment
- Book and literacy areas
- Adults reading with children
- Sounds in words
- Emergent writing/mark making
- Talking and listening

MATHEMATICS ITEMS

- Counting and application of counting
- Reading and representing simple numbers
- Activities: Shape
- Activities: Sorting, matching, and comparing

SCIENCE AND ENVIRONMENT ITEMS

- Natural materials
- Areas featuring science/science materials
- Activities: Non living
- Activities: Living processes
- Activities: Food preparation

DIVERSITY ITEMS

- Planning for individual learning needs
- Gender equality and awareness
- Race equality and awareness

2011/72 pp./PB, \$20.95/5150-3
 large format, spiral binding

Not for sale by TC Press in the UK



INFANT/TODDLER ENVIRONMENT RATING SCALE (ITERS-R)

Revised Edition

Thelma Harms, Debby Cryer, and Richard M. Clifford

Featuring a spiral binding, the updated ITERS-R offers more practical assistance in the form of additional notes for clarification and an Expanded Score Sheet, which incorporates notes and tables to assist in scoring. However, the items and indicators remain the same as in the original ITERS-R. Designed for use in center-based child care programs for infants and toddlers up to 30 months of age, the ITERS-R can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs.

2006/80 pp./PB, \$20.95/4640-0
large format, spiral binding

VIDEO OBSERVATIONS FOR THE ITERS-R

Thelma Harms and Debby Cryer

DVD/35-min./\$64/4709-4

Videotape/35-min./\$64/4316-4

Video Guide & Training Wkbk/\$4/4320-1



SPANISH EDITION OF ITERS-R

ESCALA DE CALIFICACIÓN DEL AMBIENTE PARA BEBÉS Y NIÑOS PEQUEÑOS

Edición Revisada

Thelma Harms, Debby Cryer, and Richard M. Clifford

2005/72 pp./PB, \$20.95/4517-5
large format

SCHOOL-AGE CARE ENVIRONMENT RATING SCALE (SACERS)

Thelma Harms, Ellen Vineberg Jacobs, and Donna Romano White

SACERS provides an easy-to-use resource for defining high-quality care and assessing levels of quality in child care programs offered by schools and other organizations. It consists of 49 items, organized under seven categories: Space and Furnishings • Health and Safety • Activities • Interactions • Program Structure • Staff Development • Supplementary Items (for children with special needs).

Full instructions for using the scale, a training guide, and notes clarifying selected items are included. In addition, one blank score sheet is provided in the center of each book. Packages of 30 score sheets may be ordered separately.

1995/48 pp./PB, \$20.95/3507-7
Scoring Sheets: pkg. of 30, \$8.95/3508-4
large format

FAMILY CHILD CARE ENVIRONMENT RATING SCALE (FCCERS-R)

Revised Edition

Thelma Harms, Debby Cryer, and Richard M. Clifford

Featuring a spiral binding, the FCCERS-R is a thorough revision of the widely used program quality assessment instrument, the *Family Day Care Rating Scale*. Designed for use in family child care programs, it is suitable for programs serving children from infancy through school-age. Following extensive input from users of the original scale, the authors have made many improvements and innovations that will make this program resource even more effective and easy to use.

Convenient Organization: Space and Furnishings • Personal Care Routines • Listening and Talking • Activities • Interaction • Program Structure • Parents and Provider

2007/88 pp./PB, \$20.95/4725-4
large format, spiral binding

VIDEO OBSERVATIONS FOR THE FCCERS-R

Thelma Harms and Debby Cryer

DVD/\$64/4773-5

Videotape/\$64/4825-1

Video Guide & Training Wkbk/\$4/4826-8



SPANISH EDITION OF FCCERS-R

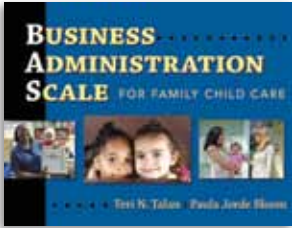
ESCALA DE CALIFICACIÓN DEL AMBIENTE DE CUIDADO INFANTIL EN FAMILIA

Edición Revisada

Thelma Harms, Debby Cryer, and Richard M. Clifford

2010/88 pp./PB, \$20.95/4879-4
large format, spiral binding

SEE ALSO: PROGRAM ADMINISTRATION SCALE, Second Edition, page 2



Business Administration Scale for Family Child Care



Teri N. Talan and Paula Jorde Bloom

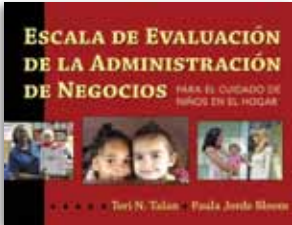
"With the new Spanish BAS, you will be able to fulfill your dream as a family child care business owner, better communicate with families, and expand your professional experience."

—Luis A. Hernandez, training and technical assistance specialist in early childhood education

"This valuable book should be used by any organization interested in increasing the business skills of family child care providers in their community."

—Tom Copeland, consultant to the National Association for Family Child Care

The Business Administration Scale for Family Child Care (BAS) is the first valid and reliable tool for measuring and improving the overall quality of business and professional practices in family child care settings. It is designed to complement the widely used *Family Child Care Environment*



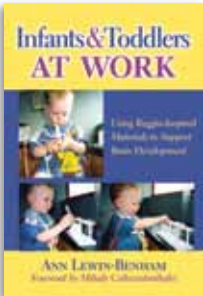
Rating Scale-Revised (see page 13). When used together, they provide a comprehensive picture of the quality of the family child care learning environment and the business practices that support the program. Using a 7-point rating scale (from "inadequate" to "excellent"), this easy-to-use assessment instrument measures: Qualifications and Professional Development • Income and Benefits • Work Environment • Fiscal Management • Recordkeeping • Risk Management • Provider-Parent Communication • Community Resources • Marketing and Public Relations • Provider as Employer

ENGLISH EDITION: 2009/48 pp./PB, \$20.95/4977-7 large format

SPANISH EDITION: 2010/56 pp./PB, \$20.95/5166-4 large format

REGGIO EMILIA

SEE ALSO: TWELVE BEST PRACTICES FOR EARLY CHILDHOOD EDUCATION, page 7



Infants and Toddlers at Work

Using Reggio-Inspired Materials to Support Brain Development



Ann Lewin-Benham
Foreword by Mihaly Csikszentmihalyi

"A wealth of information and specific suggestions for creating learning environments that capitalize on current knowledge make this an invaluable guide for practitioners and teacher educators."

—Young Children

Lewin-Benham provides specific activities and materials to use with infants and toddlers to enhance growth and development. For each material or activity presented, the text examines its relation to the rapid brain growth that characterizes the 0 to 3 years and provides guidance for their use. Materials discussed include: paint, mark-makers, man-made found objects, natural objects, clay, paper, and light and shadow. For information about the author's teacher workshops visit her website: AnnLewin-Benham.com.

2010/192 pp./PB, \$27.95/5107-7/HC, \$62/5108-4 large format, photos

Early Childhood Education Series



Bringing Reggio Emilia Home



An Innovative Approach to Early Childhood Education

Louise Boyd Cadwell

This classic book is the first to integrate the experiences of one American teacher on a year-long internship in the

preschools of Reggio, with a four-year adaptation effort in one American school.

1997/176 pp./PB, \$21.95/3660-9/HC, \$43/3661-6

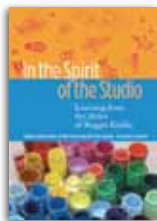
Early Childhood Education Series

BRINGING LEARNING TO LIFE

The Reggio Approach to Early Childhood Education

Louise Boyd Cadwell / Foreword by Carlina Rinaldi

2003/224 pp./PB, \$21.95/4296-9/HC, \$44/4297-6 large format, 62 illustrations including full-color insert

**IN THE SPIRIT OF THE STUDIO**

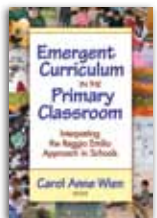
Learning from the *Atelier* of Reggio Emilia

Edited by **Lella Gandini, Lynn T. Hill, Louise Boyd Cadwell, and Charles Schwall**

"Offers an unprecedented window into the thinking behind *Atelier*."

—*Innovations in Early Education*

2005/224 pp./PB, \$29.95/4591-5
large format, 96 color photos and illustrations

**EMERGENT CURRICULUM IN THE PRIMARY CLASSROOM**

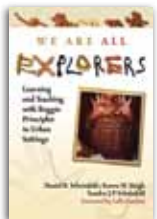
Interpreting the Reggio Emilia Approach in Schools

Edited by **Carol Anne Wien**

"Unique insights into a curriculum approach that generates high levels of engagement and learning."

—*Young Children*

2008/192 pp./PB, \$27.95/4887-9/HC, \$58/4888-6
large format, 37 illustrations
Early Childhood Education Series

**WE ARE ALL EXPLORERS**

Learning and Teaching with Reggio Principles in Urban Settings

Daniel R. Scheinfeld, Karen M. Haigh, and Sandra J. P. Scheinfeld

Foreword by Lella Gandini

"Wonderful book."

—*Innovations in Early Education*

"For those interested in applying Reggio principles and practices in their own programs, this book is an invaluable resource." —*Young Children*

2008/208 pp./PB, \$28.95/4908-1/HC, \$62/4909-8
large format, 60 illustrations

**BAMBINI**

The Italian Approach to Infant/Toddler Care

Edited by **Lella Gandini and Carolyn Pope Edwards**

Foreword by Robert N. Emde

"Highly recommended." —*Choice*

"The authors detail the care and education of infants and toddlers

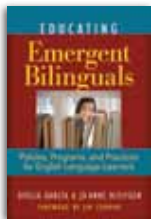
in Italy and suggest implications for programs in the United States." —*Young Children*

2000/256 pp./PB, \$23.95/4008-8
Early Childhood Education Series

BAMBINI: Early Care and Education in Pistoia, Italy, A Child-Friendly City
Carolyn Pope Edwards, Lella Gandini, Luis Peon-Casanova, and Jim Danielson

The companion video to *Bambini*.

2003/30-min. Video, \$95/4322-5

**EDUCATING EMERGENT BILINGUALS**

Policies, Programs, and Practices for English Language Learners

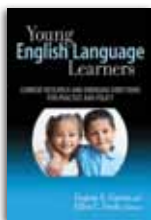
Ofelia García and Jo Anne Kleifgen

Foreword by Jim Cummins

"Perhaps once or twice a decade you read a book that is so lucid, convincing, and inspirational that you want to order copies for every teacher, administrator, and policymaker... [This is] such a book."

—From the Foreword by Jim Cummins, University of Toronto

2010/192 pp./PB, \$26.95/5113-8/HC, \$60/5114-5
Language and Literacy Series

**YOUNG ENGLISH LANGUAGE LEARNERS**

Current Research and Emerging Directions for Practice and Policy

Edited by **Eugene E. García and Ellen C. Frede**

"This comprehensive volume has important implications for preschool education and future ELL research."

—*Young Children*

This important book provides up-to-date syntheses of the research base for young ELLs on critical topics, with contributions by: Nancy A. Denton • Linda M. Espinosa • Margaret Freedson • Claudia Galindo • Fred Genesee • Donald J. Hernandez • Suzanne Macartney • José E. Nájuez • Flora V. Rodríguez-Brown

2010/224 pp./PB, \$32.95/5111-4/HC, \$70/5112-1
Early Childhood Education Series

**LATINO CHILDREN LEARNING ENGLISH**

Steps in the Journey

Guadalupe Valdés, Sarah Capitelli, and Laura Alvarez

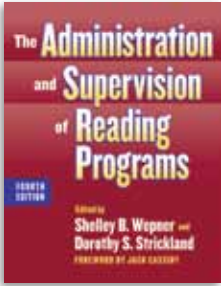
"Valdés, Capitelli, and Alvarez weave the small steps of young Latino children learning English with huge theoretical contributions that will forever change how we view the process of second language acquisition and learning."

—**Ofelia García**, Graduate Center, The City University of New York

The authors analyze the effectiveness of current practices designed to accelerate the second language acquisition process, and include examples of activities that can be used with young ELL children to engage them in new-language interactions.

2010/264 pp./PB, \$34.95/5144-2/HC, \$74/5145-9

SEE ALSO: APEEC, P. 17; BAS, P. 14; PAS, P. 2



The Administration and Supervision of Reading Programs

Fourth Edition

Edited by
Shelley B. Wepner
and **Dorothy S. Strickland**

Foreword by Jack Cassidy



This popular textbook is still the most comprehensive resource on the oversight of literacy programs (preK-12). The text covers selecting materials, assessing the quality of teachers, providing staff development, working with different types of learners, and incorporating writing and technology.

Contributors: Kathryn H. Au ■ Rita M. Bean ■ Karen Bromley ■ Mary Elizabeth Curran ■ Douglas Fisher ■ James Flood ■ Jennifer L. Goetze ■ Bill Harp ■ James V. Hoffman ■ Barbara A. Kapinus ■ Julie K. Kidd ■ Linda D. Labbo ■ Diane Lapp ■ Michael C. McKenna ■ Christine A. McKeon ■ Kathleen C. Mooney ■ Maryann Mrasz ■ Diana J. Quatroche ■ Ruth E. Quiroa ■ Taffy E. Raphael ■ Kristen D. Ritchey ■ Misty Sailors ■ Dorothy S. Strickland ■ Liqing Tao ■ William H. Teale ■ Jo Anne L. Vacca ■ Richard T. Vacca ■ Jean Payne Vintinner ■ Sharon Walpole ■ Shelley B. Wepner ■ Junko Yokota

2008/288 pp./PB, \$29.95/4849-7
large format, 16 photos

Language and Literacy Series



THE CHALLENGE TO CARE IN SCHOOLS

An Alternative Approach to Education

Second Edition

Nel Noddings

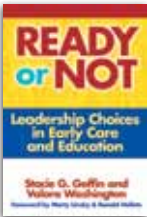
Foreword by Jonas Soltis

Rather than forcing one side to yield to the other, this book advocates an alternative, "responsive system" that will allow the best ideas to flourish to the benefit of all...especially the children.

2005/224 pp./PB, \$24.95/4609-7

Advances in Contemporary Educational Thought Series

2011 EXCHANGE MAGAZINE LIST OF
"BOOKS THAT SHAPED OUR PROFESSION"



READY OR NOT

Leadership Choices in Early Care and Education

Stacie G. Goffin and
Valora Washington

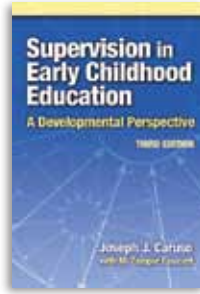
Foreword by Marty Linsky and Ronald Heifetz

"It is a useful wake-up call with a perspective we need to hear and heed." —*Young Children*



2007/120 pp./PB, \$21.95/4793-3/HC, \$45/4794-0

Early Childhood Education Series



Supervision in Early Childhood Education

A Developmental Perspective, Third Edition

Joseph J. Caruso with
M. Temple Fawcett

This classic volume is still the best choice for those supervising staff from a

wide variety of educational and cultural backgrounds. Updated to reflect the many changes that have taken place in the field, the Third Edition features: • A chapter on career ladders/lattices • A chapter on staff selection, recruitment, and orientation • Promising staff development and evaluation practices • Continued attention to issues of diversity • Relevant NAEYC accreditation criteria • Emphasis on the development of supervisors as well as staff members • A focus on collaborative relationships and dialogue.

2007/288 pp./PB, \$25.95/4731-5

Early Childhood Education Series



RELATIONSHIPS



UNSMILING FACES

How Preschools Can Heal, Second Edition

Lesley Koplow, Editor

Foreword by Vivian Gussin Paley

This classic text provides an essential framework to help teachers understand the emotional lives of the young children they serve.

Contributors: Suzanne Abrams ■ Beverley Dennis ■ Judith Ferber ■ Virginia Hut

2007/288 pp./PB, \$27.95/4803-9/HC, \$56/4804-6



THE EMOTIONAL DEVELOPMENT OF YOUNG CHILDREN

Building an Emotion-Centered Curriculum, Second Edition

Marilou Hyson

Foreword by Edward Zigler

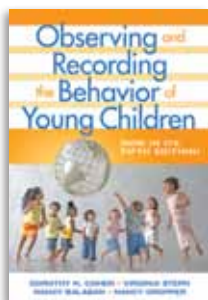
"Provides a wealth of research-based strategies for teachers in all types of early childhood settings."

—Sue Bredekamp

2003/208 pp./PB, \$24.95/4342-3

large format, 10 illustrations

Early Childhood Education Series



Observing and Recording the Behavior of Young Children

Fifth Edition

Dorothy H. Cohen, Virginia Stern, Nancy Balaban, and Nancy Gropper

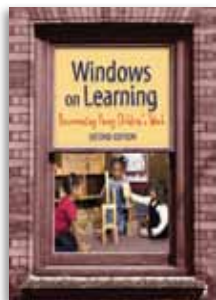


“Contains powerful lessons about child development, cultural influences, and why we should focus on understanding rather than measuring children.”

—Diane Trister Dodge, Teaching Strategies, Inc.

Based on the latest thinking in the field, the thoroughly revised Fifth Edition outlines methods for record-keeping that provide a realistic picture of each child's interactions and experiences in the classroom. Numerous examples of teachers' observations of children from birth to age 8 enrich this work and make it accessible, practical, and enjoyable to read. New features include updated observations that reflect the diverse population in contemporary classrooms and recent research on language and children with special needs.

2008/264 pp./PB, \$22.95/4882-4



Windows on Learning

Documenting Young Children's Work, Second Edition

Judy Harris Helm, Sallee Beneke, and Kathy Steinheimer

Foreword by Lillian G. Katz

Completely updated, this popular guide provides teachers with a proven method for documenting (collecting, analyzing, and displaying) young children's work at school. The updated second edition includes: Teacher forms, materials, and planning sheets in one book • More examples and photographs of children's and teachers' work • More information on incorporating standards in documentation • Methods for using documentation in professional learning communities.

2007/200 pp./PB, \$21.95/4786-5
large format, photos

Early Childhood Education Series



ASSESSMENT OF PRACTICES IN EARLY ELEMENTARY CLASSROOMS (APEEC)

Mary Louise Hemmeter, Kelly L. Maxwell, Melinda Jones Ault, and John W. Schuster



The APEEC can be used by administrators and researchers to evaluate the degree of developmental appropriateness in inclusive and general education classrooms. It can also be used by teachers

(K-3) as a self-assessment tool. APEEC is organized under three main categories: Physical Environment, Instructional Context, and Social Context. The book includes a carefully thought-out score sheet which can be photocopied for use in rating classrooms.

2001/48 pp./PB, \$17.95/4061-3
large format



THE EARLY INTERVENTION GUIDEBOOK FOR FAMILIES AND PROFESSIONALS

Partnering for Success

Bonnie Keilty

“Sometimes, knowing what to ask for is half the battle, and this book is chock-full of ‘insider information’ to guide families and professionals in their shared quest—to further the development of the children.”

—Building Blocks: A Special Needs Magazine

“This compelling book tells both what to expect in early intervention and how early intervention should be provided.”

—R. A. McWilliam, director,
Siskin Center for Child and Family Research

2009/192 pp./PB, \$24.95/5026-1/HC, \$56/5027-8
Early Childhood Education Series



THE VIEW FROM THE LITTLE CHAIR IN THE CORNER

Improving Teacher Practice and Early Childhood Learning (Wisdom from an Experienced Classroom Observer)

Cindy Rzaasa Bess

“This thoughtful guide will serve as an inspiration for prospective teachers, as a reaffirmation for veteran teachers, and as a window into the complexities of the classroom for parents.”

—Leonard W. Hamilton, Rutgers,
The State University of New Jersey

2009/168 pp./PB, \$23.95/5039-1/HC, \$52/5040-7
Early Childhood Education Series

Professors:

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www.tcpres.com/form1.html



Creating Welcoming Schools

A Practical Guide to Home-School Partnerships with Diverse Families

JoBeth Allen
Foreword by
Concha Delgado-Gaitan

"Highly recommended."
—*The Midwest Book Review*



"A comprehensive resource that shows how diverse families and the schools that their children attend can form partnerships that enhance student learning. It goes far and above the call of duty."

—*The Bookwatch*

2007/192 pp./PB, \$24.95/4789-6/HC, \$52/4790-2
13 photos



BEDTIME STORIES AND BOOK REPORTS

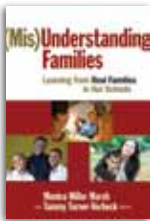
Connecting Parent Involvement and Family Literacy

Edited by Catherine Compton-Lilly and Stuart Greene

Foreword by Patricia A. Edwards/
Afterword by Shirley Brice Heath

Contributors: **Susana Y. Flores, Tisha Y. Lewis, Joyce F. Long, Nadjwa E.L. Norton, Darren O'Brien, Rosario Ordoñez-Jasis, Rebecca Rogers, Caitlin L. Ryan, Patricia Snell**

2010/176 pp./PB, \$29.95/5135-0/HC, \$66/5136-7
Language and Literacy Series



(MIS)UNDERSTANDING FAMILIES

Learning from Real Families in Our Schools

Edited by Monica Miller Marsh and Tammy Turner-Vorbeck

"Should be welcomed by teachers and teacher educators alike. Anyone who is looking

for resources to help them understand their own assumptions about family involvement, the perspectives of diverse families, or how to construct meaningful home-school relationships will be well served by this book."

—*The School Community Journal*

Contributors: Rochelle Brock • Simmee Chung • D. Jean Clandinin • Deborah Graham • Elizabeth Graue • Margaret Hawkins • Janice Huber • Angela Jaime • Guofang Li • Tamara P. Lindsey • Gerardo López • Anne Murray Orr • Linda T. Parsons • Debbie Pushor • Nathalie Reid • Caskey Russell • Shirley R. Steinberg • Kent Stoelting

2009/224 pp./PB, \$31.95/5037-7/HC, \$68/5038-4



Young Investigators

The Project Approach in the Early Years, Second Edition

Judy Harris Helm and Lilian G. Katz

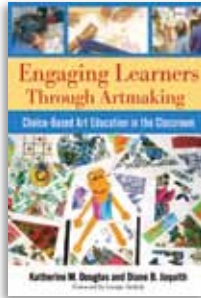
"Everything you could possibly need to start a project is covered in this book, so start investigating!"



—Association for Childhood Education International

This bestselling book has been completely updated to help teachers use the project approach in child care centers, in preschools, and in kindergarten, 1st grade, and early childhood special education classrooms. The book features step-by-step guidance, teacher interviews, children's work, photographs (including full color), and teacher journal entries. New and expanded topics include standards, activities with nature, technology, and projects for toddlers. A study guide for pre- and in-service teachers is available at www.tcpspress.com.

2011/160 pp./PB, \$24.95/5153-4
large format, photos
Early Childhood Education Series



Engaging Learners Through Artmaking

Choice-Based Art Education in the Classroom

Katherine M. Douglas and Diane B. Jaquith
Foreword by George Szekely

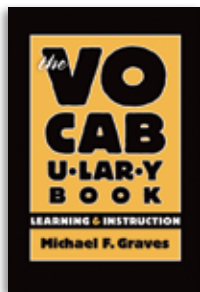
"The authors address theory, instruction, assessment and advocacy in a user-friendly format that includes color photos of classroom setups and student work, sample demonstrations and reflections on classroom activities. Overall, the book states the case for what we 'ought to be doing.'"

—*Arts and Activities*

2009/128 pp./PB, \$21.95/4976-0
24 full color photographs

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pricing discounts.



The Vocabulary Book

Learning and Instruction

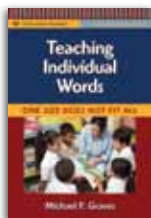
Michael F. Graves

“Broad enough to instruct students with small vocabularies, exceptional vocabularies, and every child in between.”
—*Reading Today*



This text presents a comprehensive plan for vocabulary instruction from kindergarten through high school. One of the top experts in the field offers a research-based program with plenty of classroom examples and strategies that teachers can use.

2006/192 pp./PB, \$22.95/4627-1/HC, \$48/4628-8
Language and Literacy Series



TEACHING INDIVIDUAL WORDS

One Size Does Not Fit All (K-8)

Michael F. Graves

Foreword by James F. Baumann

Building on his bestselling resource *The Vocabulary Book*, this book describes a practical

program for teaching individual words in the K-8 classroom. Designed to foster effective, efficient, and engaging differentiated instruction, it combines the latest research with vivid illustrations from real classrooms.

2009/120 pp./PB, \$14.95/4930-2
large format, 10 photographs
Language and Literacy Series (Practitioner's Bookshelf)



Artful Teaching

Integrating the Arts for Understanding Across the Curriculum, K-8

Edited by David M. Donahue and Jennifer Stuart

Foreword by Cyrus E. Driver
Afterword by Lois Hetland

“Educators are increasingly taking heart and taking hold of arts integration in the ways described in this wonderful volume.”

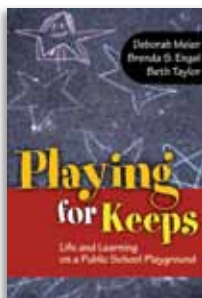
—From the Foreword by Cyrus E. Driver, The Ford Foundation



“Recommended.” —*Choice*

Includes rich and lively examples of public school teachers integrating visual arts, music, drama, and dance with subject matter, including English, social studies, science, and mathematics. Readers will come away with a deeper understanding of why and how to use the arts every day, in every school, to reach every child. This book is both a practitioner's guide and a school reform model.

2010/192 pp./PB, \$24.95/5080-3/HC, \$57/5081-0
15 photos



Playing for Keeps

Life and Learning on a Public School Playground

Deborah Meier, Brenda S. Engel, and Beth Taylor

“The authors’ wise commentary and vivid vignettes capture in detail the children’s lives on the playground... makes a convincing case for urgently needed, unstructured outdoor play in elementary education.”

—*Young Children*

“[The authors] demonstrate the ingenuity and significance of children’s play in developing learning and a sense of community.... Highly recommended.”

—*Choice*

“This is an adventure well worth taking, for teachers, parents, and administrators.”

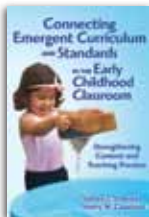
—Vivian Gussin Paley

“We need this book more than ever.”

—Jonathan Kozol

Co-authored by the well-known writer and educational leader Deborah Meier, this lively book makes a strong case for the importance of free exploration, imagination, and play to the learning and growth of our school-age population.

2010/144 pp./PB, \$19.95/5095-7



CONNECTING EMERGENT CURRICULUM AND STANDARDS IN THE EARLY CHILDHOOD CLASSROOM

Strengthening Content and Teaching Practice

Sydney L. Schwartz and Sherry M. Copeland

“This valuable resource is rich in practical suggestions.”

—Selma Wassermann, professor emerita, Simon Fraser University

“This book is a celebration of exemplary early education!”

—Doris Fromberg, Hofstra University

2010/208 pp./PB, \$26.95/5109-1/HC, \$58/5110-7
photographs

Early Childhood Education Series





THE STORY IN THE PICTURE

Inquiry and Artmaking
with Young Children

Christine Mulcahey

Foreword by Maxine Greene

“A must-read for those interested
and invested in early childhood
arts education.”

—*TC Record*

“Demonstrates how teachers can use works of fine
art in the early childhood classroom to enhance
children’s creative expression and learning.”

—*Young Children*

2009/120 pp./PB, \$19.95/5007-0/HC, \$42/5008-7

Early Childhood Education Series



EDUCATING AND CARING FOR VERY YOUNG CHILDREN

The Infant/Toddler Curriculum

Second Edition

**Doris Bergen, Rebecca Reid
and Louis Torelli**

Foreword by Bettye Caldwell

This revised edition uses case
studies and new research to

show educators how to transform curricula for very
young children into a dynamic, responsive experi-
ence. Download a free instructor’s manual at
www.tcpres.com.

2009/224 pp./PB, \$26.95/4920-3

30 photos

Early Childhood Education Series



SEEN AND HEARD

Children’s Rights in Early
Childhood Education

**Ellen Lynn Hall and
Jennifer Kofkin Rudkin**

Foreword by Bonnie Neugebauer

“Will inspire teachers to reflect
deeply on their own work and

the challenges of achieving social justice for
children while striving to balance the perspectives
of children and adults.”

—*Young Children*

2011/144 pp./PB, \$24.95/5160-2/HC, \$57/5161-9

large format, photos

Early Childhood Education Series

Available in Canada exclusively through Althouse Press



CHILDREN WITH SPECIAL NEEDS

Lessons for Early Childhood
Professionals

**Marjorie J. Kostelnik,
Esther Onaga, Barbara Rohde,
and Alice Whiren**

These powerful profiles will help
teachers to meet the needs

of all the children in their early childhood setting,
including children with Autism, Cerebral Palsy,
Turner Syndrome, ADHD, Emotional/Behavioral
Disorders, Apraxia, Down Syndrome, Giftedness,
and Juvenile Diabetes.

2002/208 pp./PB, \$24.95/4159-7

Early Childhood Education Series



THE COLORS OF LEARNING

Integrating the Visual Arts
into the Early Childhood
Curriculum

**Rosemary Althouse,
Margaret H. Johnson, and
Sharon T. Mitchell**

Foreword by Carol Seefeldt

“Exciting and important.”

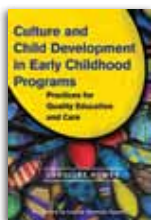
—*SchoolArts*

Based on standards endorsed by the National Association
for the Education of Young Children (NAEYC) and the
National Art Education Association (NAEA)

2003/168 pp./PB, \$20.95/4274-7

large format, 43 illustrations including
full-color insert

Early Childhood Education Series



CULTURE AND CHILD DEVELOPMENT IN EARLY CHILDHOOD PROGRAMS

Practices for Quality Education
and Care

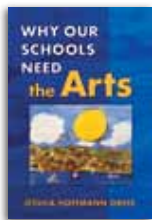
Carollee Howes

Foreword by Louise Derman-
Sparks

“Sheds new light on discussions
about quality and school readiness and on child
development and culture.” —*Young Children*

2010/216 pp./PB, \$31.95/5020-9

Early Childhood Education Series



WHY OUR SCHOOLS NEED THE ARTS

Jessica Hoffmann Davis

“Highly recommended for all edu-
cators, parents and administra-
tors in K-12 schools.” —*Choice*

“This book is a must-read for
anyone who cares about kids.”

—*Carly Simon,*
author and musician

2008/160 pp./PB, \$22.95/4834-3

11 photos/illustrations



PLAY AND IMAGINATION IN CHILDREN WITH AUTISM

Second Edition

Pamela J. Wolfberg

“An absolute must for many
educators and educational
administrators.”

—*Midwest Book Review*

The second edition of this classic
text has been thoroughly revised to reflect major
new developments in the field.

2009/216 pp./PB, \$24.95/4941-8/HC, \$56/4942-5

Early Childhood Education Series

2010 AERA PAULO FREIRE SIG
DISTINGUISHED SCHOLAR AWARD



The Light in Their Eyes

Creating Multicultural Learning Communities, 10th Anniversary Edition

Sonia Nieto

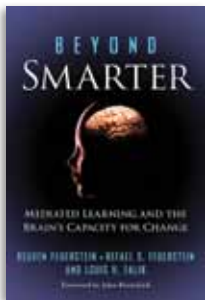
"In search of a critical community, Sonia Nieto combines respect for what children bring to school with a desire to awaken each one and tap into their passion for learning."

—Maxine Greene

"For educators in a multicultural program, and for veteran and novice teachers, Nieto's book would be invaluable."
—*Childhood Education*

In this 10th Anniversary Edition of her popular text, Sonia Nieto reviews where we have been and where we should be going in our pursuit of creating multicultural learning communities in our schools. With a new Introductory Chapter and a new Epilogue, Nieto addresses some of the changes we have experienced during the past decade. This edition focuses on the significant role of teachers in transforming students' lives and includes updates on former students whose journal entries were included in the first edition.

2010/272 pp./PB, \$26.95/5054-4
Multicultural Education Series



Beyond Smarter

Mediated Learning and the Brain's Capacity for Change

Reuven Feuerstein, Refael Feuerstein, and Louis H. Falik

"Reuven Feuerstein is one of a handful of educational thinkers and practitioners who has made a significant, lasting contribution to our understanding of human learning."

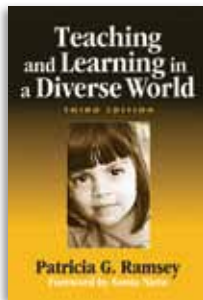
—Howard Gardner

This book is the most up-to-date summary of Reuven Feuerstein's thinking and includes dramatic case studies and accessible descriptions of his tools and methods for cognitive modifiability and mediated learning.

2010/192 pp./PB, \$29.95/5118-3/HC, \$60/5119-0

Professors:

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www.tpress.com/form1.html



Teaching and Learning in a Diverse World

Multicultural Education for Young Children, Third Edition

Patricia G. Ramsey

Foreword by Sonia Nieto

This classic text continues to define what multicultural education means in all kinds of settings. The Third Edition includes activities to challenge children's assumptions on: Racial Bias, Social Class and Consumerism, Perspectives on Cultures and the Natural World, Gender and Sexual Orientation, and Abilities and Disabilities.

2005/240 pp./PB, \$24.95/4504-5/HC, \$50/4505-2
Early Childhood Education Series



CHILDREN'S LANGUAGE

Connecting Reading, Writing, and Talk

Judith Wells Lindfors

Foreword by Vivian Gussin Paley

Lindfors describes how teachers can help young students learn to read and write using the oral language processes they already know. A 24-page guide for instructors and teacher study groups is available online at www.tpress.com.

2008/144 pp./PB, \$23.95/4885-5/HC, \$56/4886-2
Language and Literacy Series

All author royalties on this book go to SafePlace (www.safeplace.org)



SUPPORTING BOYS' LEARNING

Strategies for Teacher Practice, Pre-K-Grade 3

Barbara Sprung, Merle Froschl, and Nancy Gropper, with Dr. Noel S. Anderson, Dr. Blythe Hinitz, Dr. Donna Akilah M. Wright, and Dr. Ahmed Zaman

"A great read for teachers who want to get the best out of all their children."

—Peg Tyre, journalist and author

"This comprehensive text fills a gap in early childhood literature and provides an essential resource for teachers, teacher educators and administrators."

—*Young Children*

"The authors offer early childhood teachers practical suggestions that are supported by research and lively anecdotes.... Recommended."

—*Choice*

2010/120 pp./PB, \$23.95/5104-6/HC, \$56/5105-3
Early Childhood Education Series



CHILDREN, LANGUAGE, AND LITERACY

Diverse Learners in Diverse Times

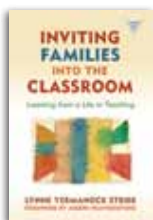
Celia Genishi and **Anne Haas Dyson**

"I believe that all readers, teachers, researchers and policy-makers alike, will find in this

book an important resource on the multiple paths children take to make sense of a new language in the contemporary classroom."

—*Journal of Early Childhood Literacy*

2009/176 pp./PB, \$21.95/4974-6/HC, \$54/4975-3
Language and Literacy Series



INVITING FAMILIES INTO THE CLASSROOM

Learning from a Life in Teaching

Lynne Yermanock Strieb

Foreword by Joseph Featherstone

"Highly recommended."
—*Choice*

"Offers a valuable perspective from decades of thoughtful practice."

—Harvard Family Research Project

In this engaging account of her 31-year career teaching children in urban classrooms, Lynne Yermanock Strieb draws on an extensive archive of documents she kept as a kindergarten, first- and second-grade public school teacher in Philadelphia. Readers will experience how her teaching developed over time and will gain access to the useful materials she created throughout her career. Strieb's story provides a unique example of practitioner research.

2010/240 pp./PB, \$27.95/5082-7/HC, \$64/5083-4
Practitioner Inquiry Series

1999 AACTE OUTSTANDING WRITING AWARD



TEACHING OTHER PEOPLE'S CHILDREN

Literacy and Learning in a Bilingual Classroom

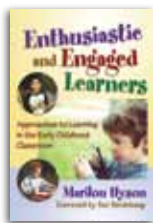
Cynthia Ballenger

Foreword by Courtney Cazden

In this thoroughly engaging account, one North American teacher describes her three

years teaching Haitian children in an inner-city preschool. Focusing on classroom behavior, concepts of print, and storybook reading, this book will challenge many widely held assumptions and cultural perspectives about the education of young children.

1999/120 pp./PB, \$21.95/3789-7/HC, \$38/3790-3
Practitioner Inquiry Series



ENTHUSIASTIC AND ENGAGED LEARNERS

Approaches to Learning in the Early Childhood Classroom

Marilou Hyson

Foreword by Sue Bredekamp

This resource will help early childhood professionals implement strategies to support young children's positive approaches to learning—their enthusiasm (interest, joy, and motivation to learn) and their engagement (attention, persistence, flexibility, self-regulation, and other essential learning behaviors).

2008/176 pp./PB, \$23.95/4880-0
large format

Early Childhood Education Series

TEACHERS



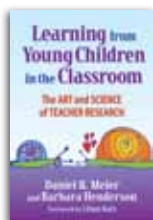
"THE HAVING OF WONDERFUL IDEAS"

and Other Essays on Teaching and Learning, Third Edition

Eleanor Duckworth

The indispensable classic on Piaget and teaching! These timeless essays touch on many subjects—from science, math, and poetry to learning, teaching, thinking, evaluation, and teacher education.

2007/224 pp./PB, \$23.95/4730-8



LEARNING FROM YOUNG CHILDREN IN THE CLASSROOM

The Art and Science of Teacher Research

Daniel R. Meier and **Barbara Henderson**

Foreword by Lilian G. Katz

"Recommended." —*Choice*

This how-to guide provides strategies to help teachers start their own teacher research projects. Features original research projects by teachers working with infants, toddlers, preschoolers, and primary-age children.

2007/216 pp./PB, \$28.95/4767-4/HC, \$61/4768-1
9 illustrations

