

APPENDIX G, RESOURCES FOR EFFECTIVE CURRICULA, INSTRUCTION, AND CHILD ASSESSMENT

Websites

Collaborative for Academic, Social and Emotional Learning (CASEL).

<http://casel.org/>

CASEL is a not-for-profit organization that works to advance the science and evidence-based practice of social and emotional learning (SEL). SEL is a process for helping children and even adults develop the fundamental skills we all need to handle ourselves, our relationships, and our work, effectively. This website offers a wealth of information about SEL, why it is important, school programs, tools for families and research, as well as public policy and advocacy resources.

Creative Curriculum.

http://www.teachingstrategies.com/page/ccs_overview.cfm

Teaching Strategies provides curriculum, assessment, and professional development resources for early childhood professionals, families, and communities. Site includes alignment of this curriculum and assessment tools with the North Carolina Foundations.

Curriculum Mapping 101.

<http://curriculummapping101.com/>

The curriculum mapping model based on Dr. Heidi Hayes Jacobs's work clearly addresses the necessity to synthesize various models and create a framework that focuses on the recommendations, requisites, and desires that affect students' learning and teaching environments. This website is loaded with information and resources on this topic.

Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success.

<http://www.ncprek.nc.gov/Foundations/index.asp>

These early learning standards are expectations for preschooler success from the North Carolina Department of Public Instruction's Office of Early Learning. This website also includes Foundations' alignment with the Common Core, an effective practices brief, a toolbox of training resources, and more.

High Scope.

<http://www.highscope.org/>

High Scope Educational Research Foundation develops research-validated curriculum and assessments for preschoolers, infants, and toddlers and conducts research. Site includes alignment of the North Carolina Foundations with High Scope's Key Developmental Indicators.

National Association of the Education of Young Children (NAEYC).

1. Position statements on Curriculum, Assessment, and Program Evaluation including documents specific to English language learners and children with disabilities
<http://www.naeyc.org/positionstatements/cape>
2. Position paper and key messages on Developmentally Appropriate Practice
<http://www.naeyc.org/files/naeyc/file/positions/KeyMessages.pdf>

New Horizons for Learning: Teaching and Learning Strategies.

<http://education.jhu.edu/newhorizons/strategies/index.html>

Part of the Johns Hopkins University School of Education, New Horizons for Learning is leading-edge resource for educational change. In this section of the website you will find information on some of the best researched and the most widely implemented methods of helping all students to learn more successfully. The information includes a description of how the teaching and learning strategies work, where they have been applied, results, and where to find further information from experts in the field, books, websites, and other resources.

North Carolina Standard Course of Study K-12. North Carolina Department of Public Instruction.

<http://www.ncpublicschools.org/curriculum/>

The Standard Course of Study includes the curriculum that should be made available to every child in North Carolina's public schools. It is part of the Department of Public Education's continual improvement efforts. The curriculum will be revised on a regular basis to remain consistent with the changing needs of our nation, state, and local communities.

What Works Clearinghouse- Early Childhood.

<http://ies.ed.gov/ncee/wwc/reports/topicarea.aspx?tid=13>

The WWC publishes intervention reports that evaluate research on early childhood education curricula and instructional strategies for 3- to 5-year-old children.

Articles & Reports

Bogard, K. & Takanishi, R. **PK-3: An Aligned and Coordinated Approach to Education for Children 3 to 8 Years Old.** 2005. Vol. XIX, No. III. SRCD Social Policy Report.

<http://www.icpsr.umich.edu/icpsrweb/PREK3RD/resources/463961.jsp>

This report summarizes the research basis for the PreK-3rd approach and the developmental basis for PreK-3rd. It reviews the findings regarding the timing and dosage of early educational experiences, program quality, and teacher preparation and compensation.

Howard, M. **The Progress of Education Reform: Early Care and Education - Aligning the Early Years and the Early Grades.**

February 2008. Education Commission of the States.

<http://www.ecs.org/clearinghouse/77/68/7768.pdf>

This issue of The Progress of Education Reform addresses the policies and practices associated with sustaining school readiness and boosting achievement for young children throughout the early elementary years. It outlines the disconnect between systems of early care and education and K-12 and offers solutions for aligning early years and early grades policies.

Klein, L. G., & Kenitzer, J. (2006). **Effective Preschool Curricula and Teaching Strategies.** Pathways to Early School Success. Issue Brief No. 2.

http://nccp.org/publications/pdf/text_668.pdf

This report from the National Center for Children in Poverty explores lessons from research and practice about the role of an intentional curriculum and professional development and supports for teachers in closing the achievement gap for low-income preschool age children.

North Carolina Guide for the Early Years. 2nd Edition, 2009. North Carolina Public Schools.

<http://www.ncpublicschools.org/docs/curriculum/primaryk3/guide4early-years.pdf>

The NC Guide for the Early Years is designed to be a major resource for early learning professionals, combining the latest research about how preschool and Kindergarten children learn with time-tested strategies and essential teaching tools.

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation. 2007. Division of Early Childhood of the Council for Exceptional Children (DEC).

http://www.dec-sped.org/About_DEC/Position_Statements_and_Concept_Papers/Promoting_Positive_Outcomes

This document is organized into three major sections that parallel and are consistent with the organization of the NAEYC-NAECS/SDE position statement (2003): Curriculum, Assessment, and Program Evaluation. Each section begins with a key recommendation, followed by the rationale for the recommendation, key issues for children with disabilities, specific indicators of effectiveness, and frequently asked questions.

Sadowski, M. **Core Knowledge for PK-3 Teaching: Ten Components of Effective Instruction.** 2006. The Foundation for Child Development

<http://fcd-us.org/resources/core-knowledge-pk-3-teaching-ten-components-effective-instruction>

This report outlines the ten areas of core knowledge for teachers working in classrooms with students from Pre-K through Third Grade.

Starting Strong Curricula and Pedagogies in Early Childhood Education and Care. 2004. OECD.

<http://www.oecd.org/dataoecd/23/36/31672150.pdf>

Description of five curricula across the globe including: Experiential Education, The High/Scope® Curriculum, The Reggio Emilia Approach, TeWhāriki, and The Swedish curriculum.

Books

Cook, R., Klein, M., & Tessier, A. **Adapting Early Childhood Curricula for Children Inclusive Settings,** 6th edition. 2003. Prentice Hall.

<http://www.amazon.com/Adapting-Childhood-Curricula-Children-Inclusive/dp/0131124889>

This book is organized around four themes: how all young children learn, children in the context of their family, traditional developmental domains, and the need to take a synthesized view of the "whole" child. Dozens of developmentally-appropriate, activity-based strategies for adapting curriculum to suit both children and their families are provided in every chapter.

Copple, C. & Bredekamp, S., eds. **Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. Revised 3rd edition,** 2009. Washington, D.C.: National Association for the Education of Young Children (NAEYC).

<http://www.naeyc.org/store/node/162>

Now fully revised and expanded, the bestselling 2009 version comes with a supplementary CD containing readings on key topics, plus video examples showing developmentally appropriate practice in action. Chapters describe children from birth through age 8 in detail, with extensive examples of appropriate practice for infant/toddler, preschool, kindergarten, and primary levels

Howes, C., & Pianta, R. C., eds. **Foundations for Teaching Excellence: Connecting Early Childhood Quality Rating, Professional Development, and Competency Systems in States.** 2011. Brookes Publishing Company.

<http://www.brookespublishing.com/store/books/howes-71226/index.htm>

This book is the first effort to integrate at a state level three critical components of teacher quality: Early Childhood Education Competencies, Professional Development, and Quality Rating Systems. This is the book decision-makers and administrators need to begin developing coordinated, effective teacher quality systems—ones that not only get teachers ready for the classroom, but also promote continuous learning of new skills and strategies.

Marzano, R. J. **The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction.** 2007. ASCD.
<http://shop.ascd.org/Default.aspx?TabID=55&ProductId=790>

In *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, author Robert J. Marzano presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. Filled with charts, rubrics, and organizers, this methodical, user-friendly guide will help teachers examine and develop their knowledge and skills, so they can achieve that dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement.

McLachlan, C., Fler, M., & Edwards, S. **Early Childhood Curriculum: Planning, Assessment, and Implementation.** 2010. Cambridge, MA: Cambridge University Press.

<http://www.amazon.com/Early-Childhood-Curriculum-Assessment-Implementation/dp/0521759110>

This book addresses current approaches to curriculum for infants, toddlers, and young children. It provides a comprehensive introduction to the curriculum issues that student teachers and emerging practitioners will face and equips them with the decision-making tools that will ultimately enhance and promote young children's learning.

Stronge, J. H. **Qualities of Effective Teachers.** 2nd Edition, 2007. ASCD.

<http://shop.ascd.org/ProductDetail.aspx?ProductId=699>

Educators involved with teacher professional development can use this book to focus on cultivating teacher qualities that are most apt to raise student achievement. The 2nd edition extends this results-based approach to include teachers who work with at-risk and high-ability students.

Tools

Assessment of Practices in Early Elementary Classrooms (APEEC).

<http://store.tcpress.com/0807740616.shtml>

This rating scale is designed to evaluate the use of developmentally appropriate practices in kindergarten through third grade classrooms, in terms of physical environment, social context, and instructional context. It can be used in classrooms serving both children with and without disabilities.

Classroom Assessment Scoring System (CLASS).

<http://www.teachstone.org/about-the-class/>

CLASS is an observational tool for assessing classroom quality based on teacher-child interactions in PreK through third grade. Three important domains of interaction are examined: emotional support, classroom organization, and instructional support. The system can be used for professional development, planning, evaluation, and research.

Self-Assessment and Planning Tool for Curriculum and Assessment.

<http://www.naeyc.org/files/naeyc/file/ecprofessional/CAPE%20Self-Assessment%20&%20Planning%20Tool.pdf>

Part of NAEYC's resources for Building an Effective, Accountable System in Programs for Children Birth Through Age 8, this self-assessment and planning tool can be used for evaluating any curriculum and assessment system and helps users identify specific areas in need of improvement.