

# Windows on Learning

Documenting Young Children's Work



Judy Harris Helm • Sallee Beneke • Kathy Steinheimer

FOREWORD BY LILIAN G. KATZ

# Windows On Learning Documenting Young Childrens Work

**Joacim Rocklöv**



## **Windows On Learning Documenting Young Childrens Work:**

**Windows on Learning** Judy Harris Helm, Sallee Beneke, Kathy Steinheimer, 2007 Completely updated this popular guide provides teachers with a proven method for documenting collecting analyzing and displaying young children s work Written by teachers for teachers it also shows principals curriculum coordinators and directors of early intervention programs how to develop children s portfolios to share with parents or to use for assessment and other accountability purposes This lively informative book poses a remarkable challenge to teachers to grow themselves while growing young children Being creatively accountable is hard work and the stories told here describe both the work how it s done and its joyful rewards for teachers and children Elizabeth Jones Pacific Oaks College This book provides a set of windows on children s lives and how teachers can enter into those lives and enrich them through high quality teaching The authors have created an inspiring volume a challenging set of ideas and an invaluable resource for early childhood educators Samuel J Meisels University of Michigan A thoughtful up to date guide to assessing and documenting children s work The authors give clear practical advice on how to collect analyze and display children s work in meaningful ways Scholastic Early Childhood Today on first edition Many teachers find it frustrating to hear the rich and exciting learning experiences they provide described as nothing Windows on Learning skillfully addresses the challenge faced by early childhood educators wishing to share classroom experiences with parents administrators and peers The authors offer a timely and fresh approach to documenting children s learning and work Childhood Education on first edition

**Teacher Materials for Documenting Young Children's Work** Judy Harris Helm, Sallee Beneke, Kathy Steinheimer, 1998 This supplement to the main text aims to provide shortcuts handouts and forms that can be photocopied and used for collection analysis and display This material should speed up the process of learning to document and reduce teacher preparation time *Resources in Education*, 1998

**The Power of Projects** Judy Harris Helm, Sallee Beneke, 2003 This timely volume will help teachers on the front line to tackle the challenges they face in today s classrooms with children ages 3 8 The authors show how good project work can provide solutions to problems that seem overwhelming to many teachers of young children They offer practical strategies with examples to maximize the benefits of project work in classrooms where teachers face these 5 key challenges Overcoming the ill effects of poverty Moving young children towards literacy Responding to children s special needs Helping children learn a second language Meeting standards effectively Teachers can respond to challenges and at the same time help to set the foundations for the children s future by incorporating good project work into the early childhood curriculum Excerpt from chapter by Lilian G Katz Those committed to excellence in the teaching of young children will find the specific methods needed in this work The teacher practices that increase achievement are all here Martin Haberman author of *Star Teachers of Children in Poverty*

**YC Young Children**, 2008 [Observing Development of the Young Child](#) Janice J. Beaty, 2010 This textbook teaches students how to become observers and how to document their findings using one tool the child

development checklist Once the child's strengths have been assessed the book then provides suitable lesson plans and activities to support the child's development

**Planning and Administering Early Childhood Programs** Celia Anita Decker, John R. Decker, 2005 This practical and leading book offers a solid overview of what is involved in carefully planning and running quality early childhood programs The authors believe that the lack of real quality in today's early childhood programs should be of paramount concern to future administrators and so have created a book that will aid them in the initial planning of quality programs and serve as a helpful resource once programs are underway Coverage is organized to illustrate step by step the way directors of early childhood programs must approach their role examining in turn planning operationalizing and implementing high quality programs for all young children For administrative personnel at the elementary school level

Emergent Curriculum in the Primary Classroom Carol Anne Wien, 2008-08-03 How is a compelling exemplary curriculum created in schools in spite of the pressures to implement a standardized one In this book teachers and principals share their experiences with emergent curriculum and with the creative practices they've developed in urban classrooms kindergarten to 3rd grade We learn what they were trying to do how they began the process the challenges they faced the decisions they made and what happened to the children All chapters are written by teachers who have found ways of interpreting the Reggio approach to enrich their teaching within the confines of traditional schools This book is essential reading for anyone wishing to understand emergent curriculum and for all who hope to nurture an enlivening energizing way to learn in classrooms The inspiring stories presented here illustrate Ways that early childhood values and practices have been sustained and promoted in elementary schools Exemplary teaching practice where children want to learn and teachers want to teach How the influence of the Reggio Emilia approach is reaching into urban public school environments with diverse populations Democratic participatory teaching that offers visions of responsible citizenship for children

Young Children, 2001 *Guiding Children's Behavior* Eileen S. Flicker, Janet Andron Hoffman, 2006-08-19 This is a valuable guide to behavior management for teachers parents and other caregivers The authors examine the effectiveness of frequently used discipline methods such as time outs and coerced apologies The final chapter emphasizes the importance of teachers and parents working together to create more consistency between home and school

**Alternative Approaches to Assessing Young Children** Angela Losardo, Angela Notari-Syverson, 2001 This work takes an in depth look at six alternative assessment methods such as naturalistic focused performance portfolio dynamic and curriculum based language Each chapter includes a description of the approach including a summary of advantages and limitations

*American Book Publishing Record*, 1997-09 *Play at the Center of the Curriculum* Judith Lieberman Van Hoorn, 2007 For Play courses or Early Childhood Curriculum courses in Early Childhood Education departments and Child and Family Studies departments This book discusses the value of play in diverse early childhood classrooms and how curriculum can support play Key changes to this edition include the integration of standards and examples of how encouraging certain types

of play can meet standards expanded coverage of cultural diversity and supporting play in children with special needs and expanded coverage of integrating the content areas More than any other books on play this text focuses on how content areas can be taught and standards met through play

**Observing Young Children** Sally Wylie,2004 The main purpose of this text particularly this edition is to assist students in developing the skills and knowledge necessary to conduct relevant professional and meaningful observations of young children in the field of Early Childhood Education The text is designed for college or university students embarking on a career involving young children Observing Young Children includes references to various professions Teachers Early Childhood Educators Early Interventionists and Resource Teachers and Consultants all of whom use observation in a variety of ways for a diverse number of reasons Observation is a language they all speak and understand Uncovering the developmental process of a child s early years and making it visible to others requires the skills and knowledge of a practiced observer Educators know that one of the best ways to learn about young children is to observe them and the other way is to talk with their families Through observation and documentation Educators can co construct with children and their families a curriculum that is alive with what matters to them

Young English Language Learners Eugene E. Garcia, Ellen C. Frede,2010-07-30 It is well known that the number of non English speakers is on the rise in the United States What is less well known is that the largest proportion of this population is children under the age of 5 These young English language learners ELLs often demonstrate achievement gaps in basic math and reading skills when they start school How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners The chapters in this important book provide up to date syntheses of the research base for young ELLs on critical topics such as demographics development of bilingualism cognitive and neurological benefits of bilingualism and family relationships as well as classroom assessment and teacher preparation practices Each chapter reviews the research and answers the following questions What does the research clearly indicate for policy and practice How solid is this database and what findings are emerging What should the research agenda be for young ELLs

**Educating Young Children from Preschool Through Primary Grades** Laverne Warner, Judith Sower,2005 Catering to the first time teacher the authors provide day to day challenges of what it means to teach young children in the classroom while fostering a mentoring environment for pre service teachers entering the field Chapter 4 addresses children with special needs and commonly used modifications for each of the disabilities A unique chapter on teaching fourth graders chapter 10 has been included that may be covered or skipped depending upon state requirements Lesson planning is emphasized throughout and sample lesson plans and mini lessons have been included for every grade level and subject area

**Connecting Emergent Curriculum and Standards in the Early Childhood Classroom** Sydney L. Schwartz, Sherry M. Copeland,2010-07-29 The most pressing challenge in early childhood education today is to find a way to meet the standards within a developmentally appropriate approach In this book two active early childhood educators provide teachers with resources to bring content

alive in the daily action based pre K and Kindergarten classrooms and explore ways to document it The book includes lists of key content ideas coordinated with learning standards in science mathematics social studies and the communication arts to guide teacher observations of and interactions with young children Chapters focus on ways to extend children s emerging use of content in the block manipulatives water and sand drama expressive arts and literacy centers and link to the development of themes Book features include Lists of key ideas in the content areas Examples of conversations that nurture children s emerging content understandings Vignettes from the field illustrating teachers experiences of embedding content into center activities along with photographs Sample forms for documenting children s learning as they meet the standards in a variety of contexts

**Play, Projects, and Preschool Standards** Gera Jacobs, Kathy Crowley, 2007 The ideas in this book will seem familiar and nonthreatening yes teachers can indeed use what they already know and what their children love but they can also enhance and expand favorite activities enriching the educational benefits of everyday experiences From the Foreword by Marilou Hyson Stimulate children s love of learning while meeting standards and benchmarks Teachers today are often challenged by and concerned about the expectations in states early learning standards They have questions about their appropriateness implementation and tendency to overlook the needs of the growing number of children who are second language learners or who have disabilities and developmental delays In *Play Projects and Preschool Standards* authors Gera Jacobs and Kathy Crowley tackle these questions and more head on providing teachers with plenty of lively creative ideas to develop children s genuine curiosity while building the skills they ll need to succeed in kindergarten and beyond In inviting informal language the authors walk readers through the creation of well planned projects and activities that both capture children s interest and enhance social and pre academic development Each chapter offers What Research and the Experts Say snapshots and applications of the research in practice Try This activity ideas that engage children and meet standards Suggestions for tailoring activities to meet the needs of bilingual children and children with special needs This timely book is sure to give teachers the confidence and competence they need to connect the experiences that make preschool so enjoyable with the skill development that makes preschool so necessary

**Handbook of child psychology** William Damon, K. Ann Renninger, Richard M. Lerner, Irving E. Sigel, 2006 This book is part of a 4 volume set that reflects current understanding of child psychology Focusing on the concerns of a new century and now in its 6th edition the series is the definitive child psychologist s guide and reference work

**Building Support for Your School** Judy Harris Helm, Amanda Helm, 2006 This book demonstrates how educators can use children s work to communicate what is being learned in early childhood and elementary school classrooms Extending the work begun in *Windows on Learning Documenting Young Children s Work* this new book combines Judy Helm s experience with documentation and Amanda Helm s expertise in marketing and public relations to provide the tools educators need to present powerful evidence other than test scores that children are learning Part I explains the need for school personnel to communicate more effectively and examines how professional strategies can

make a difference Part II presents seven strategies for implementing more effective professional communication Part III is a handbook of resources on communication techniques The book includes strategies from the communication field to help teachers and administrators process display publish and share documentation of children s work with parents and other members of the community and demonstrations of how the strategies and methods are used in real classrooms and schools including interviews with teachers administrators and parents examples of children s work photographs and a full colour insert

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