

Handbook of Research-Based Practice in Early Education

Edited by **D. Ray Reutzel, PhD**, Emma Eccles Jones Early Childhood Education and Research Center, Utah State University

Published and Available: May 15, 2013

CRITICAL ACCLAIM

"This book tackles a 'missing link' in our field, translating research evidence into effective practices for promoting young children's development and learning. Attention is given to evidence-based instructional practices in different curricular domains, the roles of children's environments, and individual characteristics related to early learning. The breadth of coverage makes this volume a particularly valuable resource for advanced undergraduate- and graduate-level courses."

—Karen E. Diamond, PhD, Department of Human Development and Family Studies, Purdue University

"What a treat it was to read this comprehensive treasure trove of information on early education practices. Each chapter opens with a vignette situating its topic within an authentic context, followed by a literature review that summarizes the research base. The truly exceptional part of each chapter is the discussion of implications and applications of the research base for practice. Author after author provides suggestions, leads the reader through descriptions of actual practices, and offers explanations, interpretations, and important insights. Reutzel has produced an absolutely wonderful 'must-have' work for the early education community."

—Judith Schickedanz, PhD, Professor Emerita, School of Education, Boston University

"Edited and written by nationally recognized experts, this handbook is extremely timely and informative. The volume challenges all early childhood professionals to use the best evidence-based practices in their daily work. The section on 'one size doesn't fit all' provides valuable information on individualization as well as managing classrooms so that all children can learn. The chapters are very readable—something not always found in handbooks—and the selection of topics is strong. For use as a text, the focus on research-based practice will appeal to instructors who want to make sure they are providing cutting-edge content to their undergraduate or graduate classes."

—Barbara Hanna Wasik, PhD, William R. Kenan Jr. Distinguished Professor of Education, University of North Carolina at Chapel Hill

DESCRIPTION

Written expressly for early childhood educators, and those who support their professional development, this handbook distills essential knowledge about how to help all PreK–3 learners succeed. Leading experts describe doable ways to create effective learning environments and implement instructional practices with a strong evidence base. Engaging vignettes illustrate discussions of such topics as differentiated instruction, response to intervention, the Common Core standards, social and emotional learning, assessment, and teaching across

the curriculum. Each chapter links cutting-edge research to practical applications, examples, and professional development activities.

CONTENTS

I. All Stakeholders on Deck

1. How We Can Change the Odds for Children At Risk: Principles for Effective Leadership in Early Childhood, *Susan B. Neuman*

2. Every Teacher Learning: Professional Development Design in P–3 Literacy Practice, *Kathleen A. Roskos*

3. The Preparation of Early Childhood Teachers: Fundamental Components of a Teacher Education Program, *Olivia N. Saracho*

4. Involving Parents and Community Members: Coming Together for Children, *Douglas R. Powell*

5. Advocacy for Young Children: Engaging with Policymakers and the Politically Powerful, *Judith E. Kieff*

II. One Size Doesn't Fit All

6. Designing and Managing Effective Early Childhood Classroom Environments, *D. Ray Reutzel and Cindy D. Jones*

7. Learning through Play, *Lesley Mandel Morrow, Samantha B. Berkule, Alan L. Mendelsohn, Kellyanne M. Healey, and Carolyn Brockmeyer Cates*

8. Differentiating Instruction, *Carol Ann Tomlinson and Marcia B. Imbeau*

9. Teaching Young English Learners, *Claude Goldenberg, Judy Hicks, and Ira Lit*

10. Timely Support for Struggling Learners: Response to Intervention, *Amanda C. Miller, Jessica R. Toste, Douglas Fuchs, and Lynn S. Fuchs*

11. Digital Reading and Writing: Pedagogy for the Digital Child, *Linda D. Labbo and Silvia Noguerón-Liu*

12. Motivating and Engaging Children in Early Childhood Settings, *M. Deanna Ramey and Linda B. Gambrell*

III. Effective Teaching Standards, Curricula, and Assessment

13. Common Core State Standards: Educating Young Children for Global Excellence, *Timothy Shanahan*

14. Effective Programs of Instruction for All Students, *Michael McKenna and Sharon Walpole*

15. Enhancing Social and Emotional Learning, *Bonnie Brinton and Martin Fujiki*

16. Assessing Young Children's Learning, *Ruth Alfaro Piker and Abigail Jewkes*

17. Assessing the Effectiveness of Environments and Instruction in Early Childhood Settings, *Bridget E. Hatfield and Robert C. Pianta*

IV. Effective Instruction Across the Curriculum

18. Promoting Physical Literacy and Activity in Young Children, *Jacqueline D. Goodway, John C. Ozmun, Shannon T. Dieringer, and Jihyun Lee*

19. No Fine Art Left Behind: Creative and Expressive Education, *Sylvia Munsen*

20. Instructional Design That Leads the Development of Young Scientists, *Susan A. Kirch*

21. Solving Problems: Mathematics for Young Children, *Douglas H. Clements and Julie Sarama*
22. Read Me a Story: Reaping the Benefits of Reading for Young Children, *Lea M. McGee*
23. How Do You Write?: Writing for Young Children, *Steven Graham and Karen R. Harris*
24. Learning to Work It Out: Social Education for Young Students, *Linda F. Levstik*
25. Talk It Out: Building Oral Language, *Christina Yeager Pelatti, Mary Beth Schmitt, and Laura M. Justice*

ABOUT THE EDITOR

D. Ray Reutzel, PhD, is the Emma Eccles Jones Distinguished Professor and Endowed Chair of Early Childhood Education at Utah State University. He serves on the Board of Directors of the Literacy Research Association (2012–2015) and is a past president of the Association of Literacy Educators and Researchers (ALER) and a past board member of the International Reading Association (IRA). A member of the Reading Hall of Fame, Dr. Reutzel received the John C. Manning Public School Service Award from the IRA. He has published more than 200 research reports, articles, book chapters, and books.

GUILFORD PUBLICATIONS, INC.

72 Spring Street, New York, NY 10012

Tel: (212) 431-9800 Toll Free: (800) 365-7006

Fax: (212) 966-6708 E-mail: info@guilford.com

Visit our website: www.guilford.com