

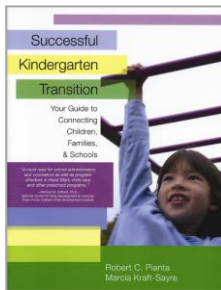
Early Learning Products

Aligning with Race to the Top–Early Learning Challenge

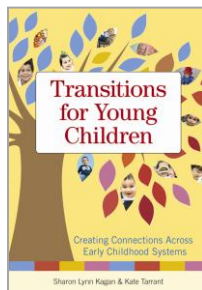
High-quality, research-based products from Brookes Publishing will help states compete in the Race to the Top–Early Learning Challenge program. Learn how Brookes products meet the RTT-ELC’s priorities and selection criteria.

Priority 4: Sustaining Program Effects in the Early Elementary Grades

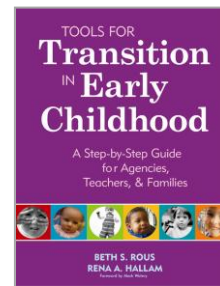
(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools



This how-to handbook with field-tested methods helps schools and programs make the transition to kindergarten smoother.



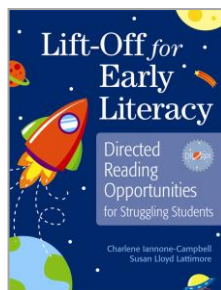
A fresh conceptual approach to early childhood transition, readers will learn how to repair fissures in the system and ensure continuity among programs and services.



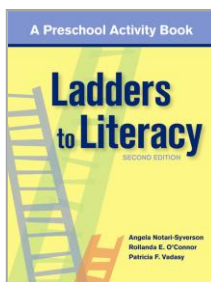
A range of programs—including early intervention, preschool, and public school—will coordinate the services they provide and plan transitions that ensure children’s school readiness.

Priority 4: Sustaining Program Effects in the Early Elementary Grades

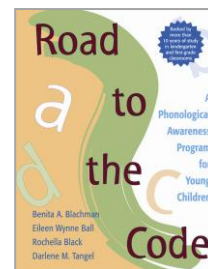
(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of third grade



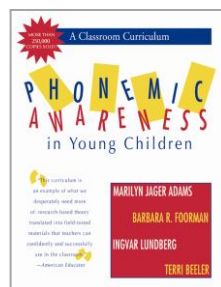
Use RTI to help struggling pre-K children with this evidence-based Tier 2 curriculum. Lessons are ready to use, with verbatim scripts and fun, engaging activities that take 30 minutes or less.



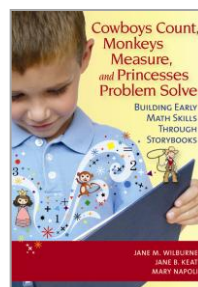
Field-tested and developmentally appropriate activities that help children develop the emergent literacy skills they’ll need to succeed in school.



This effective program for teaching phonological awareness and letter-sound correspondence gives teachers 44 fun, developmentally sequenced lessons.



Boost young learners’ preliteracy skills in just 15–20 minutes a day with this bestselling research-based curriculum.



Enhance children’s mathematical thinking in pre-K–Grade 3 with this practical, field-tested guide to weaving math concepts into storytime.

Selection Criteria B: High-Quality, Accountable Programs

(B)(3) Rating and monitoring Early Learning and Development Programs

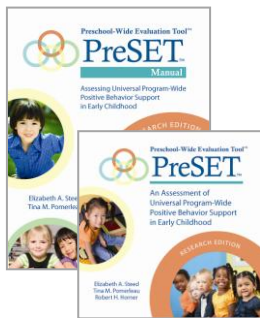
(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency



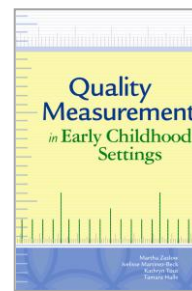
Assess the quality of teacher–student interactions with this highly valid and reliable classroom observation tool. Addresses a school’s most urgent needs—accountability efforts, professional development, and program planning.



Assess the literacy environment and teacher practices and reliably gather the data needed to strengthen literacy programs.



Assess program-wide PBIS in all types of early childhood settings. An ideal way to target quality improvement efforts and determine professional development needs.



Fifty experts weigh in on quality measurement in early childhood settings and make recommendations for future practices.

Selection Criteria C: Promoting Early Learning and Developmental Outcomes for Children

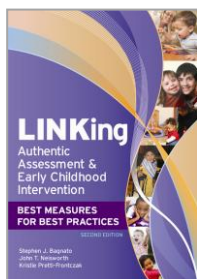
(C)(2) Supporting effective uses of Comprehensive Assessment Systems

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target population and purposes

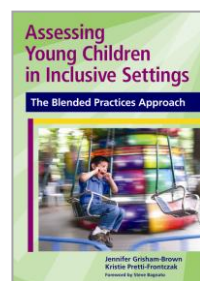
(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators’ understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs and services

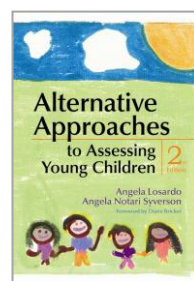
Books about assessment



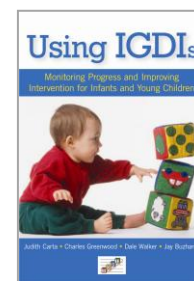
Ratings and reviews of 80 widely used assessment measures for selecting high-quality assessment materials for your program.



Conduct authentic, meaningful assessments that directly guide instruction and ensure the most effective teaching practices for young children.



Get in-depth information on six alternative assessment methods for children from birth to age 8.



A how-to manual on using the IGDIs to track progress of children’s skill development, target interventions, and ensure measurable improvements in child outcomes.

Selection Criteria C: Promoting Early Learning and Developmental Outcomes for Children (cont'd)

Assessment Tools



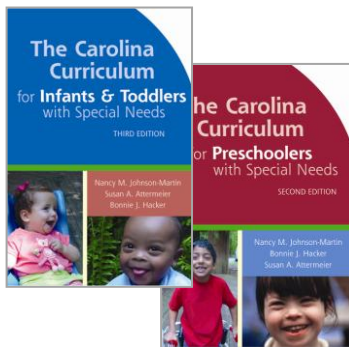
The most accurate, cost-effective, and parent-friendly way to screen children from one month to 5½ years for developmental delays.



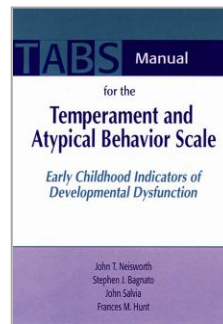
A curriculum-based assessment and evaluation system that addresses every program's biggest concerns—OSEP reporting, eligibility, and meaningful programming—and ensures real progress for children with and without disabilities.



The popular play-based system provides natural, easy-to-use assessment and intervention approaches for children birth–6. It helps programs address concerns of accountability and eligibility and gets accurate assessment results and improves child outcomes.



An assessment and intervention program for use with young children from birth–5 years who have mild to severe disabilities. Programs will have an easy-to-use, criterion-referenced system that links assessment with intervention.



Norm-referenced screening and assessment tool that is designed to identify temperament and self-regulation behavioral indicators in infants and young children ages 11–71 months in order to determine eligibility for early intervention and mental health behavioral support services.



Professional development



Customized training for tools is available from the authors and developers of:



See the seminar descriptions online at www.brookespublishing.com/onlocation

Selection Criteria C: Promoting Early Learning and Developmental Outcomes for Children

(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who (1) are screened using Screening Measures that align with the Medicaid EPSDT benefit or the well-child services available through the CHIP, and that, as appropriate, are consistent with the Child Find provisions in IDEA

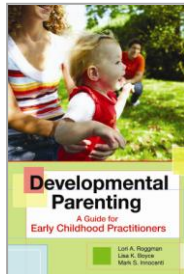


Selection Criteria C: Promoting Early Learning and Developmental Outcomes for Children

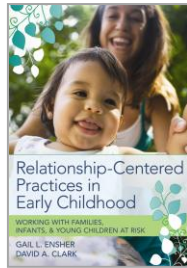
(4) Engaging and supporting families

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development

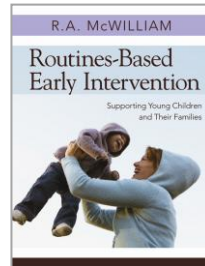
(b) Increasing the number and percentage of Early Childhood Educators trained and supported in an on-going basis to implement the family engagement strategies included in the Program Standards



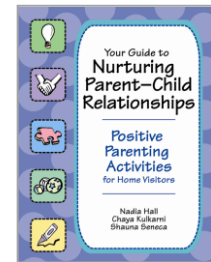
Build a developmental parenting program that promotes positive parent-child interaction.



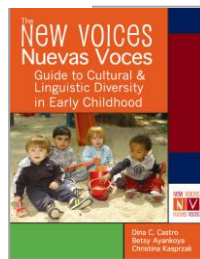
Build strong working relationships in natural environments with diverse families and young children.



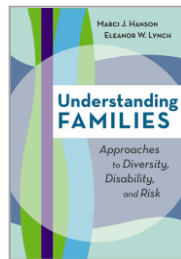
The definitive guide to routines-based early intervention—straight from the leading authority on this family-centered model.



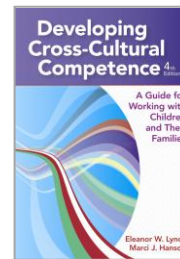
Home visitors get practical, activity-based guidance to promote development through nurturing parent-child relationships.



Develop the skills, sensitivity, and knowledge to meet the needs of culturally and linguistically diverse children.



Understand and work respectfully with diverse families.



Learn to honor different customs, beliefs, and value systems when working with young children and families.

For more information on these resources, visit www.brookespublishing.com or contact your regional Sales Representative:

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