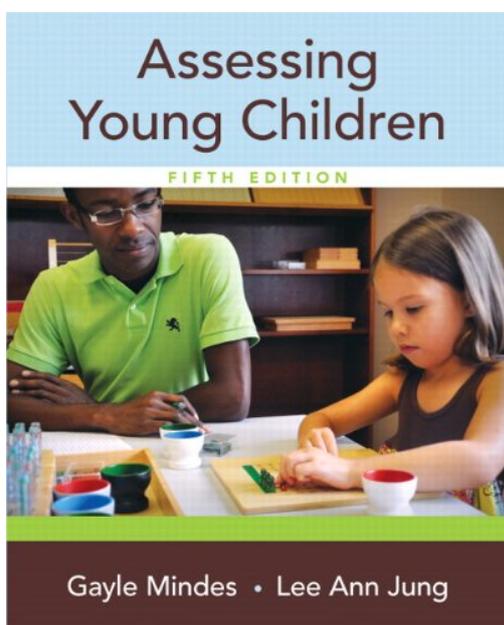


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From the Back Cover

This comprehensive text guides students in preparing to assess young children in a variety of settings, including inclusive environments, blending early childhood and early childhood special education. Students learn about assessment issues, from basic observation and other foundational assessment practices to the complexities of referring children for special education or early intervention evaluation. The focus throughout is on working with interdisciplinary teams to serve a diverse population of children.

Pre-service teachers with a need to understand the broad range of assessment issues in early childhood and to deliver an effective educational program for all young children from birth through age eight can turn to this comprehensive and contemporary resource. Grounded in research-based and recommended practices, Gayle Mindes' new edition is strengthened by collaboration with a new co-author, Lee Ann Jung.

The new Fifth Edition features:

- The experience and expertise of a new co-author, Lee Ann Jung.
- A focus on standards, in particular the Common Core State Standards.
- A Cultural Connections section in each chapter clarifies applications of the topic with children from diverse cultural backgrounds.
- Increased emphasis on English learners.
- A number pedagogical features designed to ensure comprehension of the concepts, among them: A Portfolio Template with Examples from the Field, a Technology Connection feature with Ideas for Classroom Implementation, and videos integrated in the Pearson eText.
- Discussions of important topics such as: learning stories as a method for recording observations, eco maps and routines-based interviews, types of test scores, formative and summative assessment, Response to Intervention, standards-based grading, the Inclusive Grading model, and more.
- Updated research, websites, and recommended readings.

Invalidate learning with the Enhanced Pearson eText

The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content with the following multimedia features:

- Embedded video links in the eText provide concrete examples of text concepts and show children and early child educators in action.
- Internet resources. Weblinks to further explore content related to the chapter.

About the Author

Gayle Mindes is Professor of Education at DePaul University in Chicago. She teaches in the pre-service early childhood and elementary education programs there. Mindes, a life-long urban educator writes and speaks on the topics of assessment, social studies, and kindergarten. Recent books include: Bayat, M. & Mindes, G. (in preparation) *Addressing Challenging Behaviors and Mental Health Issues in Early Childhood and Beyond: A Function-Based Approach*; *Social Studies for Young Children: Preschool and Primary Curriculum Anchor*, 2nd edition. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2014; Koralek, D. & Mindes, G. (2006) *Spotlight on young children and social studies*. Washington, DC: National Association for the Education of Young Children; Ornstein, A. C. & Lasley, T. & Mindes, G. (2005) *Secondary and Middle School Methods*, 2nd Ed. Boston: Pearson/Allyn & Bacon; Mindes, G. & Donovan, M. A. (2001) *Building character: Five enduring themes for a stronger early childhood curriculum*. Needham Heights, MA: Allyn & Bacon.

Mindes is a consulting editor for *Young Children* and she presents regularly at NAEYC Annual Conferences. She is project director for a professional development program for Head Start Teachers, funded by City of Chicago Department of Family Support Services.

Lee Ann Jung, PhD, has been on faculty in the University of Kentucky's College of Education since 2002 and has worked in the field of special education since 1994. She has served in the roles of teacher, administrator, researcher, and independent consultant. Lee Ann's consultation with programs, schools, and organizations around the world has spanned 15 years. Her experience as interventionist with hundreds of children with disabilities and their families provides a valuable lens for this work. Lee Ann regularly provides leadership to programs and school districts on topics of assessment, family support, IEP/IFSP development, inclusive practices/natural environments, standards-based grading for exceptional learners, planning and implementing intervention, and measuring progress. This ongoing connection to practice in real-world settings grounds the research-based foundation of her university teaching.

She coauthored, *Answers to Essential Questions about Standards, Assessments, Grading, and Reporting*, which was finalist for the Distinguished Achievement award from the Association of Educational Publishers. Lee Ann is also coauthor of the book, *Grading Struggling and Exceptional Learners*, which was a 2012 finalist for the same award in 2013. She is currently authoring the book, *Planning Intervention and Measuring Progress*, for Solution Tree Press. Lee Ann has written more than 35 journal articles and book chapters and has received in excess of 4 million dollars in funding to support personnel preparation and research. Lee Ann has served as associate editor for *Young Exceptional Children (YEC)*, guest editor and editorial board member of *Topics in Early Childhood Special Education*, and is currently an editorial board member for *YEC* and *Journal of Early Intervention*.

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