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Chapter 1 : Earlychildhood NEWS - Article Reading Center

in early and middle childhood, children gain insight into career options by fantasizing about them. Tentative period Between ages 11 and 16, adolescents think about careers in more complex ways, at first in terms of their interests, and soon-as they become more aware of personal and educational requirements for different vocations-in terms of.

Early Childhood Education Closing the Gap: As year-olds, the Perry Preschoolers are more likely than their control group counterparts to have achieved the standard trappings of the middle class: They have higher incomes and are less likely to use drugs, require social services, or be involved in the criminal justice system. This return comprised savings in the areas of criminal justice system costs, education spending, and welfare costs. It also included increased tax revenue due to higher lifetime earnings of the cohort members. Formula for Success What, then, is the formula that yielded such positive results? How can it be implemented nationwide to help all disadvantaged students achieve positive life outcomes? The formula, according to the Perry study, is deceptively simple: However, the issue of how to implement similar programs to benefit new cohorts of disadvantaged children is more complicated. Risk factors include poverty and non-English-speaking parents or guardians, who are often unemployed or underemployed and whose academic attainment is generally low many have not completed high school. Studies have shown that the achievement gap widens between disadvantaged and advantaged children as they move through the grade levels. Research further indicates that attempts to address the problem after children enter kindergarten through tutoring, ESL classes, afterschool programs, Saturday school, and summer school are often too little too late Davison, et al. The Best Prevention Given the fact that the achievement gap is complex and difficult to close, the most obvious solution is prevention programming. This seemingly formidable task can be translated into a straightforward educational goal: For the child, it is socialization to peers and classroom norms, facility with language, exposure to print, and developmentally appropriate hands-on learning experiences. Teachers who are certified and trained to work with young children in early childhood settings are vitally important to readiness, as is the involvement of the local community, including funding for at-risk students, wrap-around child care services for working parents, volunteers, and support for school-based initiatives to support the family. With all factors in place, all children would arrive at kindergarten on day one ready to learn. A key policy issue preventing access to preschool and thus school readiness is the lack of universal availability of quality prekindergarten programs American Federation of Teachers, Perhaps the most cost-effective of the early intervention approaches is high-quality, universally available prekindergarten, focusing on the development of the whole child. Holistic child development programs address factors critical to learning that contribute to but are not measured strictly by academic achievement, including the health and emotional well-being of the child. Increase Support and Resources for School Readiness and Early Development of the Whole Child Early intervention is the most cost-effective approach to closing the achievement gap. ASCD supports high-quality prekindergarten education programs for all children, with the highest priority given to programs that serve students who are most at risk. While one focus of such programs is kindergarten readiness, ASCD advocates attention to and development of the whole child. The current educational climate often emphasizes academic achievement and excludes a more holistic approach to educating the whole child. Early childhood programs must recognize the relationship between health and learning. ASCD encourages the creation of programs that provide developmentally appropriate learning opportunities and that emphasize emotional and physical well-being, motivation and engagement, and experience in the arts. School readiness requires high-quality teachers and the involvement of family, community, and policymakers. ASCD opposes programs that do not include support for appropriate professional development of high-quality teachers. ASCD calls upon the U. Congress to support high-quality prekindergarten education programs for all children and to increase funding for school readiness programs, including Head Start. Further, funding priorities must be provided to Head Start programs that are aligned with school district curricula and accountable. ASCD

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opposes the use of a single measure assessment to determine the effectiveness of local school readiness programs, including Head Start. Poor nutrition and stress due to unstable family and living conditions can have a negative impact on brain development beginning in early infancy and continuing into the preschool years and beyond. The challenge to policymakers, then, is where and when to reach young children at risk. Although all states offer public education from 1st through 12th grade, not all offer universal kindergarten, much less prekindergarten programs. The center-based programs include preschools, nursery schools, prekindergartens, day-care centers, and Head Start programs, most of which are not linked to the local public school system in any systematic manner. Therefore, children arrive at kindergarten or 1st grade with widely varying levels of preparation for school. Additional confounding factors include variation nationwide in the age for compulsory school attendance from 5 to 8 and the provision of kindergarten—half-day, whole-day, or none at all National Center for Educational Statistics, Options for Closing the Gap If, as research suggests, the answer to closing the achievement gap lies in promoting early childhood education, then the good news is that there are many options. Education decision makers must address a variety of factors related to the demographics, funding, and policies in their own states and school districts. Some of the most promising interventions include Universal prekindergarten and universal kindergarten for those states without it ; Full-day prekindergarten and kindergarten; Head Start or comprehensive early care and education programs including health, parent involvement, and other holistic components on school sites; Model programs for young children with special needs; and Year-round schools. High-quality universal preschool is widely available in other industrialized countries, such as Denmark, France, Norway, and Sweden. These countries spend up to five times the amount per child that is spent on programs for young children in the United States. The educational attainment of preschool teachers also is higher than in the United States, with most countries requiring either a four-year degree or specialized training and certification in early childhood education American Federation of Teachers, In the United States, preschools vary widely in quality and affordability, with minimal options for low-income families. Full-day prekindergarten and kindergarten also hold promise for those students most in need. The full-day structure, combined with appropriate before- or after-school programs, offers an enriching and safe environment for young students whose parents are working. Head Start—the year-old federally funded, locally operated early childhood development program serving more than , low-income children across the nation—is in the final stages of a three-year revamping and reauthorization process see box below. Head Start developers are increasingly working with local school districts to set up their programs on school grounds. Such collaborative efforts have proven especially beneficial because they combine health, nutrition, and parenting education services. Congress is expected to finish work on Head Start before it adjourns at the end of Model programs for young children with special needs are innovative responses to local needs that may be adapted for use in other environments as well. Studies have shown that disadvantaged children with special needs show greater gains when they are included in socioeconomically diverse settings rather than homogenous groupings Sylva, et al. One such program for children with disabilities has been implemented at the district level in Washington State see box. For more than 15 years, the program has employed a unique model of using peer mentors to help bridge the gap in education for children with disabilities. Classroom composition is roughly one peer mentor for every three children with a disability, for a total of six children per class of 3-year-olds and ten per class of 4-year-olds. Each classroom is managed by a certified teacher and an adult aide. An additional advantage is that the program is housed together with kindergarten and 1st grade, providing continuity in programs, personnel, and learning environment. The program is provided at no cost to the families, using instead a combination of state, federal, and school district funds to underwrite program costs. What makes the program special is the interaction between peer mentors and children with disabilities. The peer mentors are not simply passive participants; they are chosen specifically for their ability to help lead in critical areas such as language development. Children selected as peer mentors are high-functioning for their age group, with the intent that their ease and comfort level in the educational setting will help advance the skill levels of the other children.

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Since the primary intent of the program is to close the gap for children with disabilities, some parents of typically developing students struggle with the idea of letting them serve as peer mentors in a program not targeted specifically to their own needs. Others, however, embrace the concept as a valuable experience because they have access to an excellent prekindergarten program, despite not being the target audience. With continued support from the community, parents, teachers, and the students themselves, the Fife School District program will likely continue as long as funding and need dictate. Approximately 30 children are participating in the program this year. Whalen personal interview, February 14, Year-round schools hold promise for children in districts where families may not have care arrangements or cannot afford costly enrichment programs during the summer break. This arrangement seems to be more beneficial to children than summer school, because learning problems can be addressed in a more timely fashion. Year-round schools also help students from non-English-speaking homes, so that their language reinforcement, critical to second-language learners, is not interrupted Ballinger, For students who live in poverty, attending a year-round school eliminates a long summer break with poor nutrition, lack of enrichment activities, and exposure to crime. Challenges to the Field The No Child Left behind Act NCLB presents considerable challenges to school districts where disadvantaged children have little or no access to quality preschool education. NCLB emphasizes academic skills, particularly literacy and mathematics, yet many disadvantaged children enter kindergarten without having participated in early learning experiences designed to help them succeed in school. In essence they have been set up to fail, and along with them the teachers and schools held accountable under NCLB. In , Head Start programs began testing 4- and 5-year-olds to assess their progress in early math and literacy skills. Prepared for School, Prepared for Life Despite the challenges the achievement gap presents, there is good news from a number of scientifically based, longitudinal studies of quality early childhood interventions. Other well-known longitudinal studies also point to the long-term positive effects of quality early childhood interventions: The Carolina Abecedarian Project is a randomized control study of the effect of high-quality, full-time child care on low-income children. The program included developmentally appropriate games and educational activities, and focused on all aspects of child development—social, emotional, and cognitive, with a special emphasis on language. The Abecedarian Project demonstrates long-term benefits of early intervention: The CPC program provides services from preschool to 3rd grade and includes a strong family involvement component. Through age 21, the treatment group was more likely to have graduated from high school on time, and less likely to have been involved in special education or juvenile crime Reynolds, et al. In addition to the positive impact on academic achievement and overall life skills, cost-benefit studies of these three programs offer community leaders and policymakers something to consider. The economic analyses compare the initial investment per child against cost savings derived from reduced use of special education services, social services, and welfare. The analyses also include benefits derived from taxes on higher wages and fewer periods of unemployment. Such programs not only help close the achievement gap but also offer a significant payback to society by preventing costly interventions later in life. The dollars saved through early intervention give policymakers some leverage in promoting these programs. Model Programs as Investments Investment in quality early childhood education programs for disadvantaged students, once almost entirely the domain of the federal and state governments, has now become a popular undertaking with the private sector as well. In Minnesota, proposals are on the table to create an endowment to fully fund high-quality early childhood education for all Minnesota children living in poverty. In , the foundation introduced its new early-learning strategy, designed to direct public and private resources toward making measurable improvements in school readiness for all children. The Gates Foundation developed its strategy using Washington State data, prior experience with foundation-funded grants, the growing body of research on the effect of quality early childhood interventions on school readiness and success in school and beyond, and initiatives underway in other states. The program, to be implemented over the next 10 years, will involve public-private partnerships, grants, demonstration communities, and promising practices to enhance the existing infrastructure for children with multiple risk factors for school failure. The

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program targets preschool children where they spend most of their time—“at home or in a child-care facility.

Policy Recommendations The research cited in this Infobrief is only the tip of the iceberg in terms of what is available to support early childhood education as an effective tool for closing the achievement gap for children who are disadvantaged, live in poverty, or have disabilities. Decision makers who are considering district-specific plans for improving school readiness through early childhood programs would do well to heed the following guidelines: Use current data that describe the achievement gaps in the district; Choose model programs that are well researched and applicable to the demographics in the district; Develop a curriculum or choose an existing quality curriculum that addresses needs of the whole child; Hire certified, trained, early childhood education teachers; Choose model programs that include parent involvement, community involvement, and transition planning to ensure K–12 continuity; Form linkages to existing prekindergarten programs, Head Start, community programs for families, and programs for children with special needs; and Consider holistic approaches such as all-day prekindergarten or kindergarten, or half-day programs with links to wrap-around child care. Subsequent issues of Infobrief will look closely at best practices for closing the achievement gap by identifying and addressing the needs of families and communities, as well as needs inside schools. The series will continue to examine the research available to support decision makers in developing policy to strengthen the crucial interplay between teachers, families, communities, and schools in fostering success in learning for all students. References American Educational Research Association.

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Chapter 2 : Certificates and Degrees - San Joaquin Delta College - Acalog ACMSâ,,ç

Quality early childhood education can reduce the achievement gap. Too many American children start school inadequately prepared to succeed. Gaps in cognitive, linguistic, social, and emotional skills due to unequal opportunities become evident well before children enter kindergarten.

To download a PDF of the issue, [click here](#). The family income of students is a consistent predictor of academic achievement across the United States, where an achievement gap between the most and least affluent students has long persisted and shows no sign of narrowing. On standardized tests, for example, low-income students are two to three times more likely than students from higher-income families to score at the lowest proficiency levels in reading and math. The income-related academic achievement gap is especially pertinent today in the United States, where an estimated 21 percent of U. These children are at risk of performing more poorly than their more affluent peers as early as kindergarten and research suggests the gap widens as they progress through school. Moreover, school achievement has long-term implications. Economically disadvantaged third-graders who struggle with reading, for instance, are three times less likely to graduate from high school than their more advantaged counterparts. Such findings are in line with studies that show early academic success to be a robust predictor of high school graduation. Extending the learning time of students is among the approaches used to improve academic achievement, particularly among children from low-income families. Studies find that students from both economically advantaged and disadvantage backgrounds learn at similar rates during the school year. However, lower-income students tend to lose more skills over summer recess than their more affluent peers, who either gain or maintain their academic skill sets. The current body of research is insufficient to draw conclusions about whether extending learning time is effective in closing the academic achievement gap between lower-income and more affluent students. Studies, however, do find that strategies ranging from extended school years to summer learning opportunities show promise as a means for improving the academic achievement of the lower-income students exposed to them. Extended Learning Strategies Strategies for extending learning time are grounded in the idea that providing additional time in school could boost academic achievement and help prevent the loss of academic skills during summer recess, which research suggests is a particular problem among low-income students. The most widely used and studied approaches to extend learning time include lengthening the school year, extending the hours in the school day, offering academically focused after-school programs, and providing students with summer learning opportunities. Extended-year strategies add days to the beginning of the school year, the end, or to both the beginning and end of the school year. For this review, extended year approaches were considered to be any program that added days to the traditional day school calendar. Nearly all added days to the end of the school year. And the programs were distinguished from summer learning opportunities by key design characteristics. Extended year programs, for example, were largely mandatory and were structured like a regular school day, while the summer learning programs were mainly voluntary and included a mix of academic and enrichment activities. In this review, extended-day programs are those that lengthen the traditional 6. An important distinction is that extended-day programs tend to be mandatory for students in a particular school, while after-school programs are often voluntary. Fullday kindergarten programs that operate for more than 3 hours per day fall into the category of an extended day program due to the fact they extend the learning time offered in half-day programs. Programs considered to be summer learning opportunities operate solely during summer recess and empha academic instruction, although enrichment and recreational activities could also be offered. Several program characteristics distinguish summer school from summer learning opportunities. Summer learning programs generally offer a mix of academic and enriching opportunities, have a voluntary attendance policy and tend to be shorter in duration than summer school programs. Key Characteristics Although program design varies widely between and within the types of extended learning programs, recent research identifies several characteristics of those that have been shown to be effective. An

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extensive review of summer programs, for example, found certain characteristics to be effective with low-income students, such as making learning enjoyable by joining academic content with enrichment. Effective features also included incorporating hands-on learning activities, small student-to-teacher ratios of roughly 5:1. It was also noted that economically disadvantaged students might particularly benefit from enriching activities because they often do not participate in school year extracurricular activities. Several other characteristics have been found to be important to the success of extended learning time programs, including parental involvement and rigorous, engaging programming that encourages student attendance. Staff training is another key factor. In this review, each of the programs that produced the largest effects employed either professional teachers or volunteers from colleges and universities who received training. The size of a program in terms of students enrolled can also influence its effectiveness. In general, programs serving larger numbers of students were more likely to produce small or no effect. One study suggests that program size may act as a proxy, with smaller programs allowing for greater flexibility and control among teachers or perhaps relate to socioeconomic circumstances of a community. Programs that produced large effects used small groups or individualized instruction compared those that resulted in small effects, no effect, or negative effects.

Effectiveness and Conclusions The extended learning programs examined in this review were largely beneficial to the students who participated in them, at least to some degree. The programs overall were four times more likely to produce positive student outcomes than to have insignificant or negative effects. How effective the programs were in promoting academic achievement varied, both within and across the different types of programs. In general, however, the different types of programs did not produce markedly different outcomes and no single program type emerged as the most effective, although evidence suggests summer learning opportunities to be a particularly promising approach to improving academic achievement. Extended year programs produced small to moderate positive effects, although there were too few programs to draw firm conclusions. Extended day programs, which included full-day kindergarten and academically focused after-school programs, were largely beneficial for students, but the effects tended to be small. The promise of extended learning was more broadly seen among summer learning opportunities, including mandatory summer school. In this review, more than 9 in 10 of the findings for those programs were positive and about half demonstrated effects ranging from moderate to large in size. One study, for instance, found that economically disadvantaged students experienced nearly twice the benefit of an additional week of classes than students overall. For example, African American students demonstrated gains in math that increased linearly for each year they participated in the program compared to similar students who did not participate. And after two years in the program, children who qualified for the federal free lunch program and those in the lowest proficiency levels in math gained roughly one-fifth of a standard deviation unit above similar students who did not participate. This review also indicates that younger students tend to be the most likely to benefit from extended learning time, particularly those in kindergarten and first grade. The finding corroborates other studies that report that programs are more effective for younger children than for older children. The number of studies included in the review that focused specifically on kindergarten students was limited, however. Studies reporting the benefits of full-day kindergarten compared to half-day kindergarten suggest that it may be especially useful to offer extended learning time programs starting from kindergarten and going forward. Studies also find that summer vacation becomes increasingly detrimental for academic skills after second grade, which suggests that summer learning opportunities may be advantageous for young children.

Time and Learning Another conclusion drawn from this review is that allocated time does not appear to be linearly related to academic improvement. If that were the case, it would be expected that programs would not produce insignificant or negative outcomes, given that all of the programs provided students with additional learning time. The weakest outcomes were generally found among programs whose duration was on the extreme ends of the spectrum—programs that were among those offering the fewest or greatest number of hours. Among summer programs, it appears that the most beneficial duration is somewhere between 70 and 100 hours. For extended-day and after-school programs, it appears that the duration needs to be more than 22

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hours, but fewer than hours. Other researchers have also noted a similar relationship between duration and outcomes. A largescale analysis of out-of-school time programs, for example, found those that with a duration between 44 and 84 hours and 85 and hours were significantly related to reading improvement among students, while programs with a duration of fewer than 44 hours or greater than hours failed to produce improvements. The same study reported that math programs were most effective when they offered between 46 and hours of instruction. The effects tapered off when program duration exceeded hours, but were still significant. Other Issues This review provided some insight into other issues related to extended learning programs, including measuring academic improvement, the impact of academic instruction and enrichment, and program features associated with the largest effects on student achievement. Among the conclusions drawn is that academic improvement may be better measured by examining changes in particular skills rather than global composite measures. Global measures of reading, for example, may not be sensitive enough to report changes in any one particular skill, such as spelling. Yet understanding how a program affects a range of academic skills is important to informing program improvement. In addition, the review found evidence that it is just as important to consider when academic improvement is assessed as it is to consider how it being assessed, which supports the findings of other studies that suggest programs are likely to produce significant and larger effects when the pretest and posttest are in closer proximity to one another. Among the programs included in the review, those that offered academic instruction and enrichment did not appear to be more effective than those without enrichment components. Other recent studies have reported that the evidence for enriching programs to yield more positive academic results is mixed and generally low. One study, for example, found enrichment was beneficial in helping students with math, but not necessarily reading. The last inference drawn from this review is that there were features of programs, regardless of type, that predicted larger effects. Specifically, small-group instruction and one-on-one tutoring as well as having professional teachers appeared to relate to more effective programs. The finding corroborates previous studies that suggest one-on-one tutoring may be a particularly beneficial strategy for boosting academic achievement. Pittsburgh, PA

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Chapter 3 : ASCD Infobrief: The Achievement Gap: Early Childhood Education

The Early Childhood Programs and Services Guide is designed to assist organisations funded by the Department of Education and Training (the Department). It provides an overview of early childhood key programs and.

Join our commitment to early education ECE Consensus Letter As policymakers debate investing in quality early childhood education programs, they should note the widespread agreement among researchers about the value of such programs. An extensive body of research in education, developmental psychology, neuroscience, medicine and economics shows that quality early childhood education programs produce better education, health, economic and social outcomes for children, families, and the nation. As researchers, we urge policymakers to make decisions based on the full body of scientific knowledge about early education and child development. Quality early childhood education can reduce the achievement gap. Too many American children start school inadequately prepared to succeed. Gaps in cognitive, linguistic, social, and emotional skills due to unequal opportunities become evident well before children enter kindergarten. The resulting achievement gap widens as children progress through school, despite strong efforts at remediation. The long-term consequences include high rates of school failure, grade repetition, inappropriate special education placements, and dropout; involvement in risky behaviors and crime; and, even higher risk for adult chronic disease including hypertension, heart disease, obesity and diabetes. These problems are not limited to the poor: The costs of remediation, social dependency, poor health, and lost productivity are very high to individuals and our nation. Access to quality early childhood education is essential. The early learning programs and child care that many parents can afford are not of good enough quality to appreciably affect early disparities in development. Inequities in access to high-quality early education may actually make them worse. Inadequate quality characterizes the preschool experiences of children from both middle-class and lower-income families. Develop the whole child with quality programs. Physical and emotional health, early learning, and socialization are key elements of healthy development that must be addressed in quality early childhood education delivered by well-trained teachers using proven curricula. Children benefit most when teachers engage in interactions that stimulate learning while being emotionally nurturing. These interactions foster engagement in and enjoyment of learning. Critical to assuring quality are continuous improvement systems that support teachers in the implementation of evidence-based curricula focused on specific areas of learning and socio-emotional development. In-classroom coaching and mentoring is a successful approach to providing this support. In addition, salaries commensurate with comparably prepared K colleagues could stem the flight of teachers away from early childhood education. Quality programs include health and home. Evidence-based health and parent engagement activities contribute to greater success. Early screenings and follow up promote healthy cognitive, socio-emotional, and physical development. By modeling positive parent-child interaction and offering parents opportunities to practice with feedback, programs can augment the positive effects of preschool on child development and later education achievement. Quality programs can be brought to scale. At-scale preschool systems including in Tulsa, Boston, and New Jersey have produced even larger gains in language and math above and beyond comparison group children, many of whom were in other center-based programs. Quality programs produce quality life outcomes. Early childhood programs produce larger long-term impacts on life achievement than on IQ and achievement tests. Studies often find some convergence in test scores between children who did and did not attend preschool after children enter school. Despite the convergence on tests of achievement between children who receive quality early childhood education and those who do not, evidence points to important effects in other areas over time. Children who attended preschool show reductions in special education and grade retention. Evidence from long-term evaluations of both small-scale, intensive interventions and Head Start find long-term effects on important societal outcomes such as high-school graduation, years of education completed, earnings, and reduced crime and teen pregnancy, even after test-score effects become indistinguishable. Research is now underway focusing on why

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these long-term effects occur even when test scores during the school years converge. Quality early childhood education benefits children from diverse family backgrounds and circumstances. Quality early learning can benefit middle-class children as well as disadvantaged children; typically developing children as well as children with special needs; and dual language learners as well as monolingual English speakers. Although early research focused only on programs for low-income children, more recent research indicates that middle-class children can benefit substantially and these benefits outweigh costs for children from middle-income as well as those from low-income families. Investing in quality early childhood education pays off. Rigorous cost-benefit analyses show that the economic benefits of early childhood education outweigh the costs of providing access to quality programs. Critics of greater investment ignore the full body of evidence. Critics often cite data out of context, cherry-picking findings that highlight minimal effects within the larger findings of overall benefits. In addition, they claim the need to wait for larger-scale studies over many years to prove long-term effectiveness, knowing full well that such experiments are not possible without significant government investment and decades of research. Existing research findings are sufficient to warrant greater investment in quality programs now. Additional investments in research are essential and will be most productive if used to monitor quality and guide ongoing improvement of programs and systems. This statement draws heavily upon a more detailed report on the scientific basis for preschool policy by: Investing in our future: The evidence base on preschool education. Foundation for Child Development. Quality data for preschool programs nationally from: Percentage distribution of quality rating of child care arrangements of children at about 4 years of age, by type of arrangement and selected child and family characteristics:

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Chapter 4 : Healthy Together Achievement Program: early childhood education and care services - www.n

About the Achievement School District In January , Tennessee passed the First to the Top Act, a sweeping reform of the state's education policy that was the cornerstone of its successful Race to the Top application.

Its role in human health was quickly recognized. By the turn of the 20th century, personal hygiene and exercise for bodily health were incorporated in the physical education curriculum as the major learning outcomes for students Weston, The exclusive focus on health, however, was criticized by educator Thomas Wood ; Wood and Cassidy, as too narrow and detrimental to the development of the whole child. During the past 15 years, physical education has once again evolved to connect body movement to its consequences e. This perspective is also emphasized by Siedentop , who states that physical education is education through the physical. Sallis and McKenzie stress two main goals of physical education: These goals represent the lifelong benefits of health-enhancing physical education that enable children and adolescents to become active adults throughout their lives. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is rewarded. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th century, physical education has evolved to become a content Page Share Cite Suggested Citation: Educating the Student Body: The National Academies Press. To understand physical education as a component of the education system, it is important to know that the education system in the United States does not operate with a centralized curriculum. Physical education is influenced by this system, which leads to great diversity in policies and curricula. These expanded waiver and substitution policies discussed in greater detail later in the chapter increase the possibility that students will opt out of physical education for nonmedical reasons. Curriculum Models Given that curricula are determined at the local level in the United States, encompassing national standards, state standards, and state-adopted textbooks that meet and are aligned with the standards, physical education is taught in many different forms and structures. Various curriculum models are used in instruction, including movement education, sport education, and fitness education. In terms of engagement in physical activity, two perspectives are apparent. First, programs in which fitness education curricula are adopted are effective at increasing in-class physical activity Lonsdale et al. A paucity of nationally representative data is available with which to demonstrate the relationship between the actual level of physical activity in which students are engaged and the curriculum models adopted by their schools. Movement Education Movement has been a cornerstone of physical education since the s. Exemplary works and curriculum descriptions include those by Laban himself Laban, and others e. Over time, however, the approach shifted from concern with the inner attitude of the mover to a focus on the function and application of each movement Abels and Bridges, In the s, the intent of movement education was to apply four movement concepts to the three domains of learning i. The four concepts were body representing the instrument of the action ; space where the body is moving ; effort the quality with which the movement is executed ; and relationships the connections that occur as the body movesâ€”with objects, people, and the environment; Stevens-Smith, These standards emphasize the need for children to know basic movement concepts and be able to perform basic movement patterns. It is imperative for physical educators to foster motor success and to provide children with a basic skill set that builds their movement repertoire, thus allowing them to engage in various forms of games, sports, and other physical activities see also Chapter 3. Sport Education One prevalent physical education model is the sport education curriculum designed by Daryl Siedentop Siedentop, ; Siedentop et al. The model entails a unique instructional structure featuring sport seasons that are used as the basis for planning and teaching instructional units. Students are organized into sport organizations teams and

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play multiple roles as team managers, coaches, captains, players, referees, statisticians, public relations staff, and others to mimic a professional sports organization. Depending on the developmental level of students, the games are simplified or modified to encourage maximum participation. In competition, students play the roles noted above in addition to the role of players. A sport education unit thus is much longer than a conventional physical education unit. Siedentop and colleagues recommend 20 lessons per unit, so that all important curricular components of the model can be implemented. Findings from research on the sport education model have been reviewed twice. In a more recent review, Hastie and colleagues report on emerging evidence suggesting that the model leads to improvement in cardiorespiratory fitness only one study and mixed evidence regarding motor skills development, increased feeling of enjoyment in participation in physical education, increased sense of affiliation with the team and physical education, and positive development of fair-play values. The only study on in-class physical activity using the model showed that it contributed to only Hastie and colleagues caution, however, that because only 6 of 38 studies reviewed used an experimental or quasi-experimental design, the findings must be interpreted with extreme caution. Fitness Education Instead of focusing exclusively on having children move constantly to log activity time, a new curricular approach emphasizes teaching them the science behind why they need to be physically active in their lives. The curriculum is designed so that the children are engaged in physical activities that demonstrate relevant scientific knowledge. The goal is the development and maintenance of individual student fitness. The conceptual framework for the model is designed around the health-related components of cardiorespiratory fitness, muscular strength and endurance, and flexibility. A recent meta-analysis Lonsdale et al. Several concept-based fitness education curriculum models exist for both the middle school and senior high school levels. They include Fitness for Life: Middle School Corbin et al. Stokes and Schultz, ; Personal Fitness: Activities in the curriculum are designed for health benefits, and the ultimate goal for the student is to develop a commitment to regular exercise and physical Page Share Cite Suggested Citation: It is assumed that all children can achieve a health-enhancing level of fitness through regular engagement in vigorous- or moderate-intensity physical activity. Randomized controlled studies on the impact of a science-based fitness curriculum in 15 elementary schools showed that, although the curriculum allocated substantial lesson time to learning cognitive knowledge, the students were more motivated to engage in physical activities than students in the 15 control schools experiencing traditional physical education Chen et al. Longitudinal data from the study reveal continued knowledge growth in the children that strengthened their understanding of the science behind exercise and active living Sun et al. It is suggested that through this proposed comprehensive framework, fitness education be incorporated into the existing physical education curriculum and embedded in the content taught in all instructional units. The entire framework, highlighted in Box , can be viewed at [http:](http://) Accordingly, fitness education in school physical education programs is being enhanced through the incorporation of active video games, also known as exergaming. These active games have been incorporated into school wellness centers as high-tech methods of increasing student fitness levels to supplement the traditional modes for attaining vigorous- or moderate-intensity physical activity Greenberg and Stokes,

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Chapter 5 : Raising Achievement of Lowest-Scoring Students | Education World

The Earlier the Better. The National Association for the Education of Young Children (NAEYC) defines "early childhood" as ages Studies show that the achievement gap can begin as early as infancy, when the physical conditions and stresses of poverty can take their toll on the development of the child's brain and therefore the ability to learn (Ounce of Prevention Fund,).

But where to begin? At one time, we were not doing a very good job of tracking the achievement and test scores of the bottom 25 percent of our students. I had to come up with a plan to make sure that our entire staff focused on raising the achievement of those students. The Solution In order to track the progress of our most underachieving students, I developed a form for each teacher to use in tracking students who scored in the bottom quarter on our state tests. Teachers kept a form for each of the students in their class. They recorded on that form all the testing data we had. That data included the subtest scores from our state tests -- which revealed the areas in which those students needed the most help. I purchased a special notebook for each teacher to use to hold the forms of their underachievers. As the year progressed, we recorded all major pieces of data -- including reading-series unit tests, Success Maker a computer-based program we use to strengthen skills results, end-of-unit math test scores, and all the other assessments that we use school-wide. Then, throughout the year, I scheduled meetings with individual teachers at regular intervals. Together, the teacher and I looked closely at how each of the identified students was progressing. The form helped guide that conversation. I also scheduled visits to classrooms to observe teachers as they taught lessons that were informed by the data we used to track student achievement. We analyzed those graphs at faculty meetings. Doing that actually developed some friendly competition between teachers; teachers began asking their peers who were having the most success about the methods they were using. As teachers shared ideas, students progressed more quickly. The Reflection What a difference all this has made! All this data tracking, data analysis, and targeted instruction, has spawned many benefits -- not only higher student achievement. That has happened, I feel, because every teacher was in the same boat; they all had a handful of students they needed to monitor closely and on whom they had to keep detailed records. I also sense that meeting about those students at regular intervals has made our staff feel more secure. Teachers are well prepared to state how those kids are doing and the steps they are doing to help them. Then there is the residual benefit of the camaraderie that has developed as so many on the staff have shared ideas that have helped all the others. Just yesterday I talked to the principal of a school on the other side of our state. She is principal of a "D" school and she had heard of the success we have had in raising achievement. She asked if I could plan a meeting next month so she could observe how I run it. Just as my teachers are happy to share ideas that work with one another, I am happy to do the same with her. See our How I Handled Archive to read about problems that other principals have solved. About the How I Handled Team of Principal Problem Solvers The How I Handled series is intended to be practical resource for all principals and principals-to-be.