

NAEA 2012 - Museums and Early Learners: Three different Models

Resources for Early Learning and Museums

Books:

- Wood, C. (2007) *Yardsticks: Children in the Classroom Ages 4–14*, Northeast Foundation for Children, Inc.
- Falk, J. and Dierking, L. (2002). *Lessons Without Limit: How Free-Choice Learning is Transforming Education*. Walnut Creek, CA: AltaMira. (Chapter 6)
- Danko-McGhee K. and Slutsky R. (2007). *Impact of Early Art Experiences on Literacy Development*, NAEA
- Mooney, C.G. (2000). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky*. St. Paul, MN: Red Leaf Press
- Gandini, L. (2008). Introduction to the Fundamental Values of the Education of Young Children in Reggio Emilia. In *Insights and inspirations: Stories of teachers and children from North America*
http://www.reggioalliance.org/reggio_related/print_and_video_resources/articles.php
- Hart, B. and Risley, T. R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Brookes Publishing, (4th printing, January 2003) Executive summary available at:
http://www.strategiesforchildren.org/eea/6research_summaries/05_MeaningfulDifferences.pdf

Articles:

- Piscitelli, B., Weiler, K., and Everett, M. (2003). *Museum and Young Children; Partners in Learning About the World*. In S. Wright (Ed.) *Children's Meaning-making and the Arts* (pp. 167-192). Australia: Pearson Education Australia
- Shaffer S. (2011). *Opening the Doors: Engaging Young Children in the Art Museum*. *Art Education*, 64 (6), 40-46
- Stokrocki, M. (1984). *The Meaning of Aesthetic Awareness for Preschoolers in a Museum Class*. *Art Education*, 37 (2), 12-16
- Storch, S. A. and Whitehurst, G. J. "The Role of Family and Home in the Literacy Development of Children from Low-Income Backgrounds." *New Directions for Child and Adolescent Development*. Summer 2001 no. 92.
- Lynn, L. "Language-Rich Home and School Environments Are Key to Reading Success". *The Harvard Education Letter*. 1997. Volume XIII, Number 4.
- Weiss, H., Caspe, M. and Lopez, M. E. "Family Involvement in Early Childhood Education: Family Involvement Makes a Difference" *Harvard Family Research Project*, Spring 2006 <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference/family-involvement-in-early-childhood-education>

Web:

- self-assessment tool for Head Start related to their Parent, Family and Community Engagement Framework or standards <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/ncpfce-assessment-101411.pdf> (p.29-31 Underscores the role early childhood programs have to play in enabling all parents to support children's learning in out-of-school time)

- The Harvard Family Research Project has great research, frameworks and examples of family involvement and complementary learning networks in which children's learning is continuous across settings--school, home, and community. <http://www.hfrp.org/>
- AAM's Center for the Future of Museums report on demographic change makes outreach to future museum audiences (today's young families) an imperative:
<http://www.futureofmuseums.org/reading/publications/2010.cfm>
- Standards of Excellence in Early Learning: A Model for Chicago Children's Museum
<http://www.childrensmuseums.org/docs/StandardsofExcellence.pdf>
- "Keeping Track of New York City's Children 2010 Report" by Citizens' Committee for Children of New York Inc. 9th Edition <http://www.cccnewyork.org/aboutkt.html>
- Spiegel, Alix. "Closing the Achievement Gap with Baby Talk" NPR. as accessed on January 10, 2011 at <http://www.npr.org/2011/01/10/132740565/closing-the-achievement-gap-with-baby-talk>
- Hernandez, D. J. "Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation." Annie E. Casey Foundation. April 2011. Accessible at: <http://fcd-us.org/sites/default/files/DoubleJeopardyReport.pdf>