

PRESCHOOL PARENT TEACHER CONFERENCE QUESTIONS

PRESCHOOL PARENT TEACHER CONFERENCE QUESTIONS ARE ESSENTIAL TOOLS FOR FOSTERING EFFECTIVE COMMUNICATION BETWEEN PARENTS AND EDUCATORS. THESE CONFERENCES PROVIDE A UNIQUE OPPORTUNITY TO DISCUSS A CHILD'S PROGRESS, BEHAVIOR, SOCIAL SKILLS, AND DEVELOPMENTAL MILESTONES IN A COLLABORATIVE ENVIRONMENT. UNDERSTANDING THE RIGHT QUESTIONS TO ASK CAN HELP PARENTS GAIN VALUABLE INSIGHTS INTO THEIR CHILD'S PRESCHOOL EXPERIENCE AND IDENTIFY AREAS WHERE SUPPORT MAY BE NEEDED. ADDITIONALLY, TEACHERS BENEFIT FROM KNOWING PARENTS' CONCERNS AND EXPECTATIONS, WHICH CAN ENHANCE THE EDUCATIONAL APPROACH. THIS ARTICLE EXPLORES KEY PRESCHOOL PARENT TEACHER CONFERENCE QUESTIONS, CATEGORIZED BY ACADEMIC DEVELOPMENT, SOCIAL AND EMOTIONAL GROWTH, AND PRACTICAL CONSIDERATIONS. IT ALSO OFFERS GUIDANCE ON PREPARING FOR CONFERENCES TO MAXIMIZE THEIR EFFECTIVENESS.

- ACADEMIC DEVELOPMENT QUESTIONS
- SOCIAL AND EMOTIONAL GROWTH QUESTIONS
- BEHAVIOR AND CLASSROOM PARTICIPATION QUESTIONS
- PARENT INVOLVEMENT AND SUPPORT QUESTIONS
- PREPARING FOR THE PRESCHOOL PARENT TEACHER CONFERENCE

ACADEMIC DEVELOPMENT QUESTIONS

DISCUSSING A CHILD'S ACADEMIC PROGRESS DURING PRESCHOOL PARENT TEACHER CONFERENCE QUESTIONS IS FUNDAMENTAL TO UNDERSTANDING THEIR LEARNING JOURNEY. PRESCHOOL FOCUSES ON FOUNDATIONAL SKILLS RATHER THAN FORMAL ACADEMICS, SO CONVERSATIONS OFTEN REVOLVE AROUND DEVELOPMENTAL MILESTONES AND READINESS FOR KINDERGARTEN.

LANGUAGE AND COMMUNICATION SKILLS

LANGUAGE DEVELOPMENT IS A CRITICAL ASPECT OF EARLY CHILDHOOD EDUCATION. PARENTS SHOULD INQUIRE ABOUT THEIR CHILD'S ABILITY TO EXPRESS THEMSELVES, UNDERSTAND INSTRUCTIONS, AND ENGAGE IN CONVERSATIONS.

- HOW IS MY CHILD DEVELOPING LANGUAGE AND COMMUNICATION SKILLS?
- CAN MY CHILD FOLLOW MULTI-STEP DIRECTIONS?
- IS MY CHILD ABLE TO RECOGNIZE AND NAME LETTERS AND SOUNDS?
- HOW DOES MY CHILD INTERACT DURING STORYTIME OR GROUP DISCUSSIONS?

EARLY LITERACY AND NUMERACY

WHILE PRESCHOOL IS NOT FOCUSED ON FORMAL READING AND MATH, CHILDREN BEGIN TO BUILD ESSENTIAL LITERACY AND NUMERACY SKILLS. ASKING TARGETED QUESTIONS HELPS PARENTS GAUGE THEIR CHILD'S READINESS FOR FUTURE LEARNING.

- WHAT LITERACY SKILLS IS MY CHILD CURRENTLY DEVELOPING?
- CAN MY CHILD IDENTIFY NUMBERS AND COUNT OBJECTS?

- HOW DOES MY CHILD ENGAGE WITH BOOKS AND PRINT MATERIALS?
- ARE THERE SPECIFIC ACTIVITIES RECOMMENDED TO SUPPORT EARLY MATH SKILLS AT HOME?

SOCIAL AND EMOTIONAL GROWTH QUESTIONS

PRESCHOOL IS A PIVOTAL TIME FOR SOCIAL AND EMOTIONAL DEVELOPMENT. THE PRESCHOOL PARENT TEACHER CONFERENCE QUESTIONS RELATED TO THIS AREA HELP PARENTS UNDERSTAND HOW THEIR CHILD IS ADAPTING SOCIALLY AND EMOTIONALLY WITHIN THE CLASSROOM ENVIRONMENT.

PEER INTERACTIONS AND FRIENDSHIPS

BUILDING RELATIONSHIPS WITH PEERS IS A MAJOR FOCUS IN PRESCHOOL. PARENTS SHOULD SEEK INFORMATION ABOUT THEIR CHILD'S SOCIAL SKILLS AND ABILITY TO FORM FRIENDSHIPS.

- HOW DOES MY CHILD INTERACT WITH CLASSMATES?
- DOES MY CHILD SHARE AND TAKE TURNS APPROPRIATELY?
- ARE THERE ANY CONCERNS ABOUT MY CHILD'S ABILITY TO MAKE AND MAINTAIN FRIENDSHIPS?
- HOW DOES MY CHILD HANDLE GROUP ACTIVITIES?

EMOTIONAL REGULATION AND BEHAVIOR

UNDERSTANDING HOW A CHILD MANAGES EMOTIONS AND BEHAVIOR PROVIDES INSIGHT INTO THEIR OVERALL WELL-BEING AND READINESS FOR SCHOOL CHALLENGES.

- HOW DOES MY CHILD COPE WITH FRUSTRATION OR DISAPPOINTMENT?
- ARE THERE ANY BEHAVIORAL CONCERNS THAT NEED TO BE ADDRESSED?
- WHAT STRATEGIES ARE USED IN THE CLASSROOM TO SUPPORT EMOTIONAL REGULATION?
- HOW CONFIDENT AND INDEPENDENT IS MY CHILD DURING DAILY ROUTINES?

BEHAVIOR AND CLASSROOM PARTICIPATION QUESTIONS

BEHAVIORAL OBSERVATIONS AND CLASSROOM ENGAGEMENT ARE CRUCIAL TOPICS DURING PRESCHOOL PARENT TEACHER CONFERENCES. THESE PRESCHOOL PARENT TEACHER CONFERENCE QUESTIONS HELP PARENTS ASSESS THEIR CHILD'S PARTICIPATION AND ADAPTABILITY IN THE EDUCATIONAL SETTING.

ATTENTION AND FOCUS

EARLY CHILDHOOD CLASSROOMS REQUIRE CHILDREN TO ENGAGE IN STRUCTURED ACTIVITIES. PARENTS CAN INQUIRE ABOUT THEIR CHILD'S ATTENTION SPAN AND ABILITY TO FOCUS DURING THESE SESSIONS.

- HOW WELL DOES MY CHILD CONCENTRATE DURING GROUP ACTIVITIES?
- ARE THERE CHALLENGES WITH STAYING ON TASK OR FOLLOWING INSTRUCTIONS?
- WHAT METHODS DOES THE TEACHER USE TO ENCOURAGE FOCUS?

PARTICIPATION AND MOTIVATION

ACTIVE PARTICIPATION INDICATES A CHILD'S INTEREST AND ENTHUSIASM FOR LEARNING. PARENTS SHOULD EXPLORE HOW THEIR CHILD ENGAGES WITH CLASSROOM TASKS AND PEERS.

- DOES MY CHILD SHOW CURIOSITY AND WILLINGNESS TO TRY NEW ACTIVITIES?
- HOW DOES MY CHILD RESPOND TO CHALLENGES OR NEW CONCEPTS?
- IS MY CHILD MOTIVATED TO PARTICIPATE IN GROUP DISCUSSIONS OR PROJECTS?

PARENT INVOLVEMENT AND SUPPORT QUESTIONS

EFFECTIVE PRESCHOOL EDUCATION INVOLVES COLLABORATION BETWEEN TEACHERS AND PARENTS. ASKING THE RIGHT PRESCHOOL PARENT TEACHER CONFERENCE QUESTIONS ABOUT PARENT INVOLVEMENT AND SUPPORT CAN HELP STRENGTHEN THIS PARTNERSHIP.

HOME LEARNING ACTIVITIES

PARENTS CAN LEARN ABOUT WAYS TO REINFORCE LEARNING AT HOME AND SUPPORT THEIR CHILD'S DEVELOPMENT OUTSIDE THE CLASSROOM.

- WHAT ACTIVITIES CAN WE DO AT HOME TO COMPLEMENT CLASSROOM LEARNING?
- ARE THERE ANY RESOURCES OR MATERIALS RECOMMENDED FOR HOME USE?
- HOW CAN PARENTS EFFECTIVELY SUPPORT LANGUAGE AND SOCIAL SKILLS DEVELOPMENT?

COMMUNICATION AND COLLABORATION

ONGOING COMMUNICATION BETWEEN PARENTS AND TEACHERS IS VITAL FOR ADDRESSING CONCERNS AND CELEBRATING SUCCESSES THROUGHOUT THE YEAR.

- WHAT IS THE BEST WAY TO COMMUNICATE WITH YOU BETWEEN CONFERENCES?
- HOW OFTEN WILL UPDATES ABOUT MY CHILD'S PROGRESS BE SHARED?
- ARE THERE OPPORTUNITIES FOR PARENTS TO VOLUNTEER OR PARTICIPATE IN CLASSROOM ACTIVITIES?

PREPARING FOR THE PRESCHOOL PARENT TEACHER CONFERENCE

PREPARATION ENHANCES THE VALUE OF PRESCHOOL PARENT TEACHER CONFERENCES. BOTH PARENTS AND TEACHERS CAN BENEFIT FROM THOUGHTFUL PLANNING AND CLEAR OBJECTIVES.

GATHERING OBSERVATIONS AND QUESTIONS

PARENTS SHOULD OBSERVE THEIR CHILD'S BEHAVIOR AND MILESTONES AT HOME TO PREPARE MEANINGFUL PRESCHOOL PARENT TEACHER CONFERENCE QUESTIONS.

- NOTE ANY CONCERNS OR ACHIEVEMENTS NOTICED IN DAILY ROUTINES.
- PREPARE A LIST OF SPECIFIC QUESTIONS ABOUT ACADEMIC, SOCIAL, OR BEHAVIORAL AREAS.
- CONSIDER SHARING EXAMPLES OF YOUR CHILD'S INTERESTS OR CHALLENGES.

SETTING GOALS AND EXPECTATIONS

DISCUSSING GOALS DURING THE CONFERENCE CAN GUIDE FUTURE LEARNING AND DEVELOPMENT INITIATIVES.

- ASK ABOUT REALISTIC DEVELOPMENTAL GOALS FOR YOUR CHILD.
- COLLABORATE WITH THE TEACHER TO SET ACHIEVABLE OBJECTIVES.
- DISCUSS WAYS TO MONITOR PROGRESS AND ADJUST STRATEGIES AS NEEDED.

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE KEY AREAS TO DISCUSS DURING A PRESCHOOL PARENT-TEACHER CONFERENCE?

KEY AREAS TO DISCUSS INCLUDE YOUR CHILD'S SOCIAL DEVELOPMENT, COMMUNICATION SKILLS, MOTOR SKILLS, COGNITIVE PROGRESS, EMOTIONAL WELL-BEING, AND ANY SPECIFIC CONCERNS OR OBSERVATIONS FROM BOTH PARENTS AND TEACHERS.

HOW CAN PARENTS PREPARE FOR A PRESCHOOL PARENT-TEACHER CONFERENCE?

PARENTS CAN PREPARE BY OBSERVING THEIR CHILD'S BEHAVIOR AND MILESTONES AT HOME, NOTING ANY QUESTIONS OR CONCERNS, REVIEWING ANY PREVIOUS REPORTS, AND BEING READY TO SHARE INSIGHTS ABOUT THEIR CHILD'S INTERESTS AND CHALLENGES.

WHAT QUESTIONS SHOULD TEACHERS ASK PARENTS DURING A PRESCHOOL CONFERENCE?

TEACHERS SHOULD ASK ABOUT THE CHILD'S ROUTINES AT HOME, ANY RECENT CHANGES OR CHALLENGES, THE CHILD'S INTERESTS, FAMILY BACKGROUND THAT MAY IMPACT LEARNING, AND PARENTS' GOALS OR EXPECTATIONS FOR THEIR CHILD'S PRESCHOOL EXPERIENCE.

HOW CAN PARENTS EFFECTIVELY COMMUNICATE CONCERNS ABOUT THEIR CHILD'S DEVELOPMENT?

PARENTS SHOULD BE HONEST AND SPECIFIC ABOUT THEIR OBSERVATIONS, PROVIDE EXAMPLES, ASK FOR THE TEACHER'S PERSPECTIVE, AND COLLABORATE TO CREATE STRATEGIES OR SEEK ADDITIONAL SUPPORT IF NEEDED.

WHAT ROLE DOES THE PARENT-TEACHER CONFERENCE PLAY IN SUPPORTING A PRESCHOOL CHILD'S GROWTH?

THE CONFERENCE FACILITATES A PARTNERSHIP BETWEEN PARENTS AND TEACHERS, ENSURING CONSISTENT SUPPORT, EARLY IDENTIFICATION OF NEEDS, SHARED GOALS, AND TAILORED STRATEGIES TO PROMOTE THE CHILD'S OVERALL DEVELOPMENT.

HOW OFTEN SHOULD PARENT-TEACHER CONFERENCES BE HELD IN PRESCHOOL?

TYPICALLY, PARENT-TEACHER CONFERENCES ARE HELD AT LEAST TWICE A YEAR—MID-YEAR AND END-OF-YEAR—BUT FREQUENCY CAN VARY BASED ON THE CHILD'S NEEDS OR PROGRAM POLICIES.

WHAT ARE SOME POSITIVE QUESTIONS PARENTS CAN ASK TO ENCOURAGE CONSTRUCTIVE FEEDBACK?

PARENTS CAN ASK QUESTIONS LIKE: 'WHAT ARE MY CHILD'S STRENGTHS?', 'HOW DOES MY CHILD INTERACT WITH PEERS?', 'WHAT ACTIVITIES DOES MY CHILD ENJOY MOST?', AND 'HOW CAN I SUPPORT MY CHILD'S LEARNING AT HOME?'.

ADDITIONAL RESOURCES

1. *EFFECTIVE COMMUNICATION AT PRESCHOOL PARENT-TEACHER CONFERENCES*

THIS BOOK OFFERS PRACTICAL STRATEGIES FOR FOSTERING OPEN AND PRODUCTIVE CONVERSATIONS BETWEEN PARENTS AND TEACHERS. IT INCLUDES SAMPLE QUESTIONS AND TIPS TO HELP PARENTS BETTER UNDERSTAND THEIR CHILD'S PROGRESS AND HOW TO SUPPORT LEARNING AT HOME. EDUCATORS WILL FIND GUIDANCE ON CREATING A WELCOMING ATMOSPHERE THAT ENCOURAGES COLLABORATION.

2. *ESSENTIAL QUESTIONS FOR PRESCHOOL PARENT-TEACHER MEETINGS*

A COMPREHENSIVE GUIDE FEATURING CAREFULLY CRAFTED QUESTIONS TO ASK DURING PRESCHOOL CONFERENCES. THIS RESOURCE HELPS PARENTS INQUIRE ABOUT DEVELOPMENTAL MILESTONES, SOCIAL SKILLS, AND CLASSROOM BEHAVIOR. TEACHERS CAN USE IT TO PREPARE FOR CONFERENCES THAT ADDRESS EACH CHILD'S UNIQUE NEEDS.

3. *BUILDING BRIDGES: PARENT-TEACHER CONFERENCE STRATEGIES FOR PRESCHOOL*

FOCUSED ON BUILDING STRONG PARTNERSHIPS, THIS BOOK EMPHASIZES THE IMPORTANCE OF MUTUAL RESPECT AND UNDERSTANDING. IT PROVIDES CONVERSATION STARTERS AND QUESTION PROMPTS DESIGNED TO ENHANCE COMMUNICATION ABOUT A CHILD'S LEARNING JOURNEY. THE BOOK ALSO DISCUSSES HOW TO ADDRESS CONCERNS CONSTRUCTIVELY.

4. *UNDERSTANDING YOUR PRESCHOOLER THROUGH PARENT-TEACHER CONFERENCES*

THIS TITLE HELPS PARENTS DECODE THE INFORMATION SHARED DURING CONFERENCES AND TRANSLATE IT INTO ACTIONABLE STEPS. IT EXPLAINS COMMON PRESCHOOL ASSESSMENT METHODS AND DEVELOPMENTAL BENCHMARKS. PARENTS LEARN HOW TO ASK INSIGHTFUL QUESTIONS THAT REVEAL THEIR CHILD'S STRENGTHS AND AREAS FOR GROWTH.

5. *THE PRESCHOOL PARENT-TEACHER CONFERENCE HANDBOOK*

A GO-TO MANUAL FOR BOTH PARENTS AND TEACHERS, THIS HANDBOOK OUTLINES THE GOALS AND BEST PRACTICES FOR PRESCHOOL CONFERENCES. IT INCLUDES CHECKLISTS OF QUESTIONS TO COVER ACADEMIC, SOCIAL, AND EMOTIONAL DEVELOPMENT. PRACTICAL ADVICE HELPS ENSURE MEETINGS ARE EFFICIENT AND FOCUSED.

6. *QUESTIONS THAT MATTER: NAVIGATING PRESCHOOL PARENT-TEACHER CONFERENCES*

THIS BOOK HIGHLIGHTS THE IMPORTANCE OF ASKING MEANINGFUL QUESTIONS THAT GO BEYOND ACADEMICS. IT ENCOURAGES DISCUSSIONS ABOUT CREATIVITY, EMOTIONAL WELL-BEING, AND FAMILY INVOLVEMENT. THE GUIDE OFFERS EXAMPLES OF OPEN-ENDED QUESTIONS TO FOSTER DEEPER UNDERSTANDING.

7. *PRESCHOOL PROGRESS TALKS: A PARENT'S GUIDE TO CONFERENCES*

A SUPPORTIVE RESOURCE AIMED AT HELPING PARENTS FEEL CONFIDENT DURING CONFERENCES. IT PROVIDES A LIST OF TARGETED QUESTIONS FOR ASSESSING LITERACY, MOTOR SKILLS, AND PEER INTERACTIONS. THE BOOK ALSO SUGGESTS WAYS TO FOLLOW UP AFTER THE MEETING TO SUPPORT ONGOING DEVELOPMENT.

8. *COLLABORATIVE CONVERSATIONS: ENHANCING PRESCHOOL PARENT-TEACHER CONFERENCES*

THIS TITLE FOCUSES ON COLLABORATION TECHNIQUES, EMPHASIZING PARTNERSHIP BETWEEN EDUCATORS AND FAMILIES. IT INCLUDES QUESTION FRAMEWORKS THAT PROMOTE SHARED DECISION-MAKING ABOUT CLASSROOM GOALS AND INTERVENTIONS. READERS WILL FIND TOOLS FOR CREATING POSITIVE AND CONSTRUCTIVE DIALOGUES.

9. *FROM QUESTIONS TO ACTION: MAKING THE MOST OF PRESCHOOL CONFERENCES*

DESIGNED TO HELP PARENTS TRANSLATE CONFERENCE DISCUSSIONS INTO EFFECTIVE ACTION PLANS, THIS BOOK BRIDGES COMMUNICATION WITH PRACTICAL STEPS. IT COVERS HOW TO ASK CLARIFYING QUESTIONS AND SET REALISTIC GOALS FOR THE CHILD'S CONTINUED GROWTH. TEACHERS WILL ALSO BENEFIT FROM STRATEGIES TO ENGAGE PARENTS IN FOLLOW-UP ACTIVITIES.

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preschool parent teacher conference questions: New Ways to Engage Parents Patricia Edwards, 2016 Just as populations change, ideas about how to encourage and work with parents also need to evolve. This practical resource by bestselling author Patricia Edwards provides school leaders and classroom teachers with new and creative ways in which to welcome, encourage, and involve parents. Enacting these types of practices requires a special kind of commitment from teachers and school leaders, which often coincides with a particular kind of mindset about families and one's responsibility to engage them. Educators often develop this mindset as they deepen their understanding of families, literacy/language, culture/race/class, and themselves. Edwards pulls these understandings together and presents them in a straightforward, concise, and easy-to-use guide that is perfect for professional learning communities and teacher preparation courses. New Ways to Engage Parents is essential reading for all educators who care deeply about engaging a wide range of parents in today's schools. "It is my hope that this book inspires teachers to seek ways to make schools more equitable and caring spaces for all children." —From the Foreword by Catherine Compton-Lilly, University of Wisconsin-Madison "Long a leader in the field, Professor Patricia Edwards reinforces the fact that education is a shared responsibility of home, school, and community. She presents scores of practical ideas and resources to enable educators to involve all parents in their children's education." —Joyce L. Epstein, Johns Hopkins University "Finally, a book that brings partnering with parents into the 21st century! This is a book teachers will want to keep at their fingertips." —Jeanne R. Paratore, Boston University

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preschool parent teacher conference questions: Meaningful and Active Family Engagement: IEP, Transition and Technology Integration in Special Education Musyoka, Millicent M., Shen, Guofeng, 2023-09-18 In the domain of education, the crucial connection between families and professionals faces obstacles that create a gap undermining student success. The conventional family engagement model falls short as the concept of family broadens to encompass various individuals influencing a child's learning path. Despite recognized significance backed by

research and federal mandates, systemic barriers persist, disproportionately impacting culturally, linguistically, and economically diverse families. Furthermore, the absence of a unified resource that integrates disability, diversity, and technology exacerbates these issues, leaving educators unprepared to establish fair educational settings. Offering a groundbreaking solution, Millicent Musyoka's research book, titled *Meaningful and Active Family Engagement: IEP, Transition, and Technology Integration in Special Education*, disrupts the existing norm and redefines family engagement. Through this pioneering work, both scholars and educators gain a comprehensive manual for navigating the intricate terrain of inclusive education. Musyoka's expertise, spanning multilingualism, multicultural education, and special education, equips readers with strategies to bridge the divide between professionals and families. By highlighting legislative foundations and validated theories, the book offers a roadmap to transform engagement into purposeful collaboration. *Meaningful and Active Family Engagement: IEP, Transition, and Technology Integration in Special Education* covers diverse topics, including involving diverse families and those with disabilities, and integrating technology for effective communication. Through case studies, conflict resolution insights, and appreciation of diversity's benefits, Musyoka empowers readers to foster inclusive educational environments. The book's innovation lies in its comprehensive approach, addressing disability, diversity, and technology as interlinked components. Academics, educators, and service providers will discover this resource as transformative—a pivotal stride toward achieving equity, social justice, and enhanced student outcomes.

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preschool parent teacher conference questions: *Multifaceted Assessment for Early Childhood Education* Robert J. Wright, 2010 *Multifaceted Assessment in Early Childhood* is ideal for those on upper-division undergraduate courses and first-level graduate courses in early childhood education assessment. The book covers the various measures used in a range of assessment dimensions, and includes valuable information regarding young children with special needs and English Language Learners, which has rarely been touched upon in other textbooks. The chapters are focused on student accessibility and include practical applications of key concepts. Features and benefits: Covers a range of assessment concepts, including - Formative (uses feedback from learning to adapt teaching) -Summative (i.e. tests, quizzes) -Authentic (focuses on complex/deeper tasks) -Standardized (STAR, SAT) Includes coverage of assessment for English

language learners and children with special needs -- topics that are not provided enough coverage in other books (including Wortham, McAfee, Puckett and Mindes). Wright's writing style grabs and engages the reader in the topic. Two of our reviewers who use Wortham specifically cited Wright's writing style as a reason they would adopt our book. A McAfee reviewer is likely to switch for the same reason.

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preschool parent teacher conference questions: *Early Childhood Education in the Schools* Jerold P. Bauch, 1988 Collected are 68 articles on a wide range of topics related to the education of young children in the schools. Section One offers historical perspectives of early childhood education. Section Two samples policy decisions about present and future issues, especially those with economic, social, and philosophical importance. Section Three explores issues, trends, and directions related to unanswered questions and sources of conflict and choice in early education. Section Four goes to the heart of the issues by focusing on preschool programs. Section Five, which concerns curriculum issues, aims to provoke thought by exploring what to teach, and why, how, and how not to teach it. Evidence and evaluation are discussed in Section Six, which summarizes some of what is known and what should be evaluated in the future. Section Seven explores both research and common-sense frameworks for thinking about electronic technology, particularly computers, for early childhood programs. Section Eight concerns parent involvement and partnerships between parents and teachers. Section Nine, which advocates nonviolent childhood, discusses child behavior and discipline. Section Ten probes future issues. Discussion questions are included at the end of each article. Numerous acknowledgements, footnotes, and references are listed by article in the final 33 pages of the book. (RH)

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preschool parent teacher conference questions: *The National Elementary Principal* , 1954 Beginning with v. 2 includes the Yearbook of the Dept. of Elementary School Principals of the National Education Association of the United States and beginning with v. 34 includes the department's Membership directory and annual report.

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