

Key RISE Resources

RISE Website: <https://rise.as.tufts.edu/>

1. McWayne, C. M., Mistry, J., Brenneman, K., Greenfield, D., & Zan, B. (2018). Supporting family engagement in STE curriculum among low-income immigrant families with preschool children. In M. Caspe, T. A. Woods, & J. L. Kennedy (Eds.), *Promising practices for engaging families in STEM learning: volume in family-school-community partnership issues* (pp. 79-95). Charlotte, NC: Information Age

Link below:

[IAP || Book || Promising Practices for Engaging Families in STEM Learning \(infoagepub.com\)](#)

2. McWayne, C. M., Mistry, J., Brenneman, K., Zan, B., & Greenfield, D. (2020). A model of co-construction for curriculum and professional development in Head Start: The Readiness through Integrative Science and Engineering (RISE) Approach. *Teachers College Record*, 122 (11). doi: <https://doi.org/10.1177/016146812012201111>

Link below:

[A Model of Co-Construction for Curriculum and Professional Development in Head Start: The Readiness through Integrative Science and Engineering \(RISE\) Approach \(sagepub.com\)](#)

3. McWayne, C. M., Mistry, J., Hyun, S., Diez, V., Parker, C., Zan, B., Greenfield, D., & Brenneman, K. (2020). Incorporating knowledge from children's homes and communities: A home-to-school approach for teaching STEM in preschool. *Young Children*, 75 (5), 20-26.

Link below:

<https://www.naeyc.org/resources/pubs/yc/dec2020/incorporating-knowledge-communities>

4. McWayne, C. M., Greenfield, D., Zan, B., Mistry, J. & Ochoa, W. (2021). A comprehensive professional development approach for supporting science, technology, and engineering curriculum in preschool: Connecting contexts for dual language learners. In S. T. Vorkapić, & LoCasale-Crouch, J (Eds.), *Supporting Children's Well-Being During Early Childhood Transition to School*. (pp. 222-253). IGI Global. <http://doi:10.4018/978-1-7998-4435-8>

Link below:

[A Comprehensive Professional Development Approach for Supporting Science, Technology, and Engineering Curriculum in Preschool: Connecting Contexts for Dual Language Learners: Education Book Chapter | IGI Global \(igi-global.com\)](#)

5. McWayne, C. M., Zan, B., Ochoa, W., Greenfield, D., & Mistry, J. (2022). Head Start teachers act their way into new ways of thinking: Science and engineering practices in preschool classrooms. *Science Education*, 106, 956-979. doi: <https://doi.org/10.1002/sce.21714>.

Link below:

[Head start teachers act their way into new ways of thinking: Science and engineering practices in preschool classrooms - McWayne - 2022 - Science Education - Wiley Online Library](#)

6. McWayne, C. M., Hyun, S., Diez, V., & Mistry, J. (2022). “We Feel Connected... and Like We Belong”: A parent-led, staff-supported model of family engagement in early childhood. *Early Childhood Education Journal*, 50, 445–457.
DOI: <https://doi.org/10.1007/s10643-021-01160-x>

Link below:

[“We Feel Connected... and Like We Belong”: A Parent-Led, Staff-Supported Model of Family Engagement in Early Childhood \(springer.com\)](#)