

Nea S Teacher Evaluation Resource Guide

Teaching Global Citizenship brings together perspectives from former and current teachers from across Canada to tackle the unique challenges surrounding educating for global awareness. The contributors discuss strategies for encouraging young people to cultivate a sense of agency and global responsibility. Reflecting on the educator ' s experience, each chapter engages with critical questions surrounding teaching global citizenship, such as how to help students understand and navigate the tension at the heart of global citizenship between universalism and pluralism, and how to do so without frightening, regressing, mythicizing, imposing, or colonizing. Based on narrative inquiry, the contributors convey their insights through stories from their classroom experiences, which take place in diverse educational settings: from New Brunswick to British Columbia to Nunavut, in rural and urban areas, and in public and private schools. Covering a broad range of topics surrounding the complexity of educating for global citizenship, this timely text will benefit those in education, global citizenship, curriculum development, and social studies courses across Canada. FEATURES: - Grounded in narrative inquiry, experiential learning, and teacher-based research - Includes study questions at the end of each chapter - Written by teachers for teachers with the accessibility of the material, diverse voices, and a broad spectrum of classroom settings in mind

In this much needed resource, Maryellen Weimer-one of the nation's most highly regarded authorities on effective college teaching-offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. Learner-Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

First published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

Dissertation Abstracts International

Journal of Health, Physical Education, Recreation

The Journal of the National Education Association

Conditions & Resources of Teaching

79 Ways You Can Use Design to Transform Teaching & Learning

Quality of Education, 1983

A Canadian Perspective

This was written to highlight the importance of Human Resources Development as it applies to all aspects of school leadership.--Chris Colwell, Associate Professor of Educational Leadership, Chair of the Department of Education at Stetson University

Shows how an understanding of cultural context, and using the knowledge children already have as a starting point, can lead to rich science outcomes in many different settings. Equitable educational opportunities can help to promote long-lasting, inclusive economic growth and social cohesion. Successful education and skills policies can empower individuals to reach their full potential and enjoy the fruits of their labour, regardless of their circumstances at birth.

Reauthorization of the Higher Education Act, 1985

RIE.. Annual cumulation

Overcoming Inequality throughout the Life Course

What It Is, Why It Matters, and How It Can Transform Schools and Classrooms

The humanities and social sciences. A

How to Navigate Clueless Colleagues, Lunch-Stealing Bosses, and the Rest of Your Life at Work

The Leader in Me

This booklet presents articles that deal with identifying signs of stress and methods of reducing work-related stressors. An introductory article gives a summary of the causes, consequences, and cures of teacher stress and burnout. In articles on recognizing signs of stress, "Type A" and "Type B" personalities are examined, with implications for stressful behavior related to each type, and a case history of a teacher who was beaten by a student is given. Methods of overcoming job-related stress are suggested in eight articles: (1) "How Some Teachers Avoid Burnout"; (2) "The Nibble Method of Overcoming Stress"; (3) "Twenty Ways I Save Time"; (4) "How To Bring Forth The Relaxation Response"; (5) "How To Draw Vitality From Stress"; (6) "Six Steps to a Positive Addiction"; (7) "Positive Denial: The Case For Not Facing Reality"; and (8) "Conquering Common Stressors". A workshop guide is offered for reducing and preventing teacher burnout by establishing support groups, reducing stressors, changing perceptions of stressors, and improving coping abilities. Workshop roles of initiator, facilitator, and members are discussed. An annotated bibliography of twelve books about stress is included. (FG)

Examines systemic issues contributing to inequities in early childhood, with ways faculty, teachers, administrators, and policymakers can work to disrupt them.

The long-awaited new edition of NAEYC's book *Developmentally Appropriate Practice in Early Childhood Programs* is here, fully revised and updated! Since the first edition in 1987, it has been an essential resource for the early childhood education field. Early childhood educators have a professional responsibility to plan and implement intentional, developmentally appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, and general learning competencies of each child served. But what is developmentally appropriate practice (DAP)? DAP is a framework designed to promote young children's optimal learning and development through a strengths-based approach to joyful, engaged learning. As educators make decisions to support each child's learning and development, they consider what they know about (1) commonality in children's development and learning, (2) each child as an individual (within the context of their family and community), and (3) everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole. This latest edition of the book is fully revised to underscore the critical role social and cultural contexts play in child development and learning, including new research about implicit bias and teachers' own context and consideration of advances in neuroscience. Educators implement developmentally appropriate practice by recognizing the many assets all young children bring to the early learning program as individuals and as members of families and communities. They also develop an awareness of their own context. Building on each child's strengths, educators design and implement learning settings to help each child achieve their full potential across all domains of development and across all content areas.

The Massachusetts Teacher

The Writing Revolution

Rationale and Implementation

Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant

Paraprofessionals, Volunteers, and Peer Tutors

Teacher Burnout

The Special Education Resource Program

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research. This book discusses four approaches to incorporating student achievement in teacher evaluation. Seven chapters discuss: (1) "Teacher Evaluation and Student Achievement: An Introduction to the Issues"; (2) "What is the Relationship between Teaching and Learning?" (e.g., whether teachers are responsible for student learning and how to measure student learning); (3) "Assessing Teacher Performance through Comparative Student Growth: The Dallas Value-Added Accountability System"; (4) "Assessing Teacher Performance through Repeated Measures of Student Gains: The Tennessee Value-Added Assessment System"; (5) "Assessing Teacher Performance with Student Work: The Oregon Teacher Work Sample Methodology"; (6) "Assessing Teacher Performance in a Standards-Based Environment: The Thompson, Colorado, School District"; and (7) Teacher Evaluation and Student Achievement: What are the Lessons Learned and Where Do We Go from Here?" (e.g., basic requirements of fair testing programs that are to be used to inform teacher evaluation). Chapters 3-6 include information on the purposes of the accountability system and how it was developed; student assessment strategies; how the accountability system works; how the accountability system relates to teacher evaluation; the advantages and disadvantages of the accountability system for teacher evaluation; and results of implementation. (Contains 66 references.) (SM)

The Creative Curriculum comes alive! This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival-demonstrates how teachers set the stage for learning by creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the The Creative Curriculum and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explainin appropriate practice.

Hearings Before the Committee on Labor and Human Resources, United States Senate, Ninety-eighth Congress, First Session, on Examination of the Report of the President's Commission on Excellence in Education

How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time

A Handbook

Research in Education

Each and Every Child

Resources in Education

A Special Report

Explores the effect of the NEA upon the educational system

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative

carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

Human Resources for School Leaders

Culturally Responsive Teaching

Teaching Global Citizenship

Theory, Research, and Practice

Teach Like Finland: 33 Simple Strategies for Joyful Classrooms

The Vygotskian Approach to Early Childhood Education

Five Key Changes to Practice

Discover how to develop and implement equitable strategies and practices that support every child in your classroom

This text is designed for advanced Curriculum, Methods, and Issues courses in Early Childhood Education and Child and Family Studies departments. As the only text of its kind, this book provides in-depth information about Vygotsky's theories, neo-Vygotskians' findings, and concrete explanations and strategies that instruct teachers how to influence student learning and development. Key changes to this edition include a new chapter on dynamic assessment, separate and expanded chapters on developmental accomplishments of infants and toddlers, preschool/kindergarten, and primary grades and o.

This resource is extremely useful for course work in collection development and management.

Evaluation of Library Collections, Access, and Electronic Resources

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (Fully Revised and Updated)

Young Children

Science Teaching Reconsidered

Creative Curriculum

Tools of the Mind

Created by an international team of architects and designers concerned about our failing education system, The Third Teacher explores the critical link between the school environment and how children learn, and offers 79 practical design ideas, both great and small, to guide reader's efforts to improve our schools. Written for anyone who has school-age children in their life, from educators and education decision-makers to parents and community activists, this book is intended to ignite a blaze of discussion and initiative about environment as an essential element of learning. Including a wealth of interviews, facts, statistics, and stories from experts in a wide range of fields, this book is a how-to guide to be used to connect with the many organizations, individuals, and ideas dedicated to innovating and improving teaching and learning. Contributors include children's singer and advocate Raffi, author and creativity consultant Sir Ken Robinson, scientist and environmentalist David Suzuki, inventor James Dyson, and other experts who are working to create fresh solutions to problems and create a new blueprint for the future of education.

Easy-to-implement classroom lessons from the world's premier educational system. Finland shocked the world when its fifteen-year-olds scored highest on the first Programme for International Student Assessment (PISA), a set of tests touted for evaluating critical-thinking skills in math, science, and reading. That was in 2001; but even today, this tiny Nordic nation continues to amaze. How does Finnish education—with short school days, light homework loads, and little standardized testing—produce students who match the PISA scores of high-powered, stressed-out kids in Asia? When Timothy D. Walker started teaching fifth graders at a Helsinki public school, he began a search for the secrets behind the successes of Finland's schools. Walker wrote about several of those discoveries, and his Atlantic articles on this subject became hot topics of conversation. Here, he gathers all he learned and reveals how any teacher can implement many of Finland's best practices. Remarkably, Finland is prioritizing the joy of learning in its newest core curricula and Walker carefully highlights specific strategies that support joyful K-12 classrooms and integrate seamlessly with educational standards in the United States. From incorporating brain breaks to offering a peaceful learning environment, this book pulls back the curtain on the joyful teaching practices of the world's most lauded school system. His message is simple but profound: these Finland-inspired strategies can be used in the U.S. and

other countries. No educator—or parent of a school-aged child—will want to miss out on the message of joy and change conveyed in this book.

“Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact.” --Zaretta Hammond, Author of Culturally Responsive Teaching & The Brain Crack open the grading conversation Here at last—and none too soon—is a resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today’s schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With Grading for Equity, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, Grading for Equity provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a “fixed mindset” about students’ academic potential—practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a “true north” orientation toward equitable grading practices Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe writes, “Grading practices are a mirror not just for students, but for us as their teachers.” Each one of us should start by asking, “What do my grading practices say about who I am and what I believe?” Then, let’s make the choice to do things differently . . . with Grading for Equity as a dog-eared reference.

Power Grab

Learner-Centered Teaching

Incentives in Education

A Guide to Advancing Thinking Through Writing in All Subjects and Grades

How the National Education Association Is Betraying Our Children

Anti-bias Education for Young Children and Ourselves

Ask a Manager

The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.

"[This book] examines the costs and benefits of both a targeted and a universal prekindergarten program and shows the positive impact of these programs on the economy, federal and state budgets, and the educational achievement and earnings of children and adults."--Book jacket.

"HELP! My Students Can't Write!" Why You Need a Writing Revolution in Your Classroom and How to Lead It. The Writing Revolution (TWR) provides a clear method of instruction that you can use no matter what subject or grade level you teach. The model, also known as The Hochman Method, has demonstrated, over and over, that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback. Insurmountable as the challenges faced by many students may seem, TWR can make a dramatic difference. And the method does more than improve writing skills. It also helps: Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities TWR is as much a method of teaching content as it is a method of teaching writing. There's no separate writing block and no separate writing curriculum. Instead, teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction. But perhaps what's most revolutionary about the TWR method is that it takes the mystery out of learning to write well. It breaks the writing process down into manageable chunks and then has students practice the chunks they need, repeatedly, while also learning content.

Thinking about the Scientific World

Enriching Children, Enriching the Nation

Ethics in Education

Public Investment in High-quality Prekindergarten

Teacher Evaluation and Student Achievement

Using an Equity Lens When Teaching in Preschool

Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions

From the creator of the popular website Ask a Manager and New York ’ s work-advice columnist comes a witty, practical guide to 200 difficult professional conversations—featuring all-new advice! There ’ s a reason Alison Green has been called “ the Dear Abby of the work world. ” Ten years as a workplace-advice columnist have taught her that people avoid awkward conversations in the office because they simply don ’ t know what to say.

Thankfully, Green does—and in this incredibly helpful book, she tackles the tough discussions you may need to have during your career. You ’ ll learn what to say when • coworkers push their work on you—then take credit for it • you accidentally trash-talk someone in an email then hit “ reply all ” • you ’ re being micromanaged—or not being managed at all • you catch a colleague in a lie • your boss seems unhappy with your work • your cubemate ’ s loud speakerphone is making you homicidal • you got drunk at the holiday party Praise for Ask a Manager “ A must-read for anyone who works . . . [Alison Green ’ s] advice boils down to the idea that you should be professional (even when others are not) and that communicating in a straightforward manner with candor and kindness will get you far, no matter where you work. ” —Booklist (starred review) “ The author ’ s friendly, warm, no-nonsense writing is a pleasure to read, and her advice can be widely applied to relationships in all areas of readers ’ lives. Ideal for anyone new to the job market or new to management, or anyone hoping to improve their work experience. ” —Library Journal (starred review) “ I am a huge fan of Alison Green ’ s Ask a Manager column. This book is even better. It teaches us how to deal with many of the most vexing big and little problems in our workplaces—and to do so with grace, confidence, and a sense of humor. ” —Robert Sutton, Stanford professor and author of The No Asshole Rule and The Asshole Survival Guide “ Ask a Manager is the ultimate playbook for navigating the traditional workforce in a diplomatic but firm way. ” —Erin Lowry, author of Broke Millennial: Stop Scraping By and Get Your Financial Life Together

Resources in EducationCreative CurriculumDelmar Pub

A Teacher's Guide to Human Resources in Special Education

Eleven Steps to Utilizing HR to Improve Student Learning

A Literature Guide and Annotated Bibliography

The Relationship Between Teacher Decisional Participation and Teacher Evaluation Effectiveness

Hearing Before the Committee on Labor and Human Resources, United States Senate, One Hundredth Congress, First Session ... October 5, 1987, Boston, MA.

Joint Hearings Before the Subcommittee on Education, Arts, and Humanities of the Committee on Labor and Human Resources, United States Senate, and the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-ninth Congress, First Session, on Examination of Recommendations and Proposals of the Administration and Other Educational Councils

The Third Teacher