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combining the best classroom practices and research on teaching reading and language acquisition mary cappellini integrates effective reading instruction with effective language instruction through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children s language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles book jacket

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the book presents comparative analyses of five elementary mathematics curriculum programs used in the u s from three different perspectives the mathematical emphasis the pedagogical approaches and how authors communicate with teachers these perspectives comprise a framework for examining what curriculum materials are comprised of what is involved in reading and interpreting them and how curriculum authors can and do support teachers in this process although the focus of the analysis is 5 programs used at a particular point in time this framework extends beyond these specific programs and illuminates the complexity of curriculum materials and their role in teaching in general our analysis of the mathematical emphasis considers how the mathematics content is presented in each program in terms of sequencing the nature of mathematical tasks cognitive demand and ongoing practice and the way representations are used our analysis of the pedagogical approach examines explicit and implicit messages about how students should interact with mathematics one another the teacher and the textbook around these mathematical ideas as well as the role of the teacher in order to examine how curriculum authors support teachers we analyze how they communicate with teachers and what they communicate about including the underlying mathematics noticing student thinking and rationale for design elements the volume includes a chapter on curriculum design decisions based on interviews with curriculum authors

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based on more than ten years of research all students can succeed presents a comprehensive review of research related to direct instruction di a highly structured method of teaching based on the assumption that all students can learn if given appropriate instruction the authors identify over 500 research reports published over the last 50 years and encompassing almost 4 000 effect sizes no doubt the largest meta analysis of any single method of instruction ever published extensive statistical analyses show that estimates of di s effectiveness are consistent over time with different research approaches across different school environments students from all types of backgrounds different comparative programs and both academic achievement and non academic outcomes including student self confidence effects are substantially stronger than those reported for other curricula when students have di for more time and when teachers implement the programs as designed the effects are even stronger results indicate that di has the potential to dramatically change patterns of student achievement in the united states in an even handed style accessible to policy makers educators and parents the authors describe the theory underlying di its development use and history systematically examine criticisms and discuss policy implications extensive appendices provide detailed information for researchers

education redux is a timely and incisive work answering the myriad of questions about the future of america it is a general interest book of particular consequence to the current political and education debate the u s is facing a surfeit of crises social political economic and environmental these challenges continue to be met with traditional shortterm feel good snake oil remedies none of these actions begin to address the real structural problems in the u s economy or in its schools education redux examines the evolution of our economic despair the popular perception is that the definitive cure is better education there is a problem k 12 schools do not work per student spending on a constant dollar basis is up 600 over the past few decades yet standardized test scores remain flat the proposed solutions never change more money better teacher performance more parental involvement researchers dependably provide nothing more than minor variations on these themes reiterating hackneyed predicaments and fixes the school problem is essentially twofold first school curriculum and instructional design are incompatible with the predisposition of the new kids millennial cohort second schools are perceived by students as not relevant education professionals treat schools as though they operate in a vacuum which is a lethal error school reform agendas have to be responsive to students within the context of social and economic realities the loss of gainful employment opportunities in our economy is directly related to the dismantling of the american manufacturing sector the restoration of a 21st century manufacturing economy is predicated on our ability to infuse young people with the technical and entrepreneurial skills necessary to pursue productive careers for the new kids video games define their reality games are based on skill not following orders education redux offers an operational guide predicated on the use of up to date video game technology for making schools both relevant and enjoyable the requirement for individual expression and building a community through the development of group skills can be attained using a program called the e oneroom schoolhouse education redux is the product of comprehensive research by the author who has extensive formal training and experience in manufacturing finance teaching and community affairs the book answers questions most people are afraid to ask

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mathematics curriculum which is often a focus in education reforms has not received extensive research attention until recently ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education this book provides a unique international perspective on diverse curriculum issues and practices in different education systems offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts the book is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including identifying what is important in mathematics for teaching and learning in different education systems understanding mathematics curriculum and its changes that are valued over time in different education systems identifying and analyzing effective curriculum practices probing effective infrastructure for curriculum development and implementation mathematics curriculum in school education brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems this rich collection is indispensable reading for mathematics educators researchers curriculum developers and graduate students interested in learning about recent curriculum development research and practices in different education systems it will help readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning

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