Assessment to inform instruction. Based on worldwide research of more than 500 educators, the book presents solutions to many of these challenges. It is about the many benefits of personalizing data include increased student engagement and a positive impact on school culture. This includes five dimensions of quality to reduce them to, but as the full, complicated human beings they are just beginning to discover they truly are.

The Misfits

The benefits of collaborative learning are well documented—and yet, almost every teacher knows how group work can go wrong: restless students, unequal workloads, lack of accountability, and too little learning for all the effort involved. In this book, educators Nancy Frey, Douglas Fisher, and Randy Everlove show you how to make all group work productive group work: with all students engaged in the academic content and with each other, building valuable social skills, consolidating and extending their knowledge, and increasing their readiness for independent learning. The key to getting the most out of group work is to match research-based principles of group work with practical classroom examples. Classroom examples across grade levels and disciplines illustrate how to: Create interdependence and positive interaction; Model and guide group work; Design challenging and engaging group tasks; Ensure group and individual accountability; Assess and monitor students’ developing understanding (and show them how to do the same); Foster essential interpersonal skills, such as thinking with clarity, listening, giving useful feedback, and considering different points of view. The authors also address the most frequently asked questions about group work, including the best ways to form groups, accommodate mixed readiness levels, and introduce collaborative learning routines into the classroom. Throughout, they build a case that productive group work is both an essential part of a gradual release of responsibility instructional model and a necessary part of good teaching practice.

Testing Teacher Candidates

Teaching Models

“In this follow-up to What Works in Schools, Robert J. Marzano analyzes research from more than 100 studies on classroom management to discover the questions to these and more. He then applies these findings to a series of “Action Steps”—specific strategies that educators can use to get the classroom management effort off to a good start, establish effective rules and procedures, implement appropriate disciplinary interventions, foster productive student-teacher relationships, develop a positive “mental set”, help students contribute to a positive learning environment, and activate schoolwide measures for effective classroom management. Marzano and his co-authors Jama S. Marzano and Debra J. Pickering provide real stories of teachers and students in classroom situations to help illustrate how the action steps can be used successfully in different situations. In each chapter, they also review the strengths and weaknesses of programs with proven track records.”—Cover.

Principles and Standards for School Mathematics

Companion to Standards for technological literacy: content for the study of technology.

Little Mouse’s Big Valentine

Free Online Tutoring Subscription and Over 75 Tips To Complete Special Education edTPA. This is one of the most comprehensive and detailed guide to develop and pass the Special Education edTPA. The guide starts with explanations of the three tasks for the Special Education edTPA(R). Each part of the tasks are discussed in detail along with strategies and tips to achieve a high score. A chapter is devoted to explain how to develop Special Education lesson plans related to the edTPA(R) requirements. Learning goals, objectives, standards, communication skill, and engagement are discussed in detail along with tips to ensure alignment with edTPA(R) requirements. To show students how to develop Special Education lesson plans aligned to edTPA(R) requirements, the guide includes examples of three learning segments. Learning goal, objectives, education standard, communication skill, and assessments are discussed in each example. Learning theories is a critical aspect to the Special Education edTPA(R), so this guide includes common learning theories along with examples of how the theories can be applied to Special Education applications. Generalization, maintenance, self-directed learning, and planned supports are discussed. In addition, a summary is provided about all the requirements associated with generalization, maintenance, and self-directed learning for the Special Education edTPA(R). Examples are included showing generalization, maintenance, and self-directed learning. Three chapters are devoted to explaining how to respond to the commentary prompts. In addition, tips are included on common mistakes and best practices throughout these chapters. This guide includes one full example of the Special Education edTPA(R) portfolio. The example includes lesson plans, instructional materials, assessment, commentary responses, feedbacks, student sample works, and video recording summary. The edTPA(R) evaluation and scores are included.

A Practical Guide for edTPA Implementation

The overarching goal of this book volume is to illuminate how research on science teacher identity has deepened and complicated our understanding of the role of identity in examining teacher learning and development. The collective chapters, both theoretical and empirical, present an array of conceptual underpinnings that have been used to frame science teacher identity, document the various methodological approaches that researchers have implemented in order to study science teacher identity within various contexts, and offer empirical evidence about science teacher identity development. The findings of the studies presented in this volume support the argument that teacher identity is a dynamic, multidimensional and comprehensive construct, which provides a powerful lens for studying science teacher learning and development for various reasons. First, it pushes our boundaries by extending our definitions of science teacher learning and development as it proposes new ways of conceptualizing the processes of becoming a science teacher. Second, it emphasizes the role of the context on science teacher learning and development and pays attention to the experiences that teachers have as members of various communities. Third, it allows us to examine the impact of various sub-identities, personal histories, emotions, and social markers, such as ethnicity, race, and class, on science teachers’ identity development. The book aims at making a unique and deeply critical contribution to notions around science teacher identity by proposing fresh theoretical perspectives, providing empirical evidence about identity development, offering a set of implications for science teacher preparation, and recommending directions for future research.

Understanding the World Language edTPA

Kids who get called the worst names often times find each other. That’s how it was with us. Slaeche Tookis and Addie Carlle and Joe Bunch and me. We call ourselves the Gang of Five, but there are only four of us. We do it to keep people on their toes. Make ‘em wonder. Or maybe we do it because we figure that there’s one more kid out there who’s going to need a gang to be a part of. A misfit, like us. Slaeche, Addie, Joe, and Bobby — they’ve been friends forever. They laugh together, have lunch together, and get together once a week at the Candy Kitchen to eat ice cream and talk about important issues. Life isn’t always fair, but at least they have each other — and all they really want to do is survive the seventh grade. That turns out to be more of a challenge than any of them had anticipated. Starting with Addie’s refusal to say the Pledge of Allegiance and her insistence on creating a new political party to run in the next election, the gang is faced with obstacles at every turn. From the pressures of schoolwork to the challenges of personal relationships, the Gang of Five must learn to work together to overcome the odds and survive the seventh grade.

Five Dimensions of Quality

Build the bridge from data collection to improved instruction. The book presents solutions organized by: Assessment Instruction Leadership Ownership The many benefits of personalizing data include increased student engagement and a positive impact on school culture. This
reader-friendly guide helps you set goals, adjust lessons, identify students' strengths and weaknesses, and implement interventions.

Integrating Math and Science in Early Childhood Classrooms Through Big Ideas

The literature of the behavioral and social sciences is full of theory and research on learning and memory. Teaching is comparatively a steeplechase, neglected by those who have built a formidable body of theories of learning and memory. However, teaching is where learning and memory theory should pay off. “A Conception of Teaching” dedicates a chapter to each of the following important components: the need for a theory; the possibility of a theory; the evolution of a paradigm for the study of teaching; a conception of the content of teaching; a conception of students’ cognitive capabilities and motivations; a conception of classroom management; and the integration of these conceptions. Written in a highly accessible style, while maintaining a base in research, Dr. Nathaniel L. Gage presents “A Conception of Teaching” with clarity and well situated within current educational debates.

Researching edTPA Promises and Problems

Teacher effectiveness and licensure in the United States continue to be scrutinized at the state and national levels. At present, 40 states plus the District of Columbia have adopted edTPA to inform initial teacher licensure and/or certification decisions (American Association of Colleges for Teacher Education, n.d.). edTPA is designed to measure novice teachers’ readiness to teach their content area, with a focus on student learning and principles from research and theory (SCALE, 2015). Composed of planning, instruction, and assessment tasks, edTPA portfolios seek to provide evidence of teacher candidate readiness in three areas: (1) intended teaching, (2) enacted teaching, and (3) the impact of teaching on student learning. Specifically, edTPA measures teacher candidates’ ability to: develop knowledge of subject matter, content standards, and subject-specific pedagogy, and apply knowledge of varied students’ needs; consider research and theory about how students learn; reflect on and analyze evidence of the effects of instruction on student learning. Teacher candidates create extensive portfolios that include written commentaries explaining each task and video excerpts of a recorded teaching event. Teacher candidates must submit evidence to show their teaching processes and pay $300, at present, to Pearson Education for their portfolio to be evaluated by external reviewers. In this volume, researchers share their experiences working with edTPA in three areas of language learning: English Language Arts, English to Speakers of Other Languages, and World Languages. The volume provides empirical research in the areas of multicultural perspectives, pedagogical practices, and edTPA incompatibility. Findings are of interest to multiple stakeholders such as teacher candidates, mentor teachers, teacher preparation faculty members and program coordinators, and administrators.

Building Academic Language

With the ever-changing climate of education around the globe, it is essential that educators stay abreast of the most updated teaching methods and applications. To do this, fostering teacher education programs that include innovative practices and initiatives within the field is imperative. The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs. Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs, this book is a pivotal reference source for academics, professionals, students, practitioners, and researchers.

Just Kidding

In Understanding the World Language edTPA: Research-Based Policy and Practice, two researchers in the forefront of world language edTPA discuss the new beginning teacher portfolio, including its required elements, federal and state policies concerning teacher evaluation, and research from their own programs. Higher education faculty members and language teacher preparation program coordinators who would like to better understand edTPA requirements and gain suggestions for necessary programmatic changes will find this book of interest. The book is composed of eight chapters. The authors begin by describing edTPA and how it became a national trend to assess beginning teacher ability. In Chapter 2, the authors present ideas about curricular changes that may need to occur in traditional world language teacher education programs, as well as suggestions to assist teacher candidates as they begin to develop their portfolios. In the third chapter of the book, the authors begin with assessment, moving to planning, and then to instruction (Chapters 4, 5, 6). In each chapter, the authors discuss the work sample that teacher candidates must create, an analysis of a high scorers’ portfolio, and steps to stimulate teacher candidates’ professional thinking. In Chapter 7, the authors present activities for the methods classroom. In the final chapter, the authors provide a critical analysis of edTPA, in general, and the world language edTPA, in particular. Understanding the World Language edTPA: Research-Based Policy and Practice provides readers with a much-needed guide to inducting teacher candidates into the new portfolio requirements, while helping higher education faculty make appropriate curricular changes to accommodate edTPA.

Assessment Strategies for Self-Directed Learning

Educators play a significant role in the intellectual and social development of children and young adults. Thus, it is important for next-generation teachers to have a strong educational background, as it serves as the foundation for their undertaking of learning processes, leadership, and best practices in the field of education. Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs presents critical and relevant research on methods by which future educators in high-level courses are equipped and instructed in order to promote the best experience in academic scholarship. Featuring discussion on a diverse assortment of topics, such as social justice for English language learners, field-based teacher education, and student satisfaction in graduate programs, this publication is directed at academicians, students, and researchers seeking modern research on the approaches taken by instructors to qualify and engage future educators.

Funds of Knowledge

This book shows that reading-writing is a two-way street that is burgeoning with research activity. It provides a comprehensive and updated view on reading-writing connections by drawing on extant research and findings. It puts forward a new conception of literacy, one that establishes reading and writing connections as the primeval ground for building literacy science. It shows how an integrative view of literacy can have deep and lasting effects on conceptualizing literacy development in several orthographies and on improving literacy instruction and remediation worldwide. The book examines in detail such issues as modeling approaches to reading-writing relations, literacy development, reading and spelling across orthographies and integrative approaches to literacy instruction and remediation.


Addressed to K-12 teachers, discusses enhancing student achievement through project-based learning with multimedia and offers principles and guidelines to ensure that multimedia projects address curriculum standards.

Inside the Black Box

This is a reflection on the education of teachers, written by teacher educators who discuss features of their work and the challenges facing teacher education in the 1990s. The book invites the reader to attempt similar analyses of personal practice and development in their own teaching. The book deals with the personal development of both new and experienced teacher educators, illustrating how strongly teacher educators are influenced by their visions and by the challenge to prove themselves in the university setting. In addition, the book examines the ways in which teacher educators have acted to promote their own professional development and study their own practices, including writing as a tool for reflection, a life-history approach to self-study, as well as a study of educational relationships with others, and the analysis of a personal return to the classroom. Finally, it takes a broader look at the professional development of teacher educators and offers a challenge to all teacher educators to consider the tension between rigour and relevance.

Teacher Education: Concepts, Methodologies, Tools, and Applications

This concise handbook helps educators write for the rhetorical situations they will face as students of education, and as preservice and practicing teachers. It provides clear and helpful advice for responding to the varying contexts, audiences, and purposes that arise in four written categories in education: classroom, research, credential, and stakeholder writing. The book moves from academic to professional writing and chapters include a discussion of relevant genres, mentor texts with salient features identified, visual aids, and exercises that ask students to apply their understanding of the concepts. Readers learn about the scholarly and qualitative research processes prevalent in the field of education and are encouraged to use writing to facilitate change that improves teaching and learning conditions. Book Features: Presents a rhetorical approach to writing in education. Includes detailed student samples for each of the four major categories of writing. Articulates writing as a core intellectual responsibility of teachers. Details the library and qualitative research process using examples from education. Includes many user-friendly features, such as reflection questions and writing prompts.
Studying Science Teacher Identity

Offers practical advice on using and improving assessment for learning in the classroom.

A License To Teach

This is a set of professional standards for teachers of reading. It was produced by the International Reading Association, a professional organization concerned with the promotion of literacy through the instruction of reading, writing, listening and speaking with all forms of literature at all levels of education. These sets of proficiencies are presented for 10 professional roles: early childhood teacher, elementary school teacher, middle and secondary school teacher, special - education teacher, adult education teacher, reading specialist, reading coordinator, teacher educator, related service professional and administrator. Table of contents: * Part 1: Core beliefs about the knowledge base for teaching and learning that inform the Standards for Reading Professionals * Part 2: Role descriptions and academic preparation of reading professionals * Part 3: Matrix of competencies * Appendix A: Suggested readings * Appendix B: Related web sites * Appendix C: Competencies for the paraprofessional * Appendix D: Conferences and conventions where Standards for Reading Professionals was reviewed * Appendix E: International Reading Association Code of Ethics.

EdTPA Special Education

Free Online Tutoring Subscription - Over 75 Tips To Complete Physical Education edTPA(R) - This is one of the most comprehensive and detailed guide to develop and pass the Physical Education edTPA(R). The guide starts with explanation of the three tasks for the Physical Education edTPA(R). Each part of the tasks are discussed in detail along with strategies and tips to achieve a higher score. A chapter is devoted to explain how to develop physical education lesson plans related to the edTPA(R) requirements. Central focus, objectives, standards, academic language, and engagement are discussed in detail along with tips in ensure alignment with edTPA(R) requirements. To show students how to develop physical education lesson plans aligned to edTPA(R) requirements, the guide includes three lesson segments examples. Cognitive objective(s), psychomotor objective(s), academic language function, and assessments are discussed in each example. Learning theories is a critical aspect to the Physical Education edTPA(R), so this guide includes common learning theories along with examples of how the theories can be applied to physical education applications. Academic language, language function, language demands (vocabulary, discourse, and syntax), and language supports are discussed. In addition, a summary is provided about all the requirements associated with academic language for the Physical Education edTPA(R). An example is also included showing how academic language is incorporated into lessons. Three chapters are devoted to explaining how to respond to the commentary prompts. In addition, tips are included on common mistakes and best practices throughout these chapters. This guide includes one full example of the Physical Education edTPA(R) portfolio. The example includes lesson plans, instructional materials, assessments, commentary response, feedbacks, student sample works, and video recording summary. The edTPA(R) evaluation, scores, and commentaries are included.

Teachers Who Teach Teachers

Reading-Writing Connections

AAfter several unsuccessful attempts to give his special valentine to someone, Little Mouse finally finds just the right recipient.

The Outsiders

Educators play a significant role in the intellectual and social development of children and young adults. Next-generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process, uncover best practices in the field of education, and employ leadership abilities that will inspire students of all ages. Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments, this multi-volume work compiles research essential to higher education professionals and administrators, educational software developers, and researchers studying pre-service and in-service teacher training.

Alternatives to Privatizing Public Education and Curriculum

As of spring 2015 in the states of New York, Tennessee, Washington, and Wisconsin all pre-service teacher candidates are required to pass the Education Teaching Performance Assessment to earn initial teaching certification. California, Georgia, Ohio and Massachusetts are planning to adopt the edTPA while eighteen other states are considering adopting this policy in the near future. Beat the Test!: A Guidebook for Elementary Teacher Candidates is designed to assist elementary candidates with an educational methodology to pass the Education Teaching Performance Assessment. The methodology can be used to plan, implement, and assess student learning during instruction. Additionally, this method will assist elementary teacher candidates in using the Common Core Standards to design lessons to assess student learning while managing instruction. Candidates who have used this method have successfully beat the test.

Advancing Excellence in Technological Literacy

The authors present educators with strategies for designing diverse ways of gathering, organizing, and reporting evidence of self-directed learning.

A Conception of Teaching

With this book's easy-to-follow advice, tasks, and strategies, teachers can grow a love of learning in their students. When students believe that dedication and hard work can change their performance in school, they grow to become resilient, successful students. Inspired by the popular mindset idea that hard work and effort can lead to success, Mindsets in the Classroom provides educators with ideas for building a growth mindset school culture, whereas students are challenged to change their thinking about their abilities and potential. With the book's step-by-step guidance on adopting a differentiated, responsive instruction model, teachers can immediately use growth mindset culture in their classrooms. It also highlights the importance of critical thinking and teaching students to learn from failure. Includes a sample professional development plan and ideas for communicating the mindset concept to parents.

Increasing Student Learning Through Multimedia Projects

Through conversations in honor of Dale D. Johnson, this book takes a critical view of the monotexture in curriculum and policy that has developed in education with the increase of federal funding and privatization of services for public education, and examines the shift from public interest and control to private and corporate shareholder hegemony. Most states’ educational responsibilities—assessment of constituents, curriculum development, and instructional protocols—are increasingly being outsourced to private enterprises in an effort to reduce state budgets. These enterprises have been given wide access to state resources such as public data from state-sanctioned testing results, field-testing rights to public schools, and financial assistance. Chapter authors challenge this paradigm as well as the model that has set growing premiums on accountability and performance measures. Connecting common impact between the standards movement and the privatization of education, this book lays the repercussions of high-stakes accountability coupled with increasing privatization. Winner of The Society of Professors of Education Book Award (2018)

Mindsets in the Classroom

Performance-based assessments have become a critical component of every teacher education program. Such assessments allow teacher candidates to demonstrate their content and pedagogical knowledge, skills, and dispositions in an authentic setting. Evaluating Teacher Education Programs through Performance-Based Assessments analyzes and discusses the theory and concepts behind teacher education program evaluation using assessment tools such as lesson plans, classroom artifacts, student work examples, and video recordings of lessons. Emphasizing critical real-world examples and empirically-
The concept of "funds of knowledge" is based on simple premises: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Viistadikan and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a mistaken consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teacher candidates, and for researchers and graduate students of language, culture, and education.

Evaluating Teacher Education Programs through Performance-Based Assessments

Focused on physical literacy and measurable outcomes, empowering physical educators to help students meet the Common Core standards, and coming from a recently renamed but longstanding organization intent on shaping a standard of excellence in physical education, National Standards & Grade-Level Outcomes for K-12 Physical Education is all that and much more. Created by SHAPE America — Society of Health and Physical Educators (formerly AAHPERD) — this text sets the new National Standards for K-12 Physical Education. The standards and text have been retooled to support students’ holistic development. This is the third iteration of the National Standards for K-12 Physical Education, and this latest version features two prominent changes: The term physical literacy underpins the standards. It encompasses the three domains of physical education (psychomotor, cognitive, and affective) and considers not only physical competence and knowledge but also attitudes, motivation, and the social and psychological skills needed for participation.  Grade-Level outcomes support the national physical education standards. These measurable outcomes are organized by level (elementary, middle, and high school) and by standard. They provide a bridge between the new standards and K-12 physical education curriculum development and make it easier for teachers to assess and track student progress across grades, resulting in physically literate students. In developing the grade-level outcomes, the authors focus on motor skill competency, student engagement and intrinsic motivation, instructional climate, gender differences, lifetime activity approach, and physical activity. All outcomes are written to align with the standards and with the intent of fostering lifelong physical activity.

National Standards & Grade-Level Outcomes for K-12 Physical Education

Americans have adopted a reform agenda for their schools that calls for excellence in teaching and learning. School officials across the nation are hard at work targeting instruction at high levels for all students. Gaps remain, however, between the nation’s educational aspirations and student achievement. To address these gaps, policy makers have recently focused on the qualifications of teachers and the preparation of teacher candidates. This book examines the appropriateness and technical quality of teacher licensure tests currently in use, evaluates the merits of using licensure test results to hold states and institutions of higher education accountable for the quality of teacher preparation and licensure, and suggests alternatives for developing and assessing beginning teacher competence. Teaching is a complex activity. Definitions of quality teaching have changed and will continue to change over time as society’s values change. This book provides policy makers, teacher testers, and teacher educators with advice on how to use current tests to assess teacher candidates and evaluate teacher preparation, ensuring that America’s youth are being taught by the most qualified candidates.

Handbook of Research on Teacher Education and Professional Development

edTPA is the most widely-used performance assessment for pre-service teachers in the United States, and a requirement in many states for teaching licensure. Through edTPA, teacher candidates demonstrate their effectiveness in different aspects of teaching, including planning, instruction, assessment, analysis of teaching, and use of academic language. This book is a practical guide for anyone involved in edTPA implementation. The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities, who are in the field, and involved in the work. They represent diverse teacher preparation programs, each with their own strengths and challenges. This book addresses the challenges of edTPA, while providing practical strategies for educative and thoughtful implementation. Organized into four sections, each section explores a different aspect of edTPA implementation, and provides guidance for educators and teacher candidates through edTPA.

Standards for Reading Professionals

The popular author of Classroom Instruction That Works discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom.

The Art and Science of Teaching

A Student's Guide to Academic and Professional Writing in Education

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the board book. This new book provides educators with practical help for using a myriad of available digital tools to transform time-tested models of teaching in order to make 21st century learning more efficient, effective, and engaging. The authors focus on helping educators design effective instruction that successfully addresses the individual and shared learning needs of the diverse population of students in today's dynamic, fast-paced, technology-driven, global society. In it the authors show when and how to use unprecedented variety of powerful teaching resources available, and how to coordinate their use to best prepare students for the education and workforce demands in their futures. Click here to read Clare Kilbane and Natalie Milam's article on edTPA on our MyEducationCommunity site. Click here to watch Clare & Natalie's webinar on Teaching Models: Designing Instruction for 21st Century Learners.

Putting FACES on the Data

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the board book. Integrating Math and Science in Early Childhood Classrooms Through Big Ideas offers teachers a way to think about the future classroom and to meet the needs of children who come into it with diverse experience, knowledge, and abilities. “Change how we think about math and science for young children,” the authors say in their Preface, “instead of separating the disciplines, planning lessons and topics and projects aimed at math or science content, let’s look at the world the way the child does. Children think in terms of big ideas.” In this unique book, the authors focus on big ideas—like patterns, transformation, movement, balance, and relationships—as a way to think about content, and they integrate science and mathematics through these big ideas, rather than linking them separately. The book looks at why it is important to think about thinking, introduces assessment early to help the teacher plan for assessment before teaching even begins, and sets up an environment that will support the construction of the big ideas that integrate math and science. Real-life scenarios provide invaluable insights into the teacher's thinking and planning, and each chapter includes two modules to be used for in-depth exploration of different aspects of the big ideas. It's a unique exploration of thinking and learning.

BSHC Biology
Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs

This easy-to-read summary is an excellent tool for introducing others to the messages contained in Principles and Standards.

Re-Engaging Students for Success

With help from his father, older brother, and teacher, D.J. learns how to handle a classmate who claims that his mean-spirited “teasing” is just a joke, in a title that looks at relational aggression from the author of My Secret Bully.

Productive Group Work

Meet calls for increased quality and understand accreditation expectations Author Linda Suskie is internationally recognized for her work in higher education assessment, and she is a former vice president of a major regional accreditor. In Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability in Higher Education she provides a simple, straightforward model for understanding and meeting the calls for increased quality in higher education ever-present in today's culture. Whether your institution is seeking accreditation or not, the five dimensions she outlines will help you to identify ways to improve institutional quality and demonstrate that quality to constituents. For those wading through the accreditation process, which has become more difficult in recent years due to increasing regulation and pressure for greater accountability, Suskie offers expert guidance on understanding the underlying principles of the expectations of accrediting bodies. Using the model presented here, which is much easier to understand than the sometimes complex resources provided by individual accrediting bodies, American colleges and universities can understand what they need to do to earn and maintain their regional accreditation as well as improve overall institutional quality for their students. You’ll be able to: Identify ways to improve institutional quality Demonstrate the quality of your institution to internal and external constituents Avoid wasting time and energy on misguided institutional processes to comply with accreditation requirements By focusing on why colleges and universities should take particular actions rather than only on what those actions should be, Five Dimensions of Quality gives them the knowledge and strategies to prepare for a successful review. It is an ideal resource for leaders, accreditation committee members, and everyone on campus.