

Ileap Interpretive Guide Louisiana Department Of Education

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Ileap Interpretive Guide Louisiana Department Of Education I. Purpose of the Guide. This document is designed to assist Louisiana educators in understanding the LEAP Social Studies assessment for grade 8, which will be administered online in spring 2017. II. Introduction to LEAP Social Studies Assessment s .

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To understand how high-stakes accountability has influenced teaching and learning, this book looks at the consequences that high-stakes tests hold for students, teachers, administrators, and the public, and demonstrates the negative effects of such testing on nontested subjects, minority students, and students with special needs.

In an engaging style, the author--founder of the Idaho Administrative Technology Leadership Center--explores the complexities of change and

implementation of technology in schools.

Students in special education programs can have widely divergent experiences. For some, special education amounts to a dumping ground where schools unload their problem students, while for others, it provides access to services and accommodations that drastically improve chances of succeeding in school and beyond. Distinguishing Disability argues that this inequity in treatment is directly linked to the disparity in resources possessed by the students' parents. Since the mid-1970s, federal law has empowered parents of public school children to intervene in virtually every aspect of the decision making involved in special education. However, Colin Ong-Dean reveals that this power is generally available only to those parents with the money, educational background, and confidence needed to make effective claims about their children's disabilities and related needs. Ong-Dean documents this class divide by examining a wealth of evidence, including historic rates of learning disability diagnosis, court decisions, and advice literature for parents of disabled children. In an era of expanding special education enrollment, Distinguishing Disability is a timely analysis of the way this expansion has created new kinds of inequality.

School choice has lately risen to the top of the list of potential solutions to America's educational problems, particularly for the poor and the most disadvantaged members of society. Indeed, in the last few years several states have held referendums on the use of vouchers in private and parochial schools, and more recently, the Supreme Court reviewed the constitutionality of a scholarship program that uses vouchers issued to parents. While there has been much debate over the empirical and methodological aspects of school choice policies, discussions related to the effects such policies may have on the nation's moral economy and civil society have been few and far between. School Choice, a collection of essays by leading philosophers, historians, legal scholars, and theologians, redresses this situation by addressing the moral and normative side of school choice. The twelve essays, commissioned for a conference on school choice that took place at Boston College in 2001, are organized into four sections that consider the relationship of school choice to equality, moral pluralism, institutional ecology, and constitutionality. Each section consists of three essays followed by a critical response. The contributors are Patrick McKinley Brennan, Charles L. Glenn, Amy Gutmann, David Hollenbach, S. J., Meira Levinson, Sanford Levinson, Stephen Macedo, John T. McGreevy, Martha Minow, Richard J. Mouw, Joseph O'Keefe, S. J., Michael J. Perry, Nancy L. Rosenblum, Rosemary C. Salomone, Joseph P. Viteritti, Paul J. Weithman, and Alan Wolfe.

This is a set of professional standards for teachers of reading. It was produced by the International Reading Association, a professional organisation 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. Three 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.

For more than two generations, the traditional urban school system—the district—has utterly failed to do its job: prepare its students for a lifetime of success. Millions and millions of boys and girls have suffered the grievous consequences. The district is irreparably broken. For the sake of today's and tomorrow's inner-city kids, it must be replaced. The Urban School System of the Future argues that vastly better results can be realized through the creation of a new type of organization that properly manages a city's portfolio of schools using the revolutionary principles of chartering. It will ensure that new schools are regularly created, that great schools are expanded and replicated, that persistently failing schools are closed, and that families have access to an array of high-quality options. This new entity will focus exclusively on school performance, meaning, among other things, our cities can thoughtfully integrate their traditional public, charter public, and private schools into a single, high-functioning k-12 system. For decades, the district has produced the most heartbreaking results for already at-risk kids. The Urban School System of the Future explains how we can finally turn the tide and create dynamic, responsive, high-performing, self-improving urban school systems that fulfill the promise of public education.

Get the blueprint for building bridges that leave no learner behind! Aligned with the Individuals with Disabilities Education Act and No Child Left Behind Act requirements, this comprehensive guide empowers teachers and administrators with research-validated practices and interventions that can close the general-curriculum performance gap and break down the barriers to academic success for middle and high school students with disabilities. This insightful resource features: Practical planning advice, teaching practices, and learning strategies for inclusive classrooms Methods for designing instructional materials Tips for effectively leveraging technology Strategies for transition beyond high school Real-life examples and illustrations

Engineering Instruction for High-Ability Learners in K-8 Classrooms is an application-based practitioners' guide to applied engineering that is grounded in engineering practices found in the new Next Generation Science Standards (NGSS) and the Standards for Engineering Education. The book provides educators with information and examples on integrating engineering into existing and newly designed curriculum. The book specifies necessary components of engineering curriculum and instruction, recommends appropriate activities to encourage problem solving, creativity, and innovation, and provides examples of innovative technology in engineering curriculum and instruction. Additionally, authors discuss professional development practices to best prepare teachers for engineering instruction and provide recommendations to identify engineering talent among K-8 students. Finally, the book includes a wealth of resources, including sample lesson and assessment plans, to assist educators in integrating engineering into their curriculum and instruction.

Informal science is a burgeoning field that operates across a broad range of venues and envisages learning outcomes for individuals, schools, families, and society. The evidence base that describes informal science, its promise, and effects is informed by a range of disciplines and perspectives, including field-based research, visitor studies, and psychological and anthropological studies of learning. Learning Science in Informal Environments draws together disparate literatures, synthesizes the state of knowledge, and articulates a common framework for the next generation of research on learning science in informal environments across a life span. Contributors include recognized experts in a range of disciplines--research and evaluation, exhibit designers, program developers, and educators. They also have experience in a range of settings--museums, after-school programs, science and technology centers, media enterprises, aquariums, zoos, state parks, and botanical gardens. Learning Science in Informal Environments is an invaluable guide for program and exhibit designers, evaluators, staff of science-rich informal learning institutions and community-based organizations, scientists interested in educational outreach, federal science agency education staff, and K-12 science educators.

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