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**NEW YORK (AP) —** Monday's return to New York City schools wasn't the one anyone planned for. For most, it wasn't a return at all. Only pre-kindergarten and some special education students ...

*For most NYC students, back to school but not the ... - WTOP*  
About 42% of families have requested online-only instruction. All students were supposed to connect with teachers and classmates online in a three-day orientation starting Wednesday that will ...

*Doubts persist at start of NYC's hybrid school year | WTOP*  
Hall became a middle school science teacher in the Bronx in part so his students would never have that same experience. But for years, he was the only black male teacher on staff — which came ...

*How might inquiry enhance the professional practice of student and practising teachers, teacher educators and other practitioners? What effect might this have on the learning of young people in and outside of the classroom? Based on the findings of an international colloquium and drawing upon a range of practices from the UK, USA, Canada, Europe and Australia, this book is designed to make explicit the connections between Practitioner Inquiry and Teacher Professional Learning in Initial Teacher Education and Ongoing Teacher Professional Development. Considering issues such as the relationship between practitioner inquiry and pedagogical content knowledge whether it is possible to scale up from small local and intensive innovations to more broadly-based inquiry inquiry's role in professional identity, both individual and communal prevailing socio-political contexts and consequences for social policy formation. It brings together writers who work in designing teacher education courses, and those who are practice-based researchers and policy makers. Crucially, many of these writers inhabit both spheres, and their accounts of how they successfully combine their multiple roles will prove vital reading for all those involved in examining and improving practice leading to enhanced teacher professional learning.*

*New Directions in English Language Teaching: Issues,Practices, Challenges* attempts to create a comprehensive vision of critical and culturally relevant English teaching methodologies at the cusp of the 21st century. The present book is multi-voiced. It includes perspectives from classroom teachers, teacher educators and researchers in language and literacy, positioned to respond to recent changes in national conversations about literacy, learning and assessment. These vividly situated authors also recognise the rapidly changing demographics in colleges, the changing nature of teaching English in the digital age, and increasing demands for teaching pedagogies. This book is critically placed at the juncture of numerous directions in novel techniques. At all times, education is a political act, and colleges are embedded with a socio-culture reality that benefits some at the expense of others. Therefore the approach advocated through many of the chapters is one of critical literacy where English students gain reading and writing skills and proficiency with digital technologies that allow them to become more able, discerning, and empowered consumers and producers of texts.

*Bringing together a range of perspectives from tertiary language and culture teachers and researchers, this volume highlights the need for greater critical engagement with the question of language teacher identity, agency and responsibility in light of an ever changing global socio-political and cultural landscape. The book examines the ways in which various moral, ethical, and ideological dimensions increasingly inform language teaching practice for tertiary modern/foreign language teachers, both collectively as a profession but also at the individual level in everyday classroom situations. Employing a narrative inquiry research approach which combines brief autobiographical reflections with semi-structured interview data, the volume provides a comprehensive portrait of the processes ten teacher-researchers in Australia working across five different languages engage in as they seek to position themselves more purposefully within a critical, political and ethical framework of teaching practice. The book will serve as a springboard from which to promote greater understanding and discussion of the impact of globalisation and social justice corollaries within the field, as well as to mediate the gap between language teaching theory and practice, making this key reading for graduate students and researchers in intercultural communication, language teaching, and language teacher education.*

*New Directions in Teaching English: Reimagining Teaching, Teacher Education and Research* attempts to create a comprehensive vision of critical and culturally relevant English teaching at the dawn of the 21st century.

*In the fall of 2009, the Fox network took a bold step in their primetime television lineup. Borrowing from the success of reality music performance shows like its own American Idol, the network introduced us to the students at McKinley High School, a fictional high school in Lima, OH, and home to the glee club known as the New Directions. The group is made up of freaks and geeks who feel the wrath of being "different." The cool kids are hell bent on making life difficult for the students in glee club. Yet, because of the determination of Mr. Will Schuester, the club's advisor, along with a few great songs, Glee has brought a new tone of inclusion to modern television and direct parallels can be seen between the experiences of the show choir members and what is happening in contemporary society. Glee has shown the importance of examining the intersections of pop culture and social issues; this text will encourage thinking on how effective the show has been beyond the screen. Essays provide critical analyses of the show, its characters, and its overall usefulness as a commentary on social issues. The show's content often deals with subject matter that would lend easily to critique around such social issues as sexuality, bullying, interpersonal communication, conflict resolution, and family relationships. This text invites readers to examine the intersections between media, society, and the individual.*

*Exploring the ways in which today's Internet-savvy young people view and use information to complete school assignments and make sense of everyday life, this new edition provides a review of the literature since 2010. The development of information literacy skills instruction can be traced from its basis in traditional reference services to its current growth as an instructional imperative for school librarians. Reviewing the scholarly research that supports best practices in the 21st century school library, this book contains insights into improving instruction across content areas—drawn from the scholarly literatures of library and information studies, education, communication, psychology, and sociology—that will be useful to school, academic, and public librarians and LIS students. In this updated fourth edition, special attention is given to recent studies of information seeking in changing instructional environments made possible by the Internet and new technologies. This new edition also includes new chapters on everyday information seeking, motivation, and a much-expanded chapter on Web 2.0. The new AASL standards are included and explored in the discussion. This book will appeal to LIS professors and students in school librarianship programs as well as to practicing school librarians. Offers information literacy research and applications to instruction useful to all types of libraries Expands on previous editions of a textbook widely adopted by school library preparation programs Discusses the newest AASL standards as they relate to information literacy and instruction*

*Take an in depth look at discipline-centered learningcommunities. Using psychology as an example, thisissue provides prescriptive advice for those interested indeveloping a learning community in any academic discipline orprogram. Learning communities are a powerful vehicle for creatingand sustaining connections among students, faculty, and thecurriculum, but creating one can be a challenge. By providingresources, practical case studies, and theoretical grounding, thisvolume can both inspire and guide faculty, staff, andadministrators in meeting their pedagogical and curriculargoals. Learn how the five types of learning communities—basedcurricularly, residentially, in the classroom, on the studentsthemselves, and even virtually—can be used to enhance studentengagement and learning. Illustrating the versatility of thepractice across a wide range of settings, student populations, andinstitutional types, this issue also contains an extensive listingof resources that go beyond disciplinary boundaries and openpossibilities for all in higher education. This is the 132nd volume of this Jossey-Bass highereducation series. New Directions for Teaching andLearning offers a comprehensive range of ideas andtechniques for improving college teaching based on the experienceof seasoned instructors and the latest findings of educational andpsychological researchers.*