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KEY=TEACHER - ROSA ARELLANO

Distance Education for Teacher Training

Routledge First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

How People Learn

Brain, Mind, Experience, and School: Expanded Edition

National Academies Press First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Schools of Thought

How the Politics of Literacy Shape Thinking in the Classroom

Jossey-Bass As a result of his visits to classrooms across the nation, Brown has compiled an engaging, thought-provoking collection of classroom vignettes which show the ways in which national, state, and local school politics translate into changed classroom practices. "Captures the breadth, depth, and urgency of education reform".--Bill Clinton.

Child Neglect

A Guide for Prevention, Assessment, and Intervention

Better Feedback for Better Teaching

A Practical Guide to Improving Classroom Observations

John Wiley & Sons A new and proven paradigm for evaluating teacher effectiveness The Measures of Effective Teaching reflects the work of the Bill & Melinda Gates Foundation's Measures of Effective Teaching (MET) project. The project is dedicated to finding new and more reliable ways to evaluate teacher effectiveness than merely relying on test scores. In the book, Thomas Kane and Steve Cantrell include the key findings on the teaching practices that contribute to student achievement for example starting each class

with a clear objective, diagnosing/correcting common student errors. They give school and district administrators a new, more accurate and constructive system for teacher evaluation and feedback. Offers a much-needed resource for accurately measuring how teachers perform in the classroom From the acclaimed Measure of Effective Teaching project of the Bill & Melinda Gate Foundation Thomas Kane is deputy director of education for US Programs at The Bill & Melinda Gates Foundation and Steve Cantrell is a senior program officer for research and evaluation at the foundation Based on research from the MET project, this important resource gives school administrators an effective way to evaluate teachers.

Funds of Knowledge

Theorizing Practices in Households, Communities, and Classrooms

Routledge The concept of "funds of knowledge" is based on a simple premise: 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 Vygotskian 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 fortuitous 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 teachers-to-be, and for researchers and graduate students of language, culture, and education.

The Promise of Early Childhood Development in Latin America and the Caribbean

World Bank Publications Early childhood development outcomes play an important role throughout a person's life, affecting one's income-earning capacity and productivity, longevity, health, and cognitive ability. The deleterious effects of poor early childhood development outcomes can be long-lasting, affecting school attainment, employment, wages, criminality, and social integration of adults. The authors first take stock of early childhood development indicators in the region and explore access to early childhood development services for children of different backgrounds. They review recent evidence on the impact of early childhood development interventions in the region and investigate more deeply a selection of programs in Latin America and the Caribbean to distill lessons related to their design, implementation and institutionalization processes. The book concludes with a discussion of the challenges of scaling up and presents policy options to develop national early childhood development policies and programs that may be effective and sustained over time.

The Literacy Coaching Challenge

Models and Methods for Grades K-8

Guilford Publications When the goal is supporting excellent teaching, there is no "one-size-fits-all" approach. This popular practitioner resource and text helps readers navigate the many choices involved in developing and fine-tuning a coaching program that offers the best fit for a particular school. The authors draw on current research as well as their extensive experience in K-8 settings. They provide clear guidance (with helpful reproducibles) on: *Major coaching models and how to choose among them. *Applying principles of adult learning and motivation. *The role of reading assessment in coaching. *Balancing classroom-level, grade-level, and whole-school tasks. *Special considerations in middle school coaching. See also The Literacy Coach's Handbook, Second Edition, which offers a complete primer on the role of the literacy coach and what coaches need to know to get started.

Cincinnati Magazine

Cincinnati Magazine taps into the DNA of the city, exploring shopping, dining, living, and culture and giving readers a ringside seat on the issues shaping the region.

The Impact of School Infrastructure on Learning

A Synthesis of the Evidence

World Bank Publications 'The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved student learning, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully realized learning environments.t? Written in a style which is both clear and accessible, it is a practical reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders. --Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will provide policy makers, practitioners, and those who are about to commission a new build with an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This report offers a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to provide verifiable and reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Committee on School Construction, Maryland Many planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environment quality! -- David Schrader, AIA, Educational Facility Planner and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE)

Promoting Social and Emotional Learning

Guidelines for Educators

ASCD A guide to establishing high-quality social and emotional education programs describes approaches to social and emotional learning for all levels and includes thirty-nine guidelines and field-inspired examples for classrooms, schools, and districts.

Culturally Responsive Teaching

Theory, Research, and Practice

Teachers College Press 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.

Cómo Ayudar a Su Hijo Durante Los Primeros Años de la Adolescencia

Willie Wins

Willie's father tells him there is something special in an old coconut bank brought from the Philippines, but Willie is embarrassed to take it to school for a contest, especially since he knows that one of his classmates will make fun of him.

Gettin' Through Thursday

Andre dreads Thursdays. Thursday is the day before Mama gets paid at work each week -- and the day when money is tight and spirits are low for Andre and his older brother and sister. As report card day approaches, Andre is excited because he anticipa

Dual Language Education

Multilingual Matters Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the program and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes.

First Steps to Preschool Inclusion

How to Jumpstart Your Programwide Plan

Brookes Publishing Company SAVE 20% when you order this guide during the month of August. Use Savings Code 3NEW0814. Interested in preschool inclusion, but not sure where to start? This introductory guide gathers everything you need to know to launch a successful inclusive early childhood program—and get critical buy-in from your whole staff. A must for leaders of early childhood programs, this reader-friendly primer reveals how inclusive education benefits all children, how school staff and parents can work as a team to make it happen, and how to knock down common barriers to inclusion. Combining the latest research with the nuts and bolts of program development, this book will help current and future early childhood leaders assemble highly effective inclusion teams and develop programs where every child learns and thrives. READ THIS BOOK TO Understand what inclusion is and what it looks like in practice Assess your program's readiness for inclusion Determine what your program needs to make inclusion work Learn which federal laws support inclusion in different early childhood settings Collaborate with staff and parents to develop and sustain key program changes Break through the myths and misinformation that create resistance to inclusion PRACTICAL FEATURES: Quick tips, vignettes, reflection activities, FYIs, and helpful resource lists make this an ideal preservice text and a practical team-building tool for inservice professional development. Not to be combined with any other discounts or offers. Consumer orders only, please. Be sure to reference Savings Code 3NEW0814. Offer is good through August 31, 2014.

California Preschool Curriculum Framework: History-Social Science. Science

Young Investigators

The Project Approach in the Early Years

Teachers College Press This bestselling book has been completely updated and expanded to help teachers use the project approach in child care centers, in preschools, and in kindergarten, 1st grade, and early childhood special education classrooms. For those new to using projects, the book introduces the approach and provides step-by-step guidance for conducting meaningful projects. Experienced teachers will find the teacher interviews, children's work, photographs (including full colour), and teacher journal entries used to document the project process in actual classrooms very useful. This popular, easy-to-use resource has been expanded to include these new features: explicit instructions and examples for incorporating standards into the topic selection and planning process; a variety of nature experiences, with examples that show how project work is an excellent way to connect children to the natural world; an update of the use of technology for both documentation and investigations, including use of the Web as well as and video and digital cameras; and more toddler projects that reflect our increased knowledge from recent mind/brain research about toddler understanding and learning.

Social Studies for Young Children

Preschool and Primary Curriculum Anchor

Rowman & Littlefield This completely revised early childhood curriculum resource, emphasizing social studies as an anchor for teaching an integrated curriculum of math, science, literacy, art, and social-emotional learning, shows current educators and aspiring teachers the significance of social studies in the lives of young children.

Crisis in the Kindergarten

Why Children Need to Play in School, Summary and Recommendations

What Works in Girls' Education

Evidence for the World's Best Investment

Brookings Institution Press Hard-headed evidence on why the returns from investing in girls are so high that no nation or family can afford not to educate their girls. Gene Sperling, author of the seminal 2004 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls' education. As Malala Yousafzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls' education around the world leads to wide-ranging returns: Better outcomes in economic areas of growth and incomes Reduced rates of infant and maternal mortality Reduced rates of child marriage Reduced rates of the incidence of HIV/AIDS and malaria Increased agricultural productivity Increased resilience to natural disasters Women's empowerment What Works in Girls' Education is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls' education.

Current Trends and Legal Issues in Special Education

Corwin Press Building and supporting effective special education programs School leaders and special educators are expected to be experts on all levels and types of special education law and services, types of disability, and aspects of academic and functional programming. With the increasing demands of the job and the ever-changing legal and educational climate, few feel adequately prepared to meet the demands. Trends and Legal Issues in Special Education helps you build and support timely, legally sound, and effective special education services and programs. Readers will find: the most up-to-date information on how to effectively implement special education programs, processes, and procedures examination of a wide variety of issues, from developing and implementing individual education programs (IEPs) that confer a free appropriate public education, Section 504, least restrictive environment (LRE), and successfully collaborating with parents, to issues regarding accountability, staffing, bullying, early childhood special education, multi-tiered systems of support (MTSS), evidence-based practices, transition, discipline, and the school-to-prison pipeline extensive references and resources

Africa's Future, Africa's Challenge

Early Childhood Care and Development in Sub-Saharan Africa

World Bank Publications Early childhood, from birth through school entry, was largely invisible worldwide as a policy concern for much of the twentieth century. Children, in the eyes of most countries, were 'appendages' of their parents or simply embedded in the larger family structure. The child did not emerge as a separate social entity until school age (typically six or seven). 'Africa's Future, Africa's Challenge: Early Childhood Care and Development in Sub-Saharan Africa' focuses on the 130 million children south of the Sahel in this 0-6 age group. This book, the first of its kind, presents a balanced collection of articles written by African and non-African authors ranging from field practitioners to academicians and from members of government organizations to those of nongovernmental and local organizations. 'Africa's Future, Africa's Challenge' compiles the latest data and viewpoints on the state of Sub-Saharan Africa's children. Topics covered include the rationale for investing in young children, policy trends in early childhood development (ECD), historical perspectives of ECD in Sub-Saharan Africa including indigenous approaches, new threats from HIV/AIDS, and the importance of fathers in children's lives. The book also addresses policy development and ECD implementation issues; presents the ECD programming experience in several countries, highlighting best practices and challenges; and evaluates the impact of ECD programs in a number of countries.

The Hugging Tree

A Story about Resilience

Magination Press Told in rhyming text, a little tree clings tenaciously to a granite cliff, determined to live, tended by a little boy, and ultimately loved by the people in the community.

Tools for Teaching

John Wiley & Sons This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.

Classroom Assessment Scoring System (CLASS) Manual, Toddler

Hodder Christian Books Includes Dimensions overview fold-out laminated sheet (28 x 60 cm.)

Child Friendly Schools Manual

UNICEF This Child-Friendly Schools (CFS) Manual was developed during three-and-a-half years of continuous work, involving the United Nations Children's Fund education staff and specialists from partner agencies working on quality education. It benefits from fieldwork in 155 countries and territories, evaluations carried out by the Regional Offices and desk reviews conducted by headquarters in New York. The manual is a part of a total resource package that includes an e-learning package for capacity-building in the use of CFS models and a collection of field case studies to illustrate the state of the art in child-friendly schools in a variety of settings.

Energizing Brain Breaks

Corwin Press The fastest way to keep your students engaged Glazed look in your students' eyes? They need is an Energizing Brain Break—a quick physical and mental challenge to refresh them. This full-color flip book contains 50 highly effective, classroom-tested ideas for all grades. You'll find pictures, directions, and online videos for activities like: Slap Count Letters: students alternate slapping each other's hands while spelling a word Rock, Paper, Scissors, Math: partners reveal a certain number of fingers to each other, and the first person to add them together wins Bizz-Buzz: groups of students count from 1 to 40 using a combination of numbers and words

Handbook on Personalized Learning for States, Districts, and Schools

IAP The recent passage of the Every Student Succeeds Act (ESSA) presents new opportunities and greater flexibility in efforts to personalize learning for all children. The Handbook on Personalized Learning for States, Districts, and Schools provides insight and guidance on maximizing that new flexibility. Produced by the Center on Innovations in Learning (CIL), one of seven national content centers funded by the U.S. Department of Education, this volume suggests how teachers can enhance personalized learning by cultivating relationships with students and their families to better understand a child's learning and motivation. Personalized learning also encourages the development of students' metacognitive, social, and emotional competencies, thereby fostering students' self-direction in their own education, one aimed at mastery of knowledge and skills and readiness for career and college. Chapters address topics across the landscape of personalized learning, including co-designing instruction and learning pathways with students; variation in the time, place, and pace of learning, including flipped and blended classrooms; and using technology to manage and analyze the learning process. The Handbook's chapters include Action Principles to guide states, districts, and schools in personalizing learning.

All about ADHD

The Complete Practical Guide for Classroom Teachers

Scholastic Teaching Resources Shares classroom-tested strategies for creating an ADHD-friendly classroom, including designing lessons that maximize attention, promoting peer acceptance and support, and teaching social skills and organizational skills.

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

Human Kinetics 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 unveils 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 easy 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 presents the standards and outcomes in ways that will help preservice teachers and current practitioners plan curricula, units, lessons, and tasks. The text also • empowers physical educators to help students meet the Common Core standards; • allows teachers to see the new standards and the scope and sequence for outcomes for all grade levels at a glance in a colorful, easy-to-read format; and • provides administrators, parents, and policy makers with a framework for understanding what students should know and be able to do as a result of their physical education instruction. The result is a text that teachers can confidently use in creating and enhancing high-quality programs that prepare students to be physically literate and active their whole lives.

What Your Preschooler Needs to Know Get Ready for Kindergarten

Delta Give your child a smart start with *What Your Preschooler Needs to Know* Designed for parents to enjoy with children, filled with opportunities for reading aloud and fostering curiosity, this beautifully illustrated anthology offers preschoolers the fundamentals they need to prepare for a happy, productive time in school—and for the rest of their lives. Hundreds of thousands of children have benefited from the acclaimed Core Knowledge Series, developed in consultation with parents, educators, and the most distinguished developmental psychologists. In addition to valuable advice for parents, such as what it means for a child to be ready for kindergarten, special sidebars throughout the book help parents make reading aloud fun and interactive, suggesting questions to ask, connections to make, and games to play to enrich their preschooler’s learning experience. Inside you will discover • Favorite poems and rhymes—all beautifully illustrated, to be read and recited together, from Robert Louis Stevenson’s “At the Seaside” to limericks by Edward Lear and tongue twisters by Jack Prelutsky, plus fun “clap along!” and “fingerplay” verses that parents and children can act out together • Beloved stories and fables—stories such as “The Three Little Pigs” and the African folktale “Why Flies Buzz” will open whole new worlds of learning and discovery • Visual arts—beautiful reproductions of classic works that foster early appreciation of art history while igniting discussions about shapes, colors, and different styles and media • Music—dozens of songs to sing and dance to, including such “move around” songs as “Head and Shoulders, Knees and Toes” and “The Wheels on the Bus” • History—a delightful introduction to American history, from the first Thanksgiving to Martin Luther King, Jr., with activities and stories parents and children can enjoy together • Science—from exploring the wonder of animals to the physical properties of light, air, and water—fun activities that will let children observe, experience, and enjoy the natural world

Professional Capital

Transforming Teaching in Every School

Teachers College Press The future of learning depends absolutely on the future of teaching. In this latest and most important collaboration, Andy Hargreaves and Michael Fullan show how the quality of teaching is captured in a compelling new idea: the professional capital of every teacher working together in every school. Speaking out against policies that result in a teaching force that is inexperienced, inexpensive, and exhausted in short order, these two world authorities—who know teaching and leadership inside out—set out a groundbreaking new agenda to transform the future of teaching and public education. Ideas-driven, evidence-based, and strategically powerful, *Professional Capital* combats the tired arguments and stereotypes of teachers and teaching and shows us how to change them by demanding more of the teaching profession and more from the systems that support it. This is a book that no one connected with schools can afford to ignore. This book features: (1) a powerful and practical solution to what ails American schools; (2) Action guidelines for all groups—individual teachers, administrators, schools and districts, state and federal leaders; (3) a next-generation update of core themes from the authors' bestselling book, “What's Worth Fighting for in Your School?” [This book was co-published with the Ontario Principals' Council.].

Educational Research and Innovation Innovating Education and Educating for Innovation The Power of Digital Technologies and Skills

The Power of Digital Technologies and Skills

OECD Publishing OECD’s Innovation Strategy calls upon all sectors in the economy and society to innovate in order to foster productivity, growth and well-being. Education systems are critically important for innovation through the development of skills that nurture new ideas and technologies.

Primary and Secondary Education During Covid-19

Disruptions to Educational Opportunity During a Pandemic

Springer Nature This open access edited volume is a comparative effort to discern the short-term educational impact of the covid-19 pandemic on students, teachers and systems in Brazil, Chile, Finland, Japan, Mexico, Norway, Portugal, Russia, Singapore, Spain, South Africa, the United Kingdom and the United States. One of the first academic comparative studies of the educational impact of the pandemic, the book explains how the interruption of in person instruction and the variable efficacy of alternative forms of education caused learning loss and disengagement with learning, especially for disadvantaged students. Other direct and indirect impacts of the pandemic diminished the ability of families to support children and youth in their education. For students, as well as for teachers and school staff, these included the economic shocks experienced by families, in some cases leading to food insecurity and in many more causing stress and anxiety and impacting mental health. Opportunity to learn was also diminished by the shocks and trauma experienced by those with a close relative infected by the virus, and by the constraints on learning resulting from students having to learn at home, where the demands of schoolwork had to be negotiated with other family necessities, often sharing limited space. Furthermore, the prolonged stress caused by the uncertainty over the resolution of the pandemic and resulting from the knowledge that anyone could be infected and potentially lose their lives, created a traumatic context for many that undermined the necessary focus and dedication to schoolwork. These individual effects were reinforced by community effects, particularly for students and teachers living in communities where the multifaceted negative impacts resulting from the pandemic were pervasive. This is an open access book.

Promoting the Educational Success of Children and Youth Learning English Promising Futures

National Academies Press Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs "who account for more than 9 percent of enrollment in grades K-12 in U.S. schools" are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Preprimary Enrollment

Direct Instruction

Educational Technology

Productive Group Work

How to Engage Students, Build Teamwork, and Promote Understanding

ASCD 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 Sandi 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 action. 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.