

# Objective Group Discussion Collier County Public Schools

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Collier's 1954-05

**The Proceedings of the Seminar on the Purpose & Function of the Library in National Education** Carroll Collier Moreland 1962

**The 7 Habits of Highly Effective Families** Stephen R. Covey 1998-09-15 Describes how successful families build a loving environment, effectively resolve problems, and cope with human relations issues

**How to Grade for Learning** Ken O'Connor 2017-10-04 Implement standards-based grading practices that help students succeed! Classroom assessment methods should help students develop to their full potential, but meshing traditional grading practices with students' achievement on standards has been difficult. Making lasting changes to grading practices requires both knowledge and willpower. Discover eight guidelines for good grading, recommendations for practical applications, and suggestions for implementing new grading practices as well as: ? The why's and the how-to's of implementing standards-based grading practices ? Tips from 48 nationally and internationally known authors and consultants ? Additional information on utilizing level scores rather than percentages ? Reflective exercises ? Techniques for managing grading more efficiently

Dual Language Education Kathryn J. Lindholm-Leary 2001-01-01 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.

*Virginia Journal of Education* 1962

**Bibliography on Racism, 1972-1975** Center for Minority Group Mental Health Programs (U.S.) 1978

## Group Discussion Guide 1940

*ERIC Educational Documents Index* Educational Resources Information Center (U.S.) 1966 "A subject-author-institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of *Resources in education*" (earlier called *Research in education*).

*What If You Had Animal Teeth?* Sandra Markle 2017-01-31 If you could have any animal's front teeth, whose would you choose? *WHAT IF YOU HAD ANIMAL TEETH?* takes children on a fun, informative, and imaginative journey as they explore what it would be like if their own front teeth were replaced by those of a different animal. Featuring a dozen animals (beaver, great white shark, narwhal, elephant, rattlesnake, naked mole rat, hippopotamus, crocodile, and more), this book explores how different teeth are especially adapted for an animal's survival. At the end of the book, children will discover why their own teeth are just right for them. And they'll also get a friendly reminder to take good care of their teeth, because they're the only teeth they'll ever have. Each spread features a photograph of the animal using its specialized teeth on the left and a humorous illustrated image of a child using that animal's teeth on the right.

## *Research in Education* 1974

**Blood on the River** Elisa Carbone 2007-09-20 Twelve-year-old Samuel Collier is a lowly commoner on the streets of London. So when he becomes the page of Captain John Smith and boards the *Susan Constant*, bound for the New World, he can't believe his good fortune. He's heard that gold washes ashore with every tide. But beginning with the stormy journey and his first contact with the native people, he realizes that the New World is nothing like he imagined. The lush Virginia shore where they establish the colony of James Town is both beautiful and forbidding, and it's hard to know who's a friend or foe. As he learns the language of the Algonquian Indians and observes Captain Smith's wise diplomacy, Samuel begins to see that he can be whomever he wants to be in this new land.

## **Federal Probation** 1954

*Effective Supervision* Robert J. Marzano 2011-05-05 In *Effective Supervision*, Robert J. Marzano, Tony Frontier, and David Livingston show school and district-level administrators how to set the priorities and support the practices that will help all teachers become expert teachers. Their five-part framework is based on what research tells us about how expertise develops. When these five conditions are attended to in a systematic way, teachers do improve their skills: \* A well-articulated knowledge base for teaching \* Opportunities for teachers to practice specific strategies or behaviors and to receive feedback \* Opportunities for teachers to observe and discuss expertise \* Clear criteria for success and help constructing professional growth and development plans \* Recognition of the different stages of development progressing toward expertise. The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other, observe one another's classrooms, and receive focused feedback on their teaching strategies. The constructive dynamics of this approach always keep in sight the aim of enhancing students' well-being and

achievement. As the authors note, "The ultimate criterion for expert performance in the classroom is student achievement. Anything else misses the point."

*Total School Cluster Grouping and Differentiation* Marcia Gentry 2021-09-17 The Total School Cluster Grouping Model is a specific, research-based, total-school application of cluster grouping combined with differentiation, focused on meeting the needs of students identified as gifted while also improving teaching, learning, and achievement of all students. This revised and updated second edition of Total School Cluster Grouping and Differentiation includes rationale and research followed by specific steps for developing site-specific applications that will make the important art of differentiation possible by reducing the range of achievement levels in teachers' classrooms. Materials to support staff development—including powerful simulations, evaluation, management, special populations, differentiation strategies, social and emotional needs, and recommended materials—are included.

**FCC Record** United States. Federal Communications Commission 1996

**Current awareness in school health education** 1982

*Collier's* 1919

**Coaching Football Technical & Tactical Skills** Coach Education 2006-05-30 As a coach, it is often cause for concern to see your athletes performing skills well in practice but struggling in the game. Coaching Football Technical and Tactical Skills focuses on the situational decisions players and coaches make that often determine the outcome of games. Written by the American Sport Education Program (ASEP) in conjunction with Rob Ash, the head football coach at Drake University, this book allows players to gain valuable gamelike playing experience in practice by putting them in key tactical situations like the scramble, man-to-man and zone pass coverage, and onside kick. Each skill is clearly described, and nearly 150 photos are used to further help you understand and implement the techniques in specific situations. Included are quick tips on how to detect and correct errors, cues athletes need to be aware of in various tactical situations, and key information your athletes need to know to make the appropriate decisions on the field. Skills are cross-referenced to show how they relate to each other and to enable you to plan practice situations quickly. Eight detailed practice plans incorporating gamelike situations and a season plan are included to help you get the most out of each practice. Endorsed by the American Football Coaches Association (AFCA), Coaching Football Technical and Tactical Skills serves as a companion resource for ASEP's Coaching Football Technical and Tactical Skills online course, which, along with Coaching Principles and Sport First Aid courses and CPR certification, makes up the curriculum for ASEP's Bronze Level coaching certification program. Numerous state high school associations, colleges and universities, national sport organizations, and national governing bodies of Olympic sports use the Bronze Level in whole or in part to qualify coaches. The Bronze Level prepares coaches for all aspects of coaching and is a recognized and respected credential for all who earn it.

**From Higher Aims to Hired Hands** Rakesh Khurana 2010-03-22 Is management a profession? Should it be? Can

it be? This major work of social and intellectual history reveals how such questions have driven business education and shaped American management and society for more than a century. The book is also a call for reform. Rakesh Khurana shows that university-based business schools were founded to train a professional class of managers in the mold of doctors and lawyers but have effectively retreated from that goal, leaving a gaping moral hole at the center of business education and perhaps in management itself. Khurana begins in the late nineteenth century, when members of an emerging managerial elite, seeking social status to match the wealth and power they had accrued, began working with major universities to establish graduate business education programs paralleling those for medicine and law. Constituting business as a profession, however, required codifying the knowledge relevant for practitioners and developing enforceable standards of conduct. Khurana, drawing on a rich set of archival material from business schools, foundations, and academic associations, traces how business educators confronted these challenges with varying strategies during the Progressive era and the Depression, the postwar boom years, and recent decades of freewheeling capitalism. Today, Khurana argues, business schools have largely capitulated in the battle for professionalism and have become merely purveyors of a product, the MBA, with students treated as consumers. Professional and moral ideals that once animated and inspired business schools have been conquered by a perspective that managers are merely agents of shareholders, beholden only to the cause of share profits. According to Khurana, we should not thus be surprised at the rise of corporate malfeasance. The time has come, he concludes, to rejuvenate intellectually and morally the training of our future business leaders.

### **Collier's ... Year Book Covering the Year ... 1962**

### Collier's Self-indexing Annual 1905

### Transforming the Workforce for Children Birth Through Age 8 National Research Council 2015-07-23

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and

learning and are responsive to their individual progress. *Transforming the Workforce for Children Birth Through Age 8* offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

### **Current Awareness in School Health Education 1982**

*A Taxonomy for Learning, Teaching, and Assessing* Benjamin Samuel Bloom 2001 This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curriculums. Cognitive psychologists, curriculum specialists, teacher educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes. In combination, these two define what students are expected to learn in school. It explores curriculums from three unique perspectives-cognitive psychologists (learning emphasis), curriculum specialists and teacher educators (C & I emphasis), and measurement and assessment experts (assessment emphasis). This revisited framework allows you to connect learning in all areas of curriculum. Educators, or others interested in educational psychology or educational methods for grades K-12.

*Communities in Action* National Academies of Sciences, Engineering, and Medicine 2017-04-27 In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. *Communities in Action: Pathways to Health Equity* seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

*Miss Dreamsville and the Collier County Women's Literary Society* Amy Hill Hearth 2012-10-02 Jackie accepts an opportunity to host a local radio show where she creates a late-night persona, Miss Dreamsville, and launches a reading group thus sending the conservative and racially segregated town into uproar.

**The Brain That Changes Itself** Norman Doidge 2007-03-15 "Fascinating. Doidge's book is a remarkable and hopeful portrait of the endless adaptability of the human brain."—Oliver Sacks, MD, author of *The Man Who Mistook His Wife for a Hat* What is neuroplasticity? Is it possible to change your brain? Norman Doidge's

inspiring guide to the new brain science explains all of this and more An astonishing new science called neuroplasticity is overthrowing the centuries-old notion that the human brain is immutable, and proving that it is, in fact, possible to change your brain. Psychiatrist, Norman Doidge, M.D., traveled the country to meet both the brilliant scientists championing neuroplasticity, its healing powers, and the people whose lives they've transformed—people whose mental limitations, brain damage or brain trauma were seen as unalterable. We see a woman born with half a brain that rewired itself to work as a whole, blind people who learn to see, learning disorders cured, IQs raised, aging brains rejuvenated, stroke patients learning to speak, children with cerebral palsy learning to move with more grace, depression and anxiety disorders successfully treated, and lifelong character traits changed. Using these marvelous stories to probe mysteries of the body, emotion, love, sex, culture, and education, Dr. Doidge has written an immensely moving, inspiring book that will permanently alter the way we look at our brains, human nature, and human potential.

**Resources in Education** 1998

**ERIC Educational Documents Index, 1966-69: Minor descriptors and author index** 1970

*Bibliography on racism v. 2, 1978* National Institute of Mental Health (U.S.). Center for Minority Group Mental Health Programs 1978

**Experience And Education** John Dewey 2007-11-01 Experience and Education is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after *Democracy and Education* (Dewey's most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received. Analyzing both "traditional" and "progressive" education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deep and larger issues of education rather than in terms of some divisive "ism" about education, even such an "ism" as "progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic.

*Active Learning* Charles C. Bonwell 1991 This monograph examines the nature of active learning at the higher education level, the empirical research on its use, the common obstacles and barriers that give rise to faculty resistance, and how faculty and staff can implement active learning techniques. A preliminary section defines active learning and looks at the current climate surrounding the concept. A second section, entitled "The Modified Lecture" offers ways that teachers can incorporate active learning into their most frequently used format: the lecture. The following section on classroom discussion explains the conditions and techniques

needed for the most useful type of exchange. Other ways to promote active learning are also described including: visual learning, writing in class, problem solving, computer-based instruction, cooperative learning, debates, drama, role playing, simulations, games, and peer teaching. A section on obstacles to implementing active learning techniques leads naturally to the final section, "Conclusions and Recommendations," which outlines the roles that each group within the university can play in order to encourage the implementation of active learning strategies. The text includes over 200 references and an index. (JB)

*The Leader in Me* Stephen R. Covey 2012-12-11 Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

*Collier's Self-indexing Annual, 1905* 1905

**Handbook on Teaching Social Issues** Ronald W. Evans 2021-05-01 The Handbook on Teaching Social Issues, 2nd edition, provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom. This second edition re-frames the teaching of social issues with a dedicated emphasis on issues of social justice. It raises the potential for a new and stronger focus on social issues instruction in schools. Contributors include many of the leading experts in the field of social studies education. Issues-centered social studies is an approach to teaching history, government, geography, economics and other subject related courses through a focus on persistent social issues. The emphasis is on problematic questions that need to be addressed and investigated in-depth to increase social understanding, active participation, and social progress. Questions or issues may address problems of the past, present, or future, and involve disagreement over facts, definitions, values, and beliefs arising in the study of any of the social studies disciplines, or other aspects of human affairs. The authors and editor believe that this approach should be at the heart of social studies instruction in schools. ENDORSEMENTS "At a time when even the world's most stable democracies are backsliding towards autocratic rule, Ronald Evans has pulled together an essential guide for teachers who want to do something about it. The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines." Joel Westheimer University Research Chair in Democracy and Education University of Ottawa "The Handbook on Teaching Social Issues (2nd edition) is a fantastic resource for teachers, teacher educators, and professional development specialists who are

interested in ensuring that social issues are at the center of the curriculum. The chapters are focused on the most important contemporary thinking about what social issues are, why they are so important for young people to learn about, and what research indicates are the most effective pedagogical approaches. The wide-ranging theoretical and practical expertise of the editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating." Diana Hess Dean, UW-Madison School of Education Karen A. Falk Distinguished Chair of Education "Democracy, both as a form of governance and a reservoir of principles and practices, faces an existential threat. The Handbook on Teaching Social Issues is a perfectly-timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum: social inquiry for democratic life. The authors provide conceptual frames, classroom strategies and deep insights about the complex and utterly crucial work of education for democratic citizenship. Education like that conceptualized and described in this volume is a curative so needed at this critical moment. Ron Evans and his colleagues have delivered, assembling an outstanding set of contributions to the field. The Handbook underscores John Dewey's now-haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of democratic rebirth." William Gaudelli Dean and Professor Lehigh University "This volume is so timely and relevant for democratic education. Instead of retreating to separate ideological corners, the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place that serves us all." Gloria Ladson-Billings, Professor Emerita Department of Curriculum & Instruction University of Wisconsin President, National Academy of Education Fellow, AERA, AAAS, and Hagler Institute @ Texas A&M "At the heart of our divisive political and social climate is the need to understand and provide clarity over polarizing concepts. Historically, confusion and resistance has hindered the nation's growth as a democratic nation. Typically, the most vulnerable in our society has suffered the most from our unwillingness to reconceptualize society. The Handbook on Teaching Social Issues, 2nd edition, is a good step in helping social studies educators, students, and laypersons realize a new society that focuses on equity. With over 30 chapters, Ronald Evans and his colleagues' centered inquiry, critical thinking, controversy, and action to challenge ideologies and connect social studies to student's lives and the real world. The first edition helped me as a young social studies teacher; I am excited to use the 2nd edition with my teacher education students!" LaGarrett King Isabella Wade Lyda and Paul Lyda Professor of Education Founding Director, CARTER Center for K-12 Black history education University of Missouri "Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the thoughtful examination of social issues. The Handbook on Teaching Social Issues, 2nd edition, articulates the historical, definitional, and conceptual foundations of social issues education. It offers clear presentations of general guidelines for unit planning, discussion methods, and assessment. It identifies specific teaching strategies, resources, and sample lessons for investigating a range of persistent and contemporary social issues on the elementary, middle, and secondary levels through the social studies disciplines. Updated with perspectives on education for social justice that have emerged since the first edition, this edition effectively situates social issues education in the contemporary sociopolitical milieu. The Handbook on Teaching Social Issues, is a timely, accessible, and practical guide to involving students in a vital facet of citizenship in a democracy." William G. Wraga, Professor Dean's Office Mary Frances Early College of Education University of Georgia "The Handbook on Teaching Social Issues, 2nd

edition is a long-awaited, welcome, and timely volume. It is apparent that the foundational tenets of the first edition have served social studies professionals well over the past 25 years, given the growth of social issues scholarship showcased in this new edition. Notable is the re-framing and presentation here of scholarship through a social justice lens. I appreciate the offering of unique tools on an array of specific, critical topics that fill gaps in our pedagogical content knowledge. This volume will sit right alongside my dog-eared 1996 edition and fortify many methods courses, theses, and dissertations to come. Sincere thanks to the editor and authors for what I am certain will be an enduring, catalyzing contribution." Nancy C. Patterson Professor of Education Social Studies Content Area Coordinator Bowling Green State University "The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire. Helping students understand how to investigate and take action against problems is essential to developing a better world. The articles in this handbook provide explanations and reasonings behind issues-centered education as well as strategies to employ at every age level of learning. I look forward to using this edition with the K-12 social studies teachers in my district in order to better prepare our students for future learning and living." Kelli Hutt, Social Studies Curriculum Facilitator Dallas Center-Grimes CSD Grimes, Iowa "Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996. During the last few years, social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an interdisciplinary approach to the teaching of anthropology, economics, geography, government, history, sociology, and psychology in order for students to make sense of the world around them and develop their own voices. This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in depth in order to increase social understanding and active participation toward social progress. This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the elementary grades, the inclusion of issues pertaining to human rights, genocide and sustainability to be addressed in the secondary grades, and addressing issues related to disabilities." Mark Previte, Associate Professor of Secondary Education University of Pittsburgh-Johnstown Chair, NCSS Issues Centered Education Community

### **The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom**

**Through Academic Teaming** Michael D. Toth 2019-05-31 The Brain that Does the Work is the Brain that Learns. This simple truth is the essence of Student-led academic teaming, a new pedagogical model which elevates core instruction to a level of rigor far beyond that of traditional classrooms and familiar grouping strategies. In academic teams, students learn to collaborate and communicate with their peers while engaging in rigorous, standards-based tasks—a combination that clears the most effective path to true social, emotional, and cognitive learning (SECL). Authors Michael Toth and David Sousa have spent years researching academic frameworks and observing schools all over the country. They've found students disengaged, classrooms rooted in 19th century techniques, and teachers working themselves to the breaking point trying to force each student to meet state standards—but education doesn't have to be miserable, inequitable, and unpredictable. In Student-led academic teams, it's the kids who take ownership of their learning. Every st

### **The Impact of School Infrastructure on Learning** Peter Barrett 2019-02-04 '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.†? 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)

*Serious Habitual Offender Comprehensive Action Program* Michael Medaris 1996

Rigor Is NOT a Four-Letter Word Barbara R. Blackburn 2013-09-05 Learn how to increase rigor so that all students can reach higher levels of learning! With this new edition of a teacher-tested best seller, you get practical ideas for increasing text complexity, providing scaffolding during reading instruction, creating open-ended projects, and much more. The enhanced second edition provides important connections to the Common Core State Standards, plus new sections on problem-based learning, implementation of high standards, and working with special-needs students.