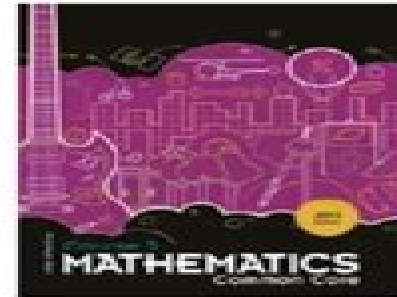
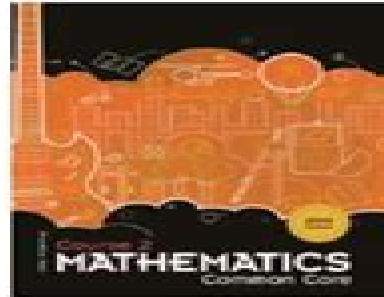
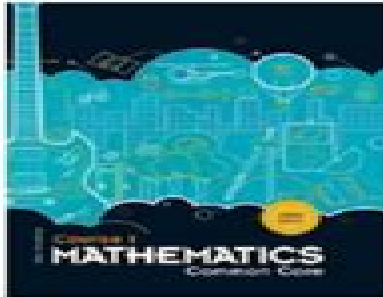


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Course and Curriculum Improvement Projects: Mathematics, Science, Social Sciences National Science Foundation (U.S.), 1970

The Teacher's Guide to Gifted and Talented Education Kate Lafferty, 2023-08-29 The Teacher's Guide to Gifted and Talented Education Practical strategies for the Classroom demonstrates ways to build and enhance your understanding of gifted learners with evidence based hands on strategies to use in the classroom Whether you are looking to improve your own practice or starting out as a Gifted Education coordinator in your school this book will guide you through each step Written by an author with extensive practical and research experience in the field the book is informed by research and covers essential topics from theoretical frameworks to differentiation and innovative pedagogies Each chapter includes a Back to basics section which provides the key information for those wanting just enough to get going a Taking it further section which offers a more in depth critique of the content and a Chapter reflection which provides an opportunity to plan and set goals This book offers a way of thinking about developing the talents of students at all year levels in all learning domains and in all contexts It provides approaches that can be applied in the classroom immediately or spark bigger conversations within the school Filled with tips strategies checklists and templates The Teacher's Guide to Gifted and Talented Education is an essential resource for all educators from early childhood through to secondary school

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The Teacher's Almanac, 1988-89 Sherwood Harris, Lorna B. Harris, 1988-10

Positive Learning Environments John De Nobile, Gordon Lyons (Lecturer and researcher), Michael Arthur-Kelly, 2017-04-05 How do you create a learning environment that's productive one where students are engaged learning and happy And how do you ensure that inappropriate behaviours are kept to a minimum This exciting new text introduces the key concepts you need to know to create and maintain your classroom as a positive learning environment It begins by introducing four essential components that are the cornerstones of creating a positive productive learning environment These positive practices will set you on the pathway to success and help you establish classrooms that recognise and encourage appropriate behaviours while reducing the probability of inappropriate behaviours It then examines in turn each of the four main groups of evidence based approaches to managing student behaviour behavioural cognitive behavioural psychoeducational and social justice approaches For each it discusses the theories that inform them their practical applications for fostering appropriate behaviours and also when and how to use them to proactively intervene if necessary By the end you will be empowered to select appropriate theories approaches and strategies and bring these together to develop your individualised classroom management plan one that suits your own theoretical beliefs professional philosophy and teaching style

Classroom Assessment Steven R. Banks, 2012-04-13 Building on the success of the popular first edition the author tackles the latest issues and practices in the field of classroom assessment The No Child Left Behind Act has transformed the role of educational assessment requiring annual assessments

as part of a federal system of educational accountability National accreditation organizations such as NCATE have mandated standards based performance and emphasized specific assessment benchmarks in meeting these standards The inclusion movement to accommodate special needs students in the regular education classroom also has impacted classroom assessment practices Teacher assessment classroom environment test anxiety the Race to the Top grants and many more timely topics receive comprehensive yet accessible treatment Banks provides thorough and well documented discussions of performance assessment essay and multiple choice assessments formative assessment and reliability validity issues as well as invaluable classroom assessment tools that include portfolios rubrics journals and models such as Anderson and Krathwohls revision of Blooms Taxonomy Gender and diversity issues including learning differences and socioeconomic influences on student achievement are given in depth coverage Outstanding features include case studies point counterpoint debates on controversial assessment topics and practices teacher application exercises thought provoking self assessment exercises and end of chapter activities that include review questions and opportunities for directed learning

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[NVLD and Developmental Visual-Spatial Disorder in Children](#)
Jessica Broitman, Miranda Melcher, Amy Margolis, John M. Davis, 2020-10-17 This unique volume explores issues related to working with children who have nonverbal learning disability NVLD It examines how a child s psychology thoughts feelings beliefs affects his or her functioning and learning In addition the book addresses how a child s experiences are processed through individual personality psychology culture environment and economic circumstances and family dynamics Using these psychological organizing principles the book describes how to work most effectively with young patients with NVLD It offers a new model and definition for understanding NVLD emphasizing its core deficit of visual spatial processing In addition this book addresses efforts to rename NVLD to developmental visual spatial disorder DVSD It describes the 11 possible subtypes as including a primary deficit in visual spatial processes and impairment in several additional functional domains including executive functioning social emotional deficits academic achievement and motor coordination The book highlights the need for psychologically minded treatment and provides specific intervention guidelines It details how to conduct the intake process and create a treatment plan and team and offers practical suggestions for working with a patient s family members In addition the book addresses the importance of working with a consistent psychological theory such as control mastery theory CMT It describes the Brooklyn Learning Center Model for treating NVLD and offers guidelines for interventions to support patients academically The book provides a comprehensive approach to the neuropsychological assessment of NVLD as well as examples of visual spatial sensory perception executive functioning academics social emotional deficits and motor coordination interventions and all forms used to gather information from patients Key areas of coverage include Definition of nonverbal learning disability NVLD Efforts toward inclusion in the Diagnostic and Statistical Manual DSM and for renaming

it to a developmental visual spatial disorder DVSD Guide to general diagnostic testing and assessment Developing a treatment plan and team for NVLD patients NVLD therapy and tutoring priorities NVLD and Developmental Visual Spatial Disorder in Children is an essential reference for clinicians therapists and other professionals as well as researchers professors and graduate students in school and clinical child psychology special education speech language therapy developmental psychology pediatrics social work as well as all interrelated disciplines *Cumulated Index to the Books*,1999

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