FASTBACK

320

Raising Career Aspirations of Hispanic Girls

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Maria Luisa Gonzalez, Florence Dick

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Raising Career Aspirations Of Hispanic Girls Fastback:

Raising Career Aspirations of Hispanic Girls Josefina Villamil Tinajero,María Luisa González,Florence Dick,1991 This pamphlet examines the conditions that put female Hispanic Americans at risk of not completing their education and not aspiring to careers and describes a program that takes advantage of the important role played by the mother in Hispanic culture The following factors make female Hispanic Americans the most at risk of all students 1 low grades and disciplinary problems 2 lack of role models 3 disproportionate levels of referrals to special education classes 4 low teacher expectations 5 lack of adequate vocational and career counseling 6 stereotypical portrayals in the curriculum 7 weak educational support at home and 8 mothers with low educational attainment and low educational expectations for their daughters The Mother Daughter Program is a collaborative program involving the University of Texas the YWCA and three El Paso Texas school districts The program targets Hispanic American female students in grade 6 and their mothers from low income families in which no member has graduated from college Mothers are a central focus of the program because their expectations involvement and role modeling have a lasting impact on their daughters educational development Participants engage in a variety of activities on local college campuses and in community service programs Hispanic American college women who serve as role models are a vital component of the program Mothers and daughters participating in the program report increased career awareness self confidence and educational aspirations A list of 20 references is appended FMW **Latina Girls** Jill Denner,Bianca Guzman,2006-06-01 Latinas are now the largest minority group of girls in the country Yet the research about this group is sparse and there is a lack of information to guide studies services or education for the rapidly growing Latino population across the U S The existing research has focused on stereotypical perceptions of Latinas as frequently dropping out of school becoming teen mothers or being involved with boyfriends in gangs Latina Girls brings together cutting edge research that challenges these stereotypes At the same time the volume offers solid data and suggestions for practical intervention for those who study and work to support this population It highlights the challenges these young women face as well as the ways in which they successfully negotiate those challenges The volume includes research on Latinas and their relationships with family friends and romantic partners academics career goals identity lifelong satisfaction and the ways in which they navigate across cultures and gender roles Latina Girls is the first book to pull together research on the overall strengths and strategies that characterize Latina adolescents lives in the U S It will be of key interest and practical use to those who study and work with Latina youth **Resources in Education** ,1997 Social Work with Multicultural Youth Diane Deanda,2013-01-11 Explore the cultural familial and community resilience and protective factors that are available to different youth populations in the U S The face of American youth is changing In 2000 ethnic minority youth constituted one third of the adolescent population by mid century the combined ethnic minority youth population will exceed the white adolescent population This vital book illustrates the diversity within the adolescent

population examines the factors that serve as barriers and as facilitators to development and identifies strengths and protective factors contributing to resilience as well as needs and risk factors Social Work with Multicultural Youth presents accurate conceptual frameworks for understanding the experiences of ethnic youth to help you create culturally relevant interventions to promote their well being Here is a sample of what you ll find in this important and informative book a comprehensive epidemiological profile of adolescent populationswith current data on issues that contribute to adolescents health and well being cultural strengths models and resilience models that meet the developmental needs of Latino and African American youth an overview of the academic disparities between Latina adolescents and their cohorts in other ethnic groups an important chapter that employs conflict theory to place the disadvantaged status and position of African American youth in its proper context specific recommendations for modifying the process of preparing Latino and African American youth in foster care for emancipation information on factors that differentially impact academic achievement between African American youth and their European American cohorts real world data about the who and where of adolescent fightingidentified by race ethnicity gender and age new information about substance use in Asian Pacific Islander populations in America with important implications for substance abuse interventions resilience and protective factors that emerge from a qualitative study of seventh grade Latina adolescents a look at the differences in sexual behavior and attitudes between Latina adolescents born in the United States and those born outside the U S an evaluation of a unique five hour intensive intervention aimed at changing the knowledge and attitudes of Latino youth in regard to pregnancy and STDs *Resources in Education* ,1997 **Restructuring Education Through Technology** Theodore Wayne Frick,1991 This paper examines the role of technology in restructuring education by analyzing how it influences seven important relationships in the educative process 1 teacher student relationships 2 student content relationships 3 teacher content relationships 4 student context relationships 5 teacher context relationships 6 content context relationships and 7 educational system environment relationships After a brief historical overview of the uses of technology in education the paper discusses the nature of systems in education and examines the process of restructuring through systems change in the seven pairs of relationships as they exist today and as they might change in a restructured educational system How educational technology can empower teachers and students is then discussed with emphasis on how electronic technology is transforming the way information is communicated and processed A brief discussion of the role of the teacher in evaluating the worth of content i e selecting the best of culture for sharing with students concludes the report ALF Creating Professional Development Schools Alan Colburn,1993 Discussion on overcoming the barrier between schools and universities **The Portfolio Approach to Assessment** Emily Grady,1992 The shortcomings of standardized testing as the predominant form of student assessment in the United States are reviewed and the use and potential benefits of portfolio assessment are explored Children s educational experiences and their future job prospects and standards of living are being decided by test scores Moreover these test

scores may be unfair or biased against some students Instead of more tests we need a new attitude toward assessment one that encourages a variety of assessments Portfolio assessment through collections of student works can be an encompassing format for this new philosophy Before considering what a portfolio should contain it is important to establish the purpose of the assessment The experiences of Vermont illustrate the development of a portfolio assessment with consistent standards Examples of guidelines for mathematics and language arts portfolios make it clear that it is possible to establish consistent practices It is also necessary to reflect on the portfolio occasionally using self evaluations and direct questions or profiles Educators also find portfolios useful tools for preservice teachers Portfolio assessment can be the framework for a new curricular structure that integrates assessment into the learning loop SLD   <u>Learning Strategies for Problem Learners</u> Thomas P. Lombardi,1992 This pamphlet offers guidelines for educators who want to improve their use of strategy instruction with students who have inefficient and or ineffective learning strategies Specific examples of strategic teaching are provided for improving general and academic performance and suggestions are given on how to create a strategic environment consistent with strategic teaching The pamphlet begins with an outline of the steps in acquiring a learning strategy It then discusses strategies for improving general performance including strategies in the areas of organization time management memory test taking social skills speech and handwriting Strategies for improving academic performance in the areas of reading and writing spelling mathematics and other content areas are then described Suggestions for creating a supportive environment for strategy learning in the home and school are provided Guidelines for teaching strategically are noted such as use of advanced organizers brainstorming motivating and activating students modeling providing feedback and use of post organizers Contains 55 references JDD   *Hypermedia* Dan H. Wishnietsky,1992 Hypermedia is not a single technology it is an integrated electronic environment that combines text audio and video into one large file Users can explore information about a subject using several technologies at the same time Although the technical foundation for hypermedia was established in the early 1970s it was not until the late 1980s and early 1990s that the hardware for supporting hypermedia became readily available In a hypermedia system each component of stored information is a node and the nodes are connected by paths The paths that a user travels are determined by interest experience and need Hypermedia systems have many classroom applications and can revolutionize a student s view of learning with the hardware and software currently available As hypermedia technology develops the educational environment will advance beyond lectures notetaking and other common forms of learning Edutainment the combining of education and entertainment and virtual reality are extensions of hypermedia that promise to improve the learning environment A 13 item resource list cites the names and addresses of organizations and journals that provide information about hypermedia SLD   **Discipline Strategies for Teachers** Eleanor B. Baron,1992 Classroom management and effective discipline are skills that all beginning teachers must learn Classroom management refers to those procedures or routines a teacher uses to maintain a smoothly running

classroom discipline refers to those techniques or strategies a teacher uses to respond to specific acts of student misbehavior This booklet intended primarily for student teachers and beginning teachers provides practical strategies for both classroom management and discipline that are solidly based in theory The publication is divided into three parts Prevention Strategies A Discipline Plan discusses classroom routines and behavior rules and the arrangement of both seating and instructional materials Four Discipline Models describes and analyzes the assertive discipline model a traditional model the effective momentum management model and the reality therapy model Discipline Scenarios presents and analyzes both effective and ineffective approaches to developing behavior rules and routines focusing on preventive strategies and the discipline models The document concludes with a synthesis of discipline strategies that teachers can use to help maintain an orderly classroom environment Contains seven references LL **Coming Into Her Own** Sara N. Davis,Mary Crawford,Jadwiga Sebrechts,1999-08-06 Based on a wide array of studies conducted since gender inequality began to receive focused attention in the 1960s this book looks at how classroom experiences social climate academic relationships and differing experiences at co ed and single sex institutions can affect educational achievement Asking the Right Question Selma Wassermann,1992 Understanding the potential power of questions to promote thoughtful examination is at the heart of classroom teaching If classroom discussions are to bear fruit with students examining issues intelligently teachers must develop an awareness of and be sensitive to how questions are framed Good questions follow an interactive rhythm that produces reflection rather than interrogation building trust in the interactive relationship This booklet is organized into four parts and addresses the following topics 1 several categories of unproductive questions that do little or nothing to promote meaningful examination of ideas 2 questions that may call for students to examine ideas but the framing of which defeats more productive examination 3 effective questioning which helps students to think more intelligently about important issues under study and 4 guidelines for a well orchestrated discussion In conclusion it is suggested that the art of questioning is learned more through experience than in any preparatory program An analysis of individual questioning styles and a tally sheet for self examination of questioning are appended LL **Recruiting Minority Teachers** Perry Richard Rettig,Mehraban Khodavandi,1998 Describes the need for more minority teachers in the classrooms and the idea behind UTOP Urban Teachers Outreach Program for recruiting purposes **Reading & Writing Grade by Grade** New Standards (Organization). Primary Literacy Committee,1999 **Integrating the Trans-national/cultural Dimension** Seymour Fersh,1993 Describes the why s and how s of multicultural education School Choice Susan Uchitelle,1993 Issues in school choice as a method for achieving educational reform are discussed in this booklet The first part provides a brief historical background of the school choice movement including an analysis of the issues being debated over the marketplace theories and the general philosophy behind school choice The second part highlights a few of the existing plans on public schools of choice in the United States both interdistrict and intradistrict in Minnesota Indianapolis Indiana Eugene Oregon East Harlem New York and San Diego

California Programs for controlled choice and for achieving desegregation are described Current state legislation dealing with school choice is also reviewed The third part discusses the conditions necessary for accessible and equitable choice programs including such issues as racial balance transportation community participation and financing A conclusion is that school choice is not the sole vehicle for restructuring student performance but it can serve as a catalyst for bringing about change Recommendations are made to provide transportation involve parents reaffirm public schools make funding equitable and give every school the opportunity to improve Contains 20 references LMI **The Need for Work Force Education** Edward E. Gordon,1993 Focuses on the need for educational opportunities in work place environments **State Academies for the Academically Gifted** James E. Green,1993 This guide to residential state academies for academically gifted high school students discusses the history of this movement student characteristics curricula faculty outreach programs and evaluation The establishment of the nine existing state institutions is traced from the prototype the North Carolina School for Science and Mathematics to the most recent established in Alabama in 1991 Reasons for such schools are given ranging from the specialized curricula needed by such students to their need for peer support The question of elitism is addressed suggesting that such schools actually are egalitarian in that they provide an opportunity for all students from both poor and wealthy regions of the state to go as far as they can The various selection processes are described and compared noting that the use of holistic methods rather than standardized tests results in enrollments more consistent with the demographic profiles of the state s population Curricula are discussed with special focus on the Indiana Academy Curriculum Criteria for selecting faculty are then briefly considered as are state academy outreach programs The lack of comprehensive and systematic evaluation of these new institutions is noted Contains 21 references DB **Teaching for Multiple Intelligences** David G. Lazear,1992 Over the past 50 years brain researchers have stated that human beings probably use less than 1 percent of the brain s potential and research findings about human intelligence have transformed almost all previous definitions of intelligence This booklet addresses the following key findings in intelligence research intelligence is not fixed or static intelligence can be learned and taught and intelligence is a multidimensional phenomenon that occurs at multiple levels of the brain mind body system After this discussion of the research the publication is divided into five parts 1 Overview of the Seven Intelligences verbal linguistic logical mathematical visual spatial body kinesthetic musical rhythmic interpersonal intelligence and intrapersonal intelligence 2 Teaching for Multiple Intelligences A New Look at the Curriculum includes an exercise on how one can teach for multiple intelligences in one s curriculum 3 New Instructional Methods for Teaching with Multiple Intelligences 4 Teaching about Multiple Intelligences Re inventing the Learning Process and 5 A Multi Modal Approach to Assessment includes techniques for student evaluation and teacher self assessment Contains 27 references LL

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Table of Contents Raising Career Aspirations Of Hispanic Girls Fastback

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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