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**The Education of American Teachers** James Bryant Conant 1963

**Models of Professional Development** Bruce Joyce 2010 This comprehensive resource examines five major models of professional development and how they can be implemented and tailored to meet the multifaceted needs of any school or district.

The Miseducation of American Teachers James D. Koerner 1963

**Education for a Digital World** David G. Harper 2008 This is a comprehensive collection of proven strategies and tools for effective online teaching, based on the principles of learning as a social process. It offers practical, contemporary guidance to support e-learning decision-making, instructional choices, as well as program and course planning, and development.

Identity and Language Learning Bonny Norton 2000 This study looks at the process of learning a second language and in particular how changing identities of the learner effect this process. The text considers how language teachers can address the complex histories of language learners by integrating research, theory and classroom practice.

**Life-Span Developmental Psychology** L. R. Goulet 2013-09-25 Life-Span Development Psychology: Research and Theory covers the issues and problems associated with a life-span conceptualization of developmental psychology. The book discusses the status, issues, and antecedents of life-span developmental psychology; an approach to theory construction in the psychology of development and aging; and models and theories of development. The text also describes the methodology and research strategy in the study of developmental change; the application of multivariate strategies to problems of measuring and structuring long-term change; and the mechanisms required for the operation of perception and recognition. Learning and retention; language; and intellectual abilities are also considered. Developmental psychologists will find the study invaluable.

**The Improvement of Reading** Arthur Irving Gates 2018-09-12 Excerpt from The Improvement of Reading: A Program of Diagnostic and Remedial Methods Throughout the book, major emphasis has been placed upon the diagnostic significance of all test results and every effort has been made to connect diagnosis with

detailed directions for remedial measures. For the large amount of space devoted to illustration and explanation of remedial materials and methods, no apology need be offered. This treatment of diagnosis and remedial methods in reading has been written for use by two groups of workers. In the first group are included teachers, principals, supervisors, and other members of the staff of instructors. The second class comprises psychologists, psychological examiners in schools and other institutions, and other experts in educational and psychological measurement and diagnosis. School teachers and supervisors can readily master and put into effect all the directions and suggestions contained in Parts I, II, and III. These sections deal with the milder cases of difficulty in reading. The more elaborate types of examinations are described in Part IV. Although technical knowledge and skill is required to use the instruments adequately and to conduct the examinations described in the last section, teachers should nevertheless become familiar with this section, in order that they may learn how the more detailed diagnoses are made, what the underlying theories are, and what the purposes and types of the remedial work are likely to be. Able teachers can understand everything in this section without actually learning to conduct the tests. Such an understanding will greatly facilitate putting into effect the remedial measures which may be suggested by the technical examiner. The psychological or educational diagnostician should read the whole book, even though the simpler examinations and remedial procedures are to be left in the hands of teachers. To understand fully the principles underlying Part IV, it will be necessary to study the earlier sections. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at [www.forgottenbooks.com](http://www.forgottenbooks.com) This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works.

Model Elementary Teacher Education Program Dwight William Allen 1968

**Self-Efficacy in Action** D. A. D. Bowles 2017-01-23 Self-efficacy, according to Bandura (1977), is defined as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given

attainments.” Applying Bandura’s essential theory, this captivating book provides a practitioner-friendly overview of the concepts, vocabulary, practices, and contexts related to teacher self-efficacy. The members of the Association of Teacher Educators’ Commission on Self-Efficacy share their knowledge and expertise written as case studies for readers to become more aware of teacher self-efficacy. *Self-Efficacy in Action* engages readers in the meaningful discussions of practices and purposes of teacher self-efficacy to advance professionalism. The combination of vignettes, content, discussion questions, and resources guide and support educators and teacher candidates to appreciate the benefits of professional growth and development focused on enhancing self-efficacy for the benefit of student learning and achievement.

**Content Knowledge in English Language Teacher Education** Darío Luis Banegas 2020-02-20 Content Knowledge in English Language Teacher Education provides original professional experiences and research accounts of teaching language in the specific context of English language teacher education programmes in diverse international settings, with contributions from Argentina, Australia, Chile, China, Ecuador, Japan, Mexico, the USA and Turkey. The volume focuses on how teacher educators plan and deliver modules which help future teachers understand English as a system and develop English language proficiency. The contributors describe and analyse their professional practices in designing, delivering and evaluating modules or courses on understanding the English language as a system, i.e. content knowledge, exploring the teaching of elements such as phonetics, phonology, grammar, pragmatics, philology, and discourse analysis. In addition, they draw on their vast professional experience to explore how to successfully develop competence and language skills in English so that teachers can become models and proficient users of the language for their students. The contributions range from more historical and functionally linguistic focused chapters to more sociocultural explorations of teaching English to future teachers including interculturality, multilingualism, World Englishes, critical thinking skills, academic writing, and literacy through literature. The accounts shed light on the diverse practices of educators from many different countries, contexts, and cultural and linguistic backgrounds, drawing links between policy and practice, to locate much of English language teacher education and curriculum development outside the so-called 'inner circle' of native English-language speaking contexts, practitioners, and researchers.

**The New Lives of Teachers** Christopher Day 2010-06-10 *The New Lives of Teachers* examines the varied, often demanding commitments on teachers’ lives today as they attempt to pursue careers in primary and secondary education. Building upon Huberman’s classic study, it probes not only teachers’ everyday lives, but also the ways in which they negotiate the pitfalls of professional development and the different life and work

‘scenarios’ that challenge their sense of identity, well-being and effectiveness. The authors provide a new evidence-based framework to investigate and understand teachers’ lives. Using a range of contemporary examples of teaching, they demonstrate that it is the relative success with which teachers manage various personal, work and external policy challenges that is a key factor in the satisfaction, commitment, well-being and effectiveness of teachers in different contexts and at different times in their work and lives. The positive and negative influences upon career and professional development and the influences of school leadership, culture, colleagues and conditions are also shown to be profound and relate directly to teacher retention and the work-life balance agenda. The implications of these insights for teaching quality and teacher retention are discussed. This book will be of special interest to teachers, teachers’ associations, policy makers, school leaders, and teacher educators, and should also be of interest to students on postgraduate courses.

**Culturally and Linguistically Diverse Learners and STEAM** Pamela Spycher 2019-03-01 Multilingual students, multidialectal students, and students learning English as an additional language constitute a substantial and growing demographic in the United States. But these groups of students tend to receive unequal access to and inadequate instruction in Science, Technology, Engineering, Arts, and Mathematics (STEAM), with their cultural and linguistic assets going largely unacknowledged and underutilized. The need for more information about quality STEAM education for culturally and linguistically diverse students is pressing. This book seeks to address this need, with chapters from asset-oriented researchers and practitioners whose work offers promising teaching and learning approaches in the STEAM subjects in K-16 education settings. Authors share innovative ways in which classroom teachers integrate disciplinary reading, writing, discussion, and language development with content knowledge development in STEAM subjects. Also shared are approaches for integrating indigenous epistemologies, culturally sustaining pedagogy, and students’ linguistic resources and life experiences into classroom teaching. The value of quality STEAM education for all students is an equity issue, a civics issue, and an economic issue. Our technologically-driven, scientifically-oriented, innovative society should be led by diverse people with diverse ways of approaching and being in the world. This book aims to make quality STEAM education a reality for all students, taking into account the many perspectives, bodies of knowledge, and skills they bring from a range of cultural and linguistic backgrounds, with the ultimate goal of strengthening the fields that will drive our society towards the future. There are three primary audiences for this book: teachers (both in-service and pre-service teachers), teacher educators (both pre-service preparation and professional learning); and applied researchers. Whatever their current or evolving role, readers are encouraged to use this book and the inquiry questions provided at the end of each chapter as a launching point for their own important work in achieving equity in STEAM education.