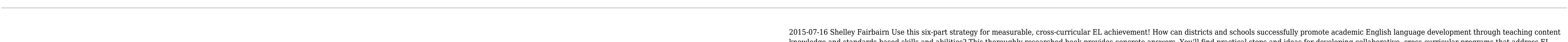


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Teaching Learners with Visual Impairment

2020-12-31 Maximus M. Sefotho This book, Teaching Learners with Visual Impairment, focuses on holistic support to learners with visual impairment in and beyond the classroom and school context. Special attention is given to classroom practice, learning support, curriculum differentiation and assessment practices, to mention but a few areas of focus covered in the book. In this manner, this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment.

Assessing English Language Proficiency in U.S. K-12 Schools

2020-05-31 Mikyung Kim Wolf Assessing English Language Proficiency in U.S. K–12 Schools offers comprehensive background information about the generation of standards-based, English language proficiency (ELP) assessments used in U.S. K–12 school settings. The chapters in this book address a variety of key issues involved in the development and use of those assessments: defining an ELP construct driven by new academic content and ELP standards, using technology for K–12 ELP assessments, addressing the needs of various English learner (EL) students taking the assessments, connecting assessment with teaching and learning, and substantiating validity claims. Each chapter also contains suggestions for future research that will contribute to the next generation of K–12 ELP assessments and improve policies and practices in the use of the assessments. This book is intended to be a useful resource for researchers, graduate students, test developers, practitioners, and policymakers who are interested in learning more about large-scale, standards-based ELP assessments for K–12 EL students.

Research and Debate in Primary Geography

2017-10-02 Simon Catling This book brings together recent papers which make important contributions to understanding and developing primary geography. It considers primary teachers' and trainee teachers' knowledge of geography; how the primary curriculum uses geography; teachers' planning of geography teaching; the way in which aspects of geography are taught; what high quality geography might look like; and children's geographical understanding and voices. Though geography curricula change quite often in countries around the world, the core matters noted above remain of constant and vital importance. The papers in this book either concern research with primary teachers and children, or consider key concerns in primary geography, providing important perspectives for thinking about future developments in geography teaching and curriculum initiatives in primary schools. This is a stimulating and enticing collection written by leading exponents of, and experts in, primary geography education. This book was originally published as a special issue of Education 3-13.

Global Literacy in Local Learning Contexts

2016-06-10 Mary Faith Mount-Cors Based on qualitative research focused on literacy and health from three schools in coastal Kenya, this book examines country, school, and family contexts to develop a dual-generation maternal-child model for literacy learning and to connect local-specific phenomena with national and international policy arenas. In contrast to international development organizations' educational policies and programs that tend to ignore literacy as a social practice within diverse contexts, the author unpacks the relationship between education and health, and the role of family and mothers in particular, highlighting how mothers are key actors in children's literacy development and health outcomes.

Teaching EFL Learners Shadowing for Listening

2016-07-01 Yo Hamada Shadowing, an active and highly cognitive technique for EFL listening skill development, in which learners track heard speech and vocalize it simultaneously, is gradually becoming recognized. However, there remain a lot of mysteries and misunderstandings about it. This book uncovers shadowing in terms of theory and practice. This book cements shadowing as a separate technique from other similar techniques such as Elicited Imitation, Mirroring, and simple repetition, and provides ample empirical data to explain the function of Shadowing. It also elaborates on how Shadowing should be used in terms of materials, procedure, and learners' psychology, which would aid in instructors' use of Shadowing in teaching. A guide on a method effective in improving learners' bottom-up listening skills, this book will certainly prove useful to English Language learners and instructors in their linguistic pursuits.

California English Language Development Standards

2012-11-01 Faye Ong

Engaging English Learners Through Access to Standards

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Star Wars that Changed History

It was the year 2023, and the world was on the brink of war. The United States and China, the two superpowers, were locked in a fierce rivalry, competing for resources, influence, and dominance. They had developed advanced weapons, such as lasers, drones, and satellites, that could strike anywhere, anytime. They had also secretly built space stations, that could launch nuclear missiles, that could destroy the planet. They were ready to use them, if necessary. But they were not alone. There was a third force, a hidden force, that had been watching them, waiting for them, preparing for them. They were the aliens, and they had come to stop them. They had come to save the world, or to end it. They had come to start the star wars that changed history.

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2015-07-16 Shelley Fairbairn Use this six-part strategy for measurable, cross-curricular EL achievement! How can districts and schools successfully promote academic English language development through teaching content knowledge and standards-based skills and abilities? This thoroughly researched book provides concrete answers. You'll find practical steps and ideas for developing collaborative, cross-curricular programs that address EL-specific needs. Clear tables and templates, essays, expert research, and real-life teacher and parent stories illuminate best practices for appropriate standards-based instruction that gets results. Using the authors' six-part ENGAGE Model, you'll learn to: Establish a shared vision for serving ELs Name the expertise to utilize within collaborative teams Gather and analyze EL-specific data Align standards-based assessments and grading to ELs' linguistic and content development Ground standards-based instruction in both content and language development Examine results to inform next steps Use this groundbreaking guide to accelerate progress and ensure effective instruction for all ELs! "Learning requires attention, engagement, and quality instruction. This book provides all three necessary components in one place; a model that teachers can use to ensure that their English learners achieve." -Douglas Fisher San Diego State University "This book should be a mandatory must read for all educators as we continue to serve our diverse student populations and strive to ensure we are honestly reaching academic achievement for each and every student!" -Michele R. Dean Coordinator,Ventura Unified School District

GB/T 4325.7-2013: Translated English of Chinese Standard. (GBT 4325.7-2013, GB/T4325.7-2013, GBT4325.7-2013)

2021-02-20 <https://www.chinesestandard.net> [After payment, write to & get a FREE-of-charge, unprotected true-PDF from: Sales@ChineseStandard.net] This part of GB/T 4325 specifies the method for determining the content of iron in molybdenum. This part applies to the determination of iron content in molybdenum powder, molybdenum bar, molybdenum trioxide, ammonium molybdate. Method 1 measurement range: 0.0005% ~ 0.060%; method 2?s measurement range: 0.0002% ~ 0.100%.

Centering Multilingual Learners and Countering Raciolinguistic Ideologies in Teacher Education

2023-09-12 Jeff Bale This book details a three-year, multi-stranded study of teacher education programs that prepare future teachers to work with multilingual learners. The book examines how racism and linguistic collaborate to shape the conditions under which teacher candidates learn how to teach. The analysis traces dynamic shifts in thinking and practice as participants reflected on their personal, professional and academic experiences in relation to formal curriculum and assessment policies to interpret what it means to work with multilingual learners in the classroom. The book offers guiding principles – above all, learning from multilingual learners, not only about them – and presents a suite of teacher-education practices to disrupt the interplay of language and race that so deeply shapes teacher-candidate learning about multilingual learners.

English Language Education Policy in Asia

2015-11-27 Robert Kirkpatrick This volume offers comprehensive 'state-of-the-art' overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English.

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