

Decision making in an era of fiscal instability

Daniel Linden Duke

Note: This is not the actual book cover

Decision Making In An Era Of Fiscal Instability Fastback

Frank J. Sparzo



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Resources in Education ,1994 **ERS Bulletin** Educational Research Service (Arlington, Va.),1983 **Using Educational Research in the Classroom** Barbara Perry-Sheldon,Violet Anselmini Allain,1987 **Applying Institutional Research in Decision Making** John Losak,1986 *Teaching Science as Inquiry* Steven J. Rakow,1986 The use of the inquiry approach in the teaching of elementary science is examined and advocated in this publication The position that an inquiry approach is the best way to teach and learn science is upheld and its influence on the development of positive attitudes towards science is stressed Section titles include 1 A Tale of Two Teachers contrasting the approaches taken by two science teachers 2 What Is Inquiry explaining the process of inquiry as it relates to the nature of science the teaching of science and the learning of science 3 The Learning Cycle A Model of Inquiry Teaching Learning discussing the stages of this model and 4 Status of the Inquiry Approach in Science Education including recommendations for promoting the inquiry approach A list of ten references is also provided ML **Outdoor Education** Thomas J. Rillo,1985 Outdoor education provides a setting in which students learn to discover things for themselves and should be an integral part of school curriculum Beginning as soon as students and teachers step beyond the classroom outdoor education employs methods of observation discovery research and reflection Small group instruction allowing full use of the five senses is necessary to a successful program as are references and resource materials at the program site Teachers are not required to be subject specialists but should have basic preparation in the techniques of outdoor education An outdoor education committee is desirable to establish needs articulate philosophies plan the curriculum collect resources and prepare materials arrange inservice training and evaluate the program Types of outdoor education programs include resident day long recreational or cultural aesthetic and each of these can be academic centered or camp centered Methods of correlating outdoor education with school curriculum include vertical articulation horizontal articulation and modular approaches Program evaluation is essential and should focus on specific objectives particularly the personal meaning of the outdoor experience for each individual A list of 8 objectives for experiences gained in an outdoor education program are provided and 12 20 outdoor activities are suggested for each of 7 curriculum areas LFL activities are suggested for each of 7 curriculum areas A list of resources on outdoor education concludes the document LFL Promoting Voluntary Reading in School and Home Lesley Mandel Morrow,1985 This booklet describes methods that teachers can use in recreational reading in early childhood and elementary classrooms and suggests ways to help parents promote voluntary reading in their children The first section deals with Promoting Voluntary Reading through Classroom Library Corners Discussed are the value of classroom library corners their physical features their management books and materials to use and how to integrate instructional activities with the library corner Comments of teachers and students about library corners are included The second section deals with The Teacher as Facilitator of Voluntary Reading Teacher attitudes recreational reading periods and reading activities for children

are discussed The third section deals with Promoting Voluntary Reading in the Home Discussed are research on home influence on voluntary reading what teachers can do to promote voluntary reading at home and parents responses to home reading programs Also included is a parents checklist for promoting voluntary reading at home The concluding section discusses Reading by Choice Not by Coercion The booklet concludes with references RM

Teaching about Nuclear Disarmament James M. Becker, 1985 Background information to help educators teach about nuclear disarmament is presented There are six sections The first section Nuclear Arms Education Avoiding the Final Catastrophe discusses the national priority of preparing for war militarism as a value and the mushroom cloud and spaceship earth as symbols of a global age The second section Nuclear Arms Education and International Understanding examines peace movement issues earlier peace education efforts the American peace movement in the post World War II era and increasing support for international studies Section III Nuclear Arms Control The Issue of the Eighties deals with peace studies in higher education and the major foundations that support nuclear arms studies Teaching about Peace Arms Control Disarmament and International Understanding is the focus of the fourth section The role schools should play in nuclear arms education and deciding what to teach are discussed The fifth section describes human resources classroom materials and teacher guides The concluding section contains an annotated bibliography RM

Planning for Study Abroad Alice K. Swinger, 1985 A guide for students of all ages anticipating a period of study abroad contains useful information about its benefits the value of establishing purposes and setting goals and other matters that would be of concern to the first time student abroad Topics discussed are considerations in the selection of programs for study abroad ways of gaining background for travel the need for and means of keeping in touch with those at home money management arranging for official documents ways of preserving memories of the travel determining what to take along coping with adjustment and the concerns of daily life in a foreign country taking advantage of the last few weeks away from home to schedule last activities and preparing for re entry MSE

Improving Home-school Communications Edward Earl Gotts, Richard F. Purnell, 1985 Communicating effectively with parents and the wider community is important to schools for a number of reasons Community members are more supportive of schools that they feel they understand and the significant role parents play in their children s education can only be affected by the schools if effective communication exists Four methods of communication are especially useful with groups of parents newsletters open houses handbooks and parent organizations Communicating with parents individually may involve parent teacher conferences home visits interviews and phone calls or letters Efforts to inform parents should be continued through their children s secondary school years because parental interest remains high even though their active participation is often reduced Effective use of the kinds of communication covered here can serve as a starting point for broader school community relations efforts These efforts include soliciting citizen involvement as volunteers in the schools and developing partnerships with community businesses Resource materials providing useful

information on various aspects of school community relations are cited throughout this publication PGD *Survival in a Down Economy* E. E. Davis, Jack A. Coffland, 2010 This manual provides numerous examples of successful budget reduction strategies based on a six step process that has demonstrated its effectiveness in small medium and large school districts Supported by bargaining units and community leaders the process described in this manual can enable the leadership of a district to plan its way through a financial crisis

Philosophy for Children Tony W. Johnson, 1984 This document describes curriculum and resources designed to foster and expand the philosophical thinking of elementary and middle school students The booklet begins with excerpts from and a discussion of Matthew Lipman's novel *Harry Stottlemeier's Discovery* written to help elementary and middle school students discover both formal and informal rules of thought Lipman and his associates established the Institute for the Advancement of Philosophy for Children IAPC at Montclair State College New Jersey in 1974 Subsequent chapters describe the successes and problems of the IAPC programs The Institute continues to develop curricula designed to expand reasoning skills beginning in early childhood education with reasoning in language comprehension and followed by reasoning skills in ethics language arts and social studies It also conducts workshops to prepare teachers and teacher trainers in the use of the materials Also discussed in the booklet are the philosophical foundations of philosophy for children and the significance of dialogue in teaching philosophy to children The booklet concludes with an annotated listing of IAPC curriculum materials and a bibliography RM

Changing Behavior Frank J. Sparzo, 1985 This booklet is about changing human behavior in everyday settings in the school and home The approach to human behavior outlined is called behavior analysis which is based on that approach to psychology called the experimental analysis of behavior The ABC model of behavior is explained In this model the A refers to the antecedent that occasions or cues the behavior B refers to the behavior itself and C refers to a consequent event that increases the likelihood of the behavior occurring again An outline is presented of a general plan for changing behavior Illustrating how the plan works in practice behavior analysis principles are applied to three cases a child who acts aggressively a behavioral excess a student said to be unmotivated a behavioral deficit and an unruly class a group management problem JD

Teaching Mildly Retarded Children in the Regular Classroom Martin Henley, 1985 Although mild retardation is generally assumed to be an inherited trait socio cultural factors such as deprived cultural environment health threatening conditions and school labeling processes exacerbate the problems of the learning disabled child In this booklet the causes of mental retardation are considered and techniques and strategies are recommended for teaching the mildly retarded child in the regular classroom Suggestions are made for effectively diagnosing individual difficulties and assessing the needs of the student Teaching strategies are described that have proved effective with mildly retarded children Case studies are presented illustrating how these strategies were used to develop the potentials inherent in four different learning disabled students JD

Pros and Cons of Merit Pay Susan Moore Johnson, 1984 This booklet examines the premises practicalities history and politics of merit

pay for teachers A discussion of the current context of the merit pay debate focuses on the claims made for merit pay programs and the assumptions behind the proposals Following an analysis of similarities and contrasts among merit pay plans the author gives special consideration to the issues in selecting outstanding teachers performance criteria quotas per district temporary or permanent awards and the problems of evaluation With the history of merit pay debate as a background arguments for and against the concept are then summarized Since arguments for merit pay are often drawn from the analogy with business a review of the use of merit pay in business and government concentrates on the government's degree of success in adapting merit pay principles to the public sector The characteristics of a school are then compared to those of businesses where merit pay has been successful Finally the author projects the political prospects of merit pay and assesses its worth in school reform JW

Grievance Arbitration in Education Ned B. Lovell, 1985 This pamphlet provides information necessary to analyze existing grievance procedures and sets forth principles to guide the formulation of a more effective grievance process The introduction defines the grievance procedure in a contractual context describes its benefits to management union members and private citizens and briefly reviews key problems The second chapter discusses the historical and legislative development of grievance arbitration while chapter 3 discusses the differences in arbitration between the public and private sector The fourth chapter is a guide to negotiating the language of grievance procedures The discussion illustrates the significance of the following characteristics definition eligible grievant steps in the grievance procedure time limits final step no reprisal clause source of arbitrator limitations on arbitrators authority and conditions of arbitration The fifth chapter discusses potential reforms specifically expedited grievance arbitration procedures and grievance mediation A brief conclusion follows along with footnotes TE

Issues and Innovations in Foreign Language Education Jacqueline Benevento, 1985 Studies indicate that American students have an inadequate understanding of world affairs with implications for United States national security business interests in foreign markets and education in general and specific recommendations have been made for the improvement of foreign language instruction Foreign language education in the 1980s reflects fundamental changes in philosophy and objectives and leaders in foreign language education agree that the fundamental objective is the ability to use language in meaningful ways With this shift in approach changes are necessary in program content instructional materials and learning activities Innovations include elementary school programs emphasizing language use in real life situations immersion exploratory programs schools of international studies the international baccalaureate and instruction beyond the classroom The global education movement in social studies has been especially relevant for foreign language study and technological applications in foreign language instruction are being updated to emphasize communication Another current emphasis is on assessment of language proficiency Improvement in preservice teacher education while indicated has been difficult but a variety of inservice development options are available and professional associations are an important source of assistance A need exists for additional research and promotion of

public awareness of foreign language study MSE *Teaching about Religion in the Public Schools* Charles R. Kniker, 1985
The purpose of this booklet is to clarify what can be taught about religion in public schools while remaining within constitutional guidelines and using teaching material that is pedagogically sound The first section Religion is a Fact of Life covers the historical background the current situation and issues to resolve in teaching about religion Preparing to Teach about Religion deals with the place of religion in the curriculum teacher preparation and resources The Bible in Literature Classes discusses approaches to using the Bible and some classroom problems The next section Teaching About Religion in the Social Studies covers guidelines for this area a sample lesson and curriculum resources Community Relations and Teaching about Religion deals with the controversies surrounding this topic involvement of the community in developing policy guidelines implementation of such guidelines and resources Two pages of additional references are also provided IS

Adopt a School-- Adopt a Business Alton C. Manning, 1987 This booklet provides information on developing and implementing a school business relationship through its description of a successful partnership program in the Springfield Missouri Public Schools The guide is organized in seven sections The first section provides a rationale for school business partnerships and the second section explains how Springfield s partnership program got started The third section outlines the brochures that the school developed for the program and how they were used successfully to recruit businesses and to implement the program In the fourth section successful school business partnerships within the school system are described The following section describes the perceptions of Springfield s Adopt a School program from the perspectives of the business partners the community agencies and the principals The final section indicates what has been learned from the program describes the program s strengths and proposes some cautions for others starting similar programs The booklet concludes with note of enthusiasm for the program A bibliography is included KC *Writing for Professional Publication* Kenneth T. Henson, 1987 This fastback offers a plan for a disciplined writing program both for those who have never written for professional journals and for those who have had some initial success in getting published In addition to providing information needed for preparing manuscripts and suggestions for getting them accepted in journals the booklet also includes information to help writers structure a writing program that will achieve their professional goals and accelerate the rate of publishing success emphasizing the positive attitudes of confidence and determination The first two sections of the fastback address the question of why write and discuss the best time to write The third section provides a guide on how to begin writing including choosing a topic the right tools opening sentence and paragraph and manuscript length The fourth section on matters of style focuses on the elements of clarity and conciseness The fifth part supplies information concerning the placement of a manuscript with the right journal and discusses query letters refereed and nonrefereed journals writing for a research journal and the author editor relationship The final section deals with collaborating with a co author A list of resources for the prospective writer is appended MM

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