Creating Nongraded K-3 Classrooms

Teachers' Stories and Lessons Learned

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Creating Nongraded K-3 Classrooms Ric A. Hovda,Diane W. Kyle,Ellen McIntyre,1996-04-23 Based on the true life experiences of teachers principals and parents involved in KERA Kentucky Education Reform Act this book tells the story of the transformed teaching and learning lives of Kentucky educators engaged in the bold experiment of nongraded K 3 classes

Creating Nongraded K-3 Classrooms Ric A. Hovda,Diane Wells Kyle,Ellen McIntyre,1996 Based on the true life experiences of teachers principals and parents involved in KERA Kentucky Education Reform Act this book tells the story of the transformed teaching and learning lives of Kentucky educators engaged in the bold experiment of nongraded K 3 classes

Resources in Education ,2001-10 Inside Stories Kathleen B. deMarrais,2012-12-06 Although articles reporting research studies are helpful in acquainting students with methodological approaches they often make the process look so straightforward clean and effortless It is rare to find an article that tells the real story behind the finished product By having real researchers tell their own stories of mucking around with methodological and ethical issues in qualitative research we get a more realistic human story of the process This is a collection of such stories Authors were asked to describe their own experiences with methodological and ethical struggles as they engaged in their work Each of the essays offers insight into the research approach used as well as particular issues which became apparent during the research process Key issues raised by the authors include early learnings gaining entry overlapping conflicting roles and the boundaries of these roles differential power relationships who tells the story and whose story is told ethical concerns related to confidentiality and the influence of a researcher s particular philosophy or theoretical framework on his or her research Throughout the book we see scholars whose personal stories or autobiographies intersect closely with their research projects deMarrais introduces a unique framework to help students gain an overview of qualitative research methods and the underpinnings and processes in these approaches This framework is centered on the ways we understand phenomena using qualitative research approaches that engage archival knowledge narrative knowledge or observational knowledge *From the Capital to the Classroom: Standards-based Reform in the States* ,2001 **Reading Horizons** ,1995 Reading Horizons began in 1960 by Dorothy J McGinnis as a local reading education newsletter and developed into an international journal serving reading educators and researchers Major colleges universities and individuals subscribe to Reading Horizons across the United States Canada and a host of other countries Dedicated to adding to the growing body of knowledge in literacy the quarterly journal welcomes new and current research theoretical essays opinion pieces policy studies and best literacy practices As a peer reviewed publication Reading Horizons endeavors to bring school professionals literacy researchers teacher educators parents and community leaders together in a collaborative community to widen literacy and language arts horizons **Teaching and Learning in the Intermediate Multiage Classroom** Alice Leeds,David Marshak,2002-06-11 Teaching and Learning in the Intermediate Multiage Classroom describes in practical detail a creative and effective teaching practice in multiage

elementary classrooms one that integrates challenging academics with personalized teaching and learning Written by David Marshak an educator who has studied multiage classrooms for over 12 years and Alice Leeds who has taught in multiage classrooms for over a decade this book describes methods for teaching in this type of environment that provide a better form of education than the conventional age graded classroom Leeds and Marshak examine the benefits of multiage classrooms by exploring how such classrooms function and provide a detailed description of an individual unit designed to maximize the potential of this non traditional form of intermediate education By describing the benefits multiage classrooms provide in terms of personal social and academic achievement plus outlining a process for teachers to become successful in this environment this book is bound to interest administrators teachers and researchers in education *Boletin Internacional de Bibliografia Sobre Educacion* ,1997 **The Education Digest** ,1996 **Resources in Education** ,1997 *Pacesetters in Innovation* ,1968 **Pacesetters in Innovation** United States. Office of Education,1968 Information on Projects to Advance Creativity in Education in the form of a compilation of planning and operational grants *The British National Bibliography* Arthur James Wells,1996 **Research in Education** ,1974 **Whitaker's Books in Print** ,1998 Books in Print Supplement ,2002 *Educational Research Document Summaries* Educational Research Information Center (U.S.),1966

Elementary Change Patricia J. Kannapel,Lola Aagaard,Pamelia Coe,Cynthia A. Reeves,2000 From 1990 to 2000 a qualitative study of the implementation of the Kentucky Education Reform Act KERA was conducted in four small rural school districts in Kentucky KERA reflects key components of what would later be termed systemic reform a unifying set of goals that all students must attain a coherent system of instructional guidance and a restructured governance system In addition KERA has other components such as the ungraded primary program This book presents findings from the second phase of the 10 year study focusing on the effects of KERA on curriculum instruction and student learning in six elementary schools in the four districts In all six schools student achievement improved but in five schools teachers focused more on improving whole school performance on achievement measures than on improving the learning of each student and had difficulty raising their expectations for low income and minority children KERA reforms increased classroom writing the variety of instructional strategies integration of subject matter classroom computer use and open ended response and portfolio items for classroom assessment However teachers had difficulty moving beyond a teacher directed approach and only a few integrated technology effectively into the curriculum Testing for accountability became the focus of the assessment system and the KERA goal of continuous performance based student evaluation was neglected School based decision making councils did not make most key decisions as intended by KERA The findings also note the importance of school leadership accountability goals and the need for more time for teachers in meeting school professional development Ten appendices present KERA goals dissemination efforts data collection and research questions for both phases of the study interview protocols and characteristics of parents students and community members interviewed Contains 151 references TD

American Book Publishing Record ,1996-05

El-Hi Textbooks & Serials in Print, 2005 ,2005

Decoding **Creating Nongraded K 3 Classrooms Teachers Stories And Lessons Learned**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Creating Nongraded K 3 Classrooms Teachers Stories And Lessons Learned**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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