



# Elementary mathematics: Priorities for the 1980's (Fastback)

Fennell, Francis M

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# Elementary Mathematics Priorities For The 1980s

**N Colangelo**





## **Elementary Mathematics Priorities For The 1980s:**

Elementary Mathematics Francis M. Fennell, 1981 This document examines the past present and future of elementary school mathematics The impact of the modern mathematics movement in the curriculum is assessed and the factors behind the back to basics movement are analyzed The text presents factors considered to be the real basics in mathematics of the eighties based on the recommendations of the National Council of Teachers of Mathematics The view promoted is that during the coming years elementary mathematics teachers must be concerned with the logical social and psychological criteria of the elementary mathematics curriculum The neglect of any one of these criteria is seen as a shortchange in students mathematics education MP     Resources in Education ,1992-11     *Teacher Preparation and Certification* John P. Sikula, Robert A. Roth, 1984 This booklet discusses changes taking place in the four major processes involved in preparing and certifying teachers national accreditation state program approval state certification and teacher preparation Some of the major issues affecting these processes such as teacher competency testing and teaching internships are discussed and the impact of changes in these four processes are examined Three specific areas are identified as in need of strengthening 1 evaluation of teacher preparation programs including national accreditation and state program approval 2 requirements for entering and remaining in the profession including certification regulations and procedures and 3 preparation of teachers including program entrance and exit requirements Case studies are presented of successful reforms in Florida Oklahoma and the University of Louisville Kentucky JD     *Master Teachers* Richard W. Moore, 1984 A nationwide interest in master teacher plans has arisen as a response to the general malaise in education but the viability of such plans depends on finding answers to certain crucial problems Some basic issues must be addressed before master teachers can even be identified whether a hierarchy of teachers should be established or prior conditions be met for appointing master teachers or a maximum number of master teachers per district be set Master teachers have generally been recognized through their superior knowledge of the subject as well as for their teaching skills and ability to command respect Tests can accurately determine a teacher s knowledge of the subject area teaching skills may be measured against predetermined school objectives with professional teams judging teachers performance ability to work with others command respect can be gauged by a comprehensive file on teachers The much discussed criterion of producing demonstrable results in students is difficult to measure with public school populations and so should be suspended until it can be more accurately and fairly measured Once master teachers are identified local districts must consider contract provisions for special roles in school programs and special compensation Moreover school districts must cooperate with government and university in funding and training for master teacher plans JW     **Source Book of Projects** ,1981     *Encyclopedia of Mathematics Education* Louise Grinstein, Sally I. Lipsey, 2001-03-15 This single volume reference is designed for readers and researchers investigating national and international aspects of mathematics education at the elementary secondary and post secondary levels It contains more than



400 entries arranged alphabetically by headings of greatest pertinence to mathematics education The scope is comprehensive encompassing all major areas of mathematics education including assessment content and instructional procedures curriculum enrichment international comparisons and psychology of learning and instruction *Improving Teaching Through Coaching* Gloria A. Neubert, 1988 This booklet discusses peer coaching as a form of staff development for assisting teachers to transfer new skills into their active teaching repertoire This assistance can be provided by another teacher administrator specialist or university professor The first chapter examines some models of peer coaching such as how the coaching is initiated who serves as coach and the coach's role in the classroom The second chapter discusses several elements that research and practice indicate contribute to effective coaching In the final chapter suggestions are offered for initiating and implementing coaching at both the preservice and inservice levels JD

**The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services: Army** American Council on Education, 1980 *How Children Learn a Second Language* Kenneth Melville Johns, 1988 *Effective Schools Research* Arthur W. Steller, 1988 This booklet presents the concept of school effectiveness the factors associated with effectiveness and supporting research Six factors of school effectiveness are discussed 1 strong instructional leadership by the principal 2 clear instructional focus 3 high expectations and standards 4 safe and orderly climate 5 frequent monitoring of student achievement and 6 active parent involvement Included is a chapter on the current debate surrounding the effective schools movement Fifty four references are included SI

**Early Childhood Education** Lilian Katz, 1988 *Personalizing Staff Development* Judith Christensen, John H. McDonnell, Jay R. Price, Jay Price, 1988 This booklet examines teachers professional development from the standpoint of several recent reform reports particularly the concept of the career ladder A critique of this model serves as a reference point for an alternative approach to professional development called the Career Lattice Model This individualized model for growth in the teaching profession evolved from research on teacher career stages The career lattice is a model that can provide financial empowering and personal incentives and its flexibility provides options for teachers in various stages of their careers It emphasizes collegiality not competition and can be used alone or as part of a career ladder or other career incentive plan Examples are offered of the use of the career lattice model and its strengths and limitations are pointed out JD

*Education, by Invitation Only* William Watson Purkey, John M. Novak, 1988 Invitational Education is a metaphor for an emerging model of the educative process consisting of four value based assumptions about the nature of people and their potential 1 people are able valuable and responsible and should be treated accordingly 2 education should be a collaborative cooperative activity 3 people possess untapped potential in all areas of human endeavor and 4 human potential can best be realized by places policies and processes that are specifically designed to invite development and by people who are intentionally inviting with themselves and others personally and professionally This fastback presents a conceptual model for invitational education and suggests some practical strategies for making schools the most inviting place



in town intellectually psychologically and physically Part 1 describes the assumptions elements and theoretical foundations of invitational education Part 2 provides tips on translating theory into practice through transformation of the places people policies and programs of a school to ensure that each school day is an invitation to learning Part 3 provides tips for

Increasing Your Invitational Quotient both personally and professionally TE **Student Press and the Hazelwood**

**Decision** Jan C. Robbins, 1988 This fastback examines Hazelwood School District v Kuhlmeier 1988 the first high school student press case ever to reach the United States Supreme Court The pamphlet reviews the background and implications of the Hazelwood decision and speculates as to how it will be applied to student expression in the public high schools Chapters include 1 Student Press and the Public Forum Doctrine 2 Whatever Happened to Tinker 3 Strict Scrutiny v Rational Relationship and 4 Applying Hazelwood in the Public Schools The fastback concludes that official censorship of the student press and of student expression generally seems to have been reborn with Hazelwood because it now governs all student expression in curriculum related or other school sponsored activities MS *Improving the Textbook Selection Process* M.

Jean Young, Charles M. Reigeluth, 1988 This booklet addresses the question of what is wrong with textbooks and then shows how textbooks can be improved through the selection process A conceptual scheme is proposed as the basis of the selection process Specific attributes and features to look for when selecting textbooks based on this conceptual scheme are discussed Five categories of selection criteria are discussed 1 needs analysis 2 subject matter content 3 social content 4 readability and 5 instructional design A 35 item bibliography is included SI *The High-performing Educational Manager* William E.

Webster, 1988 This step by step guide is intended to help educators learn about the characteristics and activities of high performing managers It synthesizes the ideas of several experts on business management performance and includes examples of highly successful educational managers It also briefly presents a comprehensive strategy that educational managers can adapt in whole or in part for improving their own management performance The first section provides a checklist of characteristics of high performers The second section describes the activities of high performers including personal core values analysis developing the mission statement communicating the mission reviewing progress staying in touch with the people understanding the changing environment serving as motivator and teacher and recognizing colleagues special skills The third section describes an approach to developing a personal work plan while the final section offers tips for gathering and using data Appended are questionnaires and personalized forms intended to help school managers analyze their current management style and compare it with the styles used by effective organizational leaders TE **Preparing**

**Teachers for Urban Schools** Martin Haberman, 1988 **Eliminating Procrastination Without Putting it Off** Ross Van

Ness, 1988 **Extraordinary Educators** Charles A. Reavis, 1988 Profiles are presented of six superior educators whose students achieved an excellence far beyond what might be expected of them The subjects were a speech and drama teacher a girls basketball coach a choral music teacher an art teacher and principals of an elementary and a secondary school The



major finding of the study was that without exception these leaders gave a high number of correctives Any deviations even minor ones from their high standards were corrected quickly and not infrequently very sharply Other significant findings were 1 they were purposive demanding perfectionists 2 they had a sense of humor and tended toward self deprecation 3 they gave only a limited amount of praise 4 they stressed self discipline responsibility and always doing one s best 5 they attained a high amount of time on task and 6 they were very family oriented Comparisons are made between the characteristics of these educators and leaders in the business world Recommendations are made for teacher and administrator education JD

*Microcomputers and the Classroom Teacher* Gail A. Caissy, 1987 This monograph for teachers addresses two emerging areas in the computing field providing inservice training in microcomputer use for the general teaching population and integrating the use of microcomputers into the overall curriculum A brief discussion of why computers should be used in the classroom introduces five chapters which provide overviews of the following topics 1 the use of computers in teaching and learning areas of computer use and using the computer as a teaching learning tool 2 types of software available for schools computer assisted instruction software applications software and databases 3 integrating computers into the classroom 4 developing a plan for using computers in the classroom setting up a classroom computer center and working with only one computer in the classroom and 5 evaluating educational software general questions questions about instructional design and questions about physical characteristics of the program A concluding statement argues that the key to continued growth and expansion in the educational computing field lies with classroom teachers and urges them to take an interest in computers and begin to use this important new tool in their classrooms A 71 item reference list concludes the document EW



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web phone number month and day of birth last four digits of the social security number state the mini miranda and the call recording script this is an attempt to collect a debt any

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