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Educating Older People: Another View of Mainstreaming (Fastback)

Heinrich, June S.

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Education For Older People Another View Of Mainstreaming

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Education For Older People Another View Of Mainstreaming:

Education for Older People June Sark Heinrich, 1982 There is a strong case to be made for mainstreaming older people into regular classes and schools rather than segregating them in special separate groups on the basis of age Many older Americans are in need of elementary secondary level training in order to become functionally literate Similarly the continually changing nature of work has forced many middle aged and older adults to seek vocational training or retraining The decline in enrollment and financial problems currently being faced by institutions at all educational levels make the mainstreaming of adults into regular classrooms not only feasible but economically advantageous While it is true that education has traditionally meant education of the young America has manifested a historical trend toward all inclusive education Many of the traditional assumptions underlying American education would tend to support the mainstreaming of older adults into regular classrooms Included among these are the notions of education as preparation education as continuous growth and education as an end What is needed now is an age inclusive system of education in which schooling would no longer be viewed as preparation of youth but rather as a lifelong process MN Resources in Education ,1998

Peer Supervision Daniel A. Heller, 1989 This monograph describes peer supervision as a helping relationship rather than an evaluative one The need for peer supervision is discussed and how to start such a program is described Some practical issues are considered Suggestions are made on funding and institutionalizing a peer supervision program Eight brief case histories of peer supervision in action illustrate the effectiveness of this program JD *Career Beginnings* William M. Bloomfield, 1989 Career Beginnings CB is a national program begun in 1985 to increase the likelihood of minority and other disadvantaged urban students to participate in postsecondary education or to obtain a good job CB unites high schools businesses and local colleges in working partnerships to develop the potential of moderately achieving high school students and help them overcome their social and educational deficiencies by exposing them to the college environment and the world of work in a personal way The program provides the following services 1 college and career preparation 2 summer and school year work experience 3 academic tutoring 4 counseling and support services and 5 individual guidance and encouragement from adult mentors from the business and professional communities Participants are targeted during the beginning of their junior year in high school and attend a series of structured workshops to assist them make the transition from youth to adulthood Each student is matched with a mentor who meets with the student at least once a month to discuss career and college planning Students have the opportunity to work in entry level jobs with career potential to teach them the demands of the workplace Ongoing advising advocacy and counseling is provided year round to keep the student focused on his her goals In the first three years of the program 95 percent of the participants graduated from high school 65 percent attended college and 80 percent of those students completed their second year of college In October 1988 90 percent of the graduates were either in college enrolled in training programs in the military or on the job A list of 16 references and a list of

titles in the Phi Delta Kappa Fastback Series are appended FMW *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 **Writing to Learn Across the Curriculum** John W. Myers, 1984 Intended for use by secondary school teachers in all subject areas this booklet provides research based information designed to make writing a learning process Following brief discussions of the writing to learn concept the importance of writing in all curricular areas and steps in developing a writing across the curriculum program the booklet provides writing ideas and suggestions for the following subject areas language arts social studies science mathematics industrial arts business and vocational studies art and music and home economics Among the activities discussed are 1 writing journals 2 writing in response to films 3 preparing oral histories 4 writing limericks 5 creating logic problems 6 preparing written interviews 7 setting up a research and development report 8 writing in response to music or art 9 career investigations and 10 writing business letters FL **Teacher Career Stages** Peter Burke, Ralph Fessler, Judith Christensen, 1984 Literature on adult life stages and career development is synthesized and placed within the perspective of a career cycle model for teachers as adult learners The teacher career cycle is viewed as a progression affected by personal and environmental factors The stages a teacher's career proceeds through e g preservice entry growing stable exit are described as not necessarily linear but frequently cyclical Scenarios are given of the cyclical development of four teachers each of whom is required by circumstances to change or reverse directions to develop professionally Implications for inservice education include 1 Traditional inservice activities that emphasize improved teaching skills are appropriate at certain points in a teacher's career particularly during skill building periods 2 The concept of staff development and professional growth should be broadened to include concern for personal needs and problems of teachers 3 Organizational policies should provide support for teachers at various stages of the teacher career cycle and 4 Approaches to staff development and professional growth should emphasize personalized individualized support systems JD The School's Role in Educating Severely Handicapped Students Barbara L. Ludlow, Richard Sobsey, 1984 *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 **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 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 **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 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

A Model for Teaching Thinking Skills Antoinette Maria Worsham, Anita J. Stockton, 1986 As a consequence of studies indicating that students ability to think can be improved through direct instruction this booklet presents one approach to teaching thinking skills within the context of existing curricula a model described as the inclusion process The booklet discusses what thinking skills should be taught and how to decide which skills are appropriate It then describes four approaches for teaching thinking skills infusion a separate course linkage and inclusion Next the booklet describes using the inclusion process and guidelines for teaching thinking skills using focus and application lessons The booklet concludes by discussing the universality of the inclusion process evaluating thinking skills instruction and advocating a focus on process rather than content EL

Teaching Reading in the Secondary School Lucy Fuchs, 1987 Intended for use by secondary school teachers in all subject areas this booklet provides practical information classroom activities and strategies for the instructor who wants to incorporate reading instruction into a particular content area Following an introductory chapter that emphasizes the need for reading skills in contemporary society and the secondary school teacher s strategic position for preparing students for the world of work the booklet offers specific chapters on 1 vocabulary development 2 reading in the content areas 3 incorporating reading into lesson planning 4 using questions to develop critical reading 5 reading and study skills such as outlining note taking and study methods 6 guiding teenage reading choices and 7 other reading activities including reading newspapers especially the sports pages junk mail and television related material The booklet also contains some concluding remarks and a bibliography NKA

A Model for Teaching Writing Donovan R. Walling, 1987 Intended to help teachers understand the complexities of the writing process this pamphlet offers a model for writing conceptualized in three phases stimulus process and product The process phase is then examined from the perspectives of consciousness speed and elaboration and mental physical interaction The following implications for writing instruction are discussed 1 teachers should not make assumptions about the process characteristics of their students 2 students need to understand their own personal process characteristics 3 teachers can suggest demonstrate and model process options for students and 4 teachers can expand opportunities for students to examine others processes by structuring collaborative writing and editing activities Collaborative writing and editing are also discussed in separate

sections Finally the pamphlet describes the benefits of selective correction of student writing and ways to use writing for spelling improvement A list of references and suggested resources is appended SRT

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

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

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