

**FASTBACK**

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# Educators' Consumer Guide to Private Tutoring Services

Edward E. Gordon

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# Educators Consumer Guide To Private Tutoring Services Fastback

**D Kirk**



## **Educators Consumer Guide To Private Tutoring Services Fastback:**

**Educators' Consumer Guide to Private Tutoring Services** Edward E. Gordon, 1989 This pamphlet provides educators with a consumer's guide to private tutoring services in their communities. It includes a history of the tutoring tradition, methods used by tutoring services to show student progress, procedures for locating a tutor or tutoring service, criteria for selecting a tutoring service, a checklist for assessing tutoring services, suggestions for counseling parents who are considering enrolling their child in a tutoring service, and an annotated bibliography. PB Resources in Education, 1990

*Exceptional Child Education Resources*, 1990 **Developing an Effective Teacher Mentor Program** Melvin P. Heller, Nancy W. Sindelar, 1991 School districts considering a mentoring program need to consider four things: 1 the reasons for a teacher mentor program, 2 how to start such a program, 3 administrative support needed for a successful program, and 4 pitfalls to avoid. The reasons for having a mentor program are that it benefits the new teacher, the mentor, and the school. The new teacher's opportunities to exchange views with an experienced teacher is a distinct benefit to him/her. The mentor benefits also, however, because of the opportunity to share views, experiences, and strategies. The improved teaching that usually results is an asset to the school. Starting a program involves six stages: establishing a rationale, setting criteria for the selection of mentors, defining roles, inviting the mentors, training the mentors, and evaluating the program. To be successful, the program must have administrative support from the board of education, the superintendent, the central office staff, the teacher union, and the principal. As with any new program, anticipating problems can help to avoid them. Some pitfalls are overdependence on the part of the protégé, ego problems on the part of the mentor, and the evaluation dilemma arising from the mentor's dual role of confidant and evaluator. Mentorship programs promote professionalism by providing continuous staff development during the first year of teaching. AMH **Strategies for Involving Parents in Their Children's**

**Education** Linda T. Jones, 1991 This publication presents an overview of programs and practices that schools can use for involving parents in the education of their children at home and in school. The first chapter describes programs that demonstrate the ways in which parents can be involved in the education of their children of 1 to 5 years of age. A list of 10 approaches for involving parents in their children's early education is included. The second chapter discusses the topics of: 1 improving communication between home and school, 2 helping parents work with their children at home, 3 involving parents in school activities, 4 developing collaborative planning among parents, students, and teachers, and 5 empowering parents to become decisionmakers in their children's schools. The third chapter provides brief descriptions of parent workshops and activities that schools might want to offer or sponsor. Some are for parents only; others are for parents and children. The fourth chapter describes types of school-parent collaboration that can improve children's behavior, attitudes, and study habits. The concluding chapter offers guidelines for planning a successful parent involvement program. Contains 37 references. RH

Discipline Strategies for Teachers Eleanor B. Baron, 1992 Classroom management and effective discipline are skills that

all beginning teachers must learn Classroom management refers to those procedures or routines a teacher uses to maintain a smoothly running classroom discipline refers to those techniques or strategies a teacher uses to respond to specific acts of student misbehavior This booklet intended primarily for student teachers and beginning teachers provides practical strategies for both classroom management and discipline that are solidly based in theory The publication is divided into three parts Prevention Strategies A Discipline Plan discusses classroom routines and behavior rules and the arrangement of both seating and instructional materials Four Discipline Models describes and analyzes the assertive discipline model a traditional model the effective momentum management model and the reality therapy model Discipline Scenarios presents and analyzes both effective and ineffective approaches to developing behavior rules and routines focusing on preventive strategies and the discipline models The document concludes with a synthesis of discipline strategies that teachers can use to help maintain an orderly classroom environment Contains seven references LL *The Portfolio Approach to Assessment* Emily Grady,1992

The shortcomings of standardized testing as the predominant form of student assessment in the United States are reviewed and the use and potential benefits of portfolio assessment are explored Children s educational experiences and their future job prospects and standards of living are being decided by test scores Moreover these test scores may be unfair or biased against some students Instead of more tests we need a new attitude toward assessment one that encourages a variety of assessments Portfolio assessment through collections of student works can be an encompassing format for this new philosophy Before considering what a portfolio should contain it is important to establish the purpose of the assessment The experiences of Vermont illustrate the development of a portfolio assessment with consistent standards Examples of guidelines for mathematics and language arts portfolios make it clear that it is possible to establish consistent practices It is also necessary to reflect on the portfolio occasionally using self evaluations and direct questions or profiles Educators also find portfolios useful tools for preservice teachers Portfolio assessment can be the framework for a new curricular structure that integrates assessment into the learning loop SLD Resources in Education ,1997 **Street Gangs and the Schools**

Kevin W. Riley,1991 Schools cannot approach the problem of street gangs with the same strategies as law enforcement agencies but rather must create a nurturing environment for all students where success in school and life becomes the only attractive option for gang members Street gangs represent the racial cultural and economic diversity of American society Gangs are similar to other organizations in that they have a name claim territory have a continuous membership and distinguish themselves from other groups However to qualify as a gang the organization must be involved in criminal activity Gang involvement can range from simple admiration or identification with someone who is in a gang to classification by a law enforcement agency as a documented full participant The following factors contribute to gang involvement 1 power 2 pride 3 prestige 4 peer pressure 5 adventure 6 self preservation 7 money and 8 limited life options Schools must avoid the unproductive approach of attempting to identify and discipline gang members based on stereotyped behaviors A positive

educational approach to preventing gang involvement should include the following components 1 staff development 2 values education 3 school climate 4 cultural inclusion and 5 community involvement A list of 24 references is appended FMW

Community Colleges in the 1990s Glen Gabert,1991 Designed to provide an overview of the dramatic changes affecting community college education this booklet presents a history of the movement which established community colleges examines issues of particular importance in the 1990 s and offers predictions concerning community colleges in the 21st century Following an introduction and brief history the booklet profiles today s community colleges reviewing the mission of two year institutions and describing the characteristics which distinguish them from four year schools Then student enrollments for the 1990 s are discussed in terms of the factors contributing to projected enrollment increases This section provides vignettes profiling 13 hypothetical students and the circumstances surrounding their enrollment and highlights the demographic characteristics of the community college students of 1990 The next three sections look at curriculum and instruction staffing and finance respectively each concluding with a series of relevant questions currently facing community colleges The final section provides a series of predictions concerning the status of community colleges in the year 2000 foretelling that the student body will include more minorities and persons over the age of 55 that the majority of faculty will have been hired in the 1990 s subsequent to massive retirements and that the academic agendas of fewer community colleges will be dictated by four year institutions PAA

**Whole Brain Education** Michael P. Grady,1990 Meeting the Needs of Transient Students Donovan R. Walling,1990 **Cooperative Learning** Eileen Veronica Hilke,1990 **Raising Career Aspirations of Hispanic Girls** Josefina Villamil Tinajero,María Luisa González,Florence Dick,1991 This pamphlet examines the conditions that put female Hispanic Americans at risk of not completing their education and not aspiring to careers and describes a program that takes advantage of the important role played by the mother in Hispanic culture The following factors make female Hispanic Americans the most at risk of all students 1 low grades and disciplinary problems 2 lack of role models 3 disproportionate levels of referrals to special education classes 4 low teacher expectations 5 lack of adequate vocational and career counseling 6 stereotypical portrayals in the curriculum 7 weak educational support at home and 8 mothers with low educational attainment and low educational expectations for their daughters The Mother Daughter Program is a collaborative program involving the University of Texas the YWCA and three El Paso Texas school districts The program targets Hispanic American female students in grade 6 and their mothers from low income families in which no member has graduated from college Mothers are a central focus of the program because their expectations involvement and role modeling have a lasting impact on their daughters educational development Participants engage in a variety of activities on local college campuses and in community service programs Hispanic American college women who serve as role models are a vital component of the program Mothers and daughters participating in the program report increased career awareness self confidence and educational aspirations A list of 20 references is appended FMW Learning Strategies for Problem

Learners Thomas P. Lombardi, 1992 This pamphlet offers guidelines for educators who want to improve their use of strategy instruction with students who have inefficient and or ineffective learning strategies Specific examples of strategic teaching are provided for improving general and academic performance and suggestions are given on how to create a strategic environment consistent with strategic teaching The pamphlet begins with an outline of the steps in acquiring a learning strategy It then discusses strategies for improving general performance including strategies in the areas of organization time management memory test taking social skills speech and handwriting Strategies for improving academic performance in the areas of reading and writing spelling mathematics and other content areas are then described Suggestions for creating a supportive environment for strategy learning in the home and school are provided Guidelines for teaching strategically are noted such as use of advanced organizers brainstorming motivating and activating students modeling providing feedback and use of post organizers Contains 55 references JDD      **The Case for School-based Health Clinics** Dean F. Miller, 1990

The Need for Work Force Education Edward E. Gordon, 1993 Focuses on the need for educational opportunities in work place environments      **Teachers for Tomorrow** Mary Reid Klinedinst, Katherine Green, 1992 Each summer since 1990 a select group of Pennsylvania high school students has taken part in the Pennsylvania Governor's School for Teaching PGST held at Millersville University The school is dedicated solely to the profession of teaching and brings together sophomores and juniors who have expressed an interest in teaching as a career This volume describes the first two years of PGST its goals program and achievements The following topics are covered 1 evolution of the PGST including its rationale and funding information 2 student recruitment and selection 3 structure and staffing of the program resident life counselors support staff special presenters and the cooperative model of staff development 4 program highlights including reflective journals teaching in the school within a school multicultural experiences learning theories teacher learner pairs action research a model school project and leadership projects and 5 program evaluation by everyone involved in PGST 64 students 22 staff 16 Advisory Council members 79 parents and 30 mentor teachers in the students home districts LL      **Student Privacy in the Classroom** Edward B. Jenkinson, 1990      **Restructuring Education Through Technology** Theodore Wayne Frick, 1991 This paper examines the role of technology in restructuring education by analyzing how it influences seven important relationships in the educative process 1 teacher student relationships 2 student content relationships 3 teacher content relationships 4 student context relationships 5 teacher context relationships 6 content context relationships and 7 educational system environment relationships After a brief historical overview of the uses of technology in education the paper discusses the nature of systems in education and examines the process of restructuring through systems change in the seven pairs of relationships as they exist today and as they might change in a restructured educational system How educational technology can empower teachers and students is then discussed with emphasis on how electronic technology is transforming the way information is communicated and processed A brief discussion of the role of the teacher in evaluating

the worth of content i.e. selecting the best of culture for sharing with students concludes the report ALF

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