

Orstein Hunkins Curriculum Foundations Principles

Previous editions have Peter Oliva as only author.

The first edition of Assessment Clear and Simple quickly became the essential go-to guide for anyone who participates in the assessment process in higher education. With the increased pressure to perform assessment to demonstrate accountability, Assessment Clear and Simple is needed more than ever. This second edition of the classic resource offers a concise, step-by-step guide that helps make assessment simple, cost-efficient, and useful to an institution. It contains effective strategies for meeting the requirements of accreditation agencies, legislatures, review boards, and others, while emphasizing and showing how to move from data to actions that improve student learning. This thoroughly revised and updated edition includes many new or expanded features, including: Illustrations drawn from the author's experience consulting with more than 350 institutions A basic, no-frills assessment plan for departments and for general education Tips on how to integrate portfolios and e-portfolios into the assessment process Suggestions for using rubrics and alternatives to rubrics, including doing assessment for multidisciplinary work Clear instructions on how to construct coherent institution-wide assessment system and explain it to accreditors Ideas for assigning responsibility for general education assessment Strategies for gathering information about departmental assessment while keeping the departmental workload manageable Information on how to manage assessment in times of budgetary cutbacks Praise for the Second Edition of Assessment Clear and Simple "Walvoord's approach to assessment is wonderfully straightforward; it is also effective in facilitating faculty engagement in assessment. We've applied a number of her methods to our campus assessment efforts with success. This book makes assessment both manageable and useful in improving and enhancing student learning."—Martha L. A. Stassen, director of assessment, University of Massachusetts, Amherst, and president, New England Educational Assessment Network (NEAN) "Walvoord's work clearly presents the basics for getting started in assessment of student learning while honestly addressing the complexities of assessment when driven by faculty passion for student learning. This book is a valuable resource for the novice as well as the developing experts who are leading their institutions in academic assessment."—Bobbi Allen, faculty assessment director, Delta College

In 1949, a small book had a big impact on education. In just over one hundred pages, Ralph W. Tyler presented the concept that curriculum should be dynamic, a program under constant evaluation and revision. Curriculum had always been thought of as a static, set program, and in an era preoccupied with student testing, he offered the innovative idea that teachers and administrators should spend as much time evaluating their plans as they do assessing their students. Since then, Basic Principles of Curriculum and Instruction has been a standard reference for anyone working with curriculum development. Although not a strict how-to guide, the book shows how educators can critically approach curriculum planning, studying progress and retooling when needed. Its four sections focus on setting objectives, selecting learning experiences, organizing instruction, and evaluating progress. Readers will come away with a firm understanding of how to formulate educational objectives and how to analyze and adjust their plans so that students meet the objectives. Tyler also explains that curriculum planning is a continuous, cyclical process, an instrument of education that needs to be fine-tuned. This emphasis on thoughtful evaluation has kept Basic Principles of Curriculum and Instruction a relevant, trusted companion for over sixty years. And with school districts across the nation working feverishly to align their curriculum with Common Core standards, Tyler's straightforward recommendations are sound and effective tools for educators working to create a curriculum that integrates national objectives with their students' needs.

This book will be of interest to educational practitioners, and many other professionals concerned with the education and development of the young - ESCalate 'A very well-respected book [and a] Curriculum classic, [which offers] balance to current official publications...One of its strengths is the coherent argument that runs throughout. It is very much a product of the wide knowledge and experience of the author' - Jenny Houssart, Senior Lecturer, Department of Learning, Curriculum & Communication, Institute of Education, University of London, UK Praise for previous editions: 'I use this book as an essential course text for a module on curriculum theory. It is an excellent text for the whole course.' 'Vic Kelly's writing is always concise and irrefragable, but also at times challenging.' 'A most comprehensive text that takes the reader beyond content/balance issues values, beliefs and assumptions on the curriculum' This is the sixth edition of a book that has been regularly revised and updated since it was first published in the mid-1970s. A V Kelly's now classic work focuses on the philosophical and political dimensions of curriculum, and especially on the implications for schools and societies of various forms of curriculum. The book outlines what form a curriculum should take if it is concerned to promote a genuine form of education for a genuinely democratic society. Kelly summarises and explains the main aspects of curriculum theory, and shows how these can and should be translated into practice, in order to create an educational and democratic curriculum for all schools at all levels. The book also seeks to show that the politicization of the school curriculum has led to the establishment of policies and practices which demonstrate a failure to understand these principles of curriculum theory and practice. As a result, policies and practices have been implemented which fall short of being adequate. In view of the rapid pace of educational change imposed on various governments over the last 35 years, including New Labour, this book is more relevant than ever.

A Framework for Teaching An Educational Perspective The Child and the Curriculum Curriculum Development and Design Case Studies in Instructional Design Leveraging Chaos

Give content and future administrators a balanced, comprehensive view of the entire field of curriculum, which encourages readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. KEY TOPICS: Education, teaching, curriculum, instruction, supervision, goals, objectives, foundations, social emotional learning, career and technical education, digital literacy, noncognitive skills, high-stakes testing, executive function, international tests, PISA, TIMSS, PIAAC, PIRLS, inequality, accountability, Common Core, evaluation, international development, design MARKET: Researchers, theoreticians, and curriculum practitioners. Teachers, supervisors, and administrators who participate in curriculum making

Curriculum Change and Innovation is an introductory textbook on Hong Kong's school curriculum. Written in an approachable style using illustrative case studies, the textbook provides an introduction to the basic concepts and theories of "curriculum" as a field of study. It also discusses how sociopolitical and economic changes as well as technology advancements help transform teachers' roles and reshape curriculum policies. The chapters cover a wide range of topics, including curriculum design, planning, implementation and evaluation. These discussions are included to help readers critically reflect on their roles as change agents in curriculum development. Shirley S. Y. Yeung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. John T. S. Lam is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. Anthony W. L. Leung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. Yiu Chun Lo is an associate professor of the Department of Curriculum and Instruction at the Hong Kong Institute of Education.

The hard work for improving morale by managing, disciplining and motivating your students This second edition of the bestselling book includes practical suggestions for arranging your classroom, talking to students, avoiding the misbehavior cycle, and making your school a place where students learn and teachers teach. The book also contains enlivening Q&A from teachers, letters from students, and tips for grading. This new edition has been expanded to include coverage of the following topics: discipline, portfolio assessments, and technology in the classroom. Includes engaging questions for reflection at the end of each chapter Johnson is the author of The New York Times bestseller Dangerous Minds (originally My Posse Don't Do Homework).

Contains a wealth of practical tools that support stellar classroom instruction This thoroughly revised and updated edition contains comprehensive advice for both new and experienced teachers on classroom management, discipline, motivation, and morale. The ideal resource for researchers, theoreticians, and practitioners of curriculum; a ready reference for teachers, supervisors, and administrators who participate in curriculum making; and a widely popular text for courses in curriculum planning, development, implementation, and evaluation, this book presents a comprehensive, thoroughly documented, balanced overview of the foundations, principles, and issues of curriculum today. The information presented encourages readers to consider choices and then formulate their own views on curriculum.

Strategies for Teaching the Social Studies Theory and Practice Engaging The Curriculum Basic Principles of Curriculum and Instruction A Resource Booklet Foundations, Principles, and Issues, Global Edition Curriculum Foundations, Principles, and Issues Pearson

Agrees for the development of classrooms based on constructivist pedagogy. This book explores the rules and patterns that govern complex systems that, when properly understood and applied, result in more effective leadership than what is offered from traditional leadership models. This book has been written to provide a current, practical, Australian-based approach to designing and developing curriculum. The demands of schools and educational systems today are such that teachers with practical curriculum skills are highly valued and this book provides a vital source for teachers who wish to build their skills in the field of curriculum design and development. The book addresses the needs of curriculum developers by examining the nature of the curriculum process and how it can be applied in schools. A particular strength is the way in which the chapters are structured around a model of curriculum development. As the model unfolds the reader is familiarised with the various elements of curriculum including situational analysis, intent, content, learning activities and evaluation. Teachers will appreciate the value of understanding these elements and in so doing will acquire valuable skills of curriculum design and development. A feature of this book is that it addresses the issues of curriculum implementation and curriculum change. To devise a curriculum document in these times is tough enough. Those who wish to see their curricula succeed must be involved with implementing that curriculum and the curriculum change that results. This important new book is particularly appropriate to classroom teachers, system developers and student teachers studying curriculum.

Curriculum 21 Developing the Curriculum Curriculum Implementation Curriculum Pearson Btext Access Card Fraud, Myth, and Lies Understanding Curriculum Curriculum and Imagination describes an alternative 'process' model for designing developing, implementing and evaluating curriculum, suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure. This comprehensive and authoritative book: offers a practical and theoretical plan for curriculum-making without objectives shows that a curriculum can be best planned and developed at school level by teachers adopting an action research role complements the spirit and reality of much of the teaching profession today, embracing the fact that there is a degree of intuition and critical judgement in the work of educators presents empirical evidence on teachers' human values. Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic 'ends-means' notion of educational planning. Anyone studying or teaching curriculum studies, or involved in education or educational planning, will find this important new book fascinating reading.

This second edition updates a course which has proven to be a perfect fit for classes the world over. Engaging content and a strong focus on grammar and vocabulary combine to make this course a hit with both teachers and students. Popular course features have been refreshed with new content, including the imaginative reading and listening topics, 'Culture in Mind', and 'Everyday English' sections. New for the second edition is a DVD-ROM with the Level 1 Student's Book containing games, extra exercises and videos featuring the photostories' characters as well as a 'Videoke' record-yourself function. There is a full 'Vocabulary bank' at the back of the book which expands upon lexical sets learned in the units.

Uses a systems approach, this book examines the major schools of philosophy of education, considers the relationship of education to major ideologies including Nationalism, Liberalism, Conservatism, and Marxism; and analyzes the impact of philosophy and ideology on educational theory and practice through the theories of Essentialism, Perennialism, Social Reconstruction, and Critical Theory. Previously published as Philosophical and Ideological Perspectives on Education, and as New Perspectives on Philosophy and Education, this new version follows the content and organizational framework of these earlier editions. For each chapter it includes definitions of terms; historical contributors and antecedents; a general discussion of the particular philosophy, ideology, or theory; and relationships and application to education, especially to schools, curriculum instruction, and to teachers and students.

A textbook for courses in curriculum planning, development, implementation and evaluation A resource for researchers, theoreticians, and practitioners of curriculum A reference for teachers, supervisors, and administrators who participate in curriculum making A comprehensive, thoroughly documented, balanced overview of the foundations, principles, and issues of curriculum While many texts focus on either theory or practice, or advance a particular political or social position, or approach the field of curriculum as an administrative challenge, this authoritative text provides readers with a balanced, comprehensive view of the entire field of curriculum. Through this approach the authors encourage readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. As in previous editions, the text thoroughly explores the historical, philosophical, psychological, and social context for the field; addresses the curriculum process and issues that influence it; and encourages readers to consider how new thinking impacts curriculum deliberations, development, and implementation.

Can Society Achieve Both Goals? Teaching Outside the Box The Curriculum Foundations Reader English in Mind Level 1 Student's Book with DVD-ROM The Curriculum Curriculum and Imagination

The bestselling Educational Administration: Concepts and Practices has been considered the standard for all educational administration textbooks for three decades. A thorough and comprehensive revision, the Seventh Edition continues to balance theory and research with practical application for prospective and practicing school administrators. "What year are you preparing your students for? 1973? 1992? Can you honestly say that your school's curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today?" With those provocative questions, author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life

into the K-12 curriculum. Sharing her expertise as a world-renowned curriculum designer and calling upon the collective wisdom of 10 education thought leaders, Jacobs provides insight and inspiration in the following key areas: * Content and assessment—How to identify what to keep, what to cut, and what to create, and where portfolios and other new kinds of assessment fit into the picture. * Program structures—How to improve our use of time and space and groupings of students and staff. * Technology—How it's transforming teaching, and how to take advantage of students' natural facility with technology. * Media literacy—The essential issues to address, and the best resources for helping students become informed users of multiple forms of media. * Globalization—What steps to take to help students gain a global perspective. * Sustainability—How to instill enduring values and beliefs that will lead to healthier local, national, and global communities. * Habits of mind—The thinking habits that students, teachers, and administrators need to develop and practice to succeed in school, work, and life. The answers to these questions and many more make Curriculum 21 the ideal guide for transforming our schools into what they must become: learning organizations that match the times in which we live.

The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The framework may be used as the foundation of a school's or district's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the School Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about. The framework defines four levels of performance—Unsatisfactory, Basic, Proficient, and Distinguished—for each element, providing a valuable tool that all teachers can use. This second edition has been revised and updated and also includes frameworks for school specialists, such as school nurses, counselors, library and media specialists, and instructional coaches. Comprehensive, clear, and applicable to teaching across the K-12 spectrum, the framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessment criteria developed by Educational Testing Service and is compatible with INTASC standards.

Foundations of Education incorporates relevant interdisciplinary perspectives and emphasizes coverage of key issues in education, with up-to-date research, primary resources, and documentation. This text provides comprehensive and substantive coverage of all "foundational" areas—including social, philosophical, historical, political, economic, curricular, and legal—for students who are preparing for a career in teaching and for those who simply wish to learn more about significant contemporary issues in education. The authors have included strong, thought-provoking pedagogy, and have emphasized the growing role of technology in education. This Teaching in Action Edition is packaged with a special guide that correlates text material with the HM Video Cases. In This Case boxed features contain brief, fictional case scenarios that describe situations in which new teachers might find themselves. Readers are asked to think critically about concepts discussed in each chapter. Expanded topical overview charts in each chapter summarize and compare key developments and topics in education. Information about standards addresses the growing emphasis on holding students, teachers, and schools accountable for performing at levels specified by local, state, and national standards. Legal issues, including the No Child Left Behind act, are addressed. Technology@School, a popular feature in every chapter, updates students on relevant developments in educational technology and provides information that may prove useful in their teaching careers. Additional features include Focus Questions at the beginning of each chapter, Refocus Questions after major text sections, and Talking Issue charts, offering arguments on both sides of a question. Houghton Mifflin Video Cases, four- to six-minute video modules presenting real classroom scenarios, enable students to observe the day-to-day challenges and rewards of teaching from the convenience of their computers. Available on the Online Teaching and Study Centers, HM Video Cases are enhanced by classroom artifacts, Viewing Questions, Interview Transcripts, Key Terms, and bonus video footage.

In Search of Understanding Foundations, Principles, and Theory Curriculum Change and Innovation Essential Education for a Changing World Excellence vs. Equality A Practical Guide for Institutions, Departments, and General Education

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134290208. This balanced, comprehensive view of the "entire" field of curriculum encourages readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. Rather than focusing on either theory or practice, or advancing a particular political or social position, or approaching the field of curriculum as an administrative challenge, this book gives readers the information they need to develop their own opinions on curriculum today as well as their outlooks for the future. "Curriculum: Foundations, Principles, and Issues" covers the latest topics in education that impact the curriculum and features Learning Outcomes, Discussion Questions, and Curriculum Tips to enhance understanding of the material. The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject experts to bring the learning experience to life. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on your iPad®(i) and Android®(i) tablet. Affordable. The Enhanced Pearson eText may be purchased stand-alone for 50-60% less than a print bound book. **The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. **The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1+, a 7" or 10" tablet, or iPad iOS 5.0 or later. "

This book brings readers into classrooms and communities to explore critical curriculum issues in the United States throughout the twentieth century by focusing in on the voices of teachers, administrators, students, and families. Framed by an enduring question about curriculum, each chapter begins with an essay briefly reviewing the history of topics such as student resistance, sociopolitical and culturally-centered curricula, curriculum choice, the place and space of curriculum, linguistic politics for sustaining cultural heritages, and grading and assessment. Multiple archival sources follow each essay, which allow readers to directly engage with educators and others in the past. This promotes an in-depth historical analysis of contemporary issues on teaching for social justice in the fields of curriculum studies and curriculum history. As such, this book considers educators in the past—their struggles, successes, and daily work—to help current teachers develop more historically conscious practices in formal and informal education settings.

Contemporary Issues in Curriculum. 6/e presents an eclectic, balanced approach to the major emergent trends in the field from a diversity of leaders in the field who share their opinions and thoughts on curriculum issues. An issues-oriented collection of 36 articles by the major thinkers in curriculum study, it looks at issues that affect societal implementation, planning, and evaluation of curriculum at all levels of learning. Organized into six Parts—Curriculum and Philosophy, Curriculum and Teaching, Curriculum and Learning, Curriculum and Instruction, Curriculum and Supervision, and Curriculum and Policy—the readings reflect both traditionally held assumptions as well as those more controversial in nature. Students and practitioners have the opportunity to turn to a single source to investigate the breadth of issues that affect curriculum, examine and debate the issues, formulate their own ideas, and help shape the future direction of the field.

Geared for graduate and doctoral level students specializing in curriculum supervision and administration and educational leadership. May also be appropriate for some upper level undergraduate and graduate level introductory education courses. A comprehensive, thoroughly documented, balanced overview of the foundations, principles, and issues of curriculum-from leaders in the field. This balanced, comprehensive view of the entire field of curriculum encourages readers to consider choices and formulate their own views on curriculum foundations, principles, and issues. Rather than focusing on either theory or practice, or advancing a particular political or social position, or approaching the field of curriculum as an administrative challenge, this book gives readers the information they need to develop their own opinions on curriculum today as well as their outlooks for the future. Curriculum: Foundations, Principles, and Issues covers the latest topics in education that impact the curriculum and features Learning Outcomes, Discussion Questions, and Curriculum Tips to enhance understanding of the material.

The Mysteries of Leadership and Policy Revealed Process Theory, Pedagogy and Action Research Constructivist Learning Environments Foundations, Principles, and Issues, Student Value Edition Helping Students Think and Value

Learn how the brain processes mathematical concepts and why some students develop math anxiety! David A. Sousa discusses the cognitive mechanisms for learning mathematics and the environmental and developmental factors that contribute to mathematics difficulties. This award-winning text examines: Children's innate number sense and how the brain develops an understanding of number relationships Rationales for modifying lessons to meet the developmental learning stages of young children, preadolescents, and adolescents How to plan lessons in PreK–12 mathematics Implications of current research for planning mathematics lessons, including discoveries about memory systems and lesson timing Methods to help elementary and secondary school teachers detect mathematics difficulties Clear connections to the NCTM standards and curriculum focal points

This book discusses the changes taking place in higher education, especially in the UK, in which curricula are being reframed to enable students to acquire skills that have market value. Perhaps not since Ralph Tyler's (1949) Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum. From historical discourses to breaking developments in feminist, poststructuralist, and racial theory, including chapters on political theory, phenomenology, aesthetics, theology, international developments, and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike.

In this updated 2nd edition of the ASCD best-seller, Douglas Fisher and Nancy Frey dig deeper into the hows and whys of the gradual release of responsibility instructional framework. To gradually release responsibility is to equip students with what they need to be engaged and self-directed learners. On a day-to-day level, it means delivering lessons purposefully planned to incorporate four essential and interrelated instructional phases: Focused Instruction: Preparing students for learning by establishing lesson purpose, modeling strategies and skills, thinking aloud, and noticing how students respond. Guided Instruction: Strategically using prompts, cues, and questions to lead students to new understanding. Collaborative Learning: Allowing students to consolidate their understanding through exploration, problem-solving, discussion, and thinking with their peers. Independent Learning: Requiring students to use the skills and knowledge they've acquired to create authentic products and ask new questions. The authors explore each phase, using real-life examples from a variety of disciplines. You'll find tips and tools for classroom implementation, including checklists for planning and assessment; advice on feedback, homework, group work, differentiated instruction, and blended learning; answers to frequently asked questions; and examples that align to Common Core State Standards. No matter what grade level or subject you teach, Better Learning Through Structured Teaching is your essential guide to helping students expand their capacity for successful and long-lasting learning.

Curriculum + New Myedleadershiplab With Pearson Etext Access Card The Case for Constructivist Classrooms What Schools are for Assessment Clear and Simple How the Brain Learns Mathematics Better Learning Through Structured Teaching Excellence vs Equality: Can Society Achieve Both Goals? explores the issues faced by societies attempting to preserve democratic ideals and the common good in an era of incommensurate wealth and opportunity. As differences in advantage and ability affect the relationships between institutions and the people who comprise them, the book argues that political and social compromise is needed to prevent economic inequality from threatening the well-being and mobility of the less able and less fortunate. Topics include globalization, technology, innovation, talent and meritocracy, higher education, big business, labor unions, and social justice within educational and workplace settings. The author raises perennial and ever-present questions regarding how to balance excellence and equality, and how to reduce inequality around the world.

Forward by Ralph W. Tyler. An essential resource for understanding the main principles, concepts, and research findings of key theories of learning—especially as they relate to education—this proven text blends theory, research, and applications throughout, providing readers with a coherent and unified perspective on learning in educational settings. Key features of the text include: Vignettes at the start of each chapter illustrating some of the principles discussed in the chapter, examples and applications throughout the chapters, and separate sections on instructional applications at the end of each chapter. A new chapter on Self-Regulation (Chapter 9), Core chapters on the neuroscience of learning (Chapter 2), constructivism (Chapter 6), cognitive learning processes (Chapter 7), motivation (Chapter 8), and development (Chapter 10) all related to teaching and learning. Updated sections on learning from technology and electronic media and how these advancements effectively promote learning in students (Chapters 7 & 10) Detailed content-area learning and models of instruction information form coherence and connection between teaching and learning in different content areas, learning principles, and processes (Chapters 2-10). Over 140 new references on the latest theoretical ideas, research findings, and applications in the field.

Published in partnership with the American Association of School Administrators. Learning Theories How to Make a Curriculum A Framework for the Gradual Release of Responsibility Enhancing Professional Practice Philosophical, Ideological, and Theoretical Perspectives on Education Program Improvement