

The Allyn & Bacon Educational Leadership Series

DEVELOPING THE CURRICULUM

Eighth Edition



Peter F. Oliva
William R. Gordon II

Developing the Curriculum (8th Edition) (Allyn & Bacon Educational Leadership)

Developing The Curriculum 8th Edition Allyn Bacon Educational Leadership

Donald Kauchak, Paul D. Eggen



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Developing the Curriculum Peter F. Oliva, William Gordon (II.), 2012-01-15 In this practical resource pre and in service educational administrators get step by step guidance in every aspect of the curriculum development process from the underlying principles and concepts to the roles of school personnel the components of the process technology in curriculum and instruction and the most up to date curriculum issues An all new chapter on The Digital Classroom gives readers a look at how technology is changing the classroom environment and helps them understand the new trends that allow today s students to compete successfully in today s global workplace Included are numerous references to both historic and contemporary works that provide readers with an excellent synthesis of the principles and practices used to create an effective curriculum

Curriculum Planning Kenneth T. Henson, 2015-01-09 The fifth edition of this critically acclaimed approach to curriculum planning continues to receive accolades for its balanced presentation pertinent case studies and advice from practicing educators It skillfully interweaves the themes of multicultural education constructivism and education reform The author documents the latest trends such as e learning blended learning and flipped learning the controversial Common Core State Standards and the impact of technology in our schools including the BYOD bring your own device movement digital citizenship and technological literacy This well researched text spotlights ways to involve parents students and teachers in the curriculum planning process and engages the reader in critical thinking and analysis about curriculum planning and education reform

Introduction to Teaching Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2013-01-04 An introduction to teaching and education showing prospective teachers how to inspire learning in students It is packed with learning features such as teacher interviews and challenging assumption boxes to engage students and encourage debate

Effective Strategies for Teaching in K-8 Classrooms Kenneth D. Moore, Jacqueline Hansen, 2011-01-28 Featuring a wealth of reflection activities and connections to standards this concise easy to read teaching methods text equips students with the content knowledge and skills they need to become effective K 8 teachers The book maximizes instructional flexibility reflects current educational issues highlights recent research and models best pedagogical practices Current and realistic examples a section in each chapter on using technology in the classroom and material on differentiating instruction for diverse learners including students with special needs and English language learners make this a must have resource for any K 8 teacher

Holistic Teacher Education Rupert Clive Collister, 2021-11-03 This collection brings together approaches to the teacher education and preparation curriculum that may be described as holistic It also discusses teacher education curricula that are reconstructionist and reconceptualist in nature seeking to shift the trajectory of society through teacher education The book serves as an introductory text for the field of holistic curriculum studies and will open it up to a wider audience

Developing Standards-Based Report Cards Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more

detailed reports of children's learning and progress *Becoming a Teacher: Knowledge, Skills and Issues* Maggie Clarke, Sharon Pittaway, 2014-04-23 Marsh's *Becoming a Teacher* 6e continues to offer pre-service teachers a practical and user-friendly guide to learning to teach that students find invaluable throughout their entire degree. Marsh covers a comprehensive introduction to teaching methodology preparing pre-service teachers for the challenges they face in a 21st century classroom. All chapters in this new edition have been updated with new approaches and current references by the two new authors Maggie Clarke and Sharon Pittaway. The approach in this 6th edition is more reflective and gives readers an even greater opportunity to interact with issues raised in the text.

Curriculum Development in Nursing Education Carroll L. Iwasiw, Dolly Goldenberg, 2014-07-17 *Curriculum Development in Nursing Education* Third Edition provides nursing students with the theory and practical ideas necessary to develop an evidence-based context-relevant unified curriculum. Throughout the text, the authors guide students to develop this type of curriculum with an emphasis on a concept-based curriculum. The Third Edition also emphasizes the importance of a conceptually and visually unified curriculum and offers ideas on how to achieve this throughout the text. The Third Edition focuses on the concepts of faculty development, ongoing appraisal and scholarship, which are new to nursing education literature. This text includes a chapter dedicated to each of these concepts: curriculum development, implementation and evaluation, as well as concrete examples around how to execute them. New content also addresses development, implementation and evaluation of a curriculum offered via distance learning. New to the Third Edition: Continued emphasis on the development of evidence-informed context-relevant and unified nursing curriculums. New sections on designing a concept-based curriculum and concept-based courses. Exploration of new ideas around readiness for curriculum implementation, including fidelity of implementation. Expanded section on distance learning in nursing education featuring ideas around exemplary teaching. Key Features: Specific examples around the development of an evidence-based curriculum. In-depth coverage of the role of faculty development, ongoing appraisal and scholarship as core processes of curriculum work. Instruction for how to design concept-based courses. Brain-based learning.

Developing Portfolios in Education Ruth S. Johnson, J. Sabrina Mims-Cox, Adelaide Doyle-Nichols, 2009-07-21 *Developing Portfolios in Education: A Guide to Reflection, Inquiry and Assessment* Second Edition takes preservice and inservice teachers through the process of developing a professional portfolio. It is designed to teach readers how traditional and electronic portfolios are defined, organized and evaluated. The text also helps teachers to use their portfolios as an action research tool for reflection and professional development.

Eğitim Programı Temelleri, İlkeler ve Sorunlar Asım Arı, 2015-08-10 Eğitim kalitesinin artmasında eğitim programlarının rolü önemli bir yere sahiptir. Bir eğitim programı tasarlanırken programın felsefi, tarihsel, sosyal, psikolojik ve kültürel temelleri göz önünde bulundurularak tasarlanması programın istenilen hedeflere ulaşması için gereklidir. Nitekim bir eğitim programının sahip olduğu hedef, içerik, eğitim ve öğretim amaçları, durumları, yöntemleri, araç gereçlerinin de tesinde epistemolojik, ontolojik, metodolojik ve aksiyolojik temelde programın bir teorisi mevcuttur. Bu teori ise bir eğitim

program n n tasarlanmas nda iskelet g revi stlenmektedir Bu hususlara kar n bir lkenin e itim program n n ba ar l olmas i in hi phesiz program n t m y nleri dikkate al narak tasarlanmas uygulanmas ve de erlendirilmesi gerekmektedir Program geli tirme alan n n ba l ca kaynaklar ndan biri olan Curriculum Foundations Principles and Issues adl bu kitap her ne kadar belirli l llerde Amerikan k lt r ne dair geli melere de inse de yukar da s z edilen meseleleri ayr nt l ve kapsaml bir eilde ele alm t r lkemizde program geli tirme alan ndaki mevcut kitap say s n art rmak ve alanda kaynaklar zenginle tirmek amac yla bu kitab n evrilmesine karar verilmi tir Kitab n T rk e ye kazand r lmas program geli tirme alan nda lisans ve lisans st d zeydeki ilgili ki ilere t m e itim al anlar na yol g sterici nitelikte olaca d n lmektedir The Game Plan Daron W. Kennett, Kim Suzanne Rathke, Kristin van Brunt, 2015-12-03 The Game Plan is the first professional book that gives secondary administrators literacy coaches and other instructional leaders a step by step blueprint for implementing the Common Core Literacy Standards for History Social Studies Science and the Technical Subjects and other college and career readiness standards The book provides principals district supervisors instructional coaches and other leaders with a coherent realistic plan to build a school wide culture of literacy instruction data use and PLC based cycles of reflection planning and action This multi year plan is built on a continuous cycle of improvement philosophy and is modular in nature allowing leaders to rearrange substitute and modify the plan to meet the needs of any secondary school Organized in two parts the first section of The Game Plan lays out a semester by semester flexible configuration for introducing implementing and supporting the literacy standards over the course of six full school years this section also includes detailed guidelines for creating a comprehensive assessment plan to gather analyze and act on school data The second section includes instructional tools and strategies for reading writing vocabulary and other aspects of the literacy standards that teachers in all subject areas can use

Teaching, Bearing the Torch Pamela J. Farris, Patricia L. Rieman, 2013-12-12 Teachers are torchbearers leaders who impart knowledge truth or inspiration to others Pamela Farris joined by Patricia Rieman in the latest edition of this exceptional foundations text clearly demonstrates how teachers bear the torch The authors well researched approach provides both positive and negative aspects of education trends Their generous use of examples shows how teaching and schooling fit into the broader context of U S society and how they match up with other societies throughout the world Farris and Rieman s lively writing style instills teacher education candidates with a lucid understanding of such topics as philosophy and history of education national trends requirements of becoming a teacher teachers salaries how schools are governed and funded demographic changes and expectations for the future differences in rural and urban schools and use of technology Detailed lists of a variety of websites provide additional resources Anecdotes of professionals in the field authentic voice narratives with frank insights into real world teaching experiences punctuate the text Boxed scenarios concentrate on important issues and educators energize readers interest and stimulate proactive thinking Other outstanding features are the book s affordability and versatility Instructors can easily assign all or a portion of the chapters to fit course needs

Transformative Leadership and Educational Excellence ,2009-01-01 On records the evolution of human development pays a considerable tribute to the relentless efforts made by generations of teacher educators set out to train academic leaders and teachers committed to the implementation of educational policies parallel to the mental edification of young students Teacher educators faced the challenges overcame the obstacles and refined the pedagogies of our educational system with many innovative approaches As the world faces increasing uncertainties and adamant shifts of knowledge economy it is apparent that education plays an ultimate role in creating adept and geared up citizens to lead the way to the future Designing and managing learning school organizations that can sustain a competitive advantage in this fast changing environment demands transformative leaders primed and ready to the building or our intellectual capital for the future Many books on teacher education educational management and leadership have been written in the past but most of them do not keep up with the fast changing educational scene and only a few include future scenarios This book presents the anticipated trends and demands of the new knowledge economy and it aims to achieve its goals with the use of various tools generative and collaborative efforts increasing leadership capability in dynamic and complex contexts enculturation of cutting edge knowledge for educational advancement and creation of teams that focus learning organizations This book brings together prominent and leading teacher educators and researchers from around the world to present their scholarship theories and practice case studies state of the art approaches and upshot predictions This book embodies collective knowledge inquiry and represents professional conversations The chapters provides information on recent trends and development in teacher education the important role of educational management and leadership in educational transformations and promising practices for desired outcomes The book is a critical and specialized resource that describes how transformative leadership can play an important role in achieving excellence in education The topics covered are Educational Leadership and Effective Teaching Research in Transformational Leadership and Professional Development and Social Capital Building in Schools

Becoming a Multicultural Educator William A. Howe, Penelope L. Lisi, 2014 Becoming a Multicultural Educator is a core textbook for use by pre service and in service PK 12 educators in courses on multicultural education diversity The text addresses how teachers can incorporate the knowledge they gain about other cultures into their classroom practice In meeting the need of training teachers better in how to work with a diverse population this text offers both solid theory and a very user friendly practice component that focuses on showing teachers how to apply that theory effectively in the classroom The book begins by focusing on essential questions and theoretical concepts about multicultural education then leads readers through experiences to heighten their own cultural awareness knowledge base and skills set and concludes with demonstrating how teachers can apply the concepts in classroom and schoolwide settings

Structural Equation Modeling in Educational Research ,2009-01-01 Over the years researchers have developed statistical methods to help them investigate and interpret issues of interest in many discipline areas These methods range from descriptive to inferential to multivariate

statistics As the psychometrics measures in education become more complex vigorous and robust methods were needed in order to represent research data efficiently One such method is Structural Equation Modeling SEM SEM is a statistical technique that allows the simultaneous analysis of a series of structural equations It also allows a dependent variable in one equation to become an independent variable in another equation It is a comprehensive statistical approach to testing hypotheses about relations among observed and latent variables SEM is commonly known as causal modeling or path analysis which hypothesizes causal relationships among variables and tests the causal models with a linear equation system As educational research questions become more complex they need to be evaluated with more sophisticated tools The pervasive use of SEM in the literature has shown that SEM has a potential to be of assistance to modern educational researchers This book will bring together prominent educators and researchers from around the world to share their contemporary research on structural equation modeling in educational settings The chapters provide information on recent trends and developments and effective applications of the different models to answer various educational research questions This book is a critical and specialized source that describes recent advances in SEM in international academia The Principal as Instructional Leader Sally J. Zepeda, 2014-01-09 First Published in 2013 Routledge is an imprint of Taylor Francis an informa company Supervision for Today's Schools George E. Pawlas, Peter F. Oliva, 2007-06-29 Specifically designed for the introductory course this text provides an overview of the field of instructional supervision Acquaints students with not only the authors views on supervision but with those of other specialists in the field placing heavy emphasis on practice and the supervisor s responsibilities as an instructional leader Continues to stress that the relationship between the supervisor and teacher is built on trust and that the overall goal is to improve student achievement through better instruction

Encyclopedia of Educational Leadership and Administration Fenwick W. English, 2006-02-16 The SAGE Encyclopedia of Educational Leadership and Administration presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today With more than 600 entries written by more than 200 professors graduate students practitioners and association officials the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has as yet been compiled *Secondary and Middle School Methods* Allan C. Ornstein, Thomas J. Lasley, Gayle Mindes, 2005 *Secondary and Middle School Methods* prepares secondary school teachers and help experienced teachers improve their teaching and instruction by focusing on the methods and principles of teaching the how to approach Combining a broad approach of methodology from research to theory to practice this text helps the prospective teacher understand the essential methods and principles necessary for professional competence The authors also address current issues in today s society such as No Child Left Behind and teaching diverse learners and examine the effects of federal legislation on students and teachers In addition an assortment of activities tables and topics for discussion prepare

the reader for future application to secondary school settings serving diverse populations of students *Educational Leadership for Ethics and Social Justice* Anthony H. Normore, Jeffrey S. Brooks, 2014-01-01 The purpose of this book is to examine and learn lessons from the way leadership for social justice is conceptualized in several disciplines and to consider how these lessons might improve the preparation and practice of school leaders In particular we examine philosophy anthropology sociology economics political science public policy and psychology Our contention is that the field of educational leadership might consider taking a step backward in order to take several forward That is educational leadership researchers might re examine social justice both in terms of social and individual dynamics and as disciplinary specific multidisciplinary and interdisciplinary phenomenon By adopting this approach we can connect and extend long established lines of conceptual and empirical inquiry and thereby gain insights that may otherwise be overlooked or assumed This holds great promise for generating refining and testing theories of social justice in educational leadership and will help strengthen already vibrant lines of inquiry That is rather than citing a single or a few works out of their disciplinary context it might be more fruitful to situate educational leadership for social justice research in their respective traditions This could be carried out by extending extant lines of inquiry in educational leadership research and then incorporating lessons gleaned from this work into innovative practice For example why not more clearly establish lines of educational leadership and justice research into the Philosophy of Social Justice Economics of Social Justice Political Studies of Social Justice Sociology of Social Justice Anthropology of Social Justice and the Public Policy of Social Justice as focused and discrete areas of inquiry Once this new orientation toward the knowledge base of social justice and educational leadership is laid we might then seek to explore some of the natural connections between traditions before ultimately investigating justice in educational leadership through a free association of ideas as the worlds of practice and research co construct a new language they can use to discuss educational leadership Such an endeavor may demand reconceptualization of both the processes and products of collaborative research and the communication of findings but it will demand a breaking down of methodological and epistemological biases and a more meaningful level and type of engagement between primary and applied knowledge bases

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