

Deped National Achievement Test Results 2012

At the Crossroads of Church and World Bienvenido F. Nebres, SJ.2020-12-07 *At the Crossroads of Church and World* is a deeply inspiring memoir about Fr. Bienvenido Nebres and his unwavering love for the country he serves. He takes us through the formative years of his childhood and his education, through the harrowing Martial Law years as he played a pivotal role in the revolution and rebuilding of a wounded nation. His quest to close the poverty gap in the Philippines by way of education guided him through his years as the Ateneo de Manila University president and led him to the honor of a National Scientist award.

Anticipating and Preparing for Emerging Skills and Jobs Brajesh Panth, Rupert Maclean.2020-11-02 This open access book analyzes the main drivers that are influencing the dramatic evolution of work in Asia and the Pacific and identifies the implications for education and training in the region. It also assesses how education and training philosophies, curricula, and pedagogy can be reshaped to produce workers with the skills required to meet the emerging demands of the Fourth Industrial Revolution. The book's 40 articles cover a wide range of topics and reflect the diverse perspectives of the eminent policy makers, practitioners, and researchers who authored them. To maximize its potential impact, this Springer-Asian Development Bank co-publication has been made available as open access.

The Oxford Handbook of Southeast Asian Englishes Andrew J. Moody.2024-04-16 This volume describes both the history and the contemporary forms, functions, and status of English in Southeast Asia. The chapters provide a comprehensive overview of current research on a wide range of topics, addressing the impact of English as a language of globalization and exploring new approaches to the spread of English in the region.

Thinking Styles Robert J. Sternberg.1997 Sternberg presents a theory of thinking styles that aims to explain why aptitude tests, school grades, and classroom performance often fail to identify real ability.

Proceedings of the 2nd International Conference on Innovation and Entrepreneurship Academic Conferences and Publishing Limited.2014-06-02

Being a Teacher Educator Anja Swennen, Elizabeth White.2020-10-01 This collection offers a timely and wide-ranging contribution to the research-informed improvement of the work of teacher educators. Drawing on original research studies conducted across a range of European countries, Canada, and Israel, contributors offer insight into not only questions of curriculum and programme development, research, and professional development, but also their day-to-day experience as teacher educators, student teachers, and mentors in schools. Themes explored include teaching and working with students, teacher educators as researchers, the partnership work of teacher educators, the professional development needs of teacher educators, professional development approaches for improving teacher education, and teacher educator empowerment. Arising from the international community of the Association for Teacher Education in Europe (ATEE), and drawing together theory and practice, this book offers a unique survey of the contributions of teacher educators and charts a path for future directions of the field.

New Directions in Educational Ethnography Akashi Kaul, William Rodick.2016-12-22 The primary objective of *Studies in Educational Ethnography* is to present original research monographs based on ethnographic perspectives, and methodologies.

Transitions to K-12 Education Systems Jouko Sarvi, Fredi Munger, Hitendra Pillay.2015-12-01 With more than 140 countries currently offering or in transition to a kindergarten through grade 12 (K-12) school education system, this desk study explored the experiences of four countries--- Mongolia, Philippines, Poland, and Turkey---and one Canadian province, Ontario, in preparing and

implementing K-12 systems. Lessons learned from the five diverse jurisdictions are: (i) align the education system with macro policies, (ii) view transition to K-12 as part of a package of reforms, (iii) prioritize improving student learning, (iv) consider teacher development as critical, (v) avoid high-stakes examinations, and (vi) focus on higher order curriculum and assessments.

Heavy Burdens Bridget Eileen Rivera.2021-10-26 Religious faith reduces the risk of suicide for virtually every American demographic except one: LGBTQ people. Generations of LGBTQ people have been alienated or condemned by Christian communities. It's past time that Christians confronted the ongoing and devastating effects of this legacy. Many LGBTQ people face overwhelming challenges in navigating faith, gender, and sexuality. Christian communities that uphold the traditional sexual ethic often unwittingly make the path more difficult through unexamined attitudes and practices. Drawing on her sociological training and her leadership in the Side B/Revoice conversation, Bridget Eileen Rivera, who founded the popular website Meditations of a Traveling Nun, speaks to the pain of LGBTQ Christians and helps churches develop a better pastoral approach. Rivera calls to mind Jesus's woe to religious leaders: They tie up heavy burdens, hard to bear, and lay them on the shoulders of others; but they themselves are unwilling to lift a finger to move them (Matt. 23:4). *Heavy Burdens* provides an honest account of seven ways LGBTQ people experience discrimination in the church, helping Christians grapple with hard realities and empowering churches across the theological spectrum to navigate better paths forward.

How to Differentiate Instruction in Mixed-ability Classrooms Carol A. Tomlinson.2001 Offers a definition of differentiated instruction, and provides principles and strategies designed to help teachers create learning environments that address the different learning styles, interests, and readiness levels found in a typical mixed-ability classroom.

Learning Strategies and Learning Styles Ronald R. Schmeck.2013-11-11 A style is any pattern we see in a person's way of accomplishing a particular type of task. The task of interest in the present context is education-learning and remembering in school and transferring what is learned to the world outside of school. Teachers are expressing some sort of awareness of style when they observe a particular action taken by a particular student and then say something like: This doesn't surprise me! That's just the way he is. Observation of a single action cannot reveal a style. One's impression of a person's style is abstracted from multiple experiences of the person under similar circumstances. In education, if we understand the styles of individual students, we can often anticipate their perceptions and subsequent behaviors, anticipate their misunderstandings, take advantage of their strengths, and avoid (or correct) their weaknesses. These are some of the goals of the present text. In the first chapter, I present an overview of the terminology and research methods used by various authors of the text. Although they differ a bit with regard to meanings ascribed to certain terms or with regard to conclusions drawn from certain types of data, there is nonetheless considerable agreement, especially when one realizes that they represent three different continents and five different nationalities.

EducNews .2013

Mathematics and its Teaching in the Asia-Pacific Region Vogeli Bruce R,Mack John M.2018-08-23 This book provides the global mathematics education community with information on the recent and current status of the teaching of mathematics in a group of island nations in the Asia-Pacific region. Sri Lanka, Indonesia, Japan, the Philippines, Australia, Papua New Guinea, New Zealand, and twelve nations in the South Pacific Ocean. It is the third volume in a series conceived by Dr Bruce Vogeli of Columbia University Teachers College and published by WSP, aimed at producing contemporary accounts of mathematics teaching in a world-wide group of nations. Previous volumes have covered Central and South American nations and a selection of Muslim nations respectively.

World Report on Disability World Health Organization.2011 The World Report on Disability suggests more than a billion people totally experience disability. They generally have poorer health, lower education and fewer economic opportunities and higher rates of poverty than people without disabilities. This report provides the best available evidence about what works to overcome barriers

to better care and services.

Issues and trends in education for sustainable development Leicht, Alexander, Heiss, Julia, Won Jung Byun. 2018-02-19 Education for Sustainable Development (ESD) is globally acknowledged as a powerful driver of change, empowering learners to make decisions and take actions needed to build a just and economically viable society respectful of both the environment and cultural diversity.

California Math Triumphs .2008

Poverty in the Philippines Asian Development Bank. 2009-12-01 Against the backdrop of the global financial crisis and rising food, fuel, and commodity prices, addressing poverty and inequality in the Philippines remains a challenge. The proportion of households living below the official poverty line has declined slowly and unevenly in the past four decades, and poverty reduction has been much slower than in neighboring countries such as the People's Republic of China, Indonesia, Thailand, and Viet Nam. Economic growth has gone through boom and bust cycles, and recent episodes of moderate economic expansion have had limited impact on the poor. Great inequality across income brackets, regions, and sectors, as well as unmanaged population growth, are considered some of the key factors constraining poverty reduction efforts. This publication analyzes the causes of poverty and recommends ways to accelerate poverty reduction and achieve more inclusive growth. It also provides an overview of current government responses, strategies, and achievements in the fight against poverty and identifies and prioritizes future needs and interventions. The analysis is based on current literature and the latest available data, including the 2006 Family Income and Expenditure Survey.

Making Schools Work Barbara Bruns, Deon Filmer, Harry Anthony Patrinos. 2011 This book is about the threats to education quality in the developing world that cannot be explained by lack of resources. It reviews the observed phenomenon of service delivery failures in public education: cases where programs and policies increase the inputs to education but do not produce effective services where it counts - in schools and classrooms. It documents what we know about the extent and costs of such failures across low and middle-income countries. And it further develops the conceptual model posited in the World Development Report 2004: that a root cause of low-quality and inequitable public services - not only in education - is the weak accountability of providers to both their supervisors and clients. The central focus of the book, however, is a new story. It is that developing countries are increasingly adopting innovative strategies to attack these problems. Drawing on new evidence from 22 rigorous impact evaluations across 11 developing countries, this book examines how three key strategies to strengthen accountability relationships in developing country school systems have affected school enrollment, completion and student learning. The book reviews the motivation and global context for education reforms aimed at strengthening provider accountability. It provides the rationale and synthesizes the evidence on the impacts of three key lines of reform: (1) policies that use the power of information to strengthen the ability of clients of education services (students and their parents) to hold providers accountable for results; (2) policies that promote school-based management that is increase schools' autonomy to make key decisions and control resources, often empowering parents to play a larger role; (3) teacher incentives reforms that specifically aim at making teachers more accountable for results, either by making contract tenure dependent on performance, or offering performance-linked pay. The book summarizes the lessons learned, draws cautious conclusions about possible complementarities across different types of accountability-focused reforms if they are implemented in tandem, considers issues related to scaling up reform efforts and the political economy of reform, and suggests directions for future work.

International Journal of Science, Technology, Engineering and Mathematics Patricia Nicole F. Benedicto & Rose R. Andrade, Winmark Bombio & Anna Liza P. Del Rosario. 2022-06-30 International Journal of Science, Technology, Engineering and Mathematics (IJSTEM) is an open-access refereed journal focused recent developments relative to biomedical science, software applications development, modelling and systems design, and mathematics education research. It is a selective multi-track journal, covering all aspects of biomedical engineering, nanotechnology, solving and

expressing mathematical problems with digital tools, mathematical modelling, networking and information security as well as their involvement in the telecom market, contemporary computer technologies and applications, computer vision, advanced computer research and topics in mechatronics.

PISA 2018 Assessment and Analytical Framework OECD.2019-04-26 This report presents the conceptual foundations of the OECD Programme for International Student Assessment (PISA), now in its seventh cycle of comprehensive and rigorous international surveys of student knowledge, skills and well-being. Like previous cycles, the 2018 assessment covered reading, mathematics and science, with the major focus this cycle on reading literacy, plus an evaluation of students' global competence - their ability to understand and appreciate the perspectives and world views of others. Financial literacy was also offered as an optional assessment.

The Impact of School Infrastructure on Learning Peter Barrett,Alberto Treves,Tigran Shmis,Diego Ambasz.2019-02-04 'The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved student learning, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully realized learning environments.†? Written in a style which is both clear and accessible, it is a practical reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders. --Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will provide policy makers, practitioners, and those who are about to commission a new build with an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This report offers a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to provide verifiable and reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Committee on School Construction, Maryland Many planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environment quality! --David Schrader, AIA, Educational Facility Planner and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE) *Curriculum Alignment* David A. Squires.2009 Provides information for school administrators and curriculum specialists on ways to align the curriculum to state standards to improve student achievement and teacher effectiveness.

International Review of Social Sciences Research Patricia Sonia Elardo-Zabala,Neetu Jha,Leni D. Magsino.2021-06-30 International Review of Social Sciences Research (IRSSR) is an open access refereed journal focused on the various domains of social sciences. The diverse fields of knowledge under the umbrella of social sciences offer interesting areas suited for different methods of research. This allows researchers to apply multiple designs to describe, analyze and evaluate historical, current and futuristic situations or events. Moreover, there are multitude of areas such as social issues, current events, environment, humanities, history, and education, among others. This journal celebrates the broad spectrum of social sciences by providing a platform for the dissemination of the research outputs. It encourages intellectual discussions of topics that contribute to the various fields of knowledge.

Educating the Student Body Committee on Physical Activity and Physical Education in the School Environment, Food and Nutrition Board, Institute of Medicine. 2013-11-13 Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. *Educating the Student Body* makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

Curriculum Overload A Way Forward OECD. 2020-11-25 Schools are constantly under pressure to keep up with the pace of changes in society. In parallel, societal demands for what schools should teach are also constantly changing; often driven by political agendas, ideologies, or parental pressures, to add global competency, digital literacy, data literacy, environmental literacy, media literacy, social-emotional skills, etc. This "curriculum expansion" puts pressure on policy makers and schools to add new contents to already crowded curriculum.

InTASC Model Core Teaching Standards The Council of Chief State School Officers. 2011-05-31 These new model core teaching standards outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. They are a revision of the 1992 model standards, in response to the need for a new vision of teaching to meet the needs of next generation learners. This document incorporates changes from a public feedback period in July 2010.

Collaborative Problem Solving Alisha R. Pollastri, J. Stuart Ablon, Michael J.G. Hone. 2019-06-06 This book is the first to systematically describe the key components necessary to ensure successful implementation of Collaborative Problem Solving (CPS) across mental health settings and non-mental health settings that require behavioral management. This resource is designed by the leading experts in CPS and is focused on the clinical and implementation strategies that have proved most successful within various private and institutional agencies. The book begins by defining the approach before delving into the neurobiological components that are key to understanding this concept. Next, the book covers the best practices for implementation and evaluating outcomes, both in the long and short term. The book concludes with a summary of the concept and recommendations for additional resources, making it an excellent concise guide to this cutting edge approach. Collaborative Problem Solving is an excellent resource for psychiatrists, psychologists, social workers, and all medical professionals working to manage troubling behaviors. The text is also valuable for readers interested in public health, education, improved law enforcement strategies,

and all stakeholders seeking to implement this approach within their program, organization, and/or system of care.

A Framework for K-12 Science Education National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on a Conceptual Framework for New K-12 Science Education Standards. 2012-02-28 Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

Interpersonal Relationships in Education: From Theory to Practice David Zandvliet, Perry den Brok, Tim Mainhard. 2014-08-07 This book brings together recent research on interpersonal relationships in education from a variety of perspectives including research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning thrives when there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans. Further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how constructive learning environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

Understanding by Design Grant P. Wiggins, Jay McTighe. 2005 What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high-stakes, standards-based environment? Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of

Understanding by Design. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage- and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of Understanding by Design offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike.

PISA 2018 Results (Volume I) What Students Know and Can Do OECD.2019-12-03 This is one of six volumes that present the results of the PISA 2018 survey, the seventh round of the triennial assessment. Volume I, What Students Know and Can Do, provides a detailed examination of student performance in reading, mathematics and science, and describes how performance has changed since previous PISA assessments.

The Routledge Handbook of World Englishes Andy Kirkpatrick.2020-12-31 The Routledge Handbook of World Englishes constitutes a comprehensive introduction to the study of World Englishes. Split into six sections with 40 contributions, this Handbook discusses how English is operating in a wide range of fields from business to popular culture and from education to new literatures in English and its increasing role as an international lingua franca. Bringing together more than 40 of the world's leading scholars in World Englishes, the sections cover historical perspectives, regional varieties of English from across the world, recent and emerging trends and the pedagogical implications and the future of Englishes. The Handbook provides a thorough and updated overview of the field, taking into account the new directions in which the discipline is heading. This second edition includes up-to-date descriptions of a wide range of varieties of English and how these reflect the cultures of their new users, including new chapters on varieties in Bangladesh, Uganda, the Maldives and South Africa, as well as covering hot topics such as translanguaging and English after Brexit. With a new substantial introduction from the editor, the Handbook is an ideal resource for students of applied linguistics, as well as those in related degrees such as applied English language and TESOL/TEFL.

Disaster risk reduction in school curricula: case studies from thirty countries .2012

RA 9054 Philippines.2003

How Education Technology Leads to Improved Student Achievement Heather Grinager.2006-01-01

Kindergarten Reading Readiness Workbook Sylvan Learning.2019-01-08 Learn from anywhere with these kid-friendly, teacher-reviewed activities for kindergarten reading success! This colorful workbook is jam-packed with fun reading readiness games and exercises for little learners. Perfect for back to school--no matter what that looks like! Good reading skills are essential for success in kindergarten and beyond. This 128-page workbook is full of engaging activities that strengthen an emerging reader's ability to recognize and understand basic words and text. Each activity focuses on a skill needed to become a superstar reader, such as: • letters • consonant sounds • short vowels • beginning & ending word sounds • rhyming sounds • sight words • color words ... and much more! With vibrant, colorful pages full of games and puzzles, Kindergarten Reading Readiness Workbook will help your child catch up, keep up, and get ahead—and best of all, to have lots of fun doing it!

***** Why Sylvan Products Work ***** Sylvan Learning Workbooks won a National Parenting Publications Awards (NAPPA) Honors Award as a top book series for children in the elementary-aged category. NAPPA is the nation's most comprehensive awards program for children's products and parenting resources and has been critically reviewing products since 1990. The Award recognizes

Sylvan Learning Workbooks as some of the most innovative and useful products geared to parents. Sylvan's proven system inspires kids to learn and has helped children nationwide catch up, keep up, and get ahead in school. Sylvan has been a trusted partner for parents for thirty years and has based their supplemental education success on programs developed through a focus on the highest educational standards and detailed research. Sylvan's line of educational products equips families with fun, effective, and grade-appropriate learning tools. Our workbooks and learning kits feature activities, stories, and games to reinforce the skills children need to develop and achieve their academic potential. Students will reap the rewards of improved confidence and a newfound love of learning.

The Funding of School Education Organization for Economic Cooperation and Development.2017 This report on the funding of school education constitutes the first in a series of thematic comparative reports bringing together findings from the OECD School Resources Review. School systems have limited financial resources with which to pursue their objectives and the design of school funding policies plays a key role in ensuring that resources are directed to where they can make the most difference. As OECD school systems have become more complex and characterised by multi-level governance, a growing set of actors are increasingly involved in financial decision-making. This requires designing funding allocation models that are aligned to a school system's governance structures, linking budget planning procedures at different levels to shared educational goals and evaluating the use of school funding to hold decision makers accountable and ensure that resources are used effectively and equitably. This report was co-funded by the European Commission. .

Achieving Adult Literacy Pamela J. Farris.1992 Leaders in business and industry are demanding workers who not only can read and write but can think creatively and critically and solve problems. Federal- and state-funded programs and volunteer organizations are involved with adult literacy. Increasingly, corporations are funding adult literacy projects. Adults read for different reasons than they did when in school. Their reading relates to work-related tasks; they read to keep up with current events or for their own enjoyment. A first goal of an adult literacy program should be to enhance the self-esteem and self-concept of low-literate adults. Appropriate instructional strategies are the language experience approach; cooperative learning; dialogue journals; books on tape; tutor as a model for oral reading; cloze procedure; graphic organizers; Know, Want to Know, Learned; and computers. Effective assessment methods are standardized and competency tests, checklists, and portfolios. Programs that show the diversity of adult literacy programs in the United States are intergenerational adult literacy projects; Project: Learn, a literature-based adult literacy program; Siskiyou County READ (Reading, Education, and Development) Project, a rural adult literacy effort; workplace literacy programs; Project Literacy United States; and volunteer efforts. (Nine organizational sources of information and 28 references are appended.) (YLB)

Prisoners of Time United States. National Education Commission on Time and Learning.1994 Decentralized Decision-making in Schools Harry Anthony Patrinos,Tazeen Fasih.2009 An increasing number of developing countries are introducing School-Based Management (SBM) reforms aimed at empowering principals and teachers or at strengthening their professional motivation, thereby enhancing their sense of ownership of the school. Many of these reforms have also strengthened parental involvement in the schools, sometimes by means of school councils. SBM programs take many different forms in terms of who has the power to make decisions as well as the degree of decision-making devolved to the school level. While some programs transfer authority only to school principals or te.

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