This annotated bibliography provides citations, abstracts, and indexes for the 355 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1990. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1986-1990) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MAB)
Clearinghouse Publications
1990

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1990

July 1991

Carolyn R. Weller
Ted Brandhorst
Editors
ERIC Processing and Reference Facility
Rockville, Maryland
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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components, see the back of this publication.)

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—Resources in Education (RIE) and Current Index to Journals in Education (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,100 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).
Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc. are not normally included. This is the nineteenth bibliography in the series. All items in the series to date are listed below.

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This bibliography covers the calendar year period from January through December 1990. It lists a total of 355 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal Resources in Education (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g. ED 123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.
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</table>

* Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc
** Digests (2 page publications) routinely included in RIE for first time in 1986
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them (SB).
Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse’s entries begin.

| CE | Adult, Career, and Vocational Education | 1 |
| CS | Counseling and Personnel Services | 5 |
| EA | Educational Administration | 8 |
| EC | Handicapped and Gifted Children | 12 |
| FL | Languages and Linguistics | 19 |
| HE | Higher Education | 26 |
| IR | Information Resources | 35 |
| JC | Junior Colleges | 39 |
| PS | Elementary and Early Childhood Education | 41 |
| RC | Rural Education and Small Schools | 43 |
| SE | Science, Mathematics, and Environmental Education | 47 |
| SO | Social Studies/Social Science Education | 50 |
| SP | Teacher Education | 52 |
| TM | Tests, Measurement, and Evaluation | 54 |
| UD | Urban Education | 57 |

**EDRS Price - MF01/PC01 Plus Postage**

**EDRS Price - MF01/PC01 Plus Postage**

**EDRS Price - MF01/PC01 Plus Postage**

**EDRS Price - MF01/PC01 Plus Postage**

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**EDRS Price - MF01/PC01 Plus Postage**
s truction by providing practical work experience that is relevant to students’ career goals. Among college students, increased interest in learning and motivation for study; improved self-esteem, self-confidence, and responsibility; and improved attitudes toward higher salary after graduation. Among the benefits to participating institutions are improved relationships with other Higher Education, Information Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC. Note—64p. Available from—Publications Office, Center on Education for Employment, 1000 Kenny Road, Columbus, Ohio 43210-1090 (order no. N337: $7.00).

Pub Type—Information Analyses -ERIC Information Analysis Products (071)


Self-directed learning has been a high-interest topic within the field of adult education for the last decade. The following are among suggestions writers have made about how adult educators can best facilitate self-directed learning: (1) encourage learners to appreciate that they can act on their world individually or collectively to transform it; (2) negotiate a learning contract for goals, strategies, and evaluation criteria; (3) appoint a manager of the learning experience rather than an information provider; (4) provide examples of previously acceptable work; (5) teach inquiry skills, decision making, personal development, and self-evaluation of work.

It helps learners locate resources; (7) help learners develop feelings of independence relative to learning; (8) use techniques such as field experience and problem solving that take advantage of adults’ rich experience base; (9) develop high-quality learning guides; (10) encourage critical thinking skills by incorporating such activities as seminars, and (11) create an atmosphere of openness and trust to promote better performance. The following are among suggestions for institutions and employers: (1) meet regularly with panels of experts who can suggest curricula and evaluation criteria; (2) obtain the necessary tools to assess learners’ current performance and to evaluate alternative solutions; (3) recognize and reward learners when they have met their learning objectives; and (4) promote learning projects. (The document includes 13 references.) (CML)

ED 315 663

CE 054 812

Lyle, Susan L. Wolfe, Marco

Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC. Note—64p. Available from—Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. N338: $8.75).

Pub Type—Information Analyses -ERIC Information Analysis Products (071)


Adult literacy programs need reliable information about program quality and effectiveness for accountability, improvement of practice, and expansion.
knowledge of a nation. Evaluation and assessment reflect fundamental beliefs about adult learners, concepts of literacy, and educational settings. Recommendations for program evaluation include surveys, handbooks, instruments, and policy studies. Evaluation criteria include the following: (1) program accountability subject to scrutiny and change; (2) data about teaching and learning are essential; (3) expanded outcome measures for learning are desired; and (4) the role of staff, managers, learners, and external evaluators affect the evaluation process and outcomes. Four major areas of learner assessment are considered: (1) standardized testing is norm referenced and cost effective; (2) materials-based assessment is contextually available and follows the systems management model; (3) competency-based assessment involves real-life tasks, predetermined performance standards, a continuum of difficulty, and a range of strategies; and (4) participatory assessment allows learners an active role and involves a range of texts, tasks, contexts, and strategies. Evaluation should: (1) be both external and internal; (2) be both formative and summative; (3) involve learners and staff; (4) generate a curriculum development plan; (5) research, practice, and development, and evaluation, and practice; and (5) involve critical reflection on program philosophy and goals. (6) give programs the unspoken processes of teaching and learning; (6) capture a range of learner program outcomes; (7) require a variety of longitudinal data collection; (8) be integrated with program functions; and (10) be systematic and systematic. (131 references) (SK)

ED 317 846
Insel, Susan
Kerka, Sandra
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—R188062005
Note—3p.

EDRIS Price—MF01/PC01 Plus Postage.
Descriptors—Adolescents, Career Development, Education, Correctional Education Programs, Dropout Prevention, Vocational Education Programs, Early Parenthood, Educational Needs, First Parent Family, Program Development, Program Effectiveness, Secondary Education, Women's Education
Adolescent pregnancy and childbearing rates remain higher in the United States than in most Western nations; more than 500,000 teenage girls have babies every year. As these teen parents mature, they have diminished educational and career expectations. A small number of programs directed toward the career needs of teen parents was developed during the 1970s; many more are needed. The trend is for these programs to share many of the same characteristics of dropout prevention programs. Vocational education components are included, such as assessment of aptitudes, career and vocational counseling, life skills development, preemployment preparation, and job development, placement, and support service such as child care and transportation are provided. Characteristic successful programs for teen parents include established sites that can provide services for nontraditional students, support and referral networks, and newsletters. Equity goals must be remembered when developers design programs for teen parents, and teens need to be encouraged to have the support they need from themselves and their children. Gender role biases need to be addressed. (This fact sheet provides information on 15 programs that are developing programs for teen parents. It includes an annotated list of 14 print resources and addresses of 12 resource organizations that can be contacted for more information.) (K)

ED 317 847
Insel, Susan
Vocational Education in Corrections. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—R188062005
Note—3p.

EDRIS Price—MF01/PC01 Plus Postage
Descriptors—Correctional Education, Vocational Education in Corrections, Trends and Issues Alerts
The importance of "functional context" to basic skills training has been underscored by the link between workplace literacy and employers' wants for employees, who want to: (1) learn the workplace skills needed to develop a "learn to learn" mindset; (2) reading, writing, and computation; (3) oral communication and listening; (4) creative thinking and problem solving; and (5) personal management, including self-esteem, goal setting, motivation, and personal and career development. The importance of workplace literacy helps to bridge the gap between basic skills and productivity. The importance of "functional context" to basic skills training for at-risk youth is illustrated by programs that serve low-literacy persons who need long-term intensive adult literacy programs, programs for improving the effectiveness of training through basic skills improvement, and simulation programs that illustrate the effects of on-the-job mistakes without jeopardizing the employee or the work process. The steps for developing programs to improve job-related basic skills are as follows: identify the problem; provide action feedback; implement remedial curriculum; and evaluate and monitor the program. Workplace literacy programs can improve workplace self-esteem, job-related basic skills, organizational productivity, and the nation's competitiveness. (13 references) (CML)

ED 317 913
Insel, Susan
Jobs in the Future. ERI3 Digest No. 95.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-95
Pub Date—90
Contract—R188062005
Note—3p.

EDRIS Price—MF01/PC01 Plus Postage
Descriptors—Correctional Education, Vocational Education, Adult Education, Articulation (Education), Basic Skills, Career Education, Dislocated Workers, Education Work Relationship, Emerging Occupations, Employment Opportunities, Employment Patterns, Employment Projections, Employment Security, Human Capital, Job Development, Employment Skills, Labor Economics, Labor Force Development, Labor Needs, Labor Supply, Labor Utilization, Mobility, Postsecondary Education, Retraining, Vocational Education Identifiers—ERIC Digests. Workplace Literacy. Seven job-related basic skills identified as skills employers want to hire persons to perform in the workplace are: (1) reading, writing, and computation; (2) oral communication and listening; (4) creative thinking and problem solving; (5) personal management, including self-esteem, goal setting, motivation, and personal and career development; (6) group effectiveness, including interpersonal skills, negotiation, and teamwork; (7) organizational effectiveness and leadership. The importance of workplace literacy helps to bridge the gap between basic skills and productivity. The importance of "functional context" to basic skills training for at-risk youth is illustrated by programs that serve low-literacy persons who need long-term intensive adult literacy programs, programs for improving the effectiveness of training through basic skills improvement, and simulation programs that illustrate the effects of on-the-job mistakes without jeopardizing the employee or the work process. The steps for developing programs to improve job-related basic skills are as follows: identify the problem; provide action feedback; implement remedial curriculum; and evaluate and monitor the program. Workplace literacy programs can improve workplace self-esteem, job-related basic skills, organizational productivity, and the nation's competitiveness. (13 references) (CML)

ED 317 914
Insel, Susan
Jobs in the Future. ERIC Digest No. 95.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-95
Pub Date—90
Contract—R188062005
Note—3p.

EDRIS Price—MF01/PC01 Plus Postage
Descriptors—Correctional Education, Vocational Education, Adult Education, Articulation (Education), Basic Skills, Career Education, Dislocated Workers, Education Work Relationship, Emerging Occupations, Employment Opportunities, Employment Patterns, Employment Projections, Employment Security, Human Capital, Job Development, Employment Skills, Labor Economics, Labor Force Development, Labor Needs, Labor Supply, Labor Utilization, Mobility, Postsecondary Education, Retraining, Vocational Education Identifiers—ERIC Digests. Workplace Literacy. Seven job-related basic skills identified as skills employers want to hire persons to perform in the workplace are: (1) reading, writing, and computation; (2) oral communication and listening; (4) creative thinking and problem solving; (5) personal management, including self-esteem, goal setting, motivation, and personal and career development; (6) group effectiveness, including interpersonal skills, negotiation, and teamwork; (7) organizational effectiveness and leadership. The importance of workplace literacy helps to bridge the gap between basic skills and productivity. The importance of "functional context" to basic skills training for at-risk youth is illustrated by programs that serve low-literacy persons who need long-term intensive adult literacy programs, programs for improving the effectiveness of training through basic skills improvement, and simulation programs that illustrate the effects of on-the-job mistakes without jeopardizing the employee or the work process. The steps for developing programs to improve job-related basic skills are as follows: identify the problem; provide action feedback; implement remedial curriculum; and evaluate and monitor the program. Workplace literacy programs can improve workplace self-esteem, job-related basic skills, organizational productivity, and the nation's competitiveness. (13 references) (CML)
Document Resumes/CE

4

type of work available and the kind of labor force available to do it is expected because (1) the most rapidly growing jobs will be in nontraditional training and education; (2) minorities and women, who continue to enter the labor force in large numbers, are underrepresented in the fast-growing occupations and overrepresented in occupations for which the slowest growth is projected; and (3) projected job decline will result in reducing workforces that are not expected to have the training for other available jobs and, unless men infiltrate the "pink collar ghetto" of nontraditional occupations, they will have difficulty in finding work in health occupation. Strategies for vocational and career educators include playing a larger role in drop-out prevention, developing articulation models between secondary and postsecondary education; emphasizing the importance of all students considering nontraditional occupational choices; developing programs that are accessible to all groups within the population; and providing programs that include the development of skills as well as those that are occupationally specific.

ED 318 914 CE 054 838

Vocational Education Performance Standards. 1988(4(14))

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spans Agency--Office of Educational Research and Improvement (ED). Washington, DC. Report No.—DO-CE-90-96 Pub Date—90096

Contract—RI88062005

Note—3p.

Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage


ED 321 153 CE 055 824

Locating Vocational Education Curricula. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC. Report No.—EDO-CE-90-98 Pub Date—90098

Contract—RI88062005

Note—3p.

Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage


ED 318 915 CE 054 839

Wagner, Judith O.


Contract—RI88062005

Note—3p.

Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

EDR 055 583

Environmental Adult Education. Trends and Issues 1990(3)

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC. Report No.—EDO-CE-90-98 Pub Date—90098

Contract—RI88062005

Note—3p.

Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage


ED 321 153 CE 055 824

Lankard, Bettina A.


Contract—RI88062005

Note—3p.

Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage


ED 321 153 CE 055 824

Lankard, Bettina A.


Contract—RI88062005

Note—3p.

Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage


ED 321 153 CE 055 824

Lankard, Bettina A.


Contract—RI88062005

Note—3p.

Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage


ED 321 153 CE 055 824

Lankard, Bettina A.


Contract—RI88062005

Note—3p.

Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage


ED 321 153 CE 055 824

Lankard, Bettina A.


Contract—RI88062005

Note—3p.

Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage


ED 321 153 CE 055 824

Lankard, Bettina A.


Contract—RI88062005

Note—3p.
managing professional development include: (1) stating no more than three objectives; (2) acknowledging the existence of deterrents such as lack of time, resources, or support; (3) forming a network edging the existence of deterrents such as lack of time, resources, or support; (4) forming a network; (5) participating in work teams and professional learning communities; and (6) joining collaborative teacher teams.

Examples of therapeutic techniques include: (a) teaching multisensory techniques; (b) motivating students to help them live more fully. A combination of these skills is useful only to the extent that it helps adults live more fully.

Adults with LD should use the assessment tools. Prevailing theories assume that there is a neurological basis for LD. This difference can affect the neurocognitive processes, which is useful only to the extent that it helps adults live more fully. Adult educators should be aware that LD affects the education of young adults, and that LD should be considered an educational advantage. Barriers to effective education are those that lack of job exploration programs in middle schools: (1) lack of coordination; (2) lack of case management; (3) absence of a computerized management information system; (4) lack of equipment and software; (5) lack of effective delivery include: curriculum content modules; instructional stages modules; supportive services modules; and articulation and communication models.

School-to-work transition services are intended to help youth develop the skills and attitudes they need to: (1) find and evaluate flexible, self-directed workers. (SK)

EDS 314 660

Gybers, Norman C. And Others

Comprehensive Guidance Programs That Work. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED 314-660

Pub Date—90

Contract—RI88062005

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDS Price - MF01/PC06 Plus Postage.

Descriptors—Career Development, Assessment, Testing, Counseling, Counseling Services, Employment, Guidance, Helping, Invitational, Learning, Positive, Professional, Professional Development, School Counseling, Transition

Identifiers—ERIC Digests

The number of adults with learning disabilities (LD) is difficult to estimate. They may comprise as many as 80% of adult basic education students, but a smaller proportion of students in other adult education programs. Among the most serious issues concerning adults with LD are lack of an agreed-upon definition and scarcity of appropriate assessment tools. Prevailing theories assume that individuals with LD have difficulty learning because of a difference in information processing that may have a neurological basis. This difference may affect self-esteem, education, work, socialization, and daily living. Adult educators should be aware that for some adults, education is not an appropriate goal. For youth adults, adults with LD should assist in the assessment process, which is useful only to the extent that it helps adults live more fully. A combination of intervention strategies and teaching techniques is most effective in meeting the needs of these adults.

Techniques include: assessing learning style and using multisensory techniques; motivating students through feedback and positive experiences; teaching practical skills; using compensatory aids such as tape recording, word processing, and computer-assisted instruction; and being organized and clear in instruction. (SK)

EDS 314 660

Gybers, Norman C. And Others

Comprehensive Guidance Programs That Work. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED 314-660

Pub Date—90

Contract—RI88062005

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDS Price - MF01/PC06 Plus Postage.

Descriptors—Career Development, Assessment, Testing, Counseling, Counseling Services, Employment, Guidance, Helping, Invitational, Learning, Positive, Professional, Professional Development, School Counseling, Transition

Identifiers—ERIC Digests

The number of adults with learning disabilities (LD) is difficult to estimate. They may comprise as many as 80% of adult basic education students, but a smaller proportion of students in other adult education programs. Among the most serious issues concerning adults with LD are lack of an agreed-upon definition and scarcity of appropriate assessment tools. Prevailing theories assume that individuals with LD have difficulty learning because of a difference in information processing that may have a neurological basis. This difference may affect self-esteem, education, work, socialization, and daily living. Adult educators should be aware that for some adults, education is not an appropriate goal. For youth adults, adults with LD should assist in the assessment process, which is useful only to the extent that it helps adults live more fully. A combination of intervention strategies and teaching techniques is most effective in meeting the needs of these adults.

Techniques include: assessing learning style and using multisensory techniques; motivating students through feedback and positive experiences; teaching practical skills; using compensatory aids such as tape recording, word processing, and computer-assisted instruction; and being organized and clear in instruction. (SK)
ED 315 700
Ellis, Thomas I.
Invitational Learning for Counseling and Development,
Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—R188062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
EDRS Price - MF01/PC01 Plus Postage.
This digest describes the Invitational Learning model developed by William W. Purkey, an approach that emphasizes mutual respect and human potentials in every aspect of schooling. It presents a brief overview of the invitational learning concept and discusses the fundamental components of the model. It describes characteristics of an inviting school, inviting school policies and programs, inviting behavior in the classroom, and the invitational approach to school counseling. Advice is provided for incorporating the invitational model among principals, teachers, and counselors. (TE)

ED 315 703
Ellis, Thomas I.
Guidance, Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—R188062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—Brief Family Consultation, ERIC Digests
This digest describes brief family consultation, a short-term process that enables the home and school in an attempt to solve childhood behavior problems. Five criteria are given for assessing the functional status of a family: (1) parental resources; (2) chronological age; (3) communication between family members; (4) parental authority; and (5) rapport with professionals. Limitations of this approach are considered. (TE)

ED 315 706
McFadden, Emily Jean
Counseling Abused Children. Highlights: An ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spence, Anthony Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RIBE062011
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Child Abuse, Child Rights, Counselor's Legal Responsibilities, Counseling alone cannot ensure the safety of a maltreated child, a team approach involving social workers, medical personnel, counselors, and educators is recommended. (TE)

ED 315 707
Pollard, Thriss A.
The Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spence Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RIBE062011
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Guidance, Community Colleges, Counselor Client Relationship, Counseling, Educational Planning, Learning Strategies, Nontraditional Students, Study Skills, Two Year Colleges
Identifiers—ERIC Digests
This digest familiarizes counselors with the four major stages of development: death, physical abuse, sexual abuse and exploitation, and emotional abuse or neglect. A definition is provided for each, along with relevant symptoms and statistics. The subsequent discussion focuses on identifying maltreatment and on counseling abused children. Since counselors alone cannot ensure the safety of a maltreated child, a team approach involving social workers, medical personnel, counselors, and educators is recommended. (TE)

ED 316 791
Myrick, Robert D.
Spence Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RIBE062011
Note—121p.
Pub Type—Collected Works—General (020)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC17 Plus Postage.
Descriptors—Behavioral Standards, Codes of Ethics, Counselor Legal Responsibilities, Counselor Role, Counselors, Elementary Secondary Education, Ethics, Legal Responsibility, Matura Issues, Matura Values, School Counselor, School Law
Identifiers—ERIC Digests
This digest familiarizes ethical and legal issues affecting school counselors. It emphasizes the importance of ethical standards, and of knowing the content, codes, and limitations of professional codes of conduct as general guidelines for addressing difficult issues. Advice is offered on how to address colleagues' unethical behavior, and on counselors' legal responsibilities in the areas of confidentiality and privileged communication. (TE)

ED 321 224
Myers, Jane E.
Myers, Jane E.
The Challenge of Counseling in Middle Schools. Highlights: An ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spence Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RIBE062011
Note—402p.; For individual chapters, see CG 022 199-579.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, Mich. 48109-1259 ($26.95 each).
Pub Type—Collected Works—General (020)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC17 Plus Postage.
Descriptors—Adolescent Development, Adolescent Counseling, Adolescent Drug Abuse, Family Relationship, Intermediate Grades, Junior High School, Middle Schools, Peer Influence, School Counselors, Sexual Identity, Stress Variables, Suicide
This book of readings presents 33 articles that address topics of interest to counselors who work with middle school students. It was written for counselors already working in middle schools and for individuals preparing for careers as middle school counselors. The book will also benefit both elementary school counselors who help children make the transition from elementary to middle school and high school counselors who work with adolescents making the transition from middle school to high school. It deals with how counselors in middle schools can help early adolescents face the challenges of adolescence, noting that middle school counseling programs should focus on preparing students for the increased independence of high school life that is typically accompanied by more social pressures and increased stress. The chapters in this book offer many ideas for helping young people improve their sense of self, their decision-making capabilities, their interpersonal relationships, their academic skills, and their abilities to deal with stress. Chapters contain articles that have been invited for the book in addition to articles that have been published in various counseling journals. Each chapter contains an introduction by the editors and a collection of articles under the following topics: (1) Self-discovery; (2) family relationships; (3) peer pressure and drug abuse; (4) stress and suicide; (5) sexual maturation; (6) achieving academic success; (7) group counseling; and (8) organizing a middle school counseling program. (NB)
EDRS Price - MF01/PC06 Plus Postage.


Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.


Pub Date—November 89

Note—21p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN. 47405 ($9.95 plus $1.50 postage and handling).

Type—Books (100) — Reports - Evaluative (142) — Information Analyses — ERI C Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.


Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.


Pub Date—September 89

Note—21p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Suite 150, Bloomington, IN 47405 ($9.95 plus $1.50 postage and handling); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL; Smith Research Center, Suite 150, Bloomington, IN 47405 ($9.95 plus $1.50 postage and handling).

Type—Books (100) — Guides - Non-Classroom (055) — Information Analyses — ERI C Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Cognitive Psychology, Communication Decision Making, Higher Education. *Adult Literacy. *Adult Reading Programs. *Evaluation Methods, Reading Instruction, Reading Skills, Reading Tests Identifiers—Educational Issues, ERI C Digests. Student Centered Assessment Intended to help adult education teachers and administrators select the type of adult literacy program that works best for their students, this digest survey nine different programs and discusses the assessment methods used for each program. The programs examined are: (1) Time to Read. (2) Center for Literacy Program; (3) Federal Prison System program; (4) Project: LEARN. (5) City University of New York Adult Literacy program; (6) Greece Central School District Continuing Education Program; (7) CASAS (Comprehensive Adult Student Assessment System); (8) Literacy Volunteers of America-District of Columbia; and (9) California Literacy Campaign. (NKA)

ED 311 393

CS 009 597

Hart, Jerome C.

New Policy Guidelines for Reading: Connecting Research and Practice.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.


Pub Date—November 89

Contract—R18062001

Note—21p.

Available from—Parent-Teacher Organization, 600 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 164, CS 009 837)

Silver, Stephen B.; Silverm, Linda R.

Becoming Literate and You: An Introduction to Reading Research.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, DE.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN 0-87207-165-4

Pub Date—November 89

Contract—R18062001

Note—21p.

Available from—Parent-Teacher Organization, 600 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 164, CS 009 837)
Informal activities. The booklet also contains rec-
cusses reading with the child, listening and talking
practical teaching guides. (NKA)

The third section discusses what happens in whole lan-
tion outlines what whole language is, and the second
view of the whole language approach. The first sec-
ment Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage
Descriptors—Annotated Bibliographies, *Class Ac-
tivities in the booklet are organized to fit the way
activities that children and parents can do together. The
most important teachers of their children's literacy.

ED 314 728
CS 099 917
Behm, Mary Behm, Richard
101 Ideas to Help Your Child Learn To Read and
Write.
ERIC Clearinghouse on Reading and Communica-
tion Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and
Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and
Communication Skills, Indiana University, Smith Research Center,
Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost
items, $2.00 postage and handling).

ED 315 792
CS 212 241
Pavilion, Barbara
Writing Exercises for High School Students.
Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communica-
tion Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and
Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and
Communication Skills, Indiana University, Smith Research Center,
Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost
items, $2.00 postage and handling).

Due to the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for development.

ED 316 837
CS 009 967
NfGamerst, Carolyn Smith
Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and
Improvement (ED), Washington, DC.
Pub Date—Jul 89
Note—8p.
Available from—ERIC Clearinghouse on Reading and
Communication Skills, Indiana University, Smith Research Center,
Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost
items, $2.00 postage and handling).

logical Advancements, *Identifiers—ERIC Digests, Guided Reading Procedure,
*Whole Language Approach
This digest is intended to help and inform those
UPType Guides—Classroom Teacher (052)—
Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—Early Childhood Education, *Family Environ-
Identifiers—Emergent Literacy, Reading Motiva-
tion, Writing Attitudes
Based on the idea that the parents are the first and
most important teachers of their children's literacy,
this booklet offers 101 practical and fun-to-do activi-
ties that children and parents can do together. The
activities in the booklet are organized to fit the way
parents tend to think about their time with their
children: in the morning, at bedtime, on the road, and
watching television. The booklet also includes a list
of additional resources that will interest parents.
(NKA)

ED 314 802
CS 507 028
Goulet, Stephanie
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and
Improvement (ED), Washington, DC.
Pub Date—Feb 90
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and
Communication Skills, Indiana University, Smith Research Center,
Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost
items, $2.00 postage and handling).

ED 315 785
CS 212 225
Hayden, Nancy R.
Evaluating Student Writing: Methods and Mea-
urement. Erick Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and
Improvement (ED), Washington, DC.
Pub Date—Mar 90
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and
Communication Skills, Indiana University, Smith Research Center,
Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost
items, $2.00 postage and handling).

ED 314 737
CS 009 917
Behm, Mary Behm, Richard
101 Ideas to Help Your Child Learn To Read and
Write.
ERIC Clearinghouse on Reading and Communica-
tion Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and
Improvement (ED), Washington, DC.
Pub Date—Jul 89
Note—5p.
Available from—ERIC Clearinghouse on Reading and
Communication Skills, Indiana University, Smith Research Center,
Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost
items, $2.00 postage and handling).

ED 313 675
CS 009 868
Wagner, Robert J.
Whole Language: Integrating the Language Arts—And Much More. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and
Improvement (ED), Washington, DC.
Pub Date—Dec 89
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and
Communication Skills, Indiana University, Smith Research Center,
Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost
items, $2.00 postage and handling).

Due to the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for development.

EDRS Price—MF01/PC03 Plus Postage
Descriptors—Early Childhood Education, *Family Environ-
Identifiers—Emergent Literacy, Reading Motiva-
tion, Writing Attitudes
Based on the idea that the parents are the first and
most important teachers of their children's literacy,
this booklet offers 101 practical and fun-to-do activi-
ties that children and parents can do together. The
activities in the booklet are organized to fit the way
parents tend to think about their time with their
children: in the morning, at bedtime, on the road, and
watching television. The booklet also includes a list
of additional resources that will interest parents.
(NKA)
An Overview of the ERIC Clearinghouse on Reading Remediation

Smith, Carl B.

A 42-item annotated bibliography of lesson plans offers practical suggestions for teaching remedial reading at the elementary level. The 42 lesson plans in this book are divided into four sections: (1) reading comprehension, (2) reading strategies, (3) remedial reading, and (4) reading teachers. A user's guide, activity chart, and a 26-item annotated bibliography of sources in the ERIC database are included.

ED 316 838

Smith, Carl B.

ES 009 969

An Overview of the ERIC Clearinghouse on Reading Remediation

Smith, Carl B.

EDRS Price - MF01/PC01 Plus Postage


Designated to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for teaching remedial reading at the elementary level. The 42 lesson plans in this book are divided into four sections: (1) reading comprehension, (2) reading strategies, (3) remedial reading, and (4) reading teachers. A user's guide, activity chart, and a 26-item annotated bibliography of sources in the ERIC database are included.

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Smith, Carl B.

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ED 316 838

Smith, Carl B.
The Right To Read: Censorship in the School Library.ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-6
Date—Jun 90
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698. (Single copy, free; up to 10 no-cost copies, $2.00 per item; orders over 10, $4.00 postage and handling).

Pub. Type—Information Analyses
EDRIS Price — MF01/PC01 Plus Postage.
Descriptors—Censorship, Court Litigation, Content Area, Definitions, Educational Objectives, Language, Literacy, School Library, Student Publications, Textbooks, Writing Techniques.
Identifiers—Controversial Materials, ERIC Digest.

ED 320 138
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-7
Date—Jul 90
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698. (Single copy, free; up to 10 no-cost copies, $2.00 per item; orders over 10, $4.00 postage and handling).

Pub. Type—Information Analyses
EDRIS Price — MF01/PC01 Plus Postage.
Identifiers—ERIC Digests.

ED 320 180
Walker, Allen
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-11-X
Date—Oct 90
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, East 10th Street, Bloomington, IN 47408-2698 ($12.00).

Pub. Type—Information Analyses
EDRIS Price — MF01/PC01 Plus Postage.
Descriptors—Public Relations Bibliography, Public Relations, Books, Journals.
Identifiers—ERIC Digests.

ED 321 250
Adams, Marilyn Jager
Beginning Reading Instruction in the United States. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-10
Date—Oct 90
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698. (Single copy, free; up to 10 no-cost copies, $2.00 postage and handling).

Pub. Type—Information Analyses
EDRIS Price — MF01/PC01 Plus Postage.
Identifiers—Emergent Literacy, ERIC Digests.

ED 321 261
Parrish, Alva
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-8
Date—Aug 90
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2405 E. Tenth
relationships between public relations and communication. The first section explicates the communication perspective for teaching public relations. The second section presents a variety of examples of typical public communication problems facing contemporary public relations practitioners. The coursework pages of the booklet include case studies and sample student assignments, and the instructor's guide which is also provided replicates these assignments for the instructor's reference. Finally a "Sources and Resources" section presents a list of textbooks and other materials on a variety of communication and public relations-related topics.

ED 309 504
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.

Price: $9.00

Available from: Publications Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.25 prepaid postage and handling).

The second edition of this handbook synthesizes a large body of school leadership literature and explores the subject from many different perspectives: the school, the structure, and the skills. Part I examines characteristics of today's educational leaders; effective leadership styles; and the effects of the educational system on the school leader. Part II looks at the organizational supports underlying school leadership. This section examines the balance of authority and control between the central office and the school site, the team approach to management, the decision-making context, and the components of school climate. Part III highlights leadership abilities needed by today's school administrators. Besides knowing how to manage the school's instructional program and staff, administrators must be able to communicate today's more open, sharing organization, build coalitions of community group; meet more productively and manage time, stress, and conflict more effectively. Concerned about integrating theory with practice, the book offers many practical suggestions for using the information presented. Accompanying each chapter are annotated bibliographical references that appear at the end of the volume.

ED 309 564
Bowers, Bruce C. State-Educated Accountability of Local School Districts. ERIC Digest Series Number EA 38.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.

Price: $1.25

Available from: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($1.25 prepaid postage and handling).

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ED 309 556
Rovers, Bruce C. State-Educated Accountability of Local School Districts. ERIC Digest Series Number EA 36.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.

Price: $1.25

Available from: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($1.25 prepaid postage and handling).

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ED 309 540
Centers for Disease Control and Prevention. AIDS/HIV Education. ERIC Digest Series Number EA 37.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.

Price: $1.25

Available from: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($1.25 prepaid postage and handling).

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ED 309 540
Centers for Disease Control and Prevention. AIDS/HIV Education. ERIC Digest Series Number EA 37.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

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ED 309 540
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SPONS AGENCY: Office of Educational Research and Improvement (ED), Washington, DC.

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ED 309 565
Klucek, Anna
Choice in the Public Schools. ERIC Digest Series Number EA 39.
ERIC Clearinghouse on Educational Management.
Eugene, Ore.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--Aug 89
Contract--OERI-R-188065004
Note--EA 39.
ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($2.50 postage and handling, prepaid).

EDRS Price - MF01/PC01 Plus Postage
Descriptors--Choice; Decision Making; Educational Policy; Education--Curriculum; Education--Curriculum--Curriculum Development; School Management.
Journ CitResearch Roundup: v6 nl Nov 89
Se-Cond, based on his recently completed study in the Midwest: John C. Darrow delineates the major problems confronting new principals and offers some promising recommendations. Third, Joseph W. Luica describes how a Louisiana State University project has organized a collaborative inservice training effort for 15 new principals. Fourth, Mark E. Anderson gives a comprehensive guide to the formation of a professional principal induction. And fifth, Howard Some provides from personal experience a practical guide of "dos and don'ts" for principals (AM).

ED 311 593
Andrews, Carl
Inducting Principals.
ERIC Clearinghouse on Educational Management.
Eugene, Ore., National Association of Elementary School Principals, Alexandria, VA.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--Nov 89
Contract--OERI-R-88-06003
Note--6p.
ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($2.00, quantity discounts).

ED 311 550
Flinders, David J.
Voices from the Classroom: Educational Practice and Educational Policy.
ERIC Clearinghouse on Educational Management.
Eugene, Ore.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--Aug 89
Contract--OERI-R-188062004
Note--92p.
ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($17.75 prepaid, quantity discounts).

EDRS Price - MF01/PC01 Plus Postage
Descriptors--Classroom; Environmental; Educational Policy; Education--Curriculum; Education--Curriculum Development; Leadership; School Supervision; School Management.

ED 311 605
AIDS, Suicide, Drugs. The Best of ERIC on Educational Management.
ERIC Clearinghouse on Educational Management.
Eugene, Ore.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--Oct 89
Contract--OERI-R-400-88-0003
Note--5p.
ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid postage and handling).

EDRS Price - MF01/PC01 Plus Postage
Descriptors--Aquired Immune Deficiency Syndrome; Administration; Crisis Intervention; Curriculum Development; Drug Abuse; Drug Use Testing; Educational Environment; Educational Policy; School Discipline; School Management; School Supervision; Student Discipline; Substance Abuse; Suicide.

ED 311 603
Student Self-Esteem. The Best of ERIC on Educational Management, Number 94.
ERIC Clearinghouse on Educational Management.
Eugene, Ore.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--Sep 88
Contract--OERI-R-400-86-0003
Note--5p.
ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.25 prepaid postage and handling).

EDRS Price - MF01/PC01 Plus Postage
Descriptors--Academic Achievement; Adolescents; Career Development; Elementary Secondary Education, High Risk Students; Literature Reviews, Middle Schools; Student Development; Teacher Education; Evaluation (Individuals); Student Development; Student School Relationship; Success; Teacher Student Relationship.

This annotated bibliography of 12 publications on student self-esteem includes an acknowledged cause of academic success: (1) it is the actual ability of students, not their self-concepts of ability, that make the difference in academic achievement; and (2) by providing adequate mental pressure generally have lower self-esteem; (3) self-esteem has a negligible effect on subsequent delinquency, and delinquent behavior itself tends to lower, not raise, self-esteem; (4) there is no significant causal relationship between gender and self-esteem; (5) self-esteem is caused by prior success in the classroom; and (6) high self-esteem is a consequence of having experienced meaningful success.
Within the field of education, the act of planning implies that the schools are more than passive participants, but they are hands-on, partnering with the public education system to make strategic plans of particular importance. Implementing a strategic plan first involves summarizing and documenting the district's purpose and operations, what it wants to accomplish, and what it does; everyone concerned with public education should participate in the strategic plan to create. Further, the strategic plan should be fully discussed and published before it is implemented; must find its way into the district's budget and job descriptions and should be for the duration of at least 5 years with annual reviews. (9 references) (KM)

ED 312 777
EA 021 433
Pierson. David
Superintendent Evaluation. ERIC Digest Series Number EA 43.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—89
Contract—OERI-R188062004
Note—4p.
Available from—Publication Sales. ERIC Clearinghouse on Educational Management. University of Oregon. 1787 Agate Street. Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type—Information Analyses - ERIC Information Analysis Products (OT01) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Sponsors Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—89
Contract—OERI-R188062004
Note—4p.
Available from—Publication Sales. ERIC Clearinghouse on Educational Management. University of Oregon. 1787 Agate Street. Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type—Information Analyses - ERIC Information Analysis Products (OT01)
school board protection from lawsuits and criticism from both terminated superintendents and constituents angered over the superintendent's performance and compensation. The board, however, offers encouraging praise, instructional critique, and suggestions for overcoming shortcomings and problems. The performance appraisal process examines whether the superintendent is meeting the goals and objectives agreed upon. (10 references) (KMF)

ED 312 776  EA 021 434

Parental Involvement in the Educational Process, ERIC Digest Series Number EA 43.
ERIC Clearinghouse on Educational Management.
Eugene, Ore.

Spans Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—89
Contract—OEIRI-R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($2.50 prepaid postage and handling).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Parent Involvement, Parent Participation.

ED 313 842  EA 021 531

School Improvement Teams. The Best of ERIC on Educational Management, Number 102.
ERIC Clearinghouse on Educational Management.
Eugene, Ore.

Spans Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—Mar 90
Contract—CON-90-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($2.50 prepaid postage and handling).

Pub Type—Information Analyses—ERIC Information Analysis Products (131)

EDRS Price—MF01/PC01 Plus Postage.


The reports included in this annotated bibliographic study of 11 publications on school improvement teams suggest that ownership and commitment to improvement are natural consequences of shared planning and decision-making, that overcentralization has severely limited the scope of teachers' professional judgment, that school improvement circles—active vehicles for employee participation—can enhance schools. Subsequent reports examine four models of school change processes: (1) the key to improving schools; (2) a description of a program in Fairfax County (Virginia) designed to increase participation in school management. (KMF)

ED 313 800  EA 021 483

Mills, Geoffrey E.
Trends and Issues Series, Number 4.
ERIC Clearinghouse on Educational Management.
Eugene, Ore.

Spans Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—Jan
Contract—RIB0862004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($6.00 prepaid; $2.50 postage and handling on billed orders).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC02 Plus Postage.


Informed by current literature on school improvement and educational change, this guide attempts to provide central office personnel, policymakers, teachers, and the public with an overview of five school improvement models along with practical suggestions for improving instructional programs. The second chapter summarizes relevant literature, focusing on two themes: the actors in the change process and impediments to change. Specifically discussed are district administrators' and principals' strategies for coping with change, the effect of teacher and administrator career paths on innovation, and the relationship between change and the superintendent's performance. The third chapter examines five school improvement models (the Structure of School Improvement, the Core Improvement Program, the Improvement Evaluation, School-Based Improvement, and the School Improvement Process) and summarizes the policies that successful school improvement programs are likely to implement. The fourth chapter presents key school decision-making strategies (including the need for multi-level cooperation and strategies for managing the slow and complex change process) and seven recommendations: (1) fostering an attitude favorable to change; (2) broadening participation; (3) defining and defining problem areas; (4) creating and key school effectiveness research elements; (5) deciding on long-range goals; (6) developing an information and feedback system; (7) anticipating obstacles and ways to overcome them; and (7) promoting a spirit of collaboration among participants. A bibliography of 40 references is included. (MLH)

ED 315 865  EA 021 579

Klaue, Amy
Coping with Changing Demographics, ERIC Digest Series Number EA 113.
ERIC Clearinghouse on Educational Management.
Eugene, Ore.

Spans Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—89
Contract—RIB0862004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($2.50 prepaid postage and handling).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests.

Studying local and national population distribution, as well as economic and social patterns, is becoming crucial for educators who rapidly changing communities. School officials should take into consideration the tremendous diversity in cultural and social characteristics of their student population. Increasing educational levels existing within an ethnic group. Several social and economic patterns characterize today's student population. Two-income, single-parent, and homeless families are all on the rise; and (2) drug and alcohol abuse, pregnancy, and teenage pregnancy rates continue to challenge school districts. School officials can investigate demographic changes in their districts in several ways, but it is recommended to compare enrollment by grade level to establish migration rates. As a result of shifting cultural makeup of student enrollment, the nation's schools will have to create productive, multicultural environments and address issues of racism and ethnicity. Comprehensive help to at-risk and low-income students is recommended. (11 references) (SI)

ED 315 909  EA 021 668

Bowers, Bruce C.
Initiating Change in Schools.
ERIC Clearinghouse on Educational Management.
Eugene, Ore.

Spans Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—Apr
Contract—OEIRI-R188062004
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($5.00 prepaid postage and handling).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)
The Collaborative School: A Work Environment

Smith, Stuart C.

1. The role of principals' use of an "initiator" leader function in encouraging innovation in schools.

Gene E. Hall argues that successful change in educational settings can be facilitated by leaders who act as initiators. His study of schools where innovations had been implemented supports this view, showing that change can be successfully implemented within a school only if it has been institutionalized at both the individual and organizational levels. Huling-Austin found that successful program implementation hinged on the principal's actions in four significant areas: (1) making meaningful to those (primarily teachers) who will be affected by the new practices, (2) making them happen, (3) keeping drugs and alcohol from further endangering learning environments, and (4) keeping students safe.

2. Collaboration in schools as a means of addressing teacher accountability to a self-policing policy.

The benefits of a collaborative work setting include such practices as mutual help, exchange of ideas, joint planning, and participative decision-making. These practices have been consistently confirmed by studies of effective schools and successful school programs. However, teacher isolation remains the norm. Drawing on recent research and educators' firsthand experiences, this book explores the benefits of collaboration, describes various collaborative practices and programs already occurring in schools, and shows how collaboration can be introduced using currently available resources. Chapter 1 shows collaboration has no single model and can occur in various forms. Chapter 2 examines the unique educational environment and conditions that can lead to collaboration. Chapter 3 looks at the collaborative classroom: practices in such areas as school improvement, professional development, teacher evaluation, and school decision-making. Chapter 4 shows that developing new practices is itself a collaborative process involving all school professionals. Principles important for principals to consider include encouraging collaboration and for comprehensive and modest undertakings. Policy-makers' promotion of collaboration might help principals create a truly professional teaching environment (84 references) (MLH).

ED 316 957
EA 021 781

Kline, Amy. Hodderman, Margaret

Drug Testing. ERIC Digest Series Number EA 35 (Revised).

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—90

Note—Revision of ED 307 656

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, EUG, OR 97403 (free: $2.50 postage and handling).

3. The political use of technology in education.


ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—Oct 89

Note—21p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 plus $.25 shipping and handling).

4. The nature of professional development in educational administration.

ED 318 132
EA 021 883

Peile, Philip K.


ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—Oct 89

Note—21p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 plus $.25 shipping and handling).

5. The need for professional development as a response to the failure of the microcomputer to transform the traditional role of the teacher in the schools and the failure of the microcomputer to transform the role of the teacher in the schools.

The primary conclusion reached is that only technologies like interactive distance learning, with its capacity to offer an educationally valid and effective educational experience to the classroom teacher, will have a real impact on schools.

The second chapter describes the technology of interactive distance learning and the various types of distance learning services as well as the federal role in distance learning. The third chapter analyzes the impact of the distance learning services on the educational community. The fourth chapter examines the failure of the microcomputer to transform the traditional role of the teacher in the schools and the failure of the microcomputer to transform the role of the teacher in the schools.

6. The need for professional development as a response to the failure of the microcomputer to transform the traditional role of the teacher in the schools and the failure of the microcomputer to transform the role of the teacher in the schools.

The primary conclusion reached is that only technologies like interactive distance learning, with its capacity to offer an educationally valid and effective educational experience to the classroom teacher, will have a real impact on schools.

The second chapter describes the technology of interactive distance learning and the various types of distance learning services as well as the federal role in distance learning. The third chapter analyzes the impact of the distance learning services on the educational community. The fourth chapter examines the failure of the microcomputer to transform the traditional role of the teacher in the schools and the failure of the microcomputer to transform the role of the teacher in the schools.


ED 320 193  EA 021 476  The Role of the School: Educational or Social? The Best of ERIC on Educational Management, Number 191.  ERIC Clearinghouse on Educational Management, Eugene, Ore.  Sponsoring agency—Office of Educational Research and Improvement (ED), Washington, DC.  Pub Date—Feb 90  Contract—OERI-R-86-0003  Note—5p.; Contains some text on colored paper.  Available from—Publication Sales, ERIC Clearinghouse on Educational Management, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).  Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Guides—Non-Classroom (055).  EDRS Price—MF01/PC01 Plus Postage.  Descriptors—Elementary Secondary Education, Family Problems, *Homeless People, *Institutional Cooperation, School Demography, *School Responsibilities, *Social Responsibility  The first of 11 annotated publications on school’s growing social responsibilities examines ways for schools to help with students’ changing family situations (mainly through divorce) and increase educators’ sensitivity to social responsibilities. The eight steps are: (1) establishing the intern schoolhouse” to assist homeless children, H.B. Pinkney’s brief article argues persuasively for more support and less criticism for schools struggling to provide expanded services. The next article recounts a Queen’s, New York, principal’s efforts to establish an after-school care center for kids living in one of the two succeeding papers on the problems facing schools argue for less criticism and more cooperation. The next article, a reassessment of the progressive educational legacy, points out that turn-of-the-century reformers went beyond “Great Society” goals to demand free lunch programs for low-income children, successful programs to serve the poor, and night school programs for adults. The last article recommends that schools cooperate with social agencies and set limits on what the community can expect of them. (MLH)

ED 320 195  EA 021 575  Managing the Incompetent Teacher, Second Edition.  ERIC Clearinghouse on Educational Management, Eugene, Ore.  Sponsoring agency—Office of Educational Research and Improvement (ED), Washington, DC.  Report No.—ISBN 0-86552-102-4  Pub Date—90  Contract—RI 88062004  Note—97p.; For previous edition, see ED 245 296.  Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.55 prepaid, plus $2.50 postage and handling).  Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Guides—Non-Classroom (055).  EDRS Price—MF01/PC04 Plus Postage.  Descriptors—Accountability, Administrator Responsibility, *Due Process, Elementary Secondary Education, *Job Performance, *Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement, Teacher Responsibility  Featuring the same practical guidelines for rid· ing "failing" schools of incompetent teachers as the 1984 edition, this new edition incorporates substantially revised material on three topics: criteria and informa-tion sources for identifying incompetence, remediation procedures, and grounds for dismissal. The book presents an eight-step system for evaluating and dismissing incompetent teachers, to help teachers effectively: (1) identify the barriers to dismissing tenured teachers for classroom incompetence; (2) recognize the important problems of evaluating and dismissing imperfect teachers; (3) adopting sound procedures for determining whether teachers satisfy these criteria; (4) providing unsatisfactory teachers with remediation and a reasonable time to improve; (5) ensuring that appraisers have the requisite competencies; (6) presenting appraisers with necessary resources; (7) holding appraisers accountable for evaluating and dealing with incompetent teachers; and (8) providing incompetent teachers with a fair hearing prior to making the dismissal decision. The final chapter recommends strategies for creating environmental conditions conducive to success. A commitment to ongoing leadership is essential. An appendix contains the District Evaluation Practices Inventory, designed to be used in conjunction with this handbook. (143 references) (MLH)

ED 320 196  EA 021 582  Beavick, Richard  Racism in America’s Schools. ERIC Digest Series, Number EA 48.  ERIC Clearinghouse on Educational Management, Eugene, Ore.  Sponsoring agency—Office of Educational Research and Improvement (ED), Washington, DC.  Pub Date—90  Contract—RI 88062004  Note—4p.  Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 shipping and handling).  Pub Type—Information Analyses—ERIC Information Analysis Products (071)  EDRS Price—MF01/PC01 Plus Postage.  Descriptors—Elementary Secondary Education, Ethnic Bias, Ethnicity, Ethnic Relations, Minority Groups, Multicultural Education, *Racial Attitudes, *Racial Bias, *Racial Discrimination, *Racial Identifiers—ERIC Digests  Schools play an important role in combating racism, especially in the quarter-century of desegregation, may be increasing. Possible solutions are listed in this report: public declarations of repugnance for racism, multicultural educational programs, use of teachers as role-models, and effective use of tolerance-generating resources. Several other motivations and conditions of racism, such as health clinics, such as health clinics, used by educators to change racist behavior are discussed. Schools can preserve ethnic identity without sacrificing social integration by offering programs that recognize the distinction between the meanings of culture and ethnicity. Multicultural education must distinguish between culture and ethnicity if it is to preserve ethnic identity while facilitating social integration. Multicultural education offers excellent ways to uncover prejudice and to stimulate appreciation for racial and ethnic differences. (12 references) (LMI)

The growing chasm between society's complex problems and what the system can do too requires a driving reform in all sectors. Just as schools alone cannot compensate for the disadvantage created by poor housing, jobs, communities, welfare and social agencies cannot hold out a hopeful future to clients lacking employment abilities. Comprehensive service effort must help whole person and community. Family crises and poverty conditions must be alleviated if children are to succeed in the classroom; children must succeed in the classroom if they are to support themselves and avoid long-term dependency as adults. Demographics and financial reasons also support collaboration. "Joining Forces," a National Association of State Boards of Education report, has launched a national effort to help education and social services work together to aid children and families at risk. Areas for collaboration include health care, integrated family service, toxic environments, and attendance policies seeking to retain rather than exclude. Advice is provided for understanding the processes of building integrated collaboration. Examples of collaborative efforts in New Hampshire, Washington, D.C., Texas, and Michigan are summarized. Tips are provided for ensuring successful transition that transcends special project status and attempts fundamental organizational change. (Nine references) (MLH)

ED 321 341
 Werkman, C., and Others
 Working Together: The Collaborative Style of Bargaining
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency--Office of Educational Research and Improvement, Washington, DC.
 Report No.--ined-86-8552-103-14
 Note--82p.
 Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (76.75 prepaid; $2.50 postage and handling on all orders).

EDRS Price -- MF01/PC01 Plus Postage.

ED 321 342
 Crampton, Faith E.
 Parental Involvement and School Reform. ERIC Digest Series Number EA 58.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
 Pub Date--90
 Contract--RI88062004
 Note--4p.
 Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price -- MF01/PC01 Plus Postage.

ED 321 343
 EA 021 580
 Gualt, Joan
 School Security. ERIC Digest Series Number EA 46.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
 Pub Date--90
 Contract--RI88062004
 Note--4p.
 Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price -- MF01/PC01 Plus Postage.

ED 321 344
 EA 021 581
 Buss, Alan
 The Role of Business in Education. ERIC Digest Series Number 47.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
 Pub Date--90
 Contract--RI88062004
 Note--4p.
 Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price -- MF01/PC01 Plus Postage.

ED 321 356
 Howard, Bruce, and Others
 State Efforts to Deregulate Education. ERIC Digest Series Number EA 51.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
 Pub Date--90
 Contract--RI88062004
 Note--4p.
 Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price -- MF01/PC01 Plus Postage.

ED 321 391
 EA 022 043
 The Role of Business in the Schools. The Best of ERIC on Educational Management Number 102.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
 Pub Date--Sept 90
 Contract--400-86-0003
 Note--6p.; Portions printed on dark background may reproduce poorly.
 Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price -- MF01/PC01 Plus Postage.

ED 321 398
 EA 021 992
 Bowser, Bruce, and Others
 Fiscal Policy Issues and School Reform. ERIC Digest Series Number 071.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
 Pub Date--90
 Contract--RI88062004
 Note--4p.
 Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price -- MF01/PC01 Plus Postage.

ED 321 399
 EA 022 044
 The Role of Business in the Schools. The Best of ERIC on Educational Management Number 103.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
 Pub Date--Sept 90
 Contract--400-86-0003
 Note--6p.; Portions printed on dark background may reproduce poorly.
 Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price -- MF01/PC01 Plus Postage.

ED 321 400
 EA 022 045
 The Role of Business in the Schools. The Best of ERIC on Educational Management Number 104.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
 Pub Date--Sept 90
 Contract--400-86-0003
 Note--6p.; Portions printed on dark background may reproduce poorly.
 Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price -- MF01/PC01 Plus Postage.
America's Workforce Crisis," by the Commission on Workforce Quality and Labor Market Efficiency; "Taking a Cue from Business-Schools Can Be a Catalyst for Developing Successful Projects," by Sheila Onuska. (LM1)

ED 321 419

Gaustad, Joan

Gangs. ERIC Digest Series Number EA 52.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spoons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—R18062004

Note—3p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, College of Education, University of Oregon, Eugene, OR 97403 ($2.50 postage and handling).

Pub Type—Information Analyses

ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage


Identifiers—ERIC Digests

An increase in gang violence and mobility in the last 20 years has alarmed members of the public school community. Gang membership, formation, location, and growth are described. Strategies to counter gang activity, such as school discipline policies, school and community prevention programs, information sharing networks, and state legislation, are discussed. (9 references) (LMI)

ED 321 424

Lumsden, Linda S.

Meeting the Special Needs of Drug-Affected Children. ERIC Digest Series Number EA 53.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spoons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—R18062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type—Information Analyses

ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage


Identifiers—ERIC Digests

An increase in gang violence and mobility in the last 20 years has alarmed members of the public school community. Gang membership, formation, location, and growth are described. Strategies to counter gang activity, such as school discipline policies, school and community prevention programs, information sharing networks, and state legislation, are discussed. (9 references) (LMI)

ED 320 582

Learning Related Visual Problems. ERIC Fact Sheet.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—89

Contract—400-810031

Note—3p.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order of five prepaid).

Pub Type—Information Analyses

ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage


This fact sheet defines vision, outlines the visual skills needed for school educational, social, and psychological development, and describes the visual system. The text also includes some basic eye care, a step-by-step guide to help school system personnel prepare for due process hearings and their aftermath. (Topics covered include grounds for a hearing, the impartial hearing officer, parties and counsel, conducting the hearing, appeals, preparing and analyzing student data, tailoring instruction to student needs, and developing a method of measurement, assessing student progress, and networking information in the education of handicapped children.) (Author/PB)

ED 320 590

Srivastava, Barbara

Students with Specialized Health Care Needs.

ERIC Digest Series Number EA 458.

Council for Exceptional Children, Reston, Va.: ERIC Clearinghouse on Handicapped and Gifted Children.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—R18062027

Note—3p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($10.00, nonmembers; $8.00, members; Stock No. 327).

Pub Type—Guides—Non-Classified (055) — Information Analyses

ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage


Identifiers—Education For All Handicapped Children Act

One of the fundamental rights guaranteed by the Education of the Handicapped Act is the right to an impartial due process hearing. Such hearings are often difficult and emotionally draining experiences. They need not be so difficult, however, because proper and sensitive preparation for a hearing can minimize its negative emotional impact. This monograph presents fundamental information about the hearing process, along with a practical step-by-step guide to help school system personnel prepare for due process hearings and their aftermath. (Topics covered include grounds for a hearing, the impartial hearing officer, parties and counsel, conducting the hearing, appeals, preparing and analyzing student data, tailoring instruction to student needs, and developing a method of measurement, assessing student progress, and networking information in the education of handicapped children.) (Author/PB)

ED 321 654

EC 221 328

Curriculum-Based Assessment: Research Brief for Teachers, Brief T2.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Special Education and Rehabilitation Services (ED), Washington, DC.

Div. of Innovation and Development.

Pub Date—Dec 89

Contract—R18062007

Note—3p.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($10.00 each, minimum order of five prepaid).

Pub Type—Information Analyses

ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage


Identifiers—Curriculum Based Assessment

This title provides a synopsis of the steps in curriculum-based assessment (CBA) and lists resources that provide more detailed descriptions of CBA and its application. The described CBA method involves selecting or developing a method of measurement, assessing student knowledge, tailoring instruction to student needs, and using repeated assessments to fine tune instruction and track progress. The 20 bibliographic resources listed are arranged in four categories: general information and CBA models; measuring, recording, and analyzing student data; tailoring instruction; and using CBA data. (ED)

ED 313 861

EC 221 736

Evaluating Intervention for Infants and Toddlers: A Team Effort. ERIC Digest #461.


Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—R18062007

Note—4p.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($10.00, no members; $8.00, members; Stock No. 327)

Pub Type—Guides—Non-Classified (055) — Information Analyses

ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage


Identifiers—Education For All Handicapped Children Act

One of the fundamental rights guaranteed by the Education of the Handicapped Act is the right to an impartial due process hearing. Such hearings are often difficult and emotionally draining experiences. They need not be so difficult, however, because proper and sensitive preparation for a hearing can minimize its negative emotional impact. This monograph presents fundamental information about the hearing process, along with a practical step-by-step guide to help school system personnel prepare for due process hearings and their aftermath. (Topics covered include grounds for a hearing, the impartial hearing officer, parties and counsel, conducting the hearing, appeals, preparing and analyzing student data, tailoring instruction to student needs, and developing a method of measurement, assessing student progress, and networking information in the education of handicapped children.) (Author/PB)
ED 317 007  EC 230 069  Educating Exceptional Children. ERIC Digest #E456.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90  Contr.—RI806207
ED 319 179  EC 230 868  Readings about Children and Youth with Learning Disabilities. ERIC MiniBib #E465.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89  Contr.—RI806207

EDRS Price — MF01/PC01 Plus Postage.


The digest briefly summarizes the characteristics and current trends in special education programming for exceptional children. Exceptional children are described as having physical, mental, or behavioral handicaps and ranging in age from birth to 21. Requirements of basic federal legislation (The Education for All Handicapped Children Act) and recent amendments are briefly described. Incidence information, as well as a listing of program options are provided for gifted students, children with physical handicaps, children with mental handicaps, children with behavior disorders, children with speech and language disabilities, children with learning disabilities, and children with specialized health care needs. Two trends in special education are also identified. First, children with disabilities are receiving special education services earlier and second, a change in the public's attitude toward the employment of people with handicaps has led to more instruction in vocational skills and assistance in the transition from school to community life and work. Three references are included. (JDD)

ED 318 176  EC 230 579  Rights and Responsibilities of Parents of Children with Handicaps. ERIC Digest #E466.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89  Contr.—RI806207
Note—3p.  Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
EDRS Price — MF01/PC01 Plus Postage.


Identifiers—Education for All Handicapped Children Act, ERIC Digests

In a question-and-answer format, this single sheet outlines the rights of parents in the special education process, as provided by Public Law 94-142, including the right to a free appropriate public education for all children, and a re-evaluation, to have the child tested in the child's primary language, and to participate in the development of the child's individualized education program. Parent responsibilities are also noted, such as developing a partnership with the school or agency, making sure the child is included in the regular school activities program, and monitoring the child's progress. The parent's role in developing the individualized education program is also described. A final section lists resources available to help parents. (JDD)

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90  Contr.—RI806207
Note—1p.  Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($2.00 minimum order; $18.00 members; Publication No. E105).

type—Collected Works—General (020)

Description—Academically Gifted, Counselor Education, Child Advocacy, Child Rearing, Creativity, Educational Needs, Educational Programs, Educational Progression, Giftedness, Gifted Disability, Individual Needs, Mathematics, Microcomputer, Minority Groups, Parent Child Relationship, Postsecondary Education, Pre-school Education, Reading Instruction, Stress Management, Student Needs, Summer Programs, *Talent IDentification, Underachievement

This collection of 20 digests on gifted students is intended to provide practical information for stu- dents, professionals, and parents. It includes information on the following titles and authors/primary contributors: "Giftedness and the Gifted: What's It All About?" (D. W. Russell and others); "Giftedness and the Gifted Child" (Stephanie Tolan); "Underachieving Gifted Students" (James Delisle and Sandra Berger); "Becoming Gifted but Learning Disabled: A Puzzling Paradox" (Susan Baum); "Meeting the Needs of Gifted and Talented Minority Language Students" (Linda Cohen); "Guiding the Gifted Reader" (Judith Wynn Halsted); "Developing Mathematical Talent" (Richard Miller); "Personal Computers Help Gifted Students: Work Smart" (Sharon Greene); "Helping Gifted Students with Stress Management" (Leslie Kaplan); "Helping Adolescents Adjust to Giftedness" (Thomas Buescher and Sharon Higham); "College Planning for Gifted and Talented Youth" (Sandra Berger); "Discovering Interests and Talents through Summer Activities" (Cindace Grace); "Finding and Keeping Gifted and Talented Youth" (Barbara Kerr); "Fostering the Postsecondary Aspirations of Gifted and Talented Students" (Margaret M. Vanish and M. Jean Greer); "Supporting Gifted Education Through Advocacy" (Sandra Berger); "Readings and Resources for Parents and Teachers" (Sandra Berger, Comp.); "Meeting the Needs of Able Learners through Flexible Pacing" (Neil Daniel and June Cox). (DDB)
ED 321 481
GC 231 802
Gifted and the Gifted: What's It All About? ED 321 481
Growth and Development Office of Educational Research and Improvement (ED). Washington, DC. Pub Date-90
Note--5p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071) -- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers--ERIC Digests
This digest is intended to help parents and teachers understand and cope with underachievement in gifted students. A behavior achievement is defined and its various components (e.g., content and situation specificity and ties to self-concept development) are explained. Strategies to prevent or reverse patterns of underachievement are classified as supportive, intrusive, or remedial. Guidelines are offered to families in applying all three types of strategies. The value of participation by underachieving gifted students in a gifted program is noted. A distinction is made between praise for achievement outcomes and encouragement of a child's efforts. Underachievement is seen as a reversible but complex web of behaviors. Includes 13 references and 15 resources for students (DB)

ED 321 482
EC 231 803
Tolan, Stephanie
Helping Your Highly Gifted Child. ED 321 482
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston.
Pub Date--90
Contract--R188062007
Note--5p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071) -- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
This digest was adapted from D.W. Russell, D.G. Hayes and L.B. Dockery's book, "My Child is Gifted: Now What Do I Do?". The digest is intended to give parents of gifted students an overview of characteristics of gifted children and terminology used in this field. Several definitions of giftedness are offered including one from a parent group emphasizing the interaction with the environment and one from a U.S. government report identifying characteristics of giftedness. Fourteen general characteristics typically used by educational authorities as indicative of giftedness are listed. The nature of the discussion and the terms parents might hear in the context of gifted children are explained including gifted, talented, prodigy, precocious, superior, rapid learner, exceptional, and elitism. Includes five references. (DB)

ED 321 483
EC 231 805
Baum, Susan
Gifted but Learning Disabled: A Puzzling Paradox. ED 321 483
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston.
Pub Date--90
Contract--R188062007
Note--5p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071) -- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
This digest is derived from Susan Baum's "Being Gifted and Learning Disabled. From Definition to Practical Intervention." The learning disabled gifted are grouped into three categories: identified gifted students who have subtle learning disabilities, unidentified students whose gifts and disabilities may be masked by average achievement, and identified learning disabled gifted students. Four general guidelines are offered to professionals in developing appropriate educational programs. They include: (1) focus awareness of the gifted nature of the gift; (2) provide a nurturing environment that values individual differences; (3) encourage compensation strategies (5) which are suggested; and (4) encourage awareness of individual strengths and weaknesses. Suggested is the importance of such students learning to be their own advocates. Includes nine references, nine resources, and 14 suggestions for additional reading. (DB)

ED 321 484
EC 231 806
Cohen, Linda M.
Meeting the Needs of Gifted and Talented Minority Language Students. ED 321 484
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston.
Pub Date--90
Contract--R188062007
Note--5p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071) -- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
This digest is adapted from Linda Cohen's publication, "Meeting the Needs of Gifted and Talented Minority Language Students." It explores the controversies surrounding the underrepresentation of minority language students in identified gifted and talented programs and makes recommendations for more suitable assessment techniques and program models. Differences are the following questions: (1) Are minority language students underrepresented in programs for gifted and talented students? (2) What are some commonly used methods for identifying and evaluation of gifted and talented minority language students? and (3) What types of programs are available for gifted and talented students and are they suitable for minority language students who are selected to participate? Specifically described are enrichment programs, parent involvement programs, acceleration or honors programs, and mentor programs. The following recommendations are made: broaden the concept of giftedness; expand research on giftedness and minority language students; employ more well-rounded assessment techniques; increase staff awareness of potential for developing a gifted and talented program; explore various program models; and increase awareness of different ways giftedness may be manifested in different populations. Includes 17 references (DB)

ED 321 486
EC 231 807
Halsted, Judith Wynn
Guiding the Gifted Reader. ED 321 486
Pub Date--90
Report No.--EDR-90-011
Note--15p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071) -- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
This digest offers guidelines for developing reading opportunities for gifted students, with focus on the characteristics of the gifted child as reader (e.g., they read earlier, better and more) are noted. Specific reading strategies for gifted learners can met by using literature as a supplement to the readings in basal texts; forming discussion groups based on books; and following programs such as Junior Great Books discussion format. The use of literature is also suggested for guiding the emotional development of gifted children as well as developmental bibliotherapy. Includes nine references. (DB)

ED 321 487
EC 231 808
Miller, Richard C.
Diverging Mathematical Talent. ED 321 487
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Pub Date--90
Contract--R188062007
Note--5p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071) -- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
This digest offers guidelines for identifying diverging mathematical talent in children. Mathematicality is defined and the characteristics of mathematically talented students are listed. Diverging mathematically talented students do not achieve well in school mathematics due to a mismatch between the student and the curriculums. The methods that various standardized tests-intelligence tests, creativity tests, mathematics achievement tests, mathematics aptitude tests, and out-of-
grade-level mathematics aptitude tests can be used to identify mathematical talent are offered. A systematic process for talent identification is suggested involving a screening phase and then out-of-grade-level mathematics abilities assessment. Characteristics of appropriate instructional programs for students identified as mathematically talented are discussed. Among suggestions offered to teachers are: respect the unique qualities of children, show children that their ideas have value by listening and considering them; provide opportunities for children to learn and discuss different solutions to immediate evaluation questions; provide opportunities for creative expression, problem solving, and a responsive response to change and stress; find creative ways to resolve conflicts between family members; and ensure that every family member is provided with information and respect. Noted are ways adults can kill creativity in children, by insisting that children do things the "right way," forcing comparisons with other children, and discouraging children's curiosity. Includes 14 references. (DB)

ED 321 490  
Karnes, Frances A.; Bean, Suzanne M.  
Developing Student Character in Gifted Youth.  
ERIC Digest #E485.  
Council for Exceptional Children, Reston, Va.;  
ERIC Clearhouse on Handicapped and Gifted  
Children, Reston, Va.  
Spons Agency—Office of Educational Research  
and Improvement (ED), Washington, DC.  
Report No.—EDO-EC-90-9  
Pub Date—90  
Note—3p.  
Pub Type—Information Analyses—ERIC Information  
Analysis Products (071) — Guides —  
Non-Classroom (055).  
EDRS Price—MF01/PC01 Plus Postage.  
Descriptors—Abstraction Reasoning, Cognitive  
Development, Computer Assisted Instruction,  
Gifted, Microcomputers, Questioning Techni-  
ces, Simulation, Student Educational Objectives,  
Student Needs, Talent Identification.  
Identifiers—ERIC Digests.  
This digest considers the role of personal computers in the education of gifted students. There is evidence that students are "smarter," whether they are learning and using more information, understanding key concepts and relationships better, or developing higher level thinking skills. Research findings concerning the specific instructional needs of gifted and talented students are listed. The computer can be seen as an engine for such students. Although educational uses in computer-assisted instruction, student-developed computer simulations, and programming are recognized, the computer's greater power is seen in the role of student teachers. A list of recommendations include encouraging experimentation and individual learning styles; structuring experiences to help students develop strengths and overcome weaknesses; and promoting interpersonal relationships through computer. Includes eight references. (DB)

ED 321 489  
Torrence, E. Paul; Goff, Kathy  
Fostering Independence and Creativity in Gifted Students.  
ERIC Digest #E484.  
Council for Exceptional Children, Reston, Va.;  
ERIC Clearhouse on Handicapped and Gifted  
Children, Reston, Va.  
Spons Agency—Office of Educational Research  
and Improvement (ED), Washington, DC.  
Report No.—EDO-EC-90-3  
Pub Date—90  
Note—3p.  
Pub Type—Information Analyses—ERIC Information  
Analysis Products (071) — Guides —  
Non-Classroom (055).  
EDRS Price—MF01/PC01 Plus Postage.  
Descriptors—Child Rearing, *Creative Development,  
Educational Needs, Gifted, Individual Differences,  
Individual Needs, Parent Attitudes, Parent Child  
Relationships, Teacher Attitudes, Teacher  
Student Relationship.  
Identifiers—ERIC Digests.  
This digest is intended to help parents and educators assist with the development of leadership attitudes and skills in gifted youth. The relative lack of interest in leadership despite its designation as a talent area is highlighted. Suggestions are provided for defining leadership attitudes and skills in gifted youth. For example, factors and conditions that encourage leadership development are discussed and illustrated with examples. In selecting a program, parents need to look for a highly individualized program in which children are encouraged to progress at their own learning rate, with planned opportunities for development of social, physical, and cognitive skills in an informal classroom atmosphere. Parents also need to support the child's need for friendship with intellectually equal children. Includes six references. (DB)

ED 321 493  
Kaplan, Leslie S.  
Helping Gifted Students with Stress Management.  
ERIC Digest #E488.  
Council for Exceptional Children, Reston, Va.;  
ERIC Clearhouse on Handicapped and Gifted  
Children, Reston, Va.  
Spons Agency—Office of Educational Research  
and Improvement (ED), Washington, DC.  
Pub Date—90  
Contract—RIB8062007  
Note—5p.  
Pub Type—Information Analyses—ERIC Information  
Analysis Products (071) — Guides —  
Non-Classroom (055).  
EDRS Price—MF01/PC01 Plus Postage.  
Descriptors—Adjustment (to Environment), Burnout,  
Disadvantaged Youth, Elementary Secondary  
Education, Gifted, Microcomputers, "Questioning Tech- 
iques, Stress Variables, Student Needs, Teacher  
Student Relationships.  
Identifiers—ERIC Digests.  
Presented in a question-and-answer format, this digest offers guidelines to help gifted students manage stress effectively. The following questions are considered: What is stress? How can a youngster experience stress when nothing has happened? Is a gifted student more likely to have stress than others? What are some stresses on a gifted student? How can stress hurt a gifted student's self-esteem? How can it be stressful to have so much potential? How can gifted students cope with stress? How can one tell whether or not a gifted student is experiencing burnout? How can parents and counselors reduce stress on gifted students? Among recommendations for coping with stress are changing the source of the stress, confronting the source of the stress, and getting regular physical exercise and sound nutrition. Students should be discouraged from escaping stress by staying too long in a frequent illness; by overeating, or starving themselves; and from aiming too low. A checklist is provided to help parents and teachers identify gifted students as a potential problem and to prepare them to spend a significant amount of time with the mentor.

Among questions to ask potential mentors are whether the mentor understands and likes working with gifted students; whether the mentor is willing to be a real role model. Includes 16 references. (DB)

ED 321 492  
Roedel, Wendy C.  
Supporting Giftedness in Young Children.  
ERIC Digest #E487.  
Council for Exceptional Children, Reston, Va.;  
ERIC Clearhouse on Handicapped and Gifted  
Children, Reston, Va.  
Spons Agency—Office of Educational Research  
and Improvement (ED), Washington, DC.  
Report No.—EDO-EC-90-6  
Pub Date—90  
Contract—RIB8062007  
Note—3p.  
Pub Type—Information Analyses—ERIC Information  
Analysis Products (071) — Guides —  
Non-Classroom (055).  
EDRS Price—MF01/PC01 Plus Postage.  
Descriptors—Child Development, Cognitive De- 
velopment, Developmental Stages, *Early Child- 
hood Education, *Educational Needs, *Gifted,  
Individualized Instruction, Individual Needs, In- 
terpersonal Relationship, Social Development.  
Young Students.  
Identifiers—ERIC Digests.  
This digest addresses the fact that parents and educators can nurture giftedness in young children. Problems in appropriate school placement for young gifted children with uneven development are discussed and illustrated with examples. In selecting a program, parents need to look for a highly individualized program in which children are encouraged to progress at their own learning rate, with planned opportunities for development of social, physical, and cognitive skills in an informal classroom atmosphere. Parents also need to support the child's need for friendship with intellectually equal children. Includes six references. (DB)
sources for parents and teachers of gifted children is divided into the following categories: books containing general information about gifted and talented students (15 items); practical self-help books, 1979-1989 (16 items); books on specific areas in gifted education (13 items); journals, 1979-1989 (2 items); selected journal articles (4); journals, 1985-1989 (2 items); practical guides (17 items); selected journal articles (10 items); associations (5 associations). Also provided are the addresses of 46 publishers and resources for materials (DB)

ED 321 501 EC 231 822 Integrating Students with Severe Disabilities
ERIC Digest #E449
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-10
Pub Date—90
Contract—RI88062007
Note—Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type—Information Analyses—ERIC Information Analysis Products (071) Guides—Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This digest defines students with severe handicaps, discusses the benefits of integrating students with severe disabilities into regular classrooms, and outlines procedures for facilitating integration. It contains 10 references. (JDD)

ED 321 502 EC 231 823 Life Skills Mastery for Students with Special Needs
Goodship Joan M.
Life Skills Mastery for Students with Special Needs #E449
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-11
Pub Date—90
Contract—RI88062007
Note—Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type—Information Analyses—ERIC Information Analysis Products (071) Guides—Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
A rationale is offered for including life skills in curricula for students with special needs. Life skills are defined as encompassing daily living, personal-social, and occupational skills. Daily living skills include: managing personal finances, selecting and maintaining residences, thinking, keeping rooms neat and clean, and cooking. Personal-social skills include: safety awareness, preparing and consuming food, buying and selling, using recreation facilities, and engaging in leisure activities. (JDD)

ED 321 503 EC 231 824 Peer Support and Cooperative Learning for Accommodating Student Variance
Super Search Report #419
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type—Information Analyses—ERIC Information Analysis Products (071) Guides—Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This digest defines the term "accommodating student variance," states prevalence rates for the condition, describes characteristics of children with communication disorders, and outlines educational implications. Fourteen publications on communication disorders and six organizational resources are listed. (JDD)

Preventive Discipline and Behavior Management Practices #424
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI88062007
Note—Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type—Information Analyses—ERIC Information Analysis Products (071) Guides—Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
This document begins with a paper titled "Accommodating for Greater Student Variance in Local Schools" by Jacqueline Thousand and Richard Villa, which identifies the fundamental characteristics of successful heterogeneous public schools and describes specific example practices and organizational practices that enable schools to accommodate greater student variance. A bibliography of references from the ERIC (Educational Resources Information Center) database is then presented, containing 182 citations. For each citation, information provided includes bibliographic information, index entries, and an abstract of the document if available. The references comprise four types: journal articles, documents available from the ERIC (Educational Resources Information Center) system, commercially published materials, and doctoral dissertations. Citations are arranged alphabetically by author. (JDD)

ED 321 506 EC 231 827 Preventive Interventions for Students with Learning and Behavior Problems
Super Search Reprint No. C574
Preventive Interventions for Students with Learning and Behavior Problems # C574
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Note—Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type—Information Analyses—ERIC Information Analysis Products (071) Guides—Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
This digest defines the term "preventive interventions," provides a list of research studies and articles, and presents a model for implementing preventive interventions. Seven-seventy references from the ERIC (Educational Resources Information Center) database and the Exceptional Child Education Resources databases are presented, on the topic of preventive interventions for students with learning and behavior problems. References are arranged by database and then alphabetically by author. Information for each reference includes bibliographic information, index entries, and an abstract when available. In addition to the references, the text of four background publications are offered. These publications include: (1) an abstract from the Research and Resources on Special Education series, titled "Preferential Interventions To Accommodate Difficult-To-Teach Students in General Education"; (2) "Implementing a Preventive Intervention System: Part I The Model" (1985) by Janet Grad and others; (3) "Implementing a Preventive Intervention System: Part II The Data" (1985) by Janet Grad and others; and (4) "Survey on Preventive Practices: Responses from State Departments of Education," (1985) by George Sugas. All four papers are reprinted from the journal "Exceptional Children." (JDD)
ED 321 508  Curriculum-Based Assessment and Curriculum-Based Management. Super Search Reprint No. 17.

ED 321 509  Curriculum-Based Assessment and Curriculum-Based Measurement. A background paper and 152 abstracts on the topic of curriculum-based assessment and curriculum-based measurement. A paper by Mark Shinn and others, titled "Curriculum-Based Assessment: A Comparison of Models," contains a set of important dimensions, including: decision-making process, methodology, and technical adequacy. The models include: Curriculum-Based Instructional Design (CBI), Curriculum-Based Measurement (CBM), and Curriculum-Based Assessment (CBA). Relevant citations to the CBI, CBM, and CBA information are contained in the ERIC (Exceptional Children Education Resources) databases and are then provided, arranged by database and then alphabetically by author. Each reference contains bibliographic information, indexing information, an abstract, and an annotation.


EDRS Price - MF01/PC04 Plus Postage.


EDRS Price - MF01/PC04 Plus Postage.


EDRS Price - MF01/PC04 Plus Postage.

A discussion focusing on whether American Sign Language (ASL) should be accepted in fulfillment of university foreign language requirements attempts to address the following questions: (1) Is ASL just a derivative of English?; (2) If ASL is American, just how can it be considered a foreign language?; (3) Is ASL a natural language?; (4) What kind of culture is associated with ASL?; (5) Does ASL have a body of literature?; and (6) Will acceptance of ASL as a foreign language be an educational benefit or hindrance? Issues universities should consider when choosing to accept ASL to fulfill the graduation requirement include curriculum design, classroom tactics, teacher qualifications, student evaluation, and program location. (Author/VWL)

ED 309 652 FL 018 170
Hudelson, Sarah
A monograph focuses on the writing development and improvement of English- as-a-Second-Language (ESL) learners in order to provide teachers with an overview of the writing process and theory about ESL children's writing from the perspective that research and theory may and should form practice. Recent research on children's first- and second-language writing is reviewed, including the influence of native language reading and writing ability on ESL writing development. The application of these research findings to instructional strategies and the need for classroom assessment and documentation of children's progress as writers is considered. The following topics are highlighted: (1) the whole language approach; (2) the use of peer review in the classroom; (3) the elements that ESL students bring to writing; and (4) the connection between reading and writing. (Author/VWL)

ED 309 653 FL 018 179
Hudson, Sarah
Listening to Students' Voices: Educational Mathe- 
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tionship between learning strategies, and the value of training in the learning strategies, and the value of training in the development of the cultural and lingu
Students at all levels of literacy learning can express their ideas in print. Teachers working with student writers have found that the attempt to express their ideas in print is also a powerful language learning device. When student writers have found that the attempt to express their ideas in print, they have opportunities to identify and reflect on good writing. The readers of learner-produced materials benefit from the similarity of text and topic, are inspired to write, and are provided with an inexpensive source of needed reading material. A successful writing program for limited-English-proficient adult literacy learners requires a process approach to writing, conversation as an essential part of the process, personal experience and the community as resources for material, and a well-developed publication system. A list of student-published materials is included. (MSE) (Adapted ERIC Clearinghouse on Literacy Education)

ED 318 231 Wolfram, Walt Incorporating Dialect Study into the Language Arts Class. ERIC Digest. ERIC Clearinghouse on Languages and Literatures, Washington, D.C. Spons Agency—Office of Educational Research and Improvement (ED). Washington, D.C. Report No.—EDO-FL-89-10 Pub Date—Jan 90 Contract—RI88062010 Note—4p. Pub Type—Information Analyses - ERIC Information Analysis Products (071) EDTRS Price - MF01/PC01 Plus Postage. Descriptors—Class Activities, Classroom Techniques, Curriculum Design, Dialect Studies, Elementary and Secondary Education, Language Arts, Pronunciation Instruction, Research Projects, Standard Spoken Usage, Student Projects, Vowels Identifiers—ERIC Digests. Most educational programs focusing on dialect differences in the U.S. are interested in moving dialects toward the standard variety of English. However, dialect study as language study in its own right introduces dialects as resources for learning about language and culture, with potential for language arts education. Systematic introduction of dialect diversity in the language arts curriculum can be used to (1) challenge popular myths about dialects, (2) offer a new perspective on the nature of language, and (3) develop critical thinking skills. Studying dialects does not threaten the sovereignty of Standard English. Instead, dialect study can provide a new way of thinking about a variety of purposes in government and education. Concerns about the age of currently used language-aptitude tests and the current limited knowledge of aptitude into test design suggest a need for research, test development, and data collection and analysis. The concept of aptitude may need to be expanded and refined. (MSE)

ED 321 551 Bucman, Keith Vocational English-as-a-Second-Language Program. ERIC Digest. ERIC Clearinghouse on Languages and Literatures, Washington, D.C. Spons Agency—Office of Educational Research and Improvement (ED). Washington, D.C. Report No.—EDO-FL-89-11 Pub Date—Jan 90 Contract—RI88062010 Note—3p. Pub Type—Information Analyses - ERIC Information Analysis Products (071) EDTRS Price - MF01/PC01 Plus Postage. Descriptors—Bilingual Education Programs, Cooperative Education, Cross-Cultural Training, Curriculum Design, Needs Assessment, Program Descriptions, Program Design, Staff Language Instruction, Staff Development, Student Needs, Vocational Education, Vocational English (Second Language) Identifiers—ERIC Digests. There are an estimated 30 million people in the United States with native languages other than English. Within this group are a number of limited English-proficient individuals. Whether seeking a first American job or better employment, this group encounters a job market that is changing drastically in the number of jobs it can offer to individuals with limited English skills. As a result, growing numbers of these individuals are seeking courses in Vocational English-as-a-Second-Language (VESL) that can give language education with job specific skills. VESL refers to the language needed to interact with English speaking customers or employees, to fill out job applications, or to use manuals or catalogs and whose goal is to teach the language required for successful participation in training programs and job performance. Several different program models have evolved to meet the needs of students. The purpose of this report is to describe the varied approaches to teaching ESL in VESL programs. The focus is on classroom settings that are designed to accommodate a variety of students, including those who are native speakers of English, and to provide them with the skills needed to succeed in English language environments. The report includes the best practices in VESL programs and identifies areas for future research. (MSE)
This monograph provides an overview of the field of second and foreign language reading research and theories. The intent of the monograph is to provoke thought about future directions for investigating the second or foreign language reading process, and to suggest productive reading pedagogy. In Part I, pertinent second language theory and research are noted focusing on its impact on second language reading theory. Reading models presented are subjected to both input and output variables and interactional combinations of the two. In addition, a review is given of studies conducted to ascertain determinants of second foreign language reading, as well as a discussion of the relative importance of reader characteristics versus text characteristics with the emphasis on the role of strategy use in reading. Part II focuses on classroom applications and is directed to the teacher considering better ways to teach reading in another language to adolescents or adults already literate in one language. Methods are also presented for analyzing readers' progress in learning a second or foreign language. Teachers can determine their students' individual proficiency levels using appropriate reading tests, monitoring students through self-selected reading, moving beyond reading comprehension to literary analysis, adapting test books when necessary, and testing reading. (GLR)

ED 321 555
Baronn, Naomi S.
FL 018 679
Pigeon-Birds and Rhyming Words: The Role of Language Learning, Language in Education: Theory and Practice
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Aug 90
Contract—R18806201
Note—143p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
Descriptors—Child Language, Phonology, Sociolinguistics, Varieties, Vocabulary Development
Identifiers—Baby Talk

ED 321 573
Perry, Thomas S., Ed.
FL 018 711
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Sept 89
Contract—R18806201
Note—272p.; Selected papers from the IRIS Invitational Symposium on Language Attitude Testing (Athlone, Ireland, September 1988).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Books (010)—Conferences (075)
EDRS Price—MF01/PC11 Plus Postage.

ED 321 588
FL 018 808
Language Proficiency for Credit in Higher Education. EDR Digest
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-FL-90-02
Pub Date—Sep 90
Contract—R18806201
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ACTFL Proficiency Guidelines, EDR Digest, *University of Minnesota

ED 321 589
FL 018 809
Two-Way Language Development Programs. EDR Digest
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-FL-90-04
Pub Date—Sep 90
Contract—R18806201
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—EDR Digest

NOTE: This digest provides general information on obtaining English-as-a-second language (ESL) teaching positions abroad. The considerations involved in teaching ESL abroad and the qualifications needed for teaching ESL in various countries are outlined, and general information sources on ESL employment opportunities are listed and described. A section on opportunities for teaching in international schools as well as a section listing addresses of various additional sources of overseas teaching information are also provided. (VWL)

ED 321 597
FL 018 807
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. EDR Digest
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-FL-90-03
Pub Date—Aug 90
Contract—R18806201
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC10 Plus Postage.
Identifiers—EDR Digest

NOTE: This monograph provides an overview of the field of second and foreign language reading research and theories. The intent of the monograph is to provoke thought about future directions for investigating the second or foreign language reading process, and to suggest productive reading pedagogy. In Part I, pertinent second language theory and research are noted focusing on its impact on second language reading theory. Reading models presented are subjected to both input and output variables and interactional combinations of the two. In addition, a review is given of studies conducted to ascertain determinants of second foreign language reading, as well as a discussion of the relative importance of reader characteristics versus text characteristics with the emphasis on the role of strategy use in reading. Part II focuses on classroom applications and is directed to the teacher considering better ways to teach reading in another language to adolescents or adults already literate in one language. Methods are also presented for analyzing readers' progress in learning a second or foreign language. Teachers can determine their students' individual proficiency levels using appropriate reading tests, monitoring students through self-selected reading, moving beyond reading comprehension to literary analysis, adapting test books when necessary, and testing reading. (GLR)
which is English, for the purpose of instruction. Ideally, these programs are composed of elementary or secondary students half of whom are native speakers and half of whom are speakers of the other language of instruction. Subject matter is learned through both languages, enabling students to be proficient in both a native and second language. The objectives of two-way language development programs include the following: language proficiency in a second language, students will quickly exceed their native language as well as in English; language majority students will develop high levels of proficiency in a second language. This approach will perform academically at their grade level, develop positive attitudes toward the two languages being learned, and acquire the culture and communities they represent, and develop a positive self-image. Two-way programs are different from transitional and immersion programs in that the two-way programs target both language minority and language majority students and do not separate native English speakers from limited-English-proficient students during instruction. In designing a two-way program, classroom composition, program length, staffing, languages of instruction, the separation of the languages of instruction, and instructional setting must all be considered. (YWL)

ED 321 615 FL 800 217 Spence, David
The Freirean Approach to Adult Literacy Education. NCLE Q&A.

ED 321 616 FL 800 235 Tredy, Dennis Spence, David
English Language Literacy and Other Requirements for Entrance to the ERIC Digest. Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.

ED 321 619 FL 800 264 Chandler, Carolyn
Using Newspapers in the ESL Literacy Classroom. ERIC Digest.

ED 321 621 FL 800 266 Brod, Shirley
Recruiting and Retaining Language Minority Students to Adult Literacy Programs: A Guide for Program Directors. Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.

ED 321 622 FL 800 276 Blanton, Linda
Taking Adult ESL Students into Writing: Building on Oral Fluency To Promote Literacy. ERIC Digest.

EDRS Price - MF01/PC01 Plus Postage.


This document focuses on the requirements of the immigrant amnesty process, which were established by the Immigration Reform and Control Act (IRCA) of 1986. The following questions: (1) How can eligible aliens (ELA) fulfill the IRCA educational requirements? (2) What other documents and/or suffering and offering an amnesty course? (3) Are there alternatives to the certificate of self-administration? (4) What do the Immigration and Naturalization Service (INS) contain and how are they administered? (5) Are ELAs remaining in English classes once they have met the IRCA requirements? and (6) Where can I get more information on IRCA and amnesty literacy? (YWL)

ED 321 619 FL 800 264 Chandler, Carolyn
Using Newspapers in the ESL Literacy Classroom. ERIC Digest.

ED 321 621 FL 800 266 Brod, Shirley
Recruiting and Retaining Language Minority Students to Adult Literacy Programs: A Guide for Program Directors. Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.


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Note-3p.

EDRS Price - MF01/PC01 Plus Postage.


This document focuses on the requirements of the immigrant amnesty process, which were established by the Immigration Reform and Control Act (IRCA) of 1986. The following questions: (1) How can eligible aliens (ELA) fulfill the IRCA educational requirements? (2) What other documents and/or suffering and offering an amnesty course? (3) Are there alternatives to the certificate of self-administration? (4) What do the Immigration and Naturalization Service (INS) contain and how are they administered? (5) Are ELAs remaining in English classes once they have met the IRCA requirements? and (6) Where can I get more information on IRCA and amnesty literacy? (YWL)

ED 321 621 FL 800 266 Brod, Shirley
Recruiting and Retaining Language Minority Students to Adult Literacy Programs: A Guide for Program Directors. Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.


This document focuses on the requirements of the immigrant amnesty process, which were established by the Immigration Reform and Control Act (IRCA) of 1986. The following questions: (1) How can eligible aliens (ELA) fulfill the IRCA educational requirements? (2) What other documents and/or suffering and offering an amnesty course? (3) Are there alternatives to the certificate of self-administration? (4) What do the Immigration and Naturalization Service (INS) contain and how are they administered? (5) Are ELAs remaining in English classes once they have met the IRCA requirements? and (6) Where can I get more information on IRCA and amnesty literacy? (YWL)

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leadership in higher education can be examined from the perspective of leadership theories and organizational frames, though an explicit conceptual orientation of leadership and its role in the delivery of developmental programs is absent in many of the case studies. Contemporary works indicate that leadership in academic organizations may be undergoing a change in perspective toward a cultural and symbolic perspective. Cultural and symbolic theories deserve serious attention because they present a view of leadership that is highly compatible with the characteristics of academic organizations. Contains 9 references. (SM)


The digest is based on a full length report on academics and athletics in higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Three sections consider: (1) business and politics of college sports, eg. more budgetary considerations, more as entertainment than education): (2) why college sports programs resist reform (the key figure in such a reform is the college president, yet making decision changes in athletics policy is not easy and only colleges that organize in such a manner can be done to increase employment opportunities for African-American and Hispanic faculty (eg. adopting pro-active rather than reactive stances), and faculty, the prospective developmental student population, the general prosperity of programs, and developmental research). Contains 7 references. (SM)


The full report provides a definitive review of the literature and institutional practice on the topic. Postsecondary developmental programs encompass a variety of courses and services that are conducted to provide assistance to individuals who have been denied regarding access to the institution because of failure to meet specified admission and placement requirements or because of perceived risk in meeting the requirements of college-level courses. These services focus primarily on students in reading, writing, mathematics, and study and test-taking strategies, as well as personal adjustment and other affective variables crucial to success in the college curricula. Postsecondary programs began in the mid-1800s when in response to the needs of under-prepared students, programs classified as college preparatory served many purposes. Changes in labeling of preparatory programs are associated with the changes in student populations (reflecting the wide range of student statuses). Many developmental program models have emerged as a result of the growing diversity among enrollies. Remedial programs are perceived by their supporters as additions to, not replacements for, a required curriculum. They have helped fulfill the mission of providing equal educational opportunity in a democratic society. Enrollment in these programs has increased in recent years, and the trend will most likely continue into the 1990s and beyond. Contains 7 references. (SM)


The digest is based on a full length report on academics and athletics in higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Three sections consider: (1) business and politics of college sports, eg. more budgetary considerations, more as entertainment than education): (2) why college sports programs resist reform (the key figure in such a reform is the college president, yet making decision changes in athletics policy is not easy and only colleges that organize in such a manner can be done to increase employment opportunities for African-American and Hispanic faculty (eg. adopting pro-active rather than reactive stances), and faculty, the prospective developmental student population, the general prosperity of programs, and developmental research). Contains 7 references. (SM)


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... continuing...

The history of higher education in America has a rich tradition of preparing students for civic roles and responsibilities, but with increased social mobility, these goals have lost their emphasis in the curriculum. This study depicts how civic education can help develop the skills and requirements of citizenship in a democratic society and its requisite skills; reviews higher education’s role in civic education, identifies existing curricular and training structures that can help provide the skills and requirements of citizenship and public life; and presents ways that campuses can create new initiatives for learning about the civic life, through teaching, governance, extracurricular activities, campus life, and community relations. This month in Higher Education is presented, including: (1) cultural traditions and classical education, (2) community and public service, (3) education of leaders, (4) religious and liberal arts education, (5) civic or public leadership education, and (6) other recent developments. A list of 193 references is included. (JDD)


Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.


This digest summarizes 13 full-length reports on preparing college students for civic responsibilities. The following questions are considered: What is citizenship and public life? What is higher education’s role in educating for citizenship? and What are the skills for a renewed civic life? The importance of civic education and the role that higher education can play for public and private lives for maximum social productivity is stressed. Higher education offers a setting, a curriculum, and a setting for developing human beings for living in a public world. These models can define the citizen’s role: electoral-community, comparative, representative, and participatory democracy. Each model requires different attitudes, skills, and levels of participation. Colleges and universities can help students expand their notions of citizenship through the classroom structure, by providing opportunities for experiential learning, and in creating a campus community where all constituencies can think together about their shared lives. Includes 11 references. (DB)


Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.


Publisher—Information Analyses—ERIC Information Analysis Products (071)


This digest summarizes issues raised in a research report on fund raising in higher education. The following questions are addressed: What are the changes and trends since the early days of educational fund raising? What are the implications? What is known about donor behavior? What are the major ethical issues? What are the practical implications? and Where should future research focus? Among trend changes noted is the expansion of fund raising from independent colleges to public institutions, the replacement of the notion of charity by that of philanthropy, and the changing place of fund raising from a peripheral to a central institutional activity. A consistent association between dollars spent on fund raising and results of fund raising is noted, and it is suggested that internal rather than cross-institutional comparisons should be used for determining optimum spending levels. Research on donor behavior is seen to favor exchange over models of altruism. Ethical issues are identified concerning provision of information to donors, knowing which gifts to accept and deciding how to use fund raisers. Practical suggestions are made to institutions (e.g., they should consider sources of private support strategically) and suggestions are made to professional associations and foundations (e.g., they should support institutions in shaping their fund raising efforts to reflect demographic and regional Special needs. It is recommended that additional research address spending and the effectiveness of fund raising, consistency of college mission, and formation of donors' attitudes. Includes four references. (DB)
ED 321 723  HE 023 774  Marshall, William J. A Power Administrator's Guide along the Corridors of Arrogance. American Association of Univ. Administrators, Washington, D.C.ERIC Clearinghouse on Higher Education, Washington, D.C. Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Jul 90  Contract—R188062014 Note—14p. Available from—American Association of University Administrators, P.O. Box 6221, Tuscolaooa, AL 35487 ($2.00). Journal Cit—AAUA-ERIC Administrators Update; v7 n1-3 Jul 1990 Pub Type—Journal Articles (000) — Guides - Non-Classroom (055) EDRS Price - MF01/PC01 Plus Postage. Description—Power Administrator Effectiveness; *Administrator Role; Administrators; *College Administration; Higher Education; *Individual Power; Interpersonal Relationship; *Power Structure University administrators must realize that past management roles they used to acquire their positions of campus power often become the future incarnations of their failure as administrators. The cornerstone to power is that the less power a leader grants to people, the less powerful the leader becomes in the eyes of the people. Individuals have a need for power and the need tends to grow as the need for power, legitimate power, coercion power, reward power, expert power, information power, and referent power. Power's scope and scale can be configured as a representation of x-axis and y-axis intercepts. The scope of power refers to the purpose or motive for which it is being employed, ranging from low to high congruence of one individual's motives with another individual's needs. The scale of power gauges the degree to which the resources of a position are brought to bear on the leader as the leader attempts to carry out his or her power motive. Includes 39 references. (DD) ED 321 724  HE 023 834  Marsh, James E. And Others  The Emeritus Professor: Old Rank, New Meaning. American Association of University Professors, Washington, D.C.ERIC Clearinghouse on Higher Education, Washington, D.C. School of Education. Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—R18806204  Note—106p. Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($17.00). Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Books (010) EDRS Price - MF01/PC03 Plus Postage. Descriptors—Academic Rank (Professional); *Academic Achievement; *Academic Discipline; *Academic Rank (Professional); *Ag- ing in Academia; *Faculty College Relationship; Higher Education; Negotiation Agreements; *Retirement; Teacher Retirement; Teacher Rights; *Teacher Role; Trend Analysis *Identifiers—Emeritus Professors; *Faculty Status This report examines the rank of emeritus professors in higher education and considers such questions as: What trends presage its restructuring? What changes in the emeritus rank are likely? How might a new emeritus rank help solve problems of abolishing a compulsory retirement age? And what should colleges and universities do? The inter- est in emeritus status is now coinciding with the demise of the compulsory retirement. Recent studies illustrate how personnel procedures can utilize fresh conceptions about the meaning of emeritus status to the mutual advantage of faculty and institution. The report begins by examining the theory, research, and advocacy for emeritus status processes with a review of policy and practice considerations while also pro- viding a definitive review of the rank itself. Also discussed includes the increasing need by faculty to seek role continuity long into their later years and the lack of studies in preparing and guiding institutions for these new roles. Next the issue of forced retirement versus a negotiated agreement alter to tenure for those who wish to transfer to an emeritus status is examined. Eight conclusions resulting from this analysis are presented in conjunc- tion with recommendations on how institutions may find new and positive roles for the professor emeritus rank. Contains 104 references. (GLR) ED 321 726  HE 023 891  Jones, Dionne J. Watson, Betty Collier High-Risk Students and Higher Education: Future Trends. ASHE-ERIC Higher Education Report No. 3. Report No—1813300-01-100  Note—12p. Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17.00). Pub Type—Reports — Descriptive (111) — Information Analyses — ERIC Information Analysis Products (071) EDRS Price - MF01/PC06 Plus Postage. Descriptors—Academic Achievement; Academic Discipline; Disabilities, Disadvantaged Youth; Dropout Prevention; Higher Education, *High Risk Students; Minority Groups, School Holding Power; School Role, Self Esteem, *Social Bias, Student Financial Aid, Teaching Styles This report reviews the literature on high-risk students at the higher education level in terms of the following questions: Are high-risk students and non- traditional students the same? What is the impact of high-risk students on institutions of higher education? Are high-risk students treated differently in elementary and secondary schools? Do institutional styles vary in classrooms depending on students' racial and socioeconomic status? and do teachers' negative attitudes adversely affect socioeconomic status and do teachers' negative attitudes adversely affect students' self-esteem and performance? Among conclusions are the following: high-risk students are minorities, the academically disadvan- taged, disabled, and those of low socio-economic status; high-risk students affect insti- tutions in such ways as declining enrollments and increased average cost per student; discrimination based on class, race, and gender affect educational quality in the elementary secondary program; minority and poor children tend to be taught more by rule than by question; and negative attitudes may result in prejudgment or avoidance of culturally different students. High-risk students need to develop skills and competencies associated with access into roles of interest to them. Universities, teachers, and counselors should facilitate persis- tence and program completion. Institutions of higher education must guarantee financial assistance for the duration of the degree program. Businesses and community-based organizations can form partnerships with educational institutions to reduce risk. Includes approximately 240 references. (DB)
ED 315 063
IR 014 280
Robley, M. D.
The Impact of Microcomputer-Based Instruction on Teaching Effectiveness: A Review of Recent Research.ERIC Digest.
ERIC Clearinghouse on Information Resources.
Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-1R-89-9
Pub Date—Dec 9
Contract—R18806008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, N.Y. 13244-2340 (free while supply lasts).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.


In an effort to provide information about the effects of computer use in schools on student achievement, attitudes, dropout rate, and learning time, a review of instructional computing research analyzed studies done between 1980 and 1987 using statistical summary procedures. Reviewers used a meta-analysis procedure to calculate effect size as they focused on the impact of microcomputer use in specific areas and with specific kinds of students. Thirty-eight published and unpublished studies and 44 dissertations were reviewed. While computer-based instruction was shown to be potentially effective in most educational applications, computer programs are not always available to students at their level of learning. For increased instructional impact, computer programs need to be specifically designed to meet the needs of the students using them. (FL)

ED 315 064
IR 014 292
Grobowski, Barbara L.
Interactive Videofiles: An Emerging Technology for Educators.ERIC Digest.
ERIC Clearinghouse on Information Resources. Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-1R-89-6
Pub Date—Dec 8
Contract—R18806008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, N.Y. 13244-2340 (free while supply lasts).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.


Interactive videofiles have become a very complex learning system, or it can be a simple tool for teachers to use to enhance their instruction. The term has been used broadly in the literature and includes three major aspects: (1) interactive video as storage; (2) interactive video as hardware; and (3) interactive video as learning concept. This digest describes each of these contexts in detail. The first section discusses the information storage and retrieval capabilities of both Constant Angular Velocity (CAV) and Constant Linear Velocity (CLV) videodisks for classifying interactive video hardware by "levels of intelligence" (based on a three-level scheme developed by a Nebraska Design Group) outlined in the second section. Emphasizing learner interaction with visuals, the third section focuses on the advantages of interactive video over other computer-based systems for instructional purposes. (10 references) (GL)
identifiers. *Contextualized Learning Environments, ERIC Digests, Story Comprehension*

The use of contextualized learning environments was found to be a part of school failure. From the recognition that students who are introduced to concepts and strategies out of a meaningful context are more likely to develop a lasting and relevant understanding. Contexts created by teachers using videotape and random access videodisc technologies have three advantages: (1) they provide rich sources of information with opportunities to notice various images, features, issues, and problems; (2) they enable students to develop cognitive strategies by allowing for the development of a process of visual and auditory cues. Another study at Vanderbilt's Learning Technology Center has revealed the effectiveness of shared contextualized learning environments in promoting learning. One study showed that a group of preschool children who viewed a video of a story learned much more than a group who heard the same story read aloud. A second project found that fifth-grade students who received instruction in the language arts and social studies within the context of a movie were much more likely to use the new vocabulary, writing skills, and historical information presented than students who received instruction without the video anchor. Data from such projects offer an opportunity to merge recent knowledge about instruction and video technology to develop instructional systems that can make significant improvements in the way the teaching and learning process is carried out in the schools.

**ED 318 471**

IR 014 454

McLaughlin, Pamela


ERIC Clearinghouse on Information Resources.

Syracuse, N.Y.

Special Projects Office of Educational Research and Improvement (ED), Washington, DC.


Pub Type—Information Analyses —ERIC Clearinghouse (131)

EDRS Price — MF01/PC05 Plus Postage


This annotated bibliography provides an overview of literature entered into the ERIC database in 1988 on computer use in elementary and secondary education, adult education, and special education. The first of four sections provides a list of overview documents on computer-assisted instruction. Focusing on special applications, the second section lists documents on artificial intelligence, computer equitability, computer ethics, computer literacy, copyright, counseling and guidance, interactive video, management and administration, research, simulation, software evaluation, and testing and testing. References to documents for various subjects are listed in the third section under the headings of Agricultural Education, Business Education, English Language and Foreign Languages, Language Arts, Logo Programming Languages, Mathematics, Reading, Science, Social Studies, Vocational Education, and Writing. The fourth section contains references to documents on special populations, i.e., adult education, disabled learners, distance education, minority groups, and preschool education. Each entry includes the title and author of the document, information on its price and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical index of authors and instructions for ordering ERIC documents are included.

**ED 319 411**

IR 053 166

Preston, Nancy R., Comp.

Library and Information Services for Democracy.


ERIC Clearinghouse on Information Resources.

Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 90

Contr—R188062008

Note—1p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, N.Y. 13244-2340 (free while supply lasts; please include self-addressed stamped envelope).

Pub Type—Information Analyses —ERIC Clearinghouse (131)

EDRS Price — MF01/PC05 Plus Postage

Descriptors—*Computer Literacy, Copyrights, Counseling Services, Libraries, Library Research Societies, White House Conference Library Inf Services

Documents and journal articles featured in this nine-annoted bibliographic annotation concern information as a critical resource in a democratic society and the problems and information services in ensuring access to information, especially that which is government produced. Citations were selected through a computer search of the Educational Resources Information Library (ERIC) database (GL)

**ED 320 569**

IR 014 504

Nancy R., Ed.


ERIC Clearinghouse on Information Resources.

Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED-190-001

Pub Date—May 90

Contr—R188062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, N.Y. 13244-2340 (free while supply lasts; please include self-addressed stamped envelope).

Pub Type—Information Analyses —ERIC Clearinghouse (131)

EDRS Price — MF01/PC01 Plus Postage


Identification—Information Resources

Documents and journal articles featured in this
nine-item annotated bibliography concern the role of library and information services in developing and expanding literacy at all levels in an increasing information-oriented society. Citations were selected through a computer search of the Educational Resources Information Center (ERIC) database.

**ED 320 573**

Preson, Nancy R., Comp.

Library and Information Services for Productivity: A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services, ERIC/IR Mini-Bib.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 90

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Published in—Infusing Analyses - ERIC Information Analysis Products (071) — Reference Materials — Bibliographies (131)

EDRS Price - MFOI/PC01 Plus Postage


Identifiers—Productivity Improvement

The 15 citations featured in this nine-item annotated bibliography concern the role of the library and information services, in both public and private settings, in promoting the competitiveness and economic well-being of businesses, regions, and the nation. Citations were selected through a computer search of the EDIRS database (GL).

**ED 320 608**

Preson, Nancy R., Comp.


Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

pub Date—Apr 90

Contract—R188062008

Note—7p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Published in—Infusing Analyses - ERIC Information Analysis Products (071) — Reference Materials — Bibliographies (131)

EDRS Price - MFOI/PC01 Plus Postage


The 15 citations in this bibliography were selected from a computer search of the Educational Resources Information Center (ERIC) database. Documents and journal articles featured here pertain to the first and second White House Conferences on Library and Information Services (the second conference was originally proposed for 1989). The annotated citations are presented in roughly chronological order under three subheadings: (1) For the 1979 Conference (including citations related to library and information services for personal needs, libraries and organizations, and the professions, effectively governing society, and international understanding); (2) Following the 1979 Conference (excluding citations related to the subheadings); (3) For the 1991 Conference (including citations which examine library and information services for productivity, literacy, and democracy). (GL)

**ED 320 611**

Preson, Nancy R., Comp.

Automating the School Library Media Center. A Select ERIC Bibliography, Mini-Bib.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 90

Contract—R188062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Published in—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials — Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage


Identifiers—Retrospective Conversion (Library Catalogs)

This 13-item annotated bibliography was compiled through a search of the Educational Resources Information Center (ERIC) database using the following descriptors: Bibliographic Databases, Bibliographic Utilities, Elementary Secondary Education, Integrated Library Systems, Learning Resources Centers, Library Automation, Machine Readable Cataloging, Online Catalogs, Primary Sources, Secondary Sources, Self-Priming, Self-Referencing, Text Reuse, User Centered Services, User Resources, User Needs, User-Oriented, Utility of Information, Utilization of Information. (GL)

**ED 321 767**

Zugan, Lisa Crooks, Ed.


ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 90

Contract—R188062008

Note—69p.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR 87. $60.00 plus 5% shipping and handling).

Published in—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials — Directory (131)

EDRS Price - MF01/PC03 Plus Postage


This guide to electronic technologies resource organizations offers a broad range of information about selected projects, centers, institutions, clearinghouse activities, courseware, software, unique products and services, consortiums, panels, forums, commissioned reports, and other available resources. There are three major sections in this guide: (1) Technology Resource Organizations these provide an alphabetical listing of selected public and private organizations based nationally, statewide, and regionally; (2) State Departments of Education—which provide an alphabetical listing of state and U.S. territories, departments of education including names, telephone numbers, addresses, and contact persons; and (3) The 1989 Conference Sessions which include clearinghouse organizations which examine libraries and information services for productivity, literacy, and democracy. (DB)

**ED 321 773**

McQueen, Judy


Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 90

Contract—R188062008

Note—4p.

Available from—Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage


This digest highlights bibliographic file creation and maintenance practices that affect a library's ability to use various automated system capabilities for current and future applications. The first section covers database creation options, cataloging resource file forms, and record creation and editing. The importance of adherence to MARC formatting and a consistent format are stressed in succeeding sections. Correcting a defective database is addressed in the fourth section. This fifth section lists guides to a healthy bibliographic database. The established national standard for recording and formatting bibliographic data (MARC format); (2) included are examples of all records for various MARC: (3) consider future system requirements and capabilities: (4) attention to coded data elements and standard nomenclature in record creation and editing; (5) select an automated library system with the ability to output records in MARC format; (6) document change in cataloging practices, procedures, and policies. (5 references) (MES)

**ED 321 774**

Weller, Carolyn R., Ed.

Brandhorst Ted. Ed.

ERIC Clearinghouse on Information Products and Other Major Publications of the ERIC Clearinghouses, January-December 1989. ERIC Processing and Reference Facility, Rockville, MD

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 90

Contract—R18900001

Note—89p. For the 1988 bibliography, see ED 308 881.

Published in—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials — Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage


Identifiers—Educational Information, *ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 256 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1989. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of the bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1989) shows the number of publications included in each clearinghouse, and which of these bibliographies is the most recent. Document types are provided from the following clearinghouses: (1) Adult; (2) Vocational; (3) Education: (3) Reading and Communication Skills: (4) Education Management: (5) Handicapped and Gifted Children; (6) Languages and Linguistics: (7) Higher Education: (8) Information Resources: (9) Junior College: (10) Elementary Education: (11) Rural Education and Small Schools: (12) Science, Mathematics, and Environmental Education: (13) Social Studies, Social Science Education; (14) Teacher Education. (15) Tests. Measurement and Evaluation; and (16) Urban Education. Indexes by subject, author, and institutions are provided. A directory of ERIC system compo
This monograph provides a comprehensive overview of community college education in the United States, emphasizing trends affecting two-year colleges. It identifies factors that contribute to the development and expansion of community colleges and the continuing challenge of institutional and state policies.

Chapter 2 examines the shifting patterns of student characteristics and goals, the reasons for the predominance of attendance, participation in educational opportunities, and achievement among minority students. It also identifies future college missions and focuses on the importance of collaborative diversification in instructional instructional strategies. This chapter discusses the importance of collective organizing, training, and guarantees for available staff and resources.

Chapter 6 discusses the rise of learning resource centers and the shift from a peripheral to a central position in the curriculum in various educational institutions. Additionally, it focuses on remedial and developmental programs and how they address contemporary student assessment and preparation. Chapter 10 deals with the role of instructional technology in lifelong learning and the evaluation of staff services. Chapters 11 and 12 examine current trends in the liberal arts and general education, highlighting problems and proposing solutions.

Chapter 13 addresses the philosophical and practical questions that have been raised about the transfer function and the community college's role in enhancing student progress toward higher education. Finally, chapter 14 offers directions for community colleges to expand opportunities for student personnel development, community organization, curriculum, instruction, and student services.

This monograph looks at the need for distance education as a result of demographic and socioeconomic changes and examines the role of distance education in facilitating the changes in education resulting from the utilization of distance education technology. The first section discusses the need for distance education programs as an extension of guidelines for library media specialists published by two national professional organizations in 1977. The second section discusses the potential of current developments in distance education to help meet the changes in educational systems that are anticipated for 2000 and beyond.

The third section deals with changes in the role of higher education and the need to expand opportunities for staff development, student services, and community organization. These sections discuss how institutional policies are being used to address the changing needs of students and staff. This section reviews how school districts in northeastern Wisconsin are using distance education technology to enhance learning opportunities for students and the community and to expand opportunities for staff development, student services, and community organization. A map of instructional television sites in Wisconsin and a Satellite Educational Resources Consortium fact sheet are appended.

This monograph provides a comprehensive overview of community college education in the United States, emphasizing trends affecting two-year colleges. It identifies factors that contribute to the development and expansion of community colleges and the continuing challenge of institutional and state policies. This chapter discusses the importance of collective organizing, training, and guarantees for available staff and resources.
Contract—RI-880-62002
Pub Type—Opinion Papers (120) Information Analyses—ERIC Information Analysis Products (071)
Note—ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

EDRS Price—MF01/PC01 Plus Postage.

Student tracking systems are enabling increasing numbers of community colleges to respond to external demands for accountability with tangible measurements of student progress and institutional outcomes. Several recent trends in marketing, accountability, communications with students, and internal competition for resources have prompted interest in monitoring student progress. Six stages in the student progress process should be more clearly defined and measured: awareness of the college, first inquiry about the college, awareness of the college experience, completion of course work, and follow-up. Tracking systems can be developed for any one of these stages, but a number of decisions must first be made in order to collect, store, and disseminate information that the college and its staff need. In addition to decisions about the purposes and organization of the tracking system, there are questions about the types of information to be identified from the data systems routinely collected on each student that are relevant to student persistence and outcomes. The American Association of Community and Junior Colleges has developed a student tracking model that identifies variables related to student characteristics, outcomes, and follow-up. While tracking systems offer many benefits, the potential for problems exists with respect to data collection, the institution's research capacity, follow-up information, and effective use of the information. Regardless of these difficulties, tracking is destined to become an integral part of community college management (JMC).

ED 320 647
ERIC Clearinghouse for Junior Colleges. Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EED-RC-88-04
Pub Date—April 1989
Contract—400-83-0030
Note—6p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—College, Counseling Effectiveness, Counseling Theories, Counselor Role, Counselor Selection, Counseling Advisers, Models, Program Improvement, Two Year Colleges, Identifiers—ERIC Digest.

While there is general consensus on the importance of good academic advising to student success and support for the American College Testing Program's developmental concept of advising, there is no agreement on the most effective model for delivery. Research suggests that both faculty-oriented advising and individualized counselor-related systems may have fallen short of their intended purpose. Concern for the quality of academic advising and the need for more effective student support have thus prompted student retention and success underpin current efforts to improve advising. Steps to improve academic advising include the following: (1) preparing, reviewing, and revising a written plan detailing the goals and functions of academic advising, (2) planning for the implementation and monitoring of the advising process so that students are informed that they must be willing to do more than help students schedule classes, (3) requiring that students be involved in making decisions about their own advising, (4) implementing advising programs in which counselors, in cooperation with the student body, work together as a team, (5) regarding the efforts of those involved in academic advising, (6) training advisors in basic counseling skills, and (7) providing simulation and role-playing activities; (7) using computers in academic advising; and (8) assessing students and administrators' knowledge if the advising system is meeting its goals (JMC).

ED 320 648
ERIC Clearinghouse for Junior Colleges. Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EED-RC-88-09-04
Pub Date—Dec 89
Contract—400-83-0030
Note—40
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Accountability, Administrative Organization, College Planning, Community Colleges, Consortia, Institutional Research, Intergovernmental Cooperation, Models, School Effectiveness, Self Evaluation (Groups), State Programs, Two Year Colleges, Identifiers—ERIC Digest.

Accountability has been a developing issue for community colleges for the past several years. Demands that two-year colleges provide evidence of the achievement of their goals has placed a heavy burden on institutional research. Research methods, model identification criteria, and institutional demands for accountability with some students, and internal competition for resources have prompted interest in monitoring student progress. Six stages in the student progress process should be more clearly defined and measured: awareness of the college, first inquiry about the college, awareness of the college experience, completion of course work, and follow-up. Tracking systems can be developed for any one of these stages, but a number of decisions must first be made in order to collect, store, and disseminate information that the college and its staff need. In addition to decisions about the purposes and organization of the tracking system, there are questions about the types of information to be identified from the data systems routinely collected on each student that are relevant to student persistence and outcomes. The American Association of Community and Junior Colleges has developed a student tracking model that identifies variables related to student characteristics, outcomes, and follow-up. While tracking systems offer many benefits, the potential for problems exists with respect to data collection, the institution's research capacity, follow-up information, and effective use of the information. Regardless of these difficulties, tracking is destined to become an integral part of community college management (JMC).

ED 321 791
ERIC Clearinghouse for Junior Colleges. Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EED-RC-88-06
Pub Date—Dec 89
Contract—188062002
Note—40
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—College Role, Community Colleges, Futures (of Society), Individual Development, Institutional Misson, Models of Community College Development, Student Improvement, Student Personnel Services, Student Personnel Workers, Theory Practice Relationships, Two Year Colleges, Identifiers—ERIC Digest.

Although the role of the student development professional has changed along with the mission of the community colleges, the models providing a theoretical framework for the profession have remained relatively unchanged. In 1987 the American Council on Education published a statement which declared that student development professionals were to facilitate the intellectual, personal, social, and moral development of the stu-
dent. A number of theoretical models have evolved. In 1972, a Human Development Facilita-

tor Model was proposed that presented the student as committed to positive human development and possessing the skills and expertise needed to implement programs for the realization of human potential. Another model, the League for Innovation in the Community College reaffirmed the principles of student development established in previous years and recommended minimum re-
quirements for assessing student success. Challenges expected to influence the student development pro-

ED 321 833
Quinlan, Grace
Internationalizing the Community College: Examples of Success. ERIC Digest.
ERIC Clearhouse for Junior Colleges. Los Angeles, Calif.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-JC-89-08
Pub Date—Dec 89
Contract—RI8062002
Note—p.
Pub Type—Opinion Papers (120) — Information Analyses — ERIC Information Analysis Products
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Community Colleges; *Cross-Cultural Studies; *Cultural Awareness; *Curriculum Development; *Foreign Students; *Global Approach; *International Cooperation; *International Educational Exchange; *International Programs; Second Language Instruction; Study Abroad; Two Year Colleges
Identifiers—ERIC Digests

ED 321 834
Hoye, Barbara
The Assessment of Educational Outcomes. ERIC Digest.
ERIC Clearhouse for Junior Colleges. Los Angeles, Calif.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-JC-90-01
Pub Date—Jul 90
Contract—RI8062002
Note—p.
Pub Type—Opinion Papers (120) — Information Analyses — ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Associate Degrees; *Classroom Techniques; *Community Colleges; *Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; *Institutional Instruction; *Institutional Cooperation; *Inmates; *Recidivism; *Teacher Role; *Two Year Colleges; *Vocational Education; *Vocational Rehabilitation Identifiers—ERIC Digests

PS

ED 310 881
Judge, Jonathan; Caruso, David
Cooperative Problem-Solving in the Classroom. *Elementary Education, Elementary Childhood Education. Urbana, Ill.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-PS-88-89
Pub Date—89
Grant—OER1-89-060212
Note—p.
Pub Type—Information Analyses — ERIC Information Analysis Products
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Cooperation; Early Childhood Education; *Elementary Education; *Elementary School Students; *Group Therapy; *Problem-Solving; *Teacher Role; *Two Year Colleges

ED 313 108
Hui, Randy; Dell'Acqua, Tony
Praise in the Classroom. *Elementary Education. Urbana, Ill.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—LO-PS-89-1
Pub Date—89
Grant—OER1-88-060212
Note—p.
Pub Type—Information Analyses—ERIC Information Analysis Products
EDRS Price—MF00/PC01 Plus Postage.
Descriptors—*Classroom Management; *Elementary Childhood Education; *Elementary School Students; *Emotional Development; *Preschool Children; *Preschool Education; *Recidivism; *Teacher Role; *Two Year Colleges

PS

Note—p.
ED 313 168  PS 018 457
Kazt, Lilian G. And Others
Family Living: Suggestions for Effective Parenting.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1989
Contract—RI-88-062012
Note—17p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 209.54). (RH)
Pub Type—Guides—Non-Classroom (055) Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC05 Plus Postage.
Suggestions for effective parenting of preschool children are provided in 33 brief articles on children's feelings concerning self-esteem; fear; adopted children; the birth of a sibling; death; depression; and coping with stress, trauma, and divorce. Children's viewpoints are included in articles on children's eating habits, punishment and preschoolers, winning, making friends, bedtime, good manners, interpersonal conflict. Articles on children's learning focus on preparation for preschool; what preschoolers should be learning, first day anxiety, and parental disagreements about toilet training. Articles on parenting is discussed in articles on assessing preschoolers' development, nudity at home, traveling with a preschooler, monitoring television viewing, parental disagreements about child rearing, the only child, chores, sex differences, stress, and children's wish to sleep in their parents' bed. Also included are ERIC digests on involving parents in the education of their children, the escalating kindergarten curriculum, praise in the classroom, the nature of children's play, creativity in young children, infant day care, and language development. Resource listings and addresses and articles on employer-supported child care, at-risk children, and school success. A reprint of a computer search of the ERIC database on family living is included. (RH)
ED 317 273  PS 018 655
Bowman, Barbara T.
Educating Language-Minority Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1989
Contract—RI-88-062012
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests, *Language Minority Students
This ERIC Digest delineates problems posed by the increasing number of language-minority children in schools, the need for teaching children from different cultures. It is maintained that a group's language reflects its culture, and the uses to which it is put are culturally determined. When children and adults do not share common experiences and beliefs, adults are less able to help children encode their thoughts in language. To overcome problems of the multicultural classroom, teachers need to learn to recognize developmentally equivalent patterns of behavior across cultures. They should not value some ways of achieving developmental milestones more highly than others. Teachers need to begin instruction with interactive styles and content that is familiar to the children. Whether this entails speaking in the child's primary language, using appropriate styles of address, or relying on patterns of management familiar to the children, the purpose is to establish a basis for communication. One of the most important tasks for teachers is interpreting the school's agenda to parents. When differences exist between the culture and the community and those of the school, teachers must deal with the differences directly. Formal assessment of learning outcomes should be delayed until teachers and children have built a set of shared meanings. (RH)
ED 319 537  PS 018 846
ERIC/EECE Digests Related to the Education and Care of Children from Birth through 12 Years of Age.
ERIC Clearinghouse on Early Childhood Educa-
tion, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1991
Contract—OERI-88-062012
Note—72p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 W. Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 209.54). (RH)
Pub Type—Information Analyses—ERIC Information Analysis Products (071) Information Analyses—ERIC Information Analysis Products (071) (14) Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC03 Plus Postage.
The ERIC/EECE Digests in this compilation focus on different aspects of the education and care of children from birth through 12 years of age. The four digests produced in 1989 concern the escalating kindergarten curriculum, involvement of parents in the education of their children, mixed-age groups in early childhood programs, and praise in the classroom. The eight digests from 1988 focus on the training and qualifications of child care directors, cooperative learning, strategies for children's creativity in kindergartens, cooperative problem solving in the classroom, critical issues in the provision of infant day care, kindergarten curriculum, the shy child, training of day care providers, and what children should be learning. ERIC/EECE Digest 1987 addresses the assessment of preschoolers' development, homework policies, full- or half-day kindergarten, and parents and schools. Materials concerning the ERIC System are provided. (RH)
ED 320 661  PS 018 815
Powell, Douglas R.
Parent Education and Support Programs.ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED-PS-90-2
Pub Date—90
Contract—RI-88062012
Note—1p.
Pub Type—Books—Descriptive (141) Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This digest identifies current programmatic efforts to inform and support parents and briefly reviews research on the effectiveness of parent education and support programs. The discussion of approaches to parent support focuses on parent education programs, the Education of the Handicapped Act Amendments (Public Law 94-142) may require a state early childhood programs that center on families, and local, grassroots parent-oriented programs, such as Chicago's Family Resource Coalition. Evaluations of intensive parent- or family-oriented early childhood programs serving low-income populations have found positive short-term effects on child development and maternal outcomes, and long-term effects on such family characteristics as level of education, family size, and financial self-support. Dimensions of high quality parent program are presented. (RH)
ED 320 662  PS 018 816
Guidelines for Family Television Viewing.ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED-PS-90-3
Pub Date—90
Contract—RI-88062012
Note—1p.
Pub Type—Guides—Non-Classroom (055) Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This ERIC Digest addresses problems associated with children's excessive viewing of television programs and commercial and provides suggestions to help parents guide their children's television viewing. Children who watch television 3 to 5 hours a day have little time for other activities such as play, reading, and talking with others. Excessive television viewing may have a detrimental effect on children's learning and school performance. The amount of violence depicted on television is increasing. The average child views more than 20,000 commercials a year, and by doing so, may acquire a distorted picture of appropriate eating habits. A recent study found a direct relationship between amount of television viewing and children's risk of obesity. In this digest, parents who wish to address the problems associated with excessive television viewing are advised to: (1) know how much television their children watch and set limits on the amount of viewing; (2) encourage their children to plan their viewing; (3) watch television with their children and provide interpretations of experiences and distortions, such as violent actions; (4) encourage their children to watch programs that depict characters who model appropriate behavior for each other; (5) contact their local stations and write or call networks or sponsors to express their feelings about program content. A joint effort between concerned parents and public action groups. (RH)
ED 321 843  PS 018 869
Child Sexual Abuse: What It Is and How To
Prevent It. ERIC Digest
ERIC Clearinghouse on Elementary and Early
Childhood Education, Urbana, Ill.
Note—3p.; Adapted from the flyer "Child Sexual
Abuse: What It Is and How to Prevent It" (1988)
by the American Academy of Pediatrics.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Abuse, Definitions, Guide-
lines, Parent Responsibility, Prevention, Sexual
Abuse

ED 321 913  PS 019 067
Brown, Patricia Clark
Kindergarten Curriculum Materials
ERIC Clearinghouse on Elementary and Early
Childhood Education, Urbana, Ill.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Commu-
nication, Early Childhood Education, Early
Childhood Education, Language Arts Educa-
tion, Language Arts Education, Literacy Educa-
tion, Mathematics, Mathematics Education,
Preschool, Preschool Education

ED 314 224  RC 017 314
Thompson, David C., and Others
Achievemnt of Equity in Capital Outlay Financ-
ing. The Southern States.
ERIC Clearinghouse on Rural Education and Small
Schools, Charleston, W. Va.

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Capital Outlay (for Fixed Assets),
Educational Equity, Federal Aid, Fiscal Policy,
Trends, Economic Trends, Elementary Secondary
Education, Equalization Aid, Fiscal Requirements,
Fiscal Policy, Federal State, Federal Aid, Grants,
School District Autonomy, State Aid, State
District School District Relationship

Note—3p.; Adapted from the flyer "Child Sexual
Abuse: What It Is and How to Prevent It" (1988)
by the American Academy of Pediatrics.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Curricu-

tum, Early Childhood Education, Educational
Development, Educational Philosophy, Interdisci-
plinary Teacher Education, Parent Participation,
Program Development, Public Schools, Step-
down Approaches, Appropriate Programs, ERIC
Digests, Screening Programs

ED 321 913  PS 019 067
Brown, Patricia Clark
Kindergarten Curriculum Materials
ERIC Clearinghouse on Elementary and Early
Childhood Education, Urbana, Ill.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Commu-
nication, Early Childhood Education, Early
Childhood Education, Language Arts Educa-
tion, Language Arts Education, Literacy Educa-
tion, Mathematics, Mathematics Education,
Preschool, Preschool Education

Note—3p.

Published from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25232 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

ED 319 580

RC 017 653

Sosa, Alicia


Note—3p.

Published from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25232 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MP01/PC01 Plus Postage.

Descriptors—Community Involvement; Elementary Secondary Education; *Enrichment Activities; *High Risk Students; Hispanic Americans; Mexican American Education; *Parental Education; *Primary Education; Role Models; School Community Programs; School Community Relationship; Social Support Groups; Youth Program Identifiers—California; ERIC Digests; Texas Mexican students have higher dropout rates and lower academic achievement than their non-Hispanic peers. While schools have begun to address the issue of underachievement, some community groups have initiated enrichment programs that focus on the affective domain—self-esteem, identity, and cultural pride. This digest describes and synthesizes successful strategies from community programs in Texas and southern California. Young Student Partnership Program (San Antonio), Youth Community Service program (San Antonio), Project ONDA (Opportunities for Networking and Developing Aspirations) (Dallas), Pasadena (Stepping Stone), Los Angeles (Community Cultural). This digest contains 10 references. (SV)

ED 319 581

RC 017 654

McEachern, William Ross


Note—3p.

Published from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25232 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MP01/PC01 Plus Postage.

Descriptors—American Indians; *American Indian Education. *Be-Reading Comprehension. However, most commercial reading materials in schools do not reflect
American Indian students' experience of the world. Since there are many culturally distinct American Indian groups, producing commercial "Indian" materials may not be a viable alternative. Some have shown, however, that culturally relevant instructional materials increased listening comprehension among American Indian students. Such findings indicate the effectiveness of teachers' efforts to produce instructional materials locally. Such efforts involving community storytellers to include the classroom and transcribing oral presentations for use as reading materials, or encouraging children to tell top stories based on their own experiences. Teachers must also recognize the linguistic diversity of their students, who may use English as first language, or other languages. Students' linguistic backgrounds must be considered when designing a language arts program. This digest contains 10 references. (SV)  
ED 319 582  
Sherwood, Topper  
ERIC Clearinghouse on Rural Education and Small Schools. Charleston, WV.  
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.  
Pub Date—Jan 90  
Contract—RI862000  
Note—27p.  
Available from—ERIC/CRESS. Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($3.00).  
Pub Type—Guides—Non-Classroom (055)—Information Analysis Products—ERIC Information Analysis Products (071)  
EDRS Price—MF01/PC03 Plus Postage.  
This brief guide provides journalists with information on the ERIC Educational Resources Information Clearinghouse (ERIC). It describes what is in ERIC, why journalists writing education news should use ERIC, when ERIC is most useful, and how journalists can obtain access to ERIC. It explains how to search the ERIC database, manually or on compact disks (CD-ROM), and provides examples of manual and computer searches. It discusses how to obtain copies of journal articles in the "Current Index to Journals in Education" and documents in "Resources in Education." The guide lists addresses, phone numbers, and contact persons for ACCAS, EKIC and the 16 ERIC Clearinghouses, and provides bibliographic information and annotations for six other guides to ERIC. (SV)  
ED 319 583  
Hunt, James, Hewly, Craig B.  
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.  
ERIC Clearinghouse on Rural Education and Small Schools. Charleston, WV.  
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.  
Report No.—EDO-RC-90-1  
Pub Date—Mar 90  
Contract—RI88062016  
Note—3p.  
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).  
Pub Type—Reference Materials—Directories/Catalogs (132)—Information Analysis—ERIC Information Analysis Products (071)  
EDRS Price—MF01/PC03 Plus Postage.  
This digest presents an analysis of capital outlay financing, with special attention to facilities in rural areas. Construction and maintenance of school buildings have traditionally depended on local funding. But rural school districts, operating on some of the lowest revenue bases in the country, are often unsuccessful in raising property and capital outlay revenues. Recent court rulings have linked capital outlay financing to the establishment of state education guarantees. And in many states, ranging from states seeking to detect or local state or local building authorities, which often seek to involve private enterprises. All forms of such state policies have disadvantages relative to local control. Strong partnerships between state education agencies and local education agencies are vital to counter such disadvantages. This digest contains 10 references. (SV)  
ED 319 584  
Ervin, William H.  
Directory of Organizations and Programs in Rural Education.  
ERIC Clearinghouse on Rural Education and Small Schools. Charleston, WV.  
National Rural Education Association. Fort Collins, CO.  
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.  
Pub Date—Sep 90  
Contract—RI88062016  
Note—73p.  
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($5.00).  
Pub Type—Reference Materials—Directories/Catalogs (132)  
EDRS Price—MF01/PC03 Plus Postage.  
Descriptors—Agencies, Clearinghouses, *Information Centers, National Organizations, *Organizations (Groups), Periodicals, Regional, Programs, *Rural Education, *State Programs  
This guide provides recent information on programs, organizations, and resources useful to practitioners, policymakers, and researchers in rural education. Each entry includes address, phone number, and contact person: some contain a short description. Sections contain entries for: (1) 13 national associations and networks; (2) 10 national information centers and clearinghouses; (3) 3 national information centers and clearinghouses, 33 statewide and regional associations, programs, and centers; 28 state educational agencies and regional offices; 14 regional offices; (5) rural journals; and state contacts for the National Diffusion Network (NDN), state education agencies, state educational agencies and state centers, and offices of the Cooperative Extension System. NDN facilitators can be especially helpful in rural areas. Readers can select programs to match local needs. A final section lists 63 organizations that may have an interest in rural education but that were not included with current information. An index lists entries by state. (SV)  
ED 319 585  
Carrera, John Willshire  
ERIC Clearinghouse on Rural Education and Small Schools. Charleston, WV.  
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.  
Pub Date—Sep 90  
Contract—RI88062016  
Note—51p.  
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).  
Pub Type—Reference Materials—Directories/Catalogs (132)  
EDRS Price—MF01/PC03 Plus Postage.  
This digest discusses trends and issues surrounding undocumented students in the United States. War, political difficulties, and economic troubles have caused millions of immigrants to enter the country. Students range from 100,000 to 500,000 undocumented immigrants entering annually, about one-fifth of whom are age 15. Many undocumented children attend public schools. Issues for educators include the right to education for undocumented children, how to respond to immigration officials' inquiries about immigrant children in the classroom, and children in detention. State laws say all school-aged immigrants are required to attend school, but some immigrants may not follow these laws. Educators also must be aware of the courts, federal education acts, and civil and criminal legislation. Provisions of the Immigration and Control Act and the Transition Program for Refugee Children tie services to students' immigration status. Other federal programs do not. Court decisions also address school attendance issues, language proficiency, equal educational opportunity, and educational opportunities.  
ED 321 941  
Benefal, Elaine Rowhouse, Cindy, & Others  
ERIC Clearinghouse on Rural Education and Small Schools. Charleston, WV.  
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.  
Pub Date—Oct 90  
Contract—RI88062016  
Note—44p.  
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($5.00).  
Pub Type—Reference Materials—Directories/Catalogs (132)  
EDRS Price—MF01/PC03 Plus Postage.  
This expanded and updated edition of the original ERIC/CRESS American Indian Education Directory was compiled through a telephone survey and follow-up mail survey. Sections contain entries for: (1) 20 national Indian organizations; (2) 13 national and regional programs and information centers that benefit American Indians and Alaska Natives; (3) 5 regional resource and evaluation centers that provide technical assistance and training related to Title I programs; (4) multicultural resource centers and evaluation centers providing services in 16 regional service areas under the Bilingual Education Act of 1984; (5) Title VI Indian education organizations; (6) state department of education staff responsible for American Indian education in all 50 states; (7) 7 American Indian journals; (8) relevant Congressional committees. Most entries include address, phone number, and contact person; some contain a short description. (SV)  
ED 321 961  
Valladares, Rafael  
ERIC Clearinghouse on Rural Education and Small Schools. Charleston, WV.  
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.  
Report No.—EDO-RC-90-10  
Note—45p.  
ERIC/CRESS monograph entitled "Achievement of Minority Students: Finances the Pre-Area Analysis for the States." By D. Thompson, G. Stewart, D. Honeyman and R. Wood, addresses the financial gap between minority students and their peers. The emerging gap in capital outlay financing, with special attention to facilities in rural areas. Construction and maintenance of school buildings have traditionally depended on local funding. But rural school districts, operating on some of the lowest revenue bases in the country, are often unsuccessful in raising property and capital outlay revenues. Recent court rulings have linked capital outlay financing to the establishment of state education guarantees. And in many states, ranging from states seeking to detect or local state or local building authorities, which often seek to involve private enterprises. All forms of such state policies have disadvantages relative to local control. Strong partnerships between state education agencies and local education agencies are vital to counter such disadvantages. This digest contains 10 references. (SV)
This digest considers three important issues for educators of bilingual students, specifically Spanish-American children. It articulates the ongoing debate about which language to use for instruction. Second, it examines myths about the negative effects of bilingualism. It presents supporting evidence and suggestions for creating a responsive educational environment for bilingual Mexican-American children. The bilingualism debate pits those who believe that two-language instruction helps develop general language and thinking skills against those who believe an intensive English instruction is the most effective and appropriate way for learning in an English-dominant environment. Early research identified bilingualism as a handicap, finding that bilingualism caused language confusion among children. More recent studies show that young children who live in nurturing bilingual environments do not develop linguistic handicaps and even demonstrate cognitive advantages against those who lose their first language. Current studies support the idea that bilingual language instruction should match the natural social context of the student, showing that the better a child masters language in general, the better child performs academically in English. The digest concludes with five recommendations for teachers who wish to give rewarding instruction to bilingual and Spanish monolingual children. This digest includes 10 references. (TES)

ED 321 965
Kleinfeld, Judith

These Methods in Teacher Education: Alaskan Models. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Sponsored by Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-6
Publication Date—Jun 90
Contract—RI8806206
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Case Studies, Instructional Effectiveness, Instructional Innovations, Instructional Materials, Mexican Americans, Rural Education, Teacher Education, Teacher Improvement, Teaching Methods

Identifiers—Alaska, ERIC Digests

This ERIC Digest discusses the theoretical basis of case teaching and examines its strengths and limitations as a tool for teacher education. Case teaching presents authentic, concrete teaching problems for students to analyze. The study of a classroom fight, for example, might draw discussion of racial, ethical, political, and other community issues, as students consider questions that school administrators in such situations. The case method has long been used in professional training for business, medicine, but has not been explored in the preparation of teachers. Case method teaching provides vicarious experience of a variety of concrete cases, sharpening students' understanding of the profession. It offers models of how to think philosophically about problems, and enhances teachers' ability to learn from their own experiences. The case method also illuminates human exchange that are often the core of teaching problems, increases students' repertoire of educational strategies, and helps students learn to spot issues early. Case method teaching is, however, not a systematic method of teaching, nor do cases give students actual practice in pedagogical skills. Some faculty find it hard to locate good case-taught materials or to fear that cases can degenerate into pointless exchanges of personal opinions. The document lists a variety of cases and provides pointers on instruction. It encourages teachers to develop their own cases that fit into a particular educational context such as a large metropolitan area, or a rural small school. The document also includes sources of Alaska cases developed by rural educators. (TES)
EDRS Price - MF01/PC01 Plus Postage.

Identifiers—Science Education Research.

This volume presents a review of more than 400 research efforts reported in 1987, organized in such a way that reviews of related topics are easy to access by the researcher. The document is organized around four major sections that reflect the process of teaching, learning, and schooling including: (1) "Teachers and Learning", (2) "Teachers and Teaching", (3) "Curriculum and Instruction", and (4) "Evaluation of Programs". Each major section begins with an overview of the research summarized and a context for review, and ends with a reference list appropriate to that section. A discussion of the significance of the studies and implications for practice and future research is included in each major section.

ED 319 629
Howare, Robert Warren, Charles R.
Accountability in Mathematics Education. EDRS Price MF01/PC01 Plus Postage.

This digest provides information on determining the effectiveness of school mathematics programs. The purposes for developing accountability programs and characteristics of good mathematics programs are listed. State goals and objectives and standards developed by the National Council of Teachers of Mathematics. Many people believe, for example, that American Indians share a common language and culture. There are actually more than historically recognized tribes, distinct in many ways including language. Other examples of myths about Indians include the "first Thanksgiving" stories that we've created in the 1890s to promote the "melting pot" theory of American social progress. Instead of repeating such myths, teachers should encourage classroom discussions of reality and current Indian issues (such as land and fishing rights) as a means of teaching American Indian history and establishing Native American citizens as a people. This document includes 10 references and a 4-item annotated list of essential resources. (TES)

SE 051 444
Dunger, John F. And Others
Recent Developments in College Level Environmental Science Courses and Programs. EDRS Price MF01/PC01 Plus Postage.

This digest identifies characteristics of successful higher education programs in environmental studies.
and trends in environmental studies programs and courses. Characterization of programs that have con-
tinued for the past two decades is described. Some of the variables associated with programs that have not continued or that have experienced changes in the past two decades were present with the programs in environmental studies include: (1) an increase in the number of courses including envi-
ronmental content; (2) an increase in the number of 
general education courses with emphasis on environ-
mental content; (3) an increase of internships and re-
search experiences; (4) an increase in the number of 
technically-oriented programs; (5) an increase in cur-
riculum for the information and post-degree training; and (6) development of the provision of courses related to science/technology/society. Seven references are listed. (YP)

ED 319 630 SE 051 465
Safa, John N.
Curriculum and Evaluation Standards for Mathe-
ematics Education. ERIC/SMEAC Mathematics 
Curriculum, Teaching, and Improvement Digest No. 1, 1990.
ERIC Clearinghouse for Science, Mathematics, and 
Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research 
and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-28
Pub Date—89
Contract—R188062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State 
University, 1200 Chambers Road, Room 310, Co-
lumbus, OH 43212 (5.00 single copy; ordered in a 
set of four for the year and content area $3.00).
Pub Type—Reports (descriptive) (141)
Descriptors—Curriculum and Evaluation Standards for Mathe-
ematics Education, Mathematics Education, Science 
Education, Elementary Secondary Education, *Teaching 
Methods
Identifiers—ERIC Digests

ED 320 759 SE 051 446
Howe, Robert W.
EDUCATION, Environmental Education Using 
Out-of-School Activities and Mass Media. 
ERIC/SMEAC Environmental Education Di-
st Digest No. 1, 1988.
ERIC Clearinghouse for Science, Mathematics, and 
Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research 
and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-9
Pub Date—88
Contract—R188062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State 
University, 1200 Chambers Road, Room 310, Co-
lumbus, OH 43212 ($1.00 single copy; ordered in a 
set of four for the year and content area $3.00).
Pub Type—Information Analyses—ERIC Informa-
tion Analyses Products (071)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—Elementary Secondary Education, *Environ-
mental Education, *Information Sources, *Instructional 
Identifiers—ERIC Digests

ED 320 760 SE 051 448
Howe, Robert W.
Linking Environmental Education with Environ-
mental and Health Hazards in the Home. 
ERIC/SMEAC Environmental Education Di-
ERIC Clearinghouse for Science, Mathematics, and 
Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research 
and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-11
Pub Date—88
Contract—R188062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State 
University, 1200 Chambers Road, Room 310, Co-
lumbus, OH 43212 ($1.00 single copy; ordered in a 
set of four for the year and content area $3.00).
Pub Type—Information Analyses—ERIC Informa-
tion Analyses Products (071)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—Elementary Secondary Education, *Environ-
mental Education, *Environmental Influences, Environmental Standards, *Family En-
Identifiers—ERIC Digests

ED 320 761 SE 051 449
Howe, Robert W.
Environmental Education That Makes a Differ-
ence—Knowledge to Behavior Change. ERIC/ 
SMEAC Environmental Education Digest No. 4, 1988.
ERIC Clearinghouse for Science, Mathematics, and 
Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research 
and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-12
Pub Date—88
Contract—R188062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State 
University, 1200 Chambers Road, Room 310, Co-
lumbus, OH 43212 ($1.00 single copy; ordered in a 
set of four for the year and content area $3.00).
Pub Type—Information Analyses—ERIC Informa-
tion Analyses Products (071)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—Knowledge, *Attitudes, *Behavior Change, Con- 
cept Formation, *Curriculum, *Educational Im-
provement, Elementary Secondary Education, *En-
vironmental Education, Program Descriptions, 
Identifiers—ERIC Digests

Goals and objectives of many state and local envi-
nronmental education programs have included develop-
ing students with knowledge, skills, positive atti-
dudes and motivation to be informed and involved in 
and to resolve environmental problems. This digest 
describes variables involved in developing responsi-
ble environmental behavior and some teaching ap-
proaches and materials that have been effective in 
achieving this goal. Implications for educators are 
discussed. A list of 13 selected references is in-
cluded. (CW)

ED 320 762 SE 051 450
Safa, John N.; Howe, Robert W.; Suydam, Marilyn N.
Sources of Information about Promising and Ex-
emplary Programs and Materials for Elementary 
School Science. ERIC/SMEAC Science Educa-
tion Digest No. 1, 1989.
ERIC Clearinghouse for Science, Mathematics, and 
Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research 
and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-13
Pub Date—89
Contract—R188062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State 
University, 1200 Chambers Road, Room 310, Co-
lumbus, OH 43212 ($1.00 single copy; ordered in a 
set of four for the year and content area $3.00).
Pub Type—Information Analyses—ERIC Informa-
tion Analyses Products (071)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Demonstration Programs, *Education- 
al Improvement, Elementary Education, *El-
ementary School Science, *Information Sources, 
Instructional Materials, *Organizations (Groups), Science Education, *Science Materials, Teaching Methods
Identifiers—ERIC Digests

Many school staff and their client communities are 
concerned about pupil achievement, skills, and 
atitudes related to science. To respond to these 
concerns, staff need to determine how they can im-
prove their science programs by modifying the con-
tent, and skills emphasized in the curriculum, 
changing and supplementing instructional materi-
als, changing instructional approaches, and chang-
ing the use of technology. This digest discusses 
publications and sources of information on exem-
plary programs from several states and national or-
ganizations. Highlighted are efforts of the National 
Science Teachers Association (NSTA). A list of information 
sources and 14 references are included. (CW)
The Impact of Educational Reform on Science Education. ERIC/SMEAC Science Education Digest No. 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub No.—EDO-SE-90-16
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
This volume presents a compilation and review of more than 400 research studies on science teaching and the preparation of science teachers that were reported in 1988, organized into 10 sections. The sections are: (1) "Postsecondary Concerns;" (2) "Teacher Education;" (3) "Programs;" (4) "Curriculum;" (5) "Instruction;" (6) "Conceptual Development;" (7) "Problem Solving, Program Evaluation, Research and Development, Science Education, Science Instruction, Scientific Concepts, Second School Science, Sex Differences, Student Attitudes, Teacher Attitudes, Teacher Education Identifiers—Science Education Research
This digest discusses the inclusion of "sustainability" concept in environmental education. Topics included are: (1) definition of sustainability, (2) inclusion of the concept in the curriculum using interdisciplinary approaches; and (3) a list of instructional materials containing the concept at the elementary and secondary levels. Seventeen references are listed. (YP)
ED 321 599
Koballa, Thomas R., Jr.
A Summary of Research in Science Education—1988 (SE 051 453)
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub No.—EDO-SE-90-17
Pub Date—89
Contract—RI88062006
Note—16p.
For 1987 summary see ED 309 921.
Available from—SMEAC Information Reference Center, 1200 Chambers Road, Room 310, Columbus, OH 43221 (512 50).
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Research (143)
EDRS Price—MF01/PC01 Plus Postage.
This year's digest focuses on the impact of the educational reform movement on science education. Topics reviewed include: (1) "What is the message of educational reform?"; (2) "What changes have occurred?" listing increasing graduation requirements and lengthening schooling; (3) "How do educational reform efforts improved education?" reporting the recoveries of achievement scores and the lack of change in teaching methods; and (4) "What are some recommendations?" suggesting increased attention on middle school and low-achieving students, and designing an indicator system to track the reform. Fourteen references are listed. (YP)
EDRS Price - MF01/PC01 Plus Postage.

This digest identifies selected sources of materials for science education. Included are: the Educational Resources Information Center; the National Association for the Advancement of Science; the National Science Foundation; the National Science Teachers Association; and publications produced by the California State Department of Education. Also included are references and reviews of print, audiovisual, and computer software materials; PSi-Net: sources of research and report information; local and state sources; and professional associations. Five sources of science education information and nine references are listed. (CW)

ED 321 973
Howe, Robert W. Sydnum, Marilyn
Sources of Information About Promising and Exceptional Programs and Materials for Elementary School Mathematics. EDRS Price - MF01/PC01 Plus Postage.

This digest identifies selected sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. Highlighted are the National Science Education Information Foundation. A list of four selected information sources with addresses is included. Eleven references are listed. (CW)

ED 321 975
Howe, Robert W.
Sources of Information about Promising and Exceptional Programs and Materials for Elementary and Secondary Science Education. EDRS Price - MF01/PC01 Plus Postage.

This digest identifies selected sources of materials for environmental education. Included are: the Educational Resources Information Center; the National Association for the Advancement of Science; the National Science Teachers Association; and publications produced by the California State Department of Education. Also included are references and reviews of print, audiovisual, and computer software materials; PSi-Net: sources of research and report information; local and state sources; and professional associations. Five sources of science education information and nine references are listed. (CW)

ED 321 976
Howe, Robert W. Sydum, Marilyn
Sources of Information About Promising and Exceptional Programs and Materials for Elementary School Mathematics. EDRS Price - MF01/PC01 Plus Postage.

This digest identifies selected sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. Highlighted are the National Science Education Information Foundation. A list of four selected information sources with addresses is included. Eleven references are listed. (CW)

ED 321 977
Howe, Robert W.
Sources of Information about Promising and Exceptional Programs and Materials for Elementary and Secondary Science Education. EDRS Price - MF01/PC01 Plus Postage.

This digest identifies selected sources of materials for environmental education. Included are: the Educational Resources Information Center; the National Association for the Advancement of Science; the National Science Teachers Association; and publications produced by the California State Department of Education. Also included are references and reviews of print, audiovisual, and computer software materials; PSi-Net: sources of research and report information; local and state sources; and professional associations. Five sources of science education information and nine references are listed. (CW)
that: (1) civic education in schools should emphasize constitutional democracy's core values; (2) U.S. citizens tend to be disappointed in the lack of representation of their interests by the nation's youth; (3) interested persons tend to debate how the responsible citizenship exemplified by the nation's citizens tends to be improved through an increased focus on school and societal agents. Thirty-four footnotes and a selective bibliography of ERIC resources is included. (JHP)

ED 316 489 SO 020 684
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 90
Contract—RI88062009
Note—80p.
Pub Type—Reference Materials - Directories, Catalogs - Non-Eric from (071)
Descriptors—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Postage.
Identifiers—Mock Trials
An effective advocate in social studies with resources in law-related education, this reference guide lists national and state organizations and indicates the materials available through those organizations as well as those from various publishers and the ERIC database. Selected teachings materials are given, varying from kindergarten highlighted books, computer packages, computer software, and video programs. Price and ordering information are provided; an indication of appropriate grade level is given, and short annotations give an idea of the content of the materials. A list of publishers and distributors of these materials is included at the end of the document. (JB)

ED 319 652 SO 020 822
Holl, Emily B. "Remember the Ladies"—Women in the Curriculum, ERIC Digest. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDS0-90-2
Pub Date—Mar 90
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type—Curriculum Development, Educational Strategies, Elementary School Curriculum, Methodology, Sex Bias, Sex Stereotypes, Social Studies, United States History, Women's Studies
Identifiers—ERIC Digests.
Three questions are addressed in this document: (1) How have women been treated in social studies textbooks and curricula? (2) What are some strategies for including women in social studies? (3) What resources are recommended for teachers to learn more about women and students? Textbooks studied in the 1970s revealed limited coverage of women in the social studies, and the few references to women conveyed negative stereotypes rather than balanced and realistic portrayals of changing roles in modern society. Coverage of women in textbooks increased in the 1980s, but neither the quality nor quantity of these treatments was adequate. Suggestions offered for integrating women in the curriculum are: (1) In economics, study the inequalities of income distribution and investigate the constraints that women exist in society. (2) In sociology, examine charges of sex discrimination in the United States and what these charges are based upon. (3) In world studies classes can search significant court cases that have influenced women's rights in this country. (4) Geography, world histories will involve the analysis of the status of women in other countries and at other times. Resources are available at the international, national, state, and local levels. Several are noted, along with their areas of interest and addresses. A 10-item bibliography is included. (JB)

ED 322 021 SO 020 890
Patrick, John J. Social Studies Curriculum Reform Reports, ERIC Digest. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDS0-90-5
Pub Date—Apr 90
Contract—RI88062009
Note—4p.
Available from—Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type—Guides - Classroom, (052) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Postage.
Descriptors—Instructional Materials, Physical Environment, World Affairs, Women's Studies
Identifiers—ERIC Digests.
The 1980s were years of concern about the curriculum in elementary and secondary schools. Throughout the decade educators in the social studies, as well as in other fields, gained knowledge, formed curriculum study groups in various aspects, and reviewed reports. This ERIC Digest examines: (1) five social studies curriculum reform reports of 1989; (2) the treatment of geography and history in these reports; (3) the challenges of the expanding environment of curricula; and (4) implementation of recommendations for curriculum reform. (Author)

ED 322 022 SO 020 891
Graves, Ginny Teaching about the Built Environment. ERIC Digest. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDS0-90-4
Pub Date—May 90
Contact—RI88062009
Note—4p.
Available from—Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type—Guides - Classroom, (052) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Postage.
Identifiers—American Institute of Architects. ERIC Digests.
Critical thinking, responsible citizenship, cultural literacy, social relevance, these concerns of educators in the social studies can be addressed through teaching about the built environment. The tangible structures that humans have created—bridges, factories, houses, farms, monuments—constitute the visible manifestations of human activities. The built environment can be used to enhance teaching and learning in core subjects of the social studies—history, geography, civics, and economics. This digest discusses: (1) what built environment education is; (2) why it belongs in the school curriculum; (3) how to connect it to the social studies; (4) how to initiate successful programs on it in schools; and (5) model programs and resources for teachers. (Author)
taking place make it difficult for educators to gain access to recent relevant information and to develop coherent teaching programs about Western Europe; (2) suggest where Western European studies belong in the curriculum; (3) outline new strategies for teaching the subject; and (4) lists a selection of key sources of information. (Author/DB)

ED 322 080  SO 030 135  Hick, M. Gall  Braun, Pat  Social Studies and the Disabled Reader. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.  Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2085 East Tenth Street, Suite 120, Bloomington, IN 47405.

ED 322 081  SO 030 136  Stolton, John P.
Geography Education for Citizenship.
Note—102p.
Available from—Publications Manager, Social Studies Development Center, Indiana University, 2085 E. 10th Street, Bloomington, IN 47408-3692.

ED 316 544  SP 032 235  Fisher, Robert L.
When Schools and Colleges Work Together. ERIC Digest 20-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.  Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88  Contract—400-83-0022  Note—4p.

ED 316 546  SP 032 237  Orland, Robert  Dining and Supply of Minority Teachers. ERIC Digest 12-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.  Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88  Contract—400-83-0022  Note—4p.

ED 370 112  SP 031 484  Schweitzer, Carlise
Coaching Certification. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.  Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-1-89  Pub Date—Jan 89  Contract—RI-88062015
Note—3p.

Type—Report  Title—Descriptive (141)  Information Analyses—ERIC Information Analysis Products (071)


SP 031 484  Ebo, Owoy.  The Federalist.  ERIC Digest.
Part 2 of the volume includes six lesson sets and a study guide to focus teachers on Madison's ideas in "The Federalist Papers." This digest provides teachers with information and ideas for teaching the nation, and the world. Each of the seven chapters concludes with a list of references. (DB)

ED 322 083  SO 030 251  Stolton, John P.
JAMES MADISON AND "THE FEDERALIST PAPERS."  ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.  Spons Agency—For America's Founding Documents, Boston, MA.; National Trust for Historic Preservation.
Available from—Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2085 East Tenth Street, Bloomington, IN 47408.


EDRS Price—MF01/PC01 Plus Postage.  Identifiers—Citizenship Education, Secondary Education.

EDRS Price—MF01/PC01 Plus Postage.  Identifiers—Citizenship Education, Secondary Education.

EDRS Price—MF01/PC01 Plus Postage.  Identifiers—Citizenship Education, Secondary Education.


Proposed reforms in education call for, among other things: developing K-12 schools as field sites for teacher education; professionalizing teachers to give them a greater voice in carrying out the responsibilities of their positions, and providing the opportunity for lifelong career development for teachers. Schools and colleges or universities have often initiated cooperative relationships to enhance the educational experiences of the teacher-candidates, or students. This Digest provides a sampling of some of the different types of cooperative ventures entered into by some combination of K-12 schools and colleges or universities. (JD)

ED 316 545  SP 032 235  Orland, Robert
Assistance in National Teacher Certification. ERIC Digest 7-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.  Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88  Contract—400-83-0022  Note—4p.

Type—Report  Title—Descriptive (141)  Information Analyses—ERIC Information Analysis Products (071)


This publication provides information on current research on teaching and teacher education. The abstracts contained here have been organized into three major categories: teacher education programs, professional development, and policy and practice in teaching and teacher education. The full texts of these papers are available from ERIC. (JD)

ED 316 550
Teaching and Teacher Education: 1989 AERA Division K Abstracts (071)
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date—1989
Note—About 225 abstracts of papers presented at the Annual Meeting of the American Educational Research Association. (JD)

ED 316 549
SP 032 240
Teaching and Teacher Education. 1988 AERA Division K Abstracts
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date—1988
Note—About 190 abstracts of papers presented at the Annual Meeting of the American Educational Research Association. (JD)

ED 316 548
SP 032 239
The Nature of Professional Development Schools
ERIC Digest 4-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—4p.

EDRS Price - MF01/PC01 Plus Postage.

ED 316 547
Abdul-Haqi, Ismat
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 546
SP 032 238
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 545
SP 032 237
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 544
SP 032 236
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 543
SP 032 235
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 542
SP 032 234
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 541
SP 032 233
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 540
SP 032 232
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 539
SP 032 231
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 538
SP 032 230
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 537
SP 032 229
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 536
SP 032 228
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 535
SP 032 227
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 534
SP 032 226
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.

ED 316 533
SP 032 225
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—1989
Note—Contract-R1-89

EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests, Fact Sheets, Selection Tools

Following the rules and regulations of compensatory education programs requires the use of objective measures in selecting students for programs, assessing their progress, and monitoring the programs. Administrators must therefore be prepared to the following four points when they use test scores for compensatory education students: (1) test scores alone should not be used to select students; (2) good programs select students through several assessment tools rather than just one; (3) administrators should be aware of the various-level tests; and (4) the use of tests to lower grade levels may be less frustrating for some students, but will not give an accurate picture of the content learned or the real meaning of the scores. It is also important to understand that the term "grade level" in testing does not relate to how students score at grade level. About half of their peers score higher and a about half score lower. Administrators must also discriminate the degree of error in individual and group scores. Interpretations are most sure when administrators consider district averages, followed by building averages, classroom averages, and individual students' scores. (SLD)

ED 314 429  TM 014 147 Williams, Paul L.
Using Customized Standardized Tests. ERIC Digest.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Contract—RI-88062003
Pub Date—Dec 89
Note—3p. For a document from which this Digest was extracted, see TM 014 144.

Pub Type—Information Analyses—ERIC Information Analysis Products (011)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Achievement Tests; *Criterion Referenced Tests; *Elementary Secondary Education; *Norm Referenced Tests; *Standardized Tests; State Programs; *Test Construction; Test Format; Testing Problems; Testing Programs; *Test Interpretation; Test Norms; *Test Use

Identifiers—ERIC Digests, Fact Sheets; *Test Customization

Both norm-referenced and criterion-referenced interpretations of student, school, district, and state testing data can be improved by customizing the traditional norm-referenced test. Improvements that can be made include: (1) increasing the relevancy of the test to the curriculum and the students; and (2) having greater confidence in the national comparative information. Testing time can also be reduced because of the reduced testing time and greater relevance to the curriculum of this approach. (ED)

ED 314 430  TM 014 149 Russell, Linda
The GED Testing Program. ERIC Digest.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-11
Pub Date—Oct 89
Contract—RI-88062003
Note—3p.

Pub Type—Information Analyses—ERIC Information Analysis Products (011)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescent Education; *Achievement Tests; *Equivalency Tests; *High School Equivalency Programs; *National Programs; Secondary Education; Standardized Tests; *Testing Programs; Test Use

Identifiers—ERIC Digests; *General Educational Development Tests

The Tests of General Educational Development (GED) Tests are described in 1942 for military personnel who had not graduated from high school, the GED Tests enabled veterans to qualify for jobs or enter college. More than 10 million persons have earned GED Test diplomas since 1971. There are five parts to the GED Tests: (1) Writing Skills; (2) Reading; (3) Interpretation Literature and the Arts; and (4) Mathematics. Test questions are multiple choice, with the exception of one in which students are asked to write an essay. While no formal preparation is required, many people attend adult education classes before taking the GED Tests. Each student is given the test at the school of his choice; the scores are immediately available. (2) differences among administrators cannot affect scores and trained administrators are not needed; (3) tests can be individually paced; and (4) test security is improved. Computerized testing also offers options for timing and formatting, increases efficiency, and can provide accurate scores over a wide range of abilities. Some limitations to CATs are considered. CATs are not appropriate for some subjects and skills. Hardware limitations restrict the types of items that can be administered by computer. And administrators may not have the resources to administer CATs. A relatively large sample is needed to norm test items; comparable scores depend heavily on the quality of the estimates of item characteristic. It may not be possible to administer CATs to all students. The military has been among the pioneers in using CATs and at least two public school systems have begun to use them. A list of six organizations involved in computerized adaptive testing is included. (SLD)

ED 315 424  TM 014 439 Matter, M. Kerr
Communicating Scholastic Success. ERIC Digest.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-8
Pub Date—Dec 89
Contract—RI-88062003
Note—3p.

Pub Type—Information Analyses—ERIC Information Analysis Products (011) — Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement; *Communication Skills; *Educational Quality; Higher Education; *Institutional Characteristics; *Organizational Communication, Publicity; *Public Relations; Public Schools; *School Communication; School Districts; School Personnel; *Test Interpretation; Test Results

Identifiers—*Educational Information, ERIC Digests

Research and evaluation staff members in schools and school districts are often called on to answer questions about the quality of the schools. One way to provide the information is to measure the school's performance. The following questions can be asked: (1) attendance, enrollment, and graduation rates; (2) the participation of community members in school activities; (3) the diversity of the student body; and (4) the quality of the education provided. The success of the school depends upon the efficiency and effectiveness of the staff. The staff should be provided with the necessary resources to help the students succeed. The school environment should be improved, and the financial situation of the school should be better. (ED)

ED 315 425  TM 014 440 Grus, Susan A. and Others
Computerized Adaptive Tests. ERIC Digest No. 107.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—RI-88062003
Note—3p.

Pub Type—Information Analyses—ERIC Information Analysis Products (011) — Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adaptive Testing; *Computer Assisted Testing; Computer Uses in Education. Elementary Secondary Education; *Individual Testing; *Test Construction; *Testing Problems; Test Use

Identifiers—ERIC Digests

Computerized adaptive tests (CATs) make it possible to estimate the ability of each student during the test process. The computer presents items to the student at the appropriate level, and students take different versions of the same test. Computerized testing increases the flexibility of test management in that different tests are given each time of the test. While some CATs are available immediately after the test, others may be available immediately. (2) differences among administrators cannot affect scores and trained administrators are not needed; (3) tests can be individually paced; and (4) test security is increased. Computerized testing also offers options for timing and formatting, increases efficiency, and can provide accurate scores over a wide range of abilities. Some limitations to CATs are considered. CATs are not appropriate for some subjects and skills. Hardware limitations restrict the types of items that can be administered by computer. And administrators may not have the resources to administer CATs. A relatively large sample is needed to norm test items; comparable scores depend heavily on the quality of the estimates of item characteristic. It may not be possible to administer CATs to all students. The military has been among the pioneers in using CATs and at least two public school systems have begun to use them. A list of six organizations involved in computerized adaptive testing is included. (SLD)
ED 315 427 Ayers, Jerry B. Evaluating Workshops and Institutes. ERIC Digest No. 108. American Institutes for Research, Washington, DC; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Mar 89 Contract—RI-88062003 Note—3p. PUB TYPE—Information Analyses—ERIC Information Analysis Products (071) —Reports—Evaluation (142) EDRS Price—MF01/P01 Plus Postage. Descriptors—Conferences, Data Analysis, Educational Improvement, Educational Planning, *Evaluation Methods, Evaluation Utilization, Evaluators, Formative Evaluation, *Institutes (21) *Instructional Improvement, *Program Evaluation, Program Improvement, Summative Evaluation, *Training Methods, *Workshops. Identifiers—ERIC Digests A well-planned and well-conducted evaluation can provide useful information to funding agencies, sponsoring institutions, instructors, and participants. Evaluating an instructional program, such as a workshop, involves collecting, analyzing, and reporting data about several features of the program and its impact on the participants. Information gathered at a workshop or institute can help in at least four areas: (1) planning (deciding on the overall content, major goals, and more detailed objectives); (2) assessment (assessing progress); (3) evaluating (deciding on the procedures, faculty, facilities, budget, and other resources needed for running the workshop or institute); (4) conducting the workshop or institute, and (5) making changes. Planning the evaluation requires the same care that planning the program requires. Both the overall effectiveness of the program and the effectiveness of certain aspects can be evaluated. Both of these levels can be addressed through formative evaluation, which is performed during the program, summative evaluation at its conclusion, and follow-ups to assess the lasting value of the program. Suggestions are provided for conducting each of these types of evaluations. (SLD) ED 315 428 Cumby-Moldenb, Corryn Planning Non-Commercial Tests. ERIC Digest No. 110. American Institutes for Research, Washington, DC; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Mar 89 Contract—RI-88062003 Note—3p. PUB TYPE—Guides—Non-Classroom (055) —Information Analyses—ERIC Information Analysis Products (071) —Reference Materials—Directories—Catalogs (132). EDRS Price—MF01/P01 Plus Postage. Descriptors—*Achievement Tests, *Educational Testing, Psychological Testing, Reference Materials, *Standardized Tests, Student Attitudes, Student Characteristics, *Test Reviews, *Test Selection. Identifiers—ERIC Digests, *Noncommercial Tests, Unpublished Materials. Th id digest lists guides to non-commercial tests and compilations of such tests to help identify potentially useful non-commercial tests and assess instruments to measure special characteristics of students. Reliability and validity information is frequently available. The guides reviewed include: (1) "Non-Commercial Achievement Assessment: A Guide to 3000 Original Sources and Their Applications" by Ki-Tack Chung et al. (2) "Achievement Tests in a Non-Commercial Environment: Device" from the Educational Testing Service Collection Catalog; (3) "Directory of Unpublished Experimental Mental Meas" by B.A. Goodman and J. Smithers; and (4) "Tests and Measurements in Child Development Handbooks I and II" by O.G. Johnson. The digest lists: (1) "The Evaluation of Work: A Compendium and Review of 249 Measuring and Their Use" by J.D. Cook et al. (2) "Measures for Clinical Practice: A Sourcebook" by K. Corcoran and J. Fischer; (3) "The Clinical Measurement Package: A Field Manual" by W.W. Hudson; (4) "Measures of Psychological Characteristics" by J.P. Robinson et al. (5) "Measures of Political Attitudes" by J.P. Robinson et al. (6) "Psychological Attitudes" by J.P. Robinson et al. (7) "Scales of the Measurement of Attitude" by M.E. Shaw and J.M. Wright (8) "Information for Behavior II: An Anthology of Observation Instruments" by A. Simon and E.G. Boyer. (SLD) ED 315 429 Gardner, E F. Common Misuses of Tests. ERIC Digest No. 108. American Institutes for Research, Washington, DC; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Mar 89 Contract—RI-88062003 Note—3p. Identifiers—ERIC Digests Five of the common misuses of tests are reviewed: (1) acceptance of the test title as an accurate and complete description of the variable being measured (failure to examine the manual and the items carefully to know the specific aspects addressed); (2) ignoring the error of measurement in test scores (use of a single test score for decision making (scores are not interpreted in the full context of the various elements that characterize students, teachers, and the environment); (3) a lack of understanding of the meaning of test score reporting (the misinterpretation of raw scores or grade equivalents is common); and (4) attributing cause of behavior measured to test confining the information provided by a test score with interpretations of what caused the behavior or described by the score). A test score gives no information as to why the individual performed as reported. No statistical manipulation of test data will permit more than probabilistic inferences about causation or future performance. (SLD) ED 315 430 TM 014 446 K. Corcoran and J. Fischer; (3) "The Clinical Measurement Package: A Field Manual" by W.W. Hudson; (4) "Measures of Psychological Characteristics" by J.P. Robinson et al. (5) "Measures of Political Attitudes" by J.P. Robinson et al. (6) "Psychological Attitudes" by J.P. Robinson et al. (7) "Scales of the Measurement of Attitudes" by M.E. Shaw and J.M. Wright (8) "Information for Behavior II: An Anthology of Observation Instruments" by A. Simon and E.G. Boyer. (SLD) ED 315 431 Boyd, Ronald T C. Improving Teacher Evaluations. ERIC Digest No. 111. American Institutes for Research, Washington, DC; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Mar 89 Contract—RI-88062003 Note—3p. PUB TYPE—Information Analyses—ERIC Information Analysis Products (071) —Reports—Evaluation (142) EDRS Price—MF01/P01 Plus Postage. Descriptors—Classroom Observation Techniques, Educational Testing, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Evaluation Problems, Evaluation Utilization, Evaluators, Faculty Development, *Feedback, *Principals, *Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation Identifiers—ERIC Digests Characteristics of effective teacher evaluations are reviewed, and some common teacher concerns are discussed. A teacher evaluation system should give the teacher useful feedback on classroom practice, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classrooms. Standards for evaluation should relate important teaching skills, be as objective as possible, be clearly communicated before the evaluation, and be completed after the evaluation is completed; and be linked to teachers' professional development. Some procedures for evaluators can use are to: (1) standardize test score interpretations of what caused the behavior or described by the score). (2) ignore the error of measurement in test scores (use of a single test score for decision making (scores are not interpreted in the full context of the various elements that characterize students, teachers, and the environment); (3) a lack of understanding of the meaning of test score reporting (the misinterpretation of raw scores or grade equivalents is common); and (4) attributing cause of behavior measured to test confining the information provided by a test score with interpretations of what caused the behavior or described by the score). A test score gives no information as to why the individual performed as reported. No statistical manipulation of test data will permit more than probabilistic inferences about causation or future performance. (SLD) ED 315 432 Rudman, Herbert C. Improving Teacher Evaluations. ERIC Digest No. 111. American Institutes for Research, Washington, DC; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Dec 89 Report No.—EDO-TM-89-7 Note—3p. PUB TYPE—Information Analyses—ERIC Information Analysis Products (071) —Reference Materials—Vocabulary Classifications (134) EDRS Price—MF01/P01 Plus Postage. Descriptors—*Administrator Attitudes, *Educational Testing, Elementary Secondary Education, School Administration, *Standardized Tests, Teacher Attitudes, *Teacher Methods, *Test Scores. Identifiers—ERIC Digests This digest discusses the integration of teaching and testing. The use of tests as instructional tools and administrative tools is discussed as well as teacher and administrator attitudes toward testing and testing results. The term "tests" covers standardized tests of achievement and aptitude, less formal paper-and-pencil tests, alternative tests, and the like. The link between testing and instruction, and the use of tests in evaluating student learning and determining the appropriate pace of classroom instruction is discussed. The data can be used to make student promotion and retention decisions, to share information with parents and other non-student stakeholders, and to measure the effectiveness of instruction and learning. Teachers
generally seem to be more supportive of testing than the literature, and the teachers' attitudes seem to be a function of their experience and knowledge. Teachers report a higher level of satisfaction with use of tests by practitioners for decision making than do measurement specialists. Students favor testing while most of them want to know the results of their tests. Less than half want to discuss the results with their teachers. A short reading list is appended. (TJH)

ED 315 435
TM 014 453
Bagin, Carolyn Roccella
Talking to Your High School Students about Standardized Tests. ERIC Digest No. 105.
Spans Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-TM-89-10
Pub Date—Dec 89
Contract—RI-88062003
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Aptitude Tests, Standardized Tests, Test Interpretation, Test Use
Identifiers—ERIC Digest
This digest explains basic elements of standardized tests and procedures. It provides guidance for interpreting test scores and for using the tests effectively. The document draws on four organizations that distribute additional tests to teachers: the American Institutes for Research, the Educational Testing Service, the National Center for Education Statistics, and the American Psychological Association. The digest includes a glossary of test-related terms and a list of 20 references. (TJH)

ED 315 436
TM 014 453
Bedin, Carolyn Roccella
Talking to Your High School Students about Standardized Tests. ERIC Digest No. 105.
Spans Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-TM-89-10
Pub Date—Dec 89
Contract—RI-88062003
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Pub Type—Information Analyses - ERIC Information Analysis Products (071)
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ED 315 437
TM 014 453
Bogin, Carolyn Roccella
Talking to Your High School Students about Standardized Tests. ERIC Digest No. 105.
Spans Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-TM-89-10
Pub Date—Dec 89
Contract—RI-88062003
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
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ED 315 438
TM 014 453
Bogin, Carolyn Roccella
Talking to Your High School Students about Standardized Tests. ERIC Digest No. 105.
Spans Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-TM-89-10
Pub Date—Dec 89
Contract—RI-88062003
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Aptitude Tests, Standardized Tests, Test Interpretation, Test Use
Identifiers—ERIC Digest
This digest explains basic elements of standardized tests and procedures. It provides guidance for interpreting test scores and for using the tests effectively. The document draws on four organizations that distribute additional tests to teachers: the American Institutes for Research, the Educational Testing Service, the National Center for Education Statistics, and the American Psychological Association. The digest includes a glossary of test-related terms and a list of 20 references. (TJH)
of 11 conference papers that discuss the ways that
gender-related differences are manifested in school.

Effective Education: A Minority Policy Perspec-
tive (edited by L. Wise) consists of 13 essays that address the ways schools foster inequalities based on students' sex, race, and class.

The three education areas that the editors believe are
targeted by these papers are: (1) increasing federal fund-
ing for educational improvement and innovation in urban school districts, such as New York, N.Y.; (2) diversity and equity; and (3) the uses of informa-
tion and educational indicators (FMW).

ED 311 147
UD 027 082
Achel Carol
Urban School Finance: The Quest for Equal Educa-
tional Opportunities, 1980-1990 (ERIC Digest No. 58).
ERIC Clearinghouse on Urban Education, New York, N.Y.; National School Boards Association, Washington, DC. Council of Urban Boards of Ed-
ucation.
Spons Agency-Office of Educational Research and
Improvement (ED). Washington, DC.
Report No.-EDO-UD-89-5
Pub Date-Jan 89
Contract-R188062013
Note-6p.-For the document of which this is a
list of 18 references is included. (FMW)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Equitable Educa-
tion (Finance), *Educational Finance, Educational Opportunities, Elementary Second-

Identifiers-ERIC Digests

Legislatures and courts have attempted to create equitable formulas for school finance. However, these formulas may have negative effects on edu-
cational opportunities for urban students. Compari-
sions of the per-pupil expenditures of large urban school districts, such as New York, with nearby suburban districts with wide averages of
educational inequities. Urban school financing must
content with the following problems: (1) structural fea-
tures in the system that work to the disadvantage
urban districts; (2) increased state control over local
budgets; and (3) the decline in capacity for school
management as the relative size and number of high schools are reduced and the number of
urban areas in the following areas: (1) personnel; (2) facilities; and (3) special student needs. The relationship between school finance and student achievement has been difficult to establish because achievement has traditionally been
measured in terms of basic skills and has not considered additional learning opportunities. Suggestions for
improving educational equality in urban school districts focus on the following areas: (1) increasing federal fund-
ing; (2) improving the methods of calculating urban
students' needs; and (3) allowing greater fiscal au-
tonomy in determining standards and programs. A list of 18 references is appended. (FMW)

ED 311 148
UD 027 083
Will's Amy Stuart
Middle School Education-The Critical Link in
Dropout Prevention. (ERIC/CUE Digest No. 56).
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-Office of Educational Research and
Improvement (ED). Washington, DC.
Report No.-EDO-UD-89-6
Pub Date-Feb 89
Contract-R188062013
Note-4p.-For the document of which this is a
list of references is included. (FMW)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Curriculum Problems, 

Identifiers-ERIC Digests

Note-6p.-For the document of which this is a
list of 18 references is included. (FMW)
nal responsibility are more apt to develop the discipline needed to persist in the face of educational difficulties, while students whose peers display drug use have more obstacles to overcome in the effort to succeed in school. Chapter 4, "Middle School Education as the Critically Formative Experience of At-Risk Youth," explores the impact of middle school on students over the past 30 years. It indicates that the majority of research on at-risk children was conducted during the 1980s.


Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027. Pub Type—Information Analyses—ERIC Information Analysis Products (071) Description—Academic Achievement, Annotated Bibliography, Elementary Secondary Education, Educationally Disadvantaged, Educational Research. Secondary Elementary Education, *Family Influence, *Parent Influence, Predictive Variables, Social Influences This bibliography provides annotations of 33 major research studies on the school and social factors that impede disadvantaged children's ability to learn and succeed in school. The studies demonstrate that a wide range of educational, familial, and social influences can either put children at risk of educational failure early in their lives or help them overcome their disadvantages later in their school careers. No single aspect seems to explain a child's achievement, but rather students succeed even contradict the findings of others. Studies are arranged in three sections that reflect the influences on school, home, and society in the child's educational experiences. Several authors are represented by different papers in more than one category. Research is emphasized, while students in at-risk groups that were conducted a decade or more ago are also included. Most studies are dated between 1982 and 1989. (Author/FMW)


Drug and alcohol abuse and teenage pregnancy: 12 behaviors manifested by at-risk children that contribute to their failure to succeed in school and possible subsequent dropping out. The distinction between substance use and abuse may be proper. The following critical factors are involved: (1) age of onset; (2) physiological responses; (3) levels of dependence; (4) attitudes about substance use; and (5) effects on functioning. The following predictors predict drug and alcohol experimentation: (1) parental drug use, absence, and lack of consistent parenting; (2) early antisocial behavior; (3) school problems; (4) peer drug use; (5) attitudes, beliefs, and personality traits; and (6) stress. Pregnancy has become a national epidemic: (7) more teen pregnancies and birth rates. While the national average age of first sexual intercourse is 16 years, the average age for initiating sexual activity for some groups of urban youth is as young as 11.6 years. Disadvantaged minority youth account for a disproportionate number of teenage pregnancies and births. The following factors influence early pregnancy and parenthood: (1) expectations for the future; (2) poor academic achievement; (3) ignorance of reproduction; and (4) family influences. Teenage pregnancy has serious negative effects on the mother and on the child's health, as well as on the educational attainment and employment of both parents. A list of 12 references is appended. (FMW)


Current approaches to educating at-risk students are the result of several shifts in thinking over the last 30 years. A new way of defining at-risk students is needed to permit changes in school policy and practice to meet these students' needs. Cultural deprivation was originally considered the single cause of at-risk status. Subsequently, educationally deprived, culturally deprived, and program failure were identified as the primary cause. Another cause was thought to be the failure of social institutions charged with educating youth. The criterion for identification of at-risk status is the probability that the student will fail academically. A new definition of at-risk status must incorporate all of the factors that put a student at-risk, including the influence of family and community. Acknowledging the influence of the school and community highlights the need for comprehensive academic and nonacademic program strategies that serve students throughout their society. The following factors are associated with exposure to inadequate educational experiences: (1) poverty; (2) race and ethnicity; (3) family complications; (4) mother's education; and (5) language background. The highest concentrations of at-risk students are in urban centers and suburbs. The largest proportion of the school-aged population can historically be considered...
ered at-risk and the number is certain to increase. The problem of restructuring schools to meet the needs of at-risk students is one of developing an environment and services that will provide appropriate educational experiences. Making schools more responsive to at-risk students will be difficult for the following reasons: (1) unique family backgrounds and school experiences of the students; (2) the responsibility of schools for a diverse array of high risk, (3) society's role for highly skilled workers; (4) increased number of at-risk students; and (5) imprecise nature of the definition of seven references is appended. (FMW)

ED 319 877
Atcher, Carol
Linking Schools with Human Service Agencies.ERIC/CUE Digest No. 62.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 90
Contract—RI88062013
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, N.Y. 10027.
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—School—Community Relationship, Social Services—Curriculum Enrichment Programs—Differential Programs—Remedial Mathematics Programs—Remedial Programs—Remedial Reading—Student Needs

EDRIS Price - MF01/PC01 Plus Postage.

ED 322 273
Atcher, Carol
Assessing Bilingual Students for Placement and Instruction.ERIC/CUE Digest No. 65.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 90
Contract—RI88062013
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ED 322 274
Morgan, Tanya
Curriculum and Instruction To Reduce Racial Conflict.ERIC/CUE Digest No. 64.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
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ED 322 275
Well, Amy Stuart
Public School Choice: Issues and Concerns for Urban Educators.ERIC/CUE Digest No. 63.
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Descriptors—Access to Education—Admission (School)—Evaluative Research—Elementary Secondary Education—Free Choice Transfer Programs—Low Income Groups—Magnet Schools—Minority Groups—Open Enrollment—Parent Participation—Public Schools—School Choice—Urban Education
Identifiers—ERIC Digests

Existing choice plans, which allow parents and students to choose between a variety of schools, have dramatically increased in size, shape, and purpose. Different types of choice programs have different impacts, especially on low-income and minority group students; and it is not yet clear how school choice programs should be structured to assure that those students and their lowest schools will not be shut out of the best schools. Reasons for the political appeal of choice plans include the following: (1) low-income and minority families can avoid poorly run and overcrowded urban schools; (2) free market, competitive principles are infused into a sluggish educational system; (3) individual families have more control over which schools their children attend and what services are provided; (4) a low-cost solution to problems in public education is provided; (5) pupil needs are better matched to school offerings; and (6) parent involvement may be increased. However, critics argue that many programs discriminate against poor and minority parents who are less informed about how the educational system works or are too overwhelmed by day-to-day survival to research the various educational options. There is a dearth of well-documented research on how school choice programs affect either academic achievement or educational facilities. The following variations in choice programs are included: (1) magnet schools; and (2) interdistrict and open enrollment. Recommendations for more equitable programs include the following suggestions: (1) a clear goal statement; (2) outreach to, and information and counseling for parents; (3) a fair, unrestricted school choice procedure; and (4) provision of adequate transportation for students. A list of 11 references is appended. (MW)

ED 322 283
Ascher, Carol
Testing Students in Urban Schools: Current Problems and New Directions. Urban Diversity Series No. 100.


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Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

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This literature review examines patterns of parent-child involvement that foster high academic achievement and describes effective parent involvement programs. Parents affect their children's academic achievement through cognitive socialization, the development of basic intelligence; and academic socialization. The development of attitudes and motives essential for school learning. Cognitive socialization is developed through the following parent practices: (1) encouraging active learning; (2) developing psychological distancing; (3) creating a context for new learning; and (4) structuring information to provide a "scaffold" for problem solving. Academic socialization is associated with the following parent practices: (1) attributing success to ability; (2) implementing supportive strategies; (3) communicating high expectations for academic success; and (4) expecting high career aspirations. While cognitive and academic socialization are facilitated by middle-class status, parent education programs can provide lower-class parents with the skills needed to enhance their children's achievement while improving their own job skills. Teacher attitudes and support are crucial to effective parent involvement programs, which include the following strategies: (1) developing frequent contact between parents and teacher; (2) helping parents create home environments conducive to learning; (3) using parents as resources in schools; and (4) involving parents in school governance. A list of 68 references is appended. (FMW)

ED 322 284
Scott, Walter G. Carey, Deborah A.


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This literature review examines patterns of parent-child involvement that foster high academic achievement and describes effective parent involvement programs. Parents affect their children's academic achievement through cognitive socialization, the development of basic intelligence; and academic socialization. The development of attitudes and motives essential for school learning. Cognitive socialization is developed through the following parent practices: (1) encouraging active learning; (2) developing psychological distancing; (3) creating a context for new learning; and (4) structuring information to provide a "scaffold" for problem solving. Academic socialization is associated with the following parent practices: (1) attributing success to ability; (2) implementing supportive strategies; (3) communicating high expectations for academic success; and (4) expecting high career aspirations. While cognitive and academic socialization are facilitated by middle-class status, parent education programs can provide lower-class parents with the skills needed to enhance their children's achievement while improving their own job skills. Teacher attitudes and support are crucial to effective parent involvement programs, which include the following strategies: (1) developing frequent contact between parents and teacher; (2) helping parents create home environments conducive to learning; (3) using parents as resources in schools; and (4) involving parents in school governance. A list of 68 references is appended. (FMW)

ED 322 285
Bempechat, Janice


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Washington, D.C. 20037-0037
Telephone: (202) 429-9551  Fax: (202) 429-9766
Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

ERI Clearinghouse on Reading and Communication Skills (CS)
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Bloomington, Indiana 47408-2698
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Reading and writing. English as a first language, and communications skills verbal and nonverbal, kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensic), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERI Clearinghouse on Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV)  (304) 347-0487
Curriculum and instructional programs and research and evaluation efforts that address the education of students in rural schools or districts. Small schools wherever located, and schools of districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

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