This annotated bibliography provides citations, abstracts, and indexes for the 267 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1993. 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 (1968-1993) shows the number of publication 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 Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community 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) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal 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.
Educational Resources Information Center (ERIC)

ERIC Clearinghouse Publications

1993

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993

May 1994

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
Rockville, Maryland
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| EA | Educational Management                  | 11|
| EC | Disabilities and Gifted Education       | 13|
| FL | Languages and Linguistics               | 16|
| HE | Higher Education                        | 20|
| IR | Information and Technology              | 24|
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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement.

The ERIC database, the world's largest source of education information, contains more than 800,000 abstracts of documents and journal articles on education research and practice. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, Resources in Education and Current Index to Journals in Education. The database is updated monthly (quarterly on CD-ROM), ensuring that the information received is timely and accurate.

The ERIC system, through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support components, provides a variety of services and products that can help users stay up-to-date on a broad range of education-related issues. Products include research summaries, digests, bibliographies, reference and referral services, computer searches, and document reproductions.

ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, CompuServe, America Online, America Tomorrow, and GTE Educational Network Services. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC Abstract Journals

Documents and journal articles selected for the ERIC database are announced in two printed abstract journals each of which corresponds to an electronic file that is made available for computer searching (online, CD-ROM, Internet, etc.) on a worldwide basis.

Resources in Education (RIE) is a monthly abstract journal devoted to the document literature. Each issue announces approximately 1100 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

Current Index to Journals in Education (CUE) is a monthly index journal that cites journal articles from over 800 education periodicals/serials. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue of CUE announces approximately 1500 journal articles. CUE is available on subscription from Oryx Press.
ERIC 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 twenty-fourth bibliography in the series. All items in the series to date are listed below.

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<td>6. ED-087 411</td>
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<td>7. ED-126 856</td>
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<td>9. ED-180 499</td>
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<td>12. ED-224 505</td>
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TOTAL (1968-1993) 6,618

This bibliography covers the calendar year period from January through December 1993. It lists a total of 267 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses, or by ERIC Support Contractors other than 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 from EDRS, see the appendixes in the back of this publication.

Adjunct ERIC Clearinghouses

An Adjunct ERIC Clearinghouse is an organization having a special interest in a topic within a regular ERIC Clearinghouse's scope and willing to affiliate itself with that Clearinghouse, at no cost to ERIC, for the purpose of improving bibliographic control over the literature in the special interest area.

There are currently a total of eight Adjunct ERIC Clearinghouses: Art Education; Chapter 1 (Compensatory Education); Clinical Schools; Consumer Education; ESL Literacy Education; Law-Related Education; Test Collection; and U.S-Japan Studies. During 1993, four of these organizations produced publications of their own. These publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.

ACCESS ERIC

ACCESS ERIC is a component of the ERIC system specifically responsible for facilitating access to ERIC and to the information that it contains. Users who are uncertain as to exactly which ERIC component to contact may call ACCESS ERIC's toll free number (800-LET-ERIC (538-3742)) for advice and consultation.

AskERIC

AskERIC is an Internet-based question-answering service operated by the ERIC Clearinghouse on Information and Technology (IR). Questions directed at AskERIC's Internet address (askeric@ericir.syr.edu) are answered within 48 hours either by IR staff or by the staff of the appropriate ERIC component. Answers are directed back to the user's own Internet address.
SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s) → Butler, Kathleen

Title → Career Planning for Women.

Institution. → Central Univ., Chicago, IL.

Date Published → May 92

Language of Document → English

Publication Type → Reports/Descriptive (141)

EDRS Price → MF01/PC02 Plus Postage


Identifiers → Consortium of States, *National Occupational Competency Testing Institute

Informative Abstract

June 1993

Butler, Kathleen Smith, B. James

Career Planning for Women.

Central Univ., Chicago, IL.

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


Note — 30p; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992). Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95).

Language — English, Spanish

Journal Citation → Women Today, v13 n3 p1-14 Jan 1992

EDRS Accession Number → CE 123 456

Clearinghouse Accession Number

Sponsoring Agency — agency responsible for initiating, funding, and managing the research project.

Report Number — assigned by originator.

Availability — 'MF' means microfiche; 'PC' means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Alternate source for obtaining document

Journal Citation

Descriptors — subject terms found in the Thesaurus of ERIC Descriptors that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers — additional identifying terms not found in the Thesaurus. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract

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 1990 and 1999, 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 (in English and in Spanish) 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. (Contains 45 references.)

(SB)
## ERIC CLEARINGHOUSE PUBLICATIONS 1
### STATISTICAL SUMMARY - BY CLEARINGHOUSE BY YEAR (1968-1992)

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### Notes
1. AC (Adult Education); AL (Linguistics); CE (Adult, Career, and Vocational Education); CG (Counseling and Student Services); CS (Reading, English, and Communication); EA (Educational Management); EC (Disabilities and Gifted Education); EF (Educational Facilities); EM (Educational Media and Technology); FL (Languages and Linguistics); HE (Higher Education); IR (Information and Technology); JC (Community Colleges); LI (Library and Information Sciences); PS (Elementary and Early Childhood Education); RC (Rural Education and Small Schools); RE (Reading); SE (Science, Mathematics, and Environmental Education); SO (Social Studies/Social Science Education); SP (Teaching and Teacher Education); TE (Teaching of English); TM (Assessment and Evaluation); UD (Urban Education); VT (Vocational and Technical Education)
2. Digests (2 page publications) routinely included in RIE for first time in 1966.
3. Digests (2 page publications) routinely included in RIE for first time in 1966.
4. Does not include 8 older Digests announced during 1993
### 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.

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<tr>
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<td>UD</td>
<td>Urban Education</td>
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</table>

**ED 349 396**  
**Kerka Sandra**  
Bilingual Vocational Education. 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—92  
Contract—R188062005  
Note—4p.  
**Pub Type—Information Analyses**—ERIC Information Analysis Products (071)  
**EDRS Price**—MF01/PC01 Plus Postage.  
Bilingual vocational education (BVE) offers a way to improve both the job and English skills of workers with limited English proficiency (LEP). Initially using both the native language and English to provide job training makes instruction immediately comprehensible to the students. Gradually, the use of the native language decreases while English use increases. The two components of BVE are job and language skill development; however, they are not enough to prepare persons with LEP for the changing workplace. Employability, communication, and cultural awareness skills are also needed. BVE programs are similar to workplace literacy programs in the emphasis on functional context. In BVE, this means emphasizing the grammatical structures, vocabulary, and appropriate expressions of the specific job situation, reinforcing skills through practice in real-world settings. The annotated resource list contains in this information alert includes 18 print resources and 5 resource organizations. (NLA)

**ED 350 487**  
**Kerka Sandra**  
Higher Order Thinking Skills in Vocational Education. ERIC Digest No. 127.  
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-92-128  
Pub Date—92  
Contract—R188062005  
Note—4p.  
**Pub Type—Information Analyses**—ERIC Information Analysis Products (071)  
**EDRS Price**—MF01/PC01 Plus Postage.  
**Descriptors**—Academic Education, Apprentice Skills, Career Information and Guidance Systems, *Teacher Role, Teaching Methods*, *Vocational Education Teachers*  
The skills most often mentioned in definitions of critical thinking are the ability to think creatively, make judgments, solve problems, reason, analyze, interpret, and know how to learn. Vocational education should be involved in developing thinking skills for the following reasons: occupational behaviors are becoming more reliant on cognitive capacities; the changing work environment requires flexibility and adaptability to changing conditions; and vocational education provides a real-world context for cognitive development. Teaching strategies to develop these skills can be based on three types of cognitive theories: information processing, knowledge structure, and social history. Johnson and Thomas (1992) present five general principles and related teaching methods that integrate all three: help students organize knowledge, build on what students already know, facilitate information processing, facilitate deep thinking through elaboration, and make thinking processes explicit. Teacher behaviors that promote cognitive development and characteristics of classroom environments that support higher order thinking have been identified. Applications in vocational education go beyond giving a lesson or two on thinking skills, as examples in technology education, home economics, agriculture, and cooperative education show. (Contains 11 references). (YLB)

**ED 349 397**  
**Kerka Sandra**  
Bonner, Patricia  
Consumer Education for the Elementary School. 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—92  
Contract—R188062005  
Note—4p.  
**Pub Type—Information Analyses**—ERIC Information Analysis Products (071)  
**EDRS Price**—MF01/PC01 Plus Postage.  
This resource list cites nationwide tests indicating that many teenagers and adults have not been well prepared to function as marketplace consumers. It notes that a survey of chief state school administra-tors (1990) found unanimous support among respondents for consumer education as a top or middle priority in educational revitalization. The resources listed here illustrate how children at the elementary school level can acquire consumer concepts and develop daily living skills including decision making, problem solving, and critical thinking skills. This annotated list provides a sampling of how consumer education is being incorporated into the elementary school program and notes sources of organizational support for establishing or expanding such a program. The list includes 19 print resources and 3 resource organizations. (NLA)

**ED 350 488**  
**Wonacott, Michael E.**  
Career Education and Applied Academics. ERIC Digest No. 128.  
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-92-128  
Pub Date—92  
Contract—R188062005  
Note—4p.  
**Pub Type—Information Analyses**—ERIC Information Analysis Products (071)  
**EDRS Price**—MF01/PC01 Plus Postage.  
The need to keep abreast of technological change and to participate effectively in today's high-performance workplace requires each worker to possess a set of basic competencies and a foundation of skills and personal qualities. The competencies, foundation skills, and qualities identified by the Secretary's Commission on Achieving Necessary Skills encompass two key tenets of career education—infusion and career emphasis. These two principles are critical in developing the workforce. Although not specifically termed infusion, the following career programs incorporate the concepts of integration of academic and vocational education and can make vital contributions in preparing workers for the changing workplace: career information and guidance systems, youth apprenticeship, youth community service, career-oriented secondary school programs and cur-
ED 351 612
Bonnier, Patricia A.
Competency: A National Status Report
ERIC Digest No. 77
ADJunct ERIC Clearinghouse on Consumer Edu-
cation, Ypsilanti, MI.
Spons Agency: Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—EDO-CN-92-01
Pub Date—92
Note—3p.
Type—Information Analyses —ERIC Infor-
mation Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Consumer Education, Consumer
Protection, Consumer Science, Education
Objectives, Secondary Education, Develop-
manship, Instructional Improvement, Money
Management, Program Improvement, Teacher Educa-
tion, and Continuing Support
Identifiers—ERIC Digests

The use of small groups in adult literacy and basic education has been stimulated by a desire to provide a more learner-centered and collaborative learning environment. A number of factors promoting their use is related to increased use of language experience or whole language as instructional approaches in adult literacy and basic education. Major advantages of the small group approach are as follows: it allows for integration of critical thinking, permits learners to expand their repertoire of learning strategies, breaks down the isolation and provides peer support, enhances learners' self-esteem, and creates a cooperative participative environment. There are three major disadvantages: difficulty in accommodating a wide range of achievement levels; the need for facilitation; and reconciliation of individuals' needs with the group's needs; negotiation of a learner-centered curriculum; and more peer pressure. Effective groups are small, learner centered, experiential, cooperative, and part-
ticipatory. Implementation considerations include selection of facilitators, achievement levels, and assessment of learners' skills and knowledge. Although learner progress is greater in small groups, there is an increase in the number of learners who are not ready to take on greater responsibilities. The ultimate objective of civic education is to help citizens learn to be informed and deliberate choice that is a prelude to action. (Contains 15 references.) (YLB)

ED 354 384
Kerka, Sandra
Minority Involvement in Continuing Education:
Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Voca-
tional Education, Columbus, Ohio.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—93
Note—4p.
Type—Information Analyses —ERIC Infor-
mation Analysis Products (071) — Reference Mate-
rials—Bibliographies (131)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Access to Education, Continuing
Education, Cultural Differences, Labor Force
Projections, Futures (of Society), Postsec-
tary Occupations, Postsecondary Education,
Teacher Improvement, Money Management,
Vocational Education.

The convergence of three trends makes service to minority groups an imperative for continuing edu-
cation: (1) increasing proportions of diverse groups in the U.S. population and workforce; (2) continu-
ing attention and renewed efforts in the workplace of change; and (3) declining college enroll-
ments of diverse populations and increasing in-
come disparities related to level of educational attainment. Issues involved in participation and re-
tention of minorities begin with campus climate. We recommend improvements in education and retraining as keys to survival in a pluralistic society. A genuine pluralism that recognizes diversity of perceptions and values; increases numbers of minority faculty and adult students who can serve as mentors and role models; and strong, visible actions in hiring practices, reward systems, and policy implementa-
tion. Financial aid is another key concern. Low-in-
come groups appear to have less access to financial aid, and little is available for part-time study, despite high numbers of minority part-time students. Fi-
ally, adult and continuing education's role as a force for social change requires a reconceptualizing of lifelong learning. Instead of the existing hierar-
chy, a more equitable system would be a continuous cycle of education where success at one level would mean direct access to the next. (Annotations of 18 print resources are pro-
vided; 3 resource organizations are listed.) (YLB)

ED 354 385
Imel, Susan
Portfolio Assessment in Adult, Career, and Voca-
tional Education: Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Voca-
tional Education, Columbus, Ohio.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—93
Note—4p.
Type—Information Analyses —ERIC Infor-
mation Analysis Products (071) — Reference Mate-
rials—Bibliographies (131)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Alternative Assessment, Postsec-
tary Education, Secondary Education, Eval-
uation Methods, Postsecondary Educational
Development, Lifelong Learning, *Minority
Groups, Participation, Part Time Students,
*Access to Education, *Teacher Improvement,
Money Management, *Instructional Improve-
manship, Money Management, Program Improve-
manship, Teacher Education, and Continuing Support
Identifiers—ERIC Digests

The use of small groups in adult literacy and basic education has been stimulated by a desire to provide a more learner-centered and collaborative learning environment. A number of factors promoting their use is related to increased use of language experience or whole language as instructional approaches in adult literacy and basic education. Major advantages of the small group approach are as follows: it allows for integration of critical thinking, permits learners to expand their repertoire of learning strategies, breaks down the isolation and provides peer support, enhances learners' self-esteem, and creates a cooperative participative environment. There are three major disadvantages: difficulty in accommodating a wide range of achievement levels; the need for facilitation; and reconciliation of individuals' needs with the group's needs; negotiation of a learner-centered curriculum; and more peer pressure. Effective groups are small, learner centered, experiential, cooperative, and participatory. Implementation considerations include selection of facilitators, achievement levels, and assessment of learners' skills and knowledge. Although learner progress is greater in small groups, there is an increase in the number of learners who are not ready to take on greater responsibilities. The ultimate objective of civic education is to help citizens learn to be informed and deliberate choice that is a prelude to action. (Contains 15 references.) (YLB)
for this method of assessment. The collection of portfolio content, guidelines for selection, criteria for judging merit, and evidence of self-reflection are strengths of portfolio assessment; learners share in the responsibility for assessing their own learning, and learners develop an expanded learning context. However, a portfolio is only as strong as the learner, and portfolio assessment as follows are as follows: the need for additional resources, development of knowledgeable teachers, and assessment of portfolio information, including establishing standards and criteria and establishing validity and reliability of results. (Annotations of 20 print resources are provided.) (YLB)

ED 354 386
Caffarella, Rosemary S.
Psychosocial Development of Women: Linkages to Teaching and Leadership in Adult Education. Information Series No. 350. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—92
Contract—R88062005
Note—41p.
Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 350: $7 plus $.35 postage and handling; quantity discounts available).

ED 354 387
Rezvani, Susan S., and Badeau, Mary R.
Enhancing Diversity in Vocational Education. Information Series No. 351. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—92
Contract—R88062005
Note—111p.
Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 351: $5 plus $.35 postage and handling; quantity discounts available).

ED 354 388
Terry, Arthur F., Hargraves, Nancy
Career Education: Revisions and Implications for the 1990s. Information Series No. 353. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—92
Contract—R88062005
Note—41p.
Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 353: $.75 plus $.35 postage and handling; quantity discounts available).

ED 354 389
Weber, James M.
Selected Contemporary Work Force Reports: A Synthesis and Catalog. Information Series No. 354. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—92
Contract—R88062005
Note—75p.
Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 354: $6 plus $.35 postage and handling; quantity discounts available).

Pub Type—Information Analyses — ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Vocational Education

ED 354 391

Fingerhut, Hanna Arlene

Adult Literacy Education: Current and Future Directions. Information Analysis Products No. 355.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

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

Pub Date—93

Contract—R188062005

Note—4p.

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

EDRs Price - MF01/PC01 Plus Postage


Identifiers—ERIC Digests, National Education Goals 1990, *Workplace literacy

The fifth National Education Goal—every adult will be literate and possess the necessary skills for competing in the workplace. To acquire and exercise the rights and responsibilities of citizenship, adults are being encouraged to enter the workplace. This goal has implications for educators, policy makers, and labor organizations.

The Center for Education and Training at the University of Victoria in British Columbia has developed a series of case studies on workplace literacy. These case studies were developed as part of a broader study of workplace literacy. The goal of the study was to identify effective programs and strategies in the workplace that could be replicated elsewhere. The case studies were designed to illustrate the diversity of workplace literacy programs and the different approaches that can be taken to improve workplace literacy.

The case studies were based on interviews with workers, employers, and education providers. The case studies were then analyzed to identify common themes and patterns. The case studies were then used to develop a set of recommendations for improving workplace literacy programs.

The recommendations were based on the findings of the case studies. The recommendations included:

- Developing partnerships between education providers and employers
- Providing training for workers
- Providing support for workers
- Providing incentives for workers
- Providing opportunities for workers to learn
- Providing resources for workers

The recommendations were intended to help improve workplace literacy programs. The recommendations were also intended to help improve the literacy of workers.

The recommendations were intended to be used by educators, policy makers, and labor organizations. The recommendations were also intended to be used by workers.

The recommendations were intended to be used to improve workplace literacy programs. The recommendations were also intended to be used to improve the literacy of workers.

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achievement of National Education Goal 3—increasing the proportion of high school graduates who complete education for the workplace through integration of vocational education with science and math, enabling students to apply academic knowledge to specific occupational tasks. Among recent integration projects in PHYSMA, a collaborative effort of the Illinois Board of Education, Northern Illinois University, five industries, and five high schools. The project features an integrated curriculum developed and delivered by teams of math, physics, and technology teachers in a nontraditional learning environment through team teaching and innovative delivery models. The Technology/Science/Mathematics Integration Project in Virginia middle schools focuses on applying science and math principles to real-world technological problems. In Washington State, a materials science and technology curriculum uses integrated and cooperative learning techniques to link knowledge of materials composition to workplace application. Integration of science and agricultural education in Tennessee enables students to use an agriculture course for college credit needs. Teacher teaching is essential for integrated programs. Team teaching fosters mutual respect among disciplines, expands the repertoire of strategies and techniques, and increases enthusiasm and motivation for teaching. U.S. student performance in international comparisons highlights the importance of opening doors to science and math to students through educational contexts. (Contains 12 references.) (SK)

ED 355 457  CE 063 416  Kerka, Sandra  Career Resource Centers for a Global Economy, ERIC Digest.  ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.  Spons Agency—Office of Educational Research and Improvement, Washington, DC.  Report No.—EDO-CE-93-135  Pub Date—93  Note—4p.  Pubs Type—Information Analyses—ERIC Information Analysis Products (071)  EDRS Price—MF01/PC01 Plus Postage  Descriptors—Career Development; *Career Development, *Career Counseling; *Career Counseling, *Career Education; *Career Education, *Career Resource Centers, *Resource Centers, Secondary Education, Staff Role Identifiers—Career Resource Centers, ERIC Digest  Career resource centers (CRCs), which are located in both educational settings and the workplace, provide information and services on planning a career and finding a job. CRCs offer information, materials, and services to individuals interested in career planning and development and are typically found in educational institutions and organizations. Services provided by CRCs include the following: researching occupational and educational information about CRCs, promoting thoughtful career planning, providing job placements and employability skills information; helping individuals assess their attitudes, interests, and aptitudes; and preparing individuals for life role transitions. CRCs are structured as a series of stations and are ideally staffed by professional, paraprofessional, and support staff at various areas such as career assessment, career planning, retrieval and dissemination of materials, counseling and personnel services, and community resource development and coordination. Print, nonprint, and computer-assisted materials should be included in a CRC’s collection of materials. Core CRC materials include directories of schools and nonschool-based programs at all instructional levels, materials on the job search process, occupational information, self-awareness materials, and information about civil rights, legal aid, and support groups. (Addresses of 25 resource materials sources and 8 references are included.) (MN)

ED 358 376  CE 064 410  Imad, Susan  Education for Homeless Adults. ERIC Digest.  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-93-136  Pub Date—93  Contract—RR93002001  Note—4p.  Pub Type—Information Analyses—ERIC Information Analysis Products (071)  EDRS Price—MF01/PC01 Plus Postage  Descriptors—Adult Basic Education, *Adult Programs, *Educational Needs, *Educational Strategies, *Homeless People, Models, *Program Development, Program Effectiveness, Program Implementation  Identifiers—ERIC Digest  The Adult Basic Education (ABE) program was initiated with funds provided through the McKinney Act of 1991. During its first 4 years, the ABE program served over 100,000 homeless adults. In 1991, 34,000 adults participated in ABE programs in 31 states, and 67% of the adults were women. Approximately 60% of those served were between the ages of 25 and 44, and another 29% were between the ages of 16 and 24. Adult prog:ress is based on either the development/capacity building, urban focus, services-to-women, or statewide approach. More ABE programs have tended to focus on the urban or statewide approach. Both on-site and off-site programs have been developed. The following are among the published recommendations concerning ABE program development: focus on the adult as a learner rather than as a member of a particular subgroup; use learner-centered approaches to give homeless adults the opportunity to control at least one area of their lives; use learners’ life experiences as a basis for developing curricula that address the needs and characteristics of the adult homeless population; and provide access to the wide range of services needed by homeless persons by giving high priority to interagency collaboration. (Contains 8 references.) (MN)

ED 358 377  CE 064 411  Wagner, Judith O.  Career Resource Centers, ERIC Digest.  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-93-137  Pub Date—93  Contract—RR93002001  Note—4p.  Pub Type—Information Analyses—ERIC Information Analysis Products (071)  EDRS Price—MF01/PC01 Plus Postage  Descriptors—Career Information Systems, *Career Planning, *Facilities, *Guidance, *Material Development, Media Selection, *Occupational Information, Postsecondary Education, *Resource Centers, Resource Materials, Secondary Education, Staff Role Identifiers—Career Resource Centers, ERIC Digest  Career resource centers (CRCs), which are located in both educational settings and the workplace, provide information and services on planning a career and finding a job. CRCs offer information, materials, and services to individuals interested in career planning and development and are typically found in educational institutions and organizations. Services provided by CRCs include the following: researching occupational and educational information about CRCs, promoting thoughtful career planning, providing job placements and employability skills information; helping individuals assess their attitudes, interests, and aptitudes; and preparing individuals for life role transitions. CRCs are structured as a series of stations and are ideally staffed by professional, paraprofessional, and support staff at various areas such as career assessment, career planning, retrieval and dissemination of materials, counseling and personnel services, and community resource development and coordination. Print, nonprint, and computer-assisted materials should be included in a CRC’s collection of materials. Core CRC materials include directories of schools and nonschool-based programs at all instructional levels, materials on the job search process, occupational information, self-awareness materials, and information about civil rights, legal aid, and support groups. (Addresses of 25 resource materials sources and 8 references are included.) (MN)

ED 358 378  CE 064 412  Lankard, Bettina A.  Career Development through Self-Renewal. ERIC Digest.  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-93-138  Pub Date—93  Contract—RR93002001  Note—4p.  Pub Type—Information Analyses—ERIC Information Analysis Products (071)  EDRS Price—MF01/PC01 Plus Postage  Descriptors—Adult Development, Attitude Change, Behavior Change, Career Change, *Career Development, *Change Strategies, *Middle Transitions, Models, *Self Actualization Identifiers—ERIC Digest  Because of the economic and cultural changes that are currently taking place in society and the workplace, many adults with career and personal lives planned to retirement are finding themselves on an irreversible and disorienting road that requires them to reorient their career expectations. Many adults who had always viewed life as a linear, steadied-down trajectory have now created their lives taking a more cyclical course marked by a series of transitions. Many adults get lost in the transitions from one life structure to another; however, many others find that a cyclical view of adult life promotes personal renewal. Although transitions are difficult, all transitions follow a predictable pattern and, consequently, adults can be trained to anticipate and facilitate them. Overcoming fear of the unknown and recognizing when change is necessary are two key steps in successful negotiation of change. A number of publications that have analyzed strategies for helping adults in their quest for career satisfaction, managing self-renewal, and channeling self-renewal efforts into career survival and development are reviewed. (MN)
Smith, Robert L.; Stevens-Smith, Patricia Family Counseling and Therapy: Major Issues and Topics ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. (Spans Agency—Office of Educational Research and Improvement [ED], Washington, DC.) Note—ISBN: 0-166109-045-X Pub Date—92 Contact—R89062011 Note—471p. Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($26.95). Pub Type—Information Analyses—ERIC Information Analysis Products (071) EDRS Price—MF01/PC01 Plus Postage. Descriptors—Career Counseling and Development, Apprenticeships, Educational Policy, Education Work Relationships, Guidelines, High Schools, Job Training, Models, Organizations (Groups), Position Papers, Program Descriptions, Program Development, Program Implementation, Public Policy, Resource Description, Youth Employment, Youth Programs Young apprenticeship programs differ from the registered apprenticeships that are regulated by federal and state governments. Defined as a "learning program for young people, age 16 and older, that integrates on-the-job training with school-based instruction, that bridges high school and postsecondary school schooling, and that results in both academic credentials and certification of mastery of work skills," youth apprenticeship has gained attention as a policy strategy for improving the school-to-work transition of many youth. Many of the key components of the youth apprenticeship program concept are based on the design elements of European youth training systems. Despite its promise as a strategy for accomplishing many of the goals of the educational reform movement, youth apprenticeship has also remained controversial. The following have been cited as potential problems of youth apprenticeship programs: lack of labor unions; the need for schools to make significant changes in institutional methods, scheduling, and basic assumptions; the need for widespread financial support for youth apprenticeship programs; and the danger of tracking students at an early age. (An annotated bibliography of 15 print resources on youth apprenticeship programs is provided along with the names and addresses of three resource organizations concerned with youth apprenticeship programs.) (MN) ED 359 376 Kerka, Sandra Gender Equity in Vocational Education. Trends and Issues ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. (Spans Agency—Office of Educational Research and Improvement [ED], Washington, DC.) Pub Date—92 Contact—R89030001 Note—4p. Available from ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($16.95). Pub Type—Guides—Non-Classroom (055) Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($9.95). Pub Type—Guides—Non-Classroom (055) — Information Analyses—ERIC Information Analysis Products (071) EDRS Price—MF01/PC03 Plus Postage. Descriptors—Anxiety, Coping, Elementary Education, Elementary School Students, Fear, High Risk Students, Stress Variables How fears, phobias, anxiety and stress develop in elementary school students and how these students can be assisted in coping with fears and stress are discussed in this book. Part 1, "Discussion and Activities," contains six sections. Section 1 presents an overview of fears, and stress in children. Section 2 presents 12 fear-specific activities including "shadow" and "fantasy trip." Section 3 presents 27 fear prevention activities including "success a day," "feelings, making mistakes and who's in the bag?" Section 4 presents four stress reducing activities including relaxation exercises and relaxation scripts. Section 5 presents procedures for the following activities: personal crisis management and systematic desensitization. Section 6 contains four appendixes including a counseling model for helping the fearful child, a list of research on children's fears, and a resource list. Part 2, the facilitator's guide, suggests procedures and procedures for the following workshops: (1) introduction; (2) primary prevention; (3) school and classroom activities; (4) helping high risk children; (5) helping children who are not coping well; (6) stress/ and fear, and the family; and (7) developing an action plan. The appendix includes a fear anxiety and additional handouts, and classroom activities for children exposed to a violent event. (ABL) ED 348 624 Sonborn, Robert D. Internationalizing Career Planning: A New Perspective for the Career Development Center ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. (Spans Agency—Office of Educational Research and Improvement [ED], Washington, DC.) Note—ISBN: 0-166109-043-3 Pub Date—91 Contact—R89062011 Note—82p. Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($9.95). Pub Type—Guides—Non-Classroom (055) — Information Analyses—ERIC Information Analysis Products (071) EDRS Price—MF01/PC04 Plus Postage. Descriptors—College Student Center, Higher Education, International Education, International Programs, Overseas Employment, Foreign Language, Foreign Revenues and Resources, Higher Education, International Opportunities, International Programs, Internationalization and American Education, international students, international study, and international education. The second chapter discusses international opportunities are described to college students who are seeking international careers and other international opportunities are described in this manner. The third chapter discusses the internationalization of American and American education, discussing American international illiteracy, foreign language study, and international education. The third chapter describes the international career center, including specific discussions of the Career Center at Columbus University's School of International and Public Affairs and Rice University's Career Services Center. The fourth chapter discusses program development, including establishing a need and administration of the program, program promotion, program evaluation, and vision for change. The fifth chapter discusses components of the international career center, identifying potential problems of internationalization, including budgetary concerns, insufficient support from the university administration, the university, and the faculty, and problems concerning travel funds. The seventh chapter describes future trends in internationalization. A list of 65 references included. The appendix lists publications of interest to the international career seeker; resources for an international career library; international directories; and addresses of Chambers of Commerce. (ABL) ED 348 625 Robinson, Edward H.; Others Helping Students Cope with Fears and Stress Part I: Discussion and Activities. Part II: Facilitator's Guide ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. (Spans Agency—Office of Educational Research and Improvement [ED], Washington, DC.) Note—ISBN: 0-166109-041-7 Pub Date—92 Contact—R89062011 Note—176p. Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($16.95). Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Guides—Classroom—Teacher (052) Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($26.95). Pub Type—Information Analyses—ERIC Information Analysis Products (071) CG 024 443 West, Robert A.; Others Internationalizing Career Planning: A New Perspective for the Career Development Center ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. Note—ISBN: 0-166109-043-3 Pub Type—Guides—Non-Classroom (055) — Information Analyses—ERIC Information Analysis Products (071)
ED 350 528
Gladding, Samuel T.
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Art Therapy, *Counseling Techniques, *Creative Art Identifiers—ERIC Digests
Art has played its role in helping professions since ancient times. In recent times, there has been renewed interest in the use of the arts in counseling, especially art forms considered "highly expressive." Counselors can help their clients develop their potential through concrete and abstract verbal and nonverbal means. It is important for counselors to understand the arts and how they can be useful in counseling. The expressive arts consist of verbal and nonverbal ways of representing feelings. The most well known verbal arts are drama and literature, while the best known nonverbal arts are music, dance, imagery, and visual expression (drawing, painting, sculpting). While there are numerous ways to use the expressive arts in counseling, the needs of the client, the skills of the counselor, and the nature of the problem must be main considerations. Expressive arts can be used on primary, secondary, and tertiary levels of prevention in all forms of counseling. Counselors must be aware of the limitations as well as the strengths of using the expressive arts in counseling. (NB)
Adequacy, improvement of educational outcomes, and life purposes of clients. The Multicultural Awareness Curriculum is linear and the process is developmental. It is best understood as a lifelong process. It includes self-awareness; awareness of one's own culture, awareness of racism, sexism, and poverty; awareness of individual differences; awareness of other cultures; awareness of diversity; and skills and techniques. (ABL)

ED 357 317

Note-26p.; Also published by EDINFO Press.

Bleuer, Joan C. Wilt, Gary R.

Striving for Excellence: Counselor Strategies for Contributing to the National Education Goals. Eric Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Bloomington, IN.

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

Report No.-EDO-CS-93-2

Pub Date-93

Contract-IR8806021

Note-3p.

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

EDRS Price- MF01/PC01 Plus Postage.


Achievement of the six National Education Goals will require changes in the present educational system, change in how communities respond to education, and especially change in how education is visualized. An effective guidance program has the capacity to make major contributions to all of the National Education Goals. School administrators, guidance directors and others are in a position to help determine the goals and content of their guidance programs. Project 6 can significantly enhance this capacity by encouraging the implementation of the following strategies: (1) adopt a "comprehensive guidance program" model which provides for the systematic delivery of guidance as a curriculum organized around a sound theoretical framework; (2) reach out to the community to involve parents and other community members in both the determination of guidance priorities and the delivery of counseling and guidance services; (3) encourage collaboration and teamwork among the various education specialists; and (4) emphasize that the mission of the guidance program is the facilitation of better student adjustment as an intermediate outcome that enables students to achieve superior academic performance rather than better student achievement of a guidance program is the facilitation of guidance priorities and the delivery of counseling and guidance services. (ABL)

ED 350 598

Note-109p.; Also published by EDINFO Press.

CS 011 091

Robert, Thomas L.

Cross-Age Tutoring: A Review, Eric Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

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

Report No.-EDO-CS-93-01

Pub Date-93

Contract-IR8806021

Note-4p.

Available from-ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

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

EDRS Price- MF01/PC01 Plus Postage.


Answering a variety of questions about cross-age and peer tutoring, this digest provides information on how tutoring programs are organized, how to start programs, what and what the critical ingredients of peer programs are. The digest briefly discusses two examples of effective programs recognized by the National Dif

ducation Network (1992), as well as a program focusing on the language arts, particularly reading and oral comprehension, and using language-based games and activities. (RS)

ED 351 704

Note-26p.; Also published by EDINFO Press.

CS 213 608

Subh, Charles, Subh, Bernard

Teaching Values in the Literature Classroom: A Debate in Print, A Public School View. A Catholic School View.

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-92

Contract-IR8806021

Note-26p.; Also published by EDINFO Press.

Available from-ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type-Information Analyses-ERIC Information Analysis Products (071)-Guides, Non-Classroom (055)

Guides, Non-Classroom (055)

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-92

Contract-IR8806021

Note-18p.; Also published by EDINFO Press.

Available from-ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

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

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


Identifiers—ERIC Digests

Designed to tap the rich collection of instructional technology resources in the ERIC database, this compilation of lesson plans focuses on teaching values using literature as an alternative to textbooks. The 41 lesson plans are organized into five categories: (1) setting up an English curriculum in values; (2) ways to help students find out about their values; (3) individual ethics and personal moral reasoning; (4) moral reasoning; and (5) environmental values. The book includes an activities chart which indicates the focus and types of activities (such as role play, poetry, games, group activities, and writing skills) found in the various lessons. A 155-item annotated bibliography contains references to research and additional resources. (RS)

ED 353 604 CS 213 682

Puccio, P. M.

The Computer-Networked Writing Lab: One Instructor's View. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. Tenth St., Suite 150, Bloomington, IN 47408-2698.

Pub Date—93

Contract—RI88062001

Note—5p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. Tenth St., Suite 150, Bloomington, IN 47408-2698.

EDS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, University of Massachusetts Amherst

According to an instructor of basic writing in the Writing Lab at the University of Massachusetts in Amherst, he can teach differently in a computer-networked writing lab than he did in a conventional classroom. Because the room is designed to teach writing and nothing else, it offers a congenial work environment where the teacher can interact with students. Aspects of the computer classroom encourage student independence and define the teacher's role more clearly as an accompanist in the class. Students experience a communal ownership of the classroom because the network allows them ready access to computerized resources, annotated bibliographies and the teacher's, that comprise the course. The computer classroom environment allows the teacher to respond to individual student needs with more flexibility, empathy, and respect. The networked classroom can provide students with a congenial setting where they might learn not only to endure writing but even, on occasion, enjoy it. (RS)

ED 354 549 CS 213 743

Sensenbaugh, Roger

Writing across the Curriculum: Toward the Year 2000. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN

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

Report No.—EDO-CS-93-04

Pub Date—93

Contract—RI88062001

Note—5p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. Tenth St., Suite 150, Bloomington, IN 47408-2698.

EDS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Goals 1990

This digest summarizes the more than 300 items in the ERIC database concerning writing across the curriculum (WAC) published between 1990 and 1992. The digest presents categories of material about WAC—methods, recent research, implementing new programs, and faculty training—and discriminates sources for each category. The digest concludes that mounting evidence and reports of successful implementation of WAC programs suggest that the movement will continue to be important in the year 2000. (RS)

ED 356 459 CS 011 277

Johns, Jerry And Others

Whole Language in the Elementary School. Focused Access to Selected Topics (FAST) Bib No. 67.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN

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

Pub Date—93

Contract—RI88062001

Note—5p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.

EDS Price—MF01/PC01 Plus Postage.


Identifiers—Curriculum Emphasis

This ERIC "FAST Bib" presents annotations of ERIC documents and journal articles that address the question of how to balance two opposing forces operating in today's schools, i.e., the forces of change and complacency; to establish an exemplary language arts curriculum that is reality and not just a theoretical mirage. The 18 annotations presented in the FAST Bib are of materials published in 1990 and 1991 that discuss this topic. The FAST Bib begins with an overview section containing articles concerning issues related to curriculum development in the language arts, proceeds to titles in the areas of reading and writing, and concludes with materials on oral communication. (RS)

ED 356 471 CS 011 284

Johns, Jerry Abdumith, Barbara S.

Workplace Literacy: An Update. Focused Access to Selected Topics: FAST Bib No. 69.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN

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

Pub Date—93

Contract—RI88062001

Note—5p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.

EDS Price—MF01/PC01 Plus Postage.


Identifiers—Educational Issues, *Workplace Literacy

This ERIC FAST Bib presents annotations concerning four major areas related to workplace literacy: (1) the definition and design of curriculum; (2) trends, issues, and challenges in workplace literacy; (3) model programs and projects; and (4) materials for practitioners. Content includes annotations of 45 journal articles, conference papers and other ERIC publications published between 1989 and 1992. (RS)

ED 356 484 CS 213 775

Denner, Michael

Writing To Learn. Focused Access to Selected Topics: FAST Bib No. 70.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN

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

Pub Date—93

Contract—RI88062001

Note—5p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.

EDS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, *National Education

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.

Pub Type—Information Analyses — ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

Contract—RI88062001

Note—5p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.

EDS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.

Pub Type—Information Analyses — ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
ED 355 485
Sullivan, Arlene
Death in Literature for Children and Young Adults. Focused Access to Selected Topics (FAST) Bib No. 62.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—R18062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN, 47408-2698.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Bibliographies (131)
Identifiers—Channel One
Reflecting the concern that has been generated over the influence of television viewing on society at large, this "FAST Bib" presents annotations of 31 ERIC documents and journal articles published between 1989 and 1992. Annotations in the FAST Bib are divided into five sections: (1) Overview; (2) The Connection between Mass Media and Learning; (3) Television's Impact on Society; (4) Parents and Television; and (5) Classroom Applications. (RS)
ED 357 333
Axtl, Nola Lorraine
Bibliotherapy: Elementary Secondary Digest. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Report No.—EDO-CS-93-075
Pub Date—93
Contract—R18062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Bibliographies (131)
Identifiers—Channel One
This digest deals with bibliotherapy, the practice of healing through books. The digest discusses whether bibliotherapy is something that should be used, who should conduct it, and how it should be used. The digest concludes with five guidelines for conducting bibliotherapy. (RS)
ED 358 434
Johns, Jerry And Others
Adult Literacy: Instructional Strategies. Focused Access to Selected Topics (FAST) Bibliography No. 78.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—R93002011
Note—6p.: For an earlier FAST Bib on this topic, see ED 307 578.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Bibliographies (131)
Identifiers—Elementary Secondary
Adult literacy is an integral part of today's educational movement and will continue to be a focal changing needs of society are addressed. This bibliography presents annotations of 40 journal articles and ERIC documents dealing with instructional strategies in adult literacy. The bibliography date from the period 1969-1992 and are divided into three areas: Overview; Whole Language Approaches; and Computers and Technological Assistance.
Teaching Minority Students to Write Effectively.

ED 350 717
Rencher, Ron
Financial Equity in the Schools. ERIC Digest, Number 76.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Sparks Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDED-CA-92-9
Pub Date—Dec 92
Contract—RI88062004
Note—3p.
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)
EDRS Price - MF01/PC01 Plus Postage
Descriptors—Behavior Problems, *Discipline, *Discipline Policy, Elementary Secondary Education
Ways in which schools can handle student discipline problems are described in this Digest, which asserts that effective strategies aim to encourage responsible behavior and provide all students with a satisfying school experience. The document outlines the school characteristics associated with discipline problems, examines ways to decrease disruptive and increase positive student behavior, discusses the role of administrative leadership, and describes ways to develop and implement a schoolwide discipline plan. (Contains 12 references.) (LMI)

ED 351 741
Rencher, Ron
Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do. (Contains 11 references.) (LMI)

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Sparks Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00; $3.00 postage and handling; quantity discounts).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage
This publication focuses on motivation at the schools and identifies ways in which administrators can improve student academic achievement. Chapter 1 discusses the influence of school culture on student motivation, based on recent research that suggests the importance of educational leaders in creating a motivating environment for improved student performance. Chapter 2 examines the relationships among student motivation, current educational practices, and school restructuring. Research indicates that many pedagogical practices effectively stifle most students' desire to learn. This chapter provides a brief overview of some current theories of motivation at the individual and organizational levels. The conclusion suggests that school leaders attempt a variety of strategies for increasing student motivation. Three approaches are identified: cultivating a school culture that encourages student-centered instructional practices and understanding the variety of motivational factors. Specific administrative tactics are outlined. (Contains 51 references.) (LMI)

ED 354 608
Gaudet, Joan
Peer and Cross-Age Tutoring. ERIC Digest, Number 72.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Sparks Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDED-CA-93-1
Pub Date—Nov 93
Contract—RI88062004
Note—5p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($14.95, $9.50 for members; $2.50 postage and handling).
Available from—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)

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, *Project Head Start

ED 356 564

Title—Deteriorating School Facilities and Student Learning, ERIC Digest, Number 82.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

Report No.—EDO-EA-93-3

Pub Date—May 93

Contract—RI80862004

Note—3p.

Available from—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)

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Many facilities in American public schools are in disrepair, a situation negatively affecting the morale, health, and learning of students and teachers. Many schools postpone repairs during tight financial times to pay for academic programs. Some school officials are pursuing innovative, grassroots solutions to maintaining school facilities. While education is the state's responsibility, local communities have raised funds for school maintenance. Limited research shows that children's achievement is affected by the school environment. Billions of dollars are needed to refurbish schools and construct new facilities, requiring strong federal support. Until more state and federal support is available, schools should utilize local resources. Schools can also appeal to communities to support bond measures for facility maintenance and refurbishing.

ED 357 428

Lamden, Linda

Title—Taking Stock of School Restructuring, ERIC Digest, Number 81.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

Report No.—EDO-EA-93-4

Pub Date—May 93

Contract—RI80862004

Note—3p.

Available from—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) — Collected Works (071)

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—Empowerment

Note that there are enough school-restructuring experiments to evaluate, one can examine what has been learned about transforming the restructuring concepts into reality. Although principals recognize that restructuring will reshape their leadership role, studies show these administrators are pivotal to school improvement efforts. School administrators reframe restructuring proposals according to four areas (student experiences, teachers' professional lives, school management and leadership, and coordination of community resources) and presents six outcomes (authentic achievement, equity, empowerment, community of learning, reflective dialogue, and accountability) for evaluating new structures.

David Conley brings together findings from research, practice, policy analyses, and reformers' works. His book examines restructuring's rationale and context, changing role and responsibilities, dimensions, and process. Mark Berends' study of 214 schools discusses which of four general schooling categories were most frequently restructured, examines specific criteria met in each category, and speculates about why few of these schools were comprehensively restructured. Valette Lee and Julia Smith focus on restructuring effects on middle-school students' achievement, engagement in academic work, and at-risk behaviors. Betty Davidson reports on how teachers' roles were affected in four schools that exchanged a top-down structure for a participatory, bottom-up Accelerated Schools model.
Government school boards have become bogged down in micromanagement as one of the many areas of public education that deserved blame. (JPT)

In addition to poor relationships between school boards and superintendents, many school boards have become bogged down in micromanagement. Attempts to solve these problems have included school-based management, contracted school management, and charter schools. Two major reports, one by the Institute for Educational Leadership and the other by the Twentieth Century Fund, suggest changing school boards into educational boards, forming Children and Youth Coordinating Boards, encouraging better relationships with local government, and improving the public image of school boards. Parents, school boards, and some school boards see these reform efforts as attempts to erode their power and place on them undeserved blame. (UPT)

This 1992 edition provides basic information on all research projects funded by the Division of Innovation and Development, Office of Special Education Programs. U.S. Department of Education, through December 1991. Abstracts of 198 projects are separated into 10 sections according to the primary focus of the study. The 10 sections include: "Assessment and Evaluation"; "Cultural Differences"; "Children, Parents, and Communities"; "Effective Schoolwide Programs"; "Gifted and Talented"; "Handicapping Conditions"; "Learning Disabilities"; "Gifted and Talented"; "Secondary Education and Postsecondary Education"; "Secondary Education and Postsecondary Education"; and "Secondary Education and Postsecondary Education". The Digest projects provide such information as principal investigator name and address, grant number, beginning and ending date, purpose, method, and anticipated products. Indexes are provided for access to the abstracts by principal investigator, institution, and subject. (JDD)


EDRS Price—MF01/PC01 Plus Postage

Descriptors—Behavior Disorders; Computer Software; Cultural Differences; Delivery Systems; Disabilities; Dissemination; Educational Research; Educational Technology; Elementary Secondary Education; Equal Education; Governance; Guidelines; Multicultural Education; Outcome Analysis; Program Implementation; Role Perception; School Boards; School Personnel; School Restructuring; School Schedules; Teacher Leadership; Teacher Training; Retention; and Supply and Demand; and Technology (ED 342 258)

ED 351 835

EC 301 662

How To Find Answers to Your Special Education Questions


EDRS Price—MF01/PC03 Plus Postage

Descriptors—Disabilities; Elementary Secondary Education; Gifted, Higher Education; Information Retrieval, Preschool Education, Search Strategies; Special Education; Teacher Supply and Demand; Teaching Methods; and Technology (ED 342 258)

ED 350 362

EC 301 672

How To Find Answers to Your Special Education Questions


Note—95p. Available from—ERIC Clearinghouse on Exceptional Children, OR 780, 1920 Association Dr., Reston, VA 22091-1589 ($19.95 prepaid, $3 postage and handling on billed orders sent library rate).

ED 350 362

EC 301 672

How To Find Answers to Your Special Education Questions


Note—95p. Available from—ERIC Clearinghouse on Exceptional Children, OR 780, 1920 Association Dr., Reston, VA 22091-1589 ($19.95 prepaid, $3 postage and handling on billed orders sent library rate).
ED 352 777

EC 301 705

VanTassel-Baska, Joyce

Developing Programming and Learning Outcomes for Gifted Students.

ERIC Digest #E514.

ED 352 778

EC 301 706

Silverman, Linda Kreger

How Parents Can Support Gifted Children.

ERIC Digest #E515.

ED 352 779

EC 301 709

Lokerson, Jean

Lifelong Disabilities: Glossary of Some Important Terms. ERIC Digest #E517.

EDS Price - MF01/PC01 Postage.


This digest offers guidelines to parents of gifted children which emphasize respecting the child's individuality while providing necessary support. A new definition of giftedness is cited which stresses the asynchronous development of such children's cognitive skills and the resultant qualitatively different inner worlds. Early signs of giftedness are listed and the advantages of early identification noted. Suggestions are offered for responsive parenting which provides a wide variety of stimulation while following the child's lead. Discussion then looks at first, the role of family relationships in the child's development and issues concerning school placement including early entrance, other forms of acceleration, and the value of mixed age groups. Finally, the child's head in advocacy is noted.

Three references and two organizational resources are listed. (DB)

ED 352 780

EC 301 710

Lokerson, Jean

Learning Disabilities: Glossary of Some Important Terms. ERIC Digest #E518.

EDS Price - MF01/PC02 Postage.


This digest presents definitions of 30 important terms in the field of learning disabilities. These disabilities (LD) are defined as differences in the learning process and includes inborn and environmentally caused conditions. There are over 100 references and addresses for six organizational resources are also provided. (DB)

This digest summarizes the literature on principles of changing behaviors in students with behavior disorders. Principles include: (1) focus on behaviors that need to be changed; (2) identify new behaviors to be developed; (3) provide opportunities to practice new behaviors; (4) teach social skills deficits as errors in learning; (5) teach students to take responsibility for their own learning; and (6) focus on skills that will be broad applications. (Contains 10 references or other resources.) (DB)

ED 358 677
EC 302 376

Including Students with Disabilities in General Education Classrooms, ERIC Digest #E521.

This information sheet summarizes requirements of the Individuals with Disabilities Education Act regarding inclusion of students with disabilities in general education classrooms and lists activities and support systems that have been successful in fostering such inclusion. Suggestions are given in the areas of attitudes and beliefs, services and physical accommodations, school support, collaboration.
ED 350 880
FL 020 841
Gustermann, Gail
Developing Tomorrow's Teachers of World Languages, ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-05
Pub Date—Nov 92
Contract—R188062010
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—Change Strategies; Educational Change; Educational Environment; Futures of Society; Language; Language in the Classroom; Language Teaching; Teacher Education; Teacher Qualifications; Teacher Training
Identifiers—ERIC Digests

ED 350 881
FL 020 842
Roca, Ana
Spanish for U.S. Hispanic Bilinguals in Higher Education, ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-06
Pub Date—Nov 92
Contract—R188062010
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—Bilingualism; Classroom Techniques; College Instruction; Education; Higher Education; Hispanic Americans; Native Language Instruction; Native Speakers; Program Implementation; Spanish; Student Evaluation; Textbooks

ED 350 882
FL 020 885
What Is Linguistics? ERIC Digest. [Revised].
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-08
Pub Date—Dec 92
Contract—R188062010
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—Applied Linguistics; Language Acquisition; Language Attitudes; Language Patterns; Language Planning; Language Research; Language Variation; Linguistics; Linguistic Theory; Psycholinguistics; Sociolinguistics
Identifiers—ERIC Digests

ED 350 883
FL 020 886
Willetts, Karen
Technology and Second Language Learning, ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-07
Pub Date—Dec 92
Contract—R188062010
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—Bilingualism; Civil Liberties; Constitutional Law; Cultural Differences; English (Second Language); Federal Legislation; Language Planning; Language Role; Official Languages; Public Policy; Second Languages
Identifiers—English Only Movement; English Plus Movement; ERIC Digests

ED 350 884
FL 020 892
Lewelling, Vickie W.
English Plus: ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-09
Pub Date—Dec 92
Contract—R188062010
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—English Education; English Only Movement; English Plus Movement; ERIC Digests

Recent efforts to make English the only official language of the United States have spurred an "English Plus" language advocacy movement, based on the belief that all U.S. residents should have the opportunity to become proficient in English and one or more other languages. For non-native English speakers, this means opportunity to acquire proficiency in English and maintain proficiency in their native language(s). Proponents view cultural diversity and English as compatible. The English Only movement seeks to make English the official language of the U.S. by passing a constitutional amendment, repealing bilingual voting requirements, reducing funding for bilingual education, enforcing English language and civics requirements for naturalization, and expanding English language learning opportunities. The movement is spearheaded by groups such as "English First" and "U.S. English." The Official English movement has gained considerable attention but little success at the federal level. However, 16 states have constitutional amendments or statutes making English the official language. The English Plus movement has provided a means for advancing policies supporting bilingualism at the state and local levels, and it has received endorsement in counties and municipalities around the country. (MSE)
Myths and Misconceptions about Second Languages. ERIC Digest.

Identifiers—ERI Clearinghouse on Languages and Linguistics, Washington, D.C.

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

Report No.—EDO-FL-92-10

Pub Date—Dec 92

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

EDRS Price—MF01/PC01 Plus Postage.


Research on second language learning has shown that several myths about how children learn languages exist. Among these misconceptions are that:

1. Children learn second languages quickly and easily.
2. The younger the child, the more skilled he or she will become in acquiring a second language.
3. The more time students spend in a second language context, the more quickly they learn the language.
4. Children have acquired a second language once they can speak it, and (5) all children learn a second language in the same way. Teachers need to be aware of these misconceptions and realize that quick and easy solutions are not appropriate for complex problems. Unrealistic assumptions are often made, and children can be harmed if teachers have unrealistic expectations of the second language learning process in the acquisition of other academic skills and knowledge. Second language learning by school-age children takes longer than learning a first language, and involves more effort than many teachers understand. Educators should focus on the opportunity for language learning and cultural understanding that is inherent in diverse children enrich our schools and our understanding of education in general. (MSE)

ED 350 885

Access to Literacy for Language Minority Adolescents. ERIC Digest.

Identifiers—ERI Clearinghouse on Literacy Education for Limited-English-Profiticient Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.

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

Report No.—EDO-LE-92-02

Pub Date—Jun 92

Note—4p.

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

EDRS Price—MF01/PC01 Plus Postage.


This Digest describes factors that may restrict access to adult literacy education in North America and discusses several potential solutions to these problems from programs that have aimed to provide adult literacy instruction to specific minority groups. Although the barriers and potential solutions apply to all minority groups, two populations often considered "at risk"—immigrant women and involuntary minorities—are given particular attention. (Contains 18 references.) (ERIC Adjunct Clearinghouse on Literacy Education) (VWL)

ED 350 887

Taylor, Marcia

The Language Experience Approach and Adult Learners. ERIC Digest.

Identifiers—ERI Clearinghouse on Literacy Education for Limited-English-Profiticient Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.

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

Report No.—EDO-LE-92-01

Pub Date—Jun 92

Contract—R189166001

Note—4p.

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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digest.

This Digest focuses on using the language experience approach for teaching adult English as a Second Language (ESL) learners. The language experience approach (LEA) is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. It can be used in tutorial or classroom settings with homogeneous or heterogeneous groups of learners. Specific sections of the digest look at the following:

1. Features of the language experience approach; (2) LEA with ESL learners; and (3) two variations of LEA (personal experience and group experience). It is concluded that although the LEA was developed primarily as a tool for reading development, this technique can be used successfully to develop listening, speaking, and writing. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 352 847

Collaboration: A Key to Improved Learning. ERIC Digest.


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

Report No.—EDO-FL-91-10

Pub Date—Dec 92

Note—4p.

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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—*Diversity (Student), ERIC Digests

The development of collaboration at the school level to meet the needs of students with limited English proficiency and other special needs is discussed in this digest. The following topics are covered: barriers to collaboration (e.g., funding, turf issues, changing perceptions of cultural needs); ways to promote collaboration, especially the need for administrative support; collaboration among teachers (e.g., strategies for collaboration across disciplines, the special expertise of bilingual, English-as-a-Second-Language, and special education teachers); *collaboration with parents (e.g., the use of cultural events and activities, trained interpreters and translators, handbooks and written formats in the languages of the families represented in the school). It is concluded that in an era of decreasing resources and rapidly increasing student diversity, collaboration is an essential strategy for enhancing resource utilization and program cost effectiveness. Collaboration can also provide the means to meet the educational needs of many students in mainstream and special education settings. (Contains 13 references.) (LB)

ED 353 848

Conra, Paula And Others


Pub Date—1989

Contract—R188062010

Note—199p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials — Directories/Catalogs (132)

EDRS Price—MF01/PC01 Plus Postage.


This directory offers detailed information on 128 language service organizations and includes addresses and less specific information on over 100 additional organizations, programs, and services related to language programs. The directory is divided into the following sections: individual listings of language service organizations; a list of applied linguistics affiliations with the Association Internationale de Linguistique Appliquée (AILA); information on English as a Foreign Language teaching opportunities abroad; a list of National Resource Centers for foreign language and area studies; resources and materials; and a language and literature index. (VWL)

ED 353 849

Curtin, Helena

Adult Literacy for a Linguistic Minority: The Deaf Experience. ERIC Digest.

Identifiers—ERI Clearinghouse on Languages and Linguistics, Washington, D.C.

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

Pub Date—1992

Contract—R189166001

Note—109p.

Available from—ERIC/CCLI, 1118 22nd Street, N.W., Washington, D.C. 20037 ($10.50)

Pub Type—Guides - Non-Teachers (075) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC05 Plus Postage.


This resource book addresses many of the factors involved in establishing and maintaining an elementary school foreign language program. Chapter 1 provides information on various program models. Chapter 2 addresses program issues related to establishing a program rationale and choosing the language or languages to be taught, in order to provide decision makers with sources of information. Chapter 3 discusses teacher preparation, while chapter 4 contains a summary of recent reports and policy statements from state and national agencies. Chapter 5 lists a wide variety of resources, such as books dealing with elementary school foreign language instruction, curriculum materials, lists of professional organizations, language conferences, and publishers of materials for elementary foreign language programs. The appendix contains sources for networking; a list of total and partial immersion programs in U.S. elementary schools; and a working bibliography on research regarding language in the elementary classroom. (VWL)

ED 353 861

Holcomb, Tom Peyton, Joy Kreeft

Children Who Are Deaf. ERIC Digest.


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

Report No.—EDO-LE-92-03

Pub Date—Jul 92

Contract—R189166001

Note—3p.

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, D.C. 20037 (free).

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


Identifiers—ERIC Digests

Learning to read and write effectively is a challenging task for many adults, particularly for those who are deaf or hard-of-hearing. In spite of concerted efforts by educators to facilitate the development of literacy skills in deaf individuals, most deaf high school graduates read English at roughly a third or fourth grade level as determined by standardized reading assessments. Having limited English skills acts as a barrier for deaf people in the workplace. They often have had limited opportunities at school for vocational training. They may also have difficulties communicating with hearing co-workers and may have poor performance on work-related reading and writing tasks. This digest offers specific explanations for these difficulties and describes new approaches in deaf education that show promise for improving the literacy skills of deaf students. Specific sections address the reassessment of sources of literacy difficulties (i.e., linguistic differences, cultural differences, and educational deficiencies), and current approaches to literacy development. (VWL)

ED 353 862

Katherine: A Dialogue Journals Project

Staff Development for ABE and ESL Teachers and Volunteers.ERIC Digest.

Adult English as a Second Language (ESL) is too often the determining factor in teaching English to English as a Second Language (ESL) learners as well. Children's books often have captivating story lines and beautiful illustrations, and many have universal appeal and address themes and issues that are important to the development of English to adults. The challenge for the adult education classroom is to utilize the effective system of staff development within the constraints of the ABE and ESL delivery systems. These constraints include limited time and attendance, the part-time nature of instruction for adults, high instructor turnover, few state training requirements for ABE and ESL teachers, and the lack of a unified adult education research base. This digest summarizes research on the formats of staff development for ABE and ESL teachers and volunteer instructors and identifies key elements of effective staff development programs. (VWL)

ED 353 863

FL 800 613

Wiley, Wanda Sprack

Learning Achievement in Adult ESL Literacy.ERIC Q & A.

Adult English as a Second Language (ESL) is too often the determining factor in teaching English to ESL learners as well. Children's books often have captivating story lines and beautiful illustrations, and many have universal appeal and address themes and issues that are important to the development of English to adults. The challenge for the adult education classroom is to utilize the effective system of staff development within the constraints of the ABE and ESL delivery systems. These constraints include limited time and attendance, the part-time nature of instruction for adults, high instructor turnover, few state training requirements for ABE and ESL teachers, and the lack of a unified adult education research base. This digest summarizes research on the formats of staff development for ABE and ESL teachers and volunteer instructors and identifies key elements of effective staff development programs. (VWL)

ED 354 789

FL 201 028

Peyton, Joy Knot

Dialogue Journals: Interactive Writing to Develop Language and Literacy.ERIC Digest.


Note—4p.

Printed and distributed by Clearinghouse-Arriaga, Sue Gonzales; "Model Unit for Language Studies" (Carole Cooper, Angie Gilligan); "Model Unit for Language Studies" (Sue Heredia-Arriaga, Sue Gonzales); "Model Unit for Grades 2-3 Language Arts" (Sue Heredia-Arriaga, Sue Gonzales); "Model Unit for Secondary Level Intermediate ESL" (Carol Cromwell, Linda Sasser); and "Model Unit for Grade 10 History-Social Science" (Daniel D. Holt, Diane Wallace). A "Coaching Instrument for Cooperative Learning," a checklist for implementing cooperative learning principles, is appended. (Contains 133 references) (MSE)

ED 355 834

FL 201 144

Browne, Vickie

Foreign Language Requirements and Students with Learning Disabilities.ERIC Digest.

ERIC Clearinghouse on Languages and Literacy, Washington, DC. Sponsoring Agency—Office of Educational Research and Improvement (OERI), Washington, DC. Report No.—ED 93-03-04

Note—4p.

Printed and distributed by Clearinghouse-Arriaga, Sue Gonzales; "Model Unit for Language Studies" (Sue Heredia-Arriaga, Sue Gonzales); "Model Unit for Grades 2-3 Language Arts" (Sue Heredia-Arriaga, Sue Gonzales); "Model Unit for Secondary Level Intermediate ESL" (Carol Cromwell, Linda Sasser); and "Model Unit for Grade 10 History-Social Science" (Daniel D. Holt, Diane Wallace)
points to the benefits of a cognitive/developmental approach that fosters intellectual learning but also physical, social, and emotional learning. This approach is particularly appropriate for language minority students who are provided in environments that accept each child's individual development. Because of developmental milestones and expectations that differ from culture to culture, early childhood educators need to understand the cultural values of families and their goals for socialization, beliefs about the nature of the child, and child-care-taking techniques. Teachers need to recognize developmentally appropriate milestones and patterns of behavior, use interactive styles familiar to the child, reinforce family values that promote learning, and deal directly with differences in cultural patterns between home and school. Parents should be consulted about every aspect of their children's program. Training in intercultural communication and in promoting positive home-school-community relationships should be included in all staff training for early childhood educators. (ER)

ED 356 687
Hanh, Andrea And Others
Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL Language in Education: Theory & Practice 79.
Note—4p.
Pub Date—Apr 93
Contract—RI89166001
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.EDO-FL-92-05
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.

This guide offers ideas for adult literacy curriculum development using a participatory approach. Its intent is not to prescribe a curriculum but to raise issues associated with the varied needs of limited-English-proficient adults and design a curriculum to address these needs. An introductory section discusses how the guide evolved and can be used. Chapter 1 explains the participatory approach and gives background for the participatory approach to curriculum development. Chapter 2 describes program structure, including the relationship between structure and practice, the institutional context, staffing, site selection, student population, admission, orientation, and support services. The third chapter moves into the classroom, looking at the participatory cycle in action. Chapter 4 describes how to find student themes, including establishment of a participatory atmosphere, practice in using a participatory approach, focusing on student concerns, and use of catalyst activities to elicit these issues and concerns. The fifth chapter discusses how to develop curriculum around themes, and recurring issues arising in the process are examined in chapter 6. Chapter 7 looks at how students can and do use literacy to make meaningful change in their lives. The eighth chapter outlines issues and methods in student evaluation. A list of additional resources is included. (ESD)

ED 357 642
Galloway, Ann
Communilcative Language Teaching: An Introduction and Sample Activities, ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Report No.—EDO-FL-93-05
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.

Identifiers—ERIC Digests

This digest looks at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the curriculum for their students to engage in real-life communication in the target language. Questions to be dealt with include what the communicative approach is, where it came from, and how teachers and students' roles differ from the roles they play in other teaching approaches. Examples of exercises that can be used with a communicative approach are described, and sources of appropriate materials are provided. (VVL)
Integrating Reading and Writing into Adult ESL Instruction. ERIC Digest.  
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.—EDO-LE-93-04  
Pub Date—Jul 93  
Contract—RI89166001  
Note—4p.  
Pub Type—Information Analyses - ERIC Information Analysis Products (071)  
EDRS Price—MF01/PC01 Plus Postage.  
This digest defines the concepts of "whole language," "learner-centered," and "participatory," and discusses their application to adult learning in ESL literacy programs. The digests advocates that the learner should inform literacy instruction with his or her own particular input, that learning and teaching in practical contexts and experiences should be respected and valued, and that learning activities should be relevant to learners' personal situations. The three approaches also differ: "whole language" works from whole to part and emphasizes function over form; "learner-centered" is concerned with collaborative decision-making about the curriculum; and "participatory" focuses on literacy as a vehicle for personal and social change. (Contains 12 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LET)
The United States is also cooperating with foreign universities, including material from other countries. Curriculum changes are showing a widening opportunity for international contact, and evaluating organizational structures that help or hinder international activities. Contains approximately 200 references and an index. (GLR)

ED 350 970 HE 025 988
Wilson, John R. Ebbs, Susan L.
The Leadership Compass: Values and Ethics in Higher Education (ED), Washington, DC.
Report No.—ED 92-3
Pub Date—Aug 92
Contract—RI-8806204
Note—4p.; For the full length report, see ED 347 955
Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, College Faculty, College Programs, Cultural Awareness, Curriculum Development, Educational Objectives, Educational Planning, Exchanges, Programs, 1st Language Development, Students, Higher Education, International Education, Multicultural Education, Student Mobility, Undergraduate Study Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It reports the response of colleges and universities in the United States to the needs of graduate students to become more personal and to public policy decisions as citizens of an international society. It notes that changes in higher education are showing an increased international experience in the classroom and a tightening of foreign language standards. Federal spending in international education has also increased substantially, as well as the U.S. commitment to working with the Economic Community and the United Nations Educational, Scientific, and Cultural Organization to standardize educational credentials, licensing, and certification. Steps that faculty and administrators can take in this environment include widening the curriculum to expose students to international opportunities for international contact, and evaluating organizational structures that help or hinder international activities. Contains six references. (GLR)

ED 350 972 HE 025 990
Chaffee, Ellen Earle, Sher, Lawrence A.
Quality: Transferring Postsecondary Education. ERIC Digest.
Report No.—ED HE-92-3
Pub Date—Oct 92
Contract—RI-92-4
Note—4p.; For the full length report, see HE 025 980.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Principles, College Administration, Cooperative Planning, Educational Demand, Educational Quality, Faculty College Relationship, Higher Education, Operating Expenses, Postsecondary Education, Productivity, Quality Control Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It reports the response of colleges and universities in the United States to the needs of graduate students to become more personal and to public policy decisions as citizens of an international society. It notes that changes in higher education are showing an increased international experience in the classroom and a tightening of foreign language standards. Federal spending in international education has also increased substantially, as well as the U.S. commitment to working with the Economic Community and the United Nations Educational, Scientific, and Cultural Organization to standardize educational credentials, licensing, and certification. Steps that faculty and administrators can take in this environment include widening the curriculum to expose students to international opportunities for international contact, and evaluating organizational structures that help or hinder international activities. Contains six references. (GLR)

ED 353 885 HE 026 140
Tack, Martha W., Pattis, Carol L.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-16-8; ISSN-0884-0040
Pub Date—92
Contract—RI-8806204
Note—145p.; For the full text report, see ED 350 972.
Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036-1183 (Single copy prices, including 4th class postage and handling, are $17.00 regular and $12.50 for members of AERA, AAHE, AIR, and ASHE).
Pub Type—Digests - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Principles, College Administration, College Outcomes Assessment, Cooperative Planning, Educational Demand, Educational Quality, Faculty College Relationship, Higher Education, Operating Expenses, Productivity, Quality Control Identifiers—ERIC Digests

Many colleges and universities, in responding to public demand for higher education and the external challenges it creates, are employing Total Quality Management (TQM) techniques to improve quality, increase productivity, and decrease costs. The quality improvement process itself (the tools for problem identification and developing solutions), largely ignored in the past by academic organizations, is now being studied and applied. The TQM process involves the comprehensive transformation to a quality orientation and requires top-level commitment followed by substantial and comprehensive re-education of all personnel. In addition, the administration must develop a cooperative climate for change and recognize that the faculty play the most important role in developing continuous quality improvements and other TQM principles as they apply to academic activity. This report explains what is in the TQM system and tools for improving quality, and the type of administrative system required to allow the quality process to be successful. Finally, the process of improving academic quality in the classroom and as well as its assessment, while looking towards the student as the beneficiary. Contains seven references. (GLR)

ED 351 922 HE 025 980
Chaffee, Ellen Earle Sher, Lawrence A.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-16-8; ISSN-0884-0040
Pub Date—92
Contract—RI-8806204
Note—145p.; For the full text report, see ED 350 972.
Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036-1183 (Single copy prices, including 4th class postage and handling, are $17.00 regular and $12.50 for members of AERA, AAHE, AIR, and ASHE).
Pub Type—Digests - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Principles, College Administration, Cooperative Planning, Educational Demand, Educational Quality, Faculty College Relationship, Higher Education, Operating Expenses, Productivity, Quality Control Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It reports the response of colleges and universities in the United States to the needs of graduate students to become more personal and to public policy decisions as citizens of an international society. It notes that changes in higher education are showing an increased international experience in the classroom and a tightening of foreign language standards. Federal spending in international education has also increased substantially, as well as the U.S. commitment to working with the Economic Community and the United Nations Educational, Scientific, and Cultural Organization to standardize educational credentials, licensing, and certification. Steps that faculty and administrators can take in this environment include widening the curriculum to expose students to international opportunities for international contact, and evaluating organizational structures that help or hinder international activities. Contains six references. (GLR)
Highly organized, thorough, systematic, and task-oriented, with academic vice presidents having strong feelings of less control. One exception is that an interaction effect was found with gender. Females appear to experience less fatalism than their male colleagues in that they feel greater personal control over their daily activities.

Continuing the discussion on differences between administrators and faculty will result in better understanding and allow administrators to better serve their institution.

The study suggests that colleges and universities should consider policies that are attractive to women and minorities. Current trends, low faculty salaries, and low current job satisfaction suggest an impending shortage of willing and able women and minority candidates. Stressors affecting women and minority faculty members include internal, workplace, and lifestyle factors. In general women faculty members are less satisfied with their positions than their male counterparts. They represent a small percentage of the faculty cohort, make lower salaries, are found in lower professional ranks, and are often part-time.

The study concludes that institutions must make faculty positions attractive to women and minorities. Current trends, low faculty salaries, and low current job satisfaction suggest an impending shortage of willing and able women and minority candidates. Stressors affecting women and minority faculty members include internal, workplace, and lifestyle factors. In general women faculty members are less satisfied with their positions than their male counterparts. They represent a small percentage of the faculty cohort, make lower salaries, are found in lower professional ranks, and are often part-time.

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drug testing. With regard to institutional responsibility for student safety, the element of foreseeability has become a criterion in many states for determining college and university liability. (Contains five references.) (IB)

ED 356 702 Townsend, Barbara K. And Others


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

Note—4p.; For full length report summarized here, see HE 026 357.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, N.W., Suite 630, Washington, D.C. 20036-1186. (Single copy prices, including 4th class postage and handling, are $17 regular and $12.75 for members of AERA, AAHE, AIR, and ASHE).

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

EDRS Price—MF01/PC06 Plus Postage.


Distinctive colleges and universities, as opposed to the great majority which fit into a more or less standardized mold, possess a unifying theme or vision which is expressed in all their activities. They often emerge successful because of the community needs unmet by existing colleges and universities; they challenge conventional ideas about higher education and impose their vision to students and faculty in undergraduate education. However, distinctiveness can also limit the institution to a very small market niche as well as sometimes making it more difficult for it to adapt to the changes necessary for survival. Strategic management models used to employ these colleges and universities to survive and grow. Recommendations include: (1) identifying institutional values, followed by clarification, communication, and acting on the unifying values and themes that are found; (2) identifying the situation related to the institutional survival; (3) selecting the desired level of market exposure; and (4) performing market research to uncover desired markets to which the college or university can appeal. (GLR)

ED 356 735 Townsend, Barbara K. And Others

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

Report No.—EDO HE-92-9

Note—4p.; For full length report, see HE 026 357.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, N.W., Suite 630, Washington, D.C. 20036-1186. (Single copy prices, including 4th class postage and handling, are $17 regular and $12.75 for members of AERA, AAHE, AIR, and ASHE).

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

EDRS Price—MF01/PC06 Plus Postage.


Identifiers—ERIC Digests

This brief digest represents a longer document with the same title. Distinctive colleges and universities possess a unifying theme or vision that is expressed in all their activities. They usually respond to newly emerging societal or community needs unmet by existing schools of higher education. Distinctive colleges can become innovative communities to a very small market niche as well as sometimes paralyzing it from adapting to changing needs. Three strategic management models, such as the interpretive and adaptive models, need to be employed to aid distinctive colleges and universities to survive and grow. Recommendations for universities and colleges pursuing distinctiveness include: (1) identifying institutional values, followed by clarification, communication, and acting on the unifying values and themes that are found; (2) identifying the situation related to the institutional survival; (3) selecting the desired level of market exposure; and (4) performing market research to uncover desired markets to which the college or university can appeal. (GLR)
Organizational change involves three steps: (1) implementing innovations into a higher education organization-the core content remains basically unchanged; (2) methods and materials facilitating ITA training and assessment; (3) personnel and professional results of training on ITAs; and (4) effective instructional orientation; (5) appropriate assessment and training for international faculty members; (6) instructional strategies defined and identify ITAs and the impact of ITA training and assessment on institutional goals for internationalization and multi-cultural administration. This digest summarizes a longer document with the same title concerning the introduction of endurance exercises to a higher education organization. Organizational change involves three steps: (1) mobilization, (2) implementation, and (3) institutionalization. Without institutionalization, the innovation is likely to be terminated or modified. While it is commonly implemented. Factors influencing longevity of innovations include the intensity of direction and support from organizational leaders, the need for proper communication and decision making to discover the innovation's essential features for clearer identification and analysis, and the need for the innovation to be challenged in order to test its necessity and appropriateness for organizational improvement. Learning organizations can become innovative communities (where such innovation results in productive behavior) if organizational members commit properly informed and allowing them to control what happens to them as members of the community. An organization's leaders and members must be flexible in developing innovations and setting levels at which these changes will achieve institutionalization.

ED 358 812
Smith, Roslyn M. And Others
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-8
Pub Date—Dec 92
Contract—RlB8063014
Note—4p.; For the full length report, see HE 026 561.
Type—Information Analyses—ERIC Information Analysis Products
Descriptors—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This digest summarizes a longer document with the same title that discusses the problems of using, training, and assessing international teaching assistants (ITAs) in undergraduate education. Legislative mandates have appeared with workshops and seminars. Assessment instruments used for screening ITAs include commercially produced tests, oral interviews, and peer-ranked performance tests and teaching simulations. More ITA communication research is needed in the following areas: (1) classroom characteristics; (2) methods and materials facilitating ITA training and assessment; (3) personal and professional results of training on ITAs; (4) effective instructional orientation; (5) appropriate assessment and training for international faculty members; (6) instructional strategies defined and identifying ITAs and the impact of ITA training and assessment on institutional goals for internationalization and multi-cultural administration. This digest summarizes a longer document with the same title concerning the introduction of endurance exercises to a higher education organization. Organizational change involves three steps: (1) mobilization, (2) implementation, and (3) institutionalization. Without institutionalization, the innovation is likely to be terminated or modified. While it is commonly implemented. Factors influencing longevity of innovations include the intensity of direction and support from organizational leaders, the need for proper communication and decision making to discover the innovation's essential features for clearer identification and analysis, and the need for the innovation to be challenged in order to test its necessity and appropriateness for organizational improvement. Learning organizations can become innovative communities (where such innovation results in productive behavior) if organizational members commit properly informed and allowing them to control what happens to them as members of the community. An organization's leaders and members must be flexible in developing innovations and setting levels at which these changes will achieve institutionalization.

ED 351 007
Willis, Barry
Instructional Development for Distance Education, ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-9
Pub Date—Nov 92
Contract—RlB8062008
Note—4p.; Digest based in part on "Distance Education: A Practical Guide" (Barry Willis, 1993).
Type—Guides—Non-Classroom (055)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
Instructional development provides a procedure and framework for systematically planning, developing, and adapting instruction based on identifiable learner needs and content requirements, a process essential in distance education. Although instructional development models and processes abound, the majority follow the same basic stages of design, development, evaluation, and revision. While it is possible, even appropriate on occasion, to shorten the process, after considering the needs of the learner, it should be done only after considering the requirements of the content and the constraints facing both the provider and the learner. Adhering to sound principles of instructional development will provide a process and procedural framework for addressing the instructional challenges that will surely arise. This digest describes the four basic stages of the process in detail: (1) Design Stage—gather information, define and identify learners and their needs, establish instructional goals and objectives; (2) Development Stage—create a content outline and select learning activities, evaluate and review course content and strategies, develop and select materials and delivery methods; (3) Evaluation Stage—develop summative, qualitative, and quantitative methods; and (4) Revision Stage—resulting from the evaluation process. (Contains 8 references.) (ALF)

ED 351 008
Willis, Barry
Strategies for Teaching at a Distance. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-8
Pub Date—Nov 92
Contract—RlB8063014
Note—4p.; Digest based in part on "Distance Education: A Practical Guide" (Barry Willis, 1993).
Type—Guides—Non-Classroom (055)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
Instructional development provides a procedure and framework for systematically planning, developing, and adapting instruction based on identifiable learner needs and content requirements, a process essential in distance education. Although instructional development models and processes abound, the majority follow the same basic stages of design, development, evaluation, and revision. While it is possible, even appropriate on occasion, to shorten the process, after considering the needs of the learner, it should be done only after considering the requirements of the content and the constraints facing both the provider and the learner. Adhering to sound principles of instructional development will provide a process and procedural framework for addressing the instructional challenges that will surely arise. This digest describes the four basic stages of the process in detail: (1) Design Stage—gather information, define and identify learners and their needs, establish instructional goals and objectives; (2) Development Stage—create a content outline and select learning activities, evaluate and review course content and strategies, develop and select materials and delivery methods; (3) Evaluation Stage—develop summative, qualitative, and quantitative methods; and (4) Revision Stage—resulting from the evaluation process. (Contains 8 references.) (ALF)

ED 352 066
Brandhorst, Ted
ERIC Processing and Reference Facility, Rockville, Maryland.
Sponsor Agency—Educational Resources Information Center (ED), Washington, D.C.
Publication No.—IR 054 430
Note—16p.; For earlier EAB volumes, see ED 288 562. The EAB is issued every 2-3 months, depending on available material. This compilation includes the 21 issues published during the 5-year
Facility on the basis of material submitted by the
is prepared by the ERIC Processing and Reference
within the U.S. Department of Education. The EAB
bibliographic information system covering the edu-
IdentifiersA ERIC
Journal CitERIC Administrative Bulletin; v 12-
Spons AgencyEducational Resources Informa-
ED 352 067
Note-28p.; Submitted for publication in the “En-
IR 016 016
Note-33p.; For previous issue, see ED 352 955.
ED 355 940
ED 354 903 IR 054 432
Eisenberg, Michael B.
Networkig K-12. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency-Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDR-92-10
Pub Date—Dec 92
Contract—IR0862008
Note—Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-3340 (from the supply levels).
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
Long distance, or wide area, computer networking can change teaching and learning dramatically. Teachers and students with access to a computer, a modem, and phone lines are freed from the physical limits of a school building and time schedules. They can communicate with peers and gain access to electronic resources, making instruction and personal inquiry the norm. Network users can undertake three primary activities: electronic mail, computer conferencing, and teleconferencing. Electronic mail makes it easy for groups of people to work cooperatively and share information without having to be in close physical proximity. Examples of information from remote sources available to students include research data and services related to alcohol and drug abuse Prevention Net, text of Supreme Court decisions, information on space flight status, and the full text of selected books through Project Gutenberg. User manuals, classes, and general reference works can help users master the basics of networking, including how to operate the computer, modern, and telecommunications software, how to connect to and communicate with a computer already linked to the network; and how to use the network to communicate with others. Finding a network with which to connect is easy. Options include local bulletin board systems, college and university systems, statewide and regional systems, school computer networks, and commercial vendors. Brief descriptions and contact information for six network resources are included. (Contains 10 references.) (ERAN)
ED 355 974 IR 054 539
Brandhorst, Ted. Ed.
The Educational Resources Information Center (ERIC); An Annotated Bibliography of Documents that Make Reference to ERIC (Covering the Period 1960-1992).
ARC Professional Services Group, Rockville, MD. Information Systems Div., ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Educational Resources Information Center (ED), Washington, DC. Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RI8002001
Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—ERIC
As producer of one of the earliest, most economical, and frequently searched machine-readable databases, the Educational Resources Information Center (ERIC) has been frequently studied and has figured heavily in the growth of online searching and in evaluating the relative newness and performance of various bibliographic databases on compact disk (CD-ROM). This annotated bibliography represents the results of a comprehensive search for documents and journal articles written about ERIC published from 1960 through 1992. It contains 489 citations (274 referring to items in the ERIC database and 115 to items not in the database), adding 182 new citations to those listed in previous editions. The bibliography is arranged in descending order of accession number, with the most recent material listed first. Documents included for consideration in "Resources in Education" one of ERIC's two monthly publications, and journal article resumés are included in the other, the ERIC Document Reproduction Service (LSD). The bibliography is arranged in descending order of accession number, with the most recent material listed first. Documents included for consideration in "Resources in Education" one of ERIC's two monthly publications, and journal article resumés are included in the other, the ERIC Document Reproduction Service (LSD).
ED 358 840 IR 016 147
Dodge, Bernard J. School-University Partnerships and Educational Technology, ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-2
Pub Date—Jan 93
Contract—RI80020001
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—ERIC Digests
The print-based model of distance education through correspondence continues to be used, but it is being supplemented and, in some cases, replaced, by other media. A second generation of distance education in the 1960s and 1970s was characterized by reliance on open broadcasting, supported by correspondence instruction and print materials. A third generation has been characterized by teleconferencing systems, and society is now entering a fourth phase of development of distance education based on the integration of new developments in telecommunications and computing, characterized by the integrated use of remote study materials supported by face-to-face and computer mediated teleconferencing. New technologies are ensuring that it will be possible to adapt to telecommunications-based communication systems to the needs of the consumer. One potential benefit of the integrated networks is that they may be user-driven, with groups of students forming because of common interests and with instruction responding rapidly to the demands of society. (Contains 23 references.) (LSD)
ED 358 864 IR 054 589
ARC Professional Services Group, Rockville, MD. Information Systems Div., ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 93
Contract—RI8002001
Note—382p.
Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—ERIC, ERIC Clearinghouses, *ERIC Digests
Digests prepared by clearinghouses of the Educational Resources Information Center (ERIC) have been emerging on the information scene for several years and seem to emerge seriously in 1984 as one of the most desirable and popular products of the various clearinghouses. The first in the series was Education Records Information in 1983. The most successful partnerships have been those in which both parties planned and prepared themselves well. Adequate resources were allocated, and the database was nurtured. This digest describes several categories of partnerships and collaborative technology. (1) Staff development about technology; (2) staff development with distance education as a medium; (3) research partnerships, with the joint goals of benefit to both sides; and (4) the development of new educational tools. Some examples of partnerships in each of these areas are given. Specific recommendations are provided for successful partnerships, focusing on joint goals and reciprocal exchanges. (Contains 15 references.) (LSD)
ED 358 841 IR 016 169
Rommel, Alexander.
Telecommunications and Distance Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-2
Pub Date—Jan 93
Contract—RI80020001
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—ERIC Digests
The print-based model of distance education through correspondence continues to be used, but it is being supplemented and, in some cases, replaced, by other media. A second generation of distance education in the 1960s and 1970s was characterized by reliance on open broadcasting, supported by correspondence instruction and print materials. A third generation has been characterized by teleconferencing systems, and society is now entering a fourth phase of development of distance education based on the integration of new developments in telecommunications and computing, characterized by the integrated use of remote study materials supported by face-to-face and computer mediated teleconferencing. New technologies are ensuring that it will be possible to adapt to telecommunications-based communication systems to the needs of the consumer. One potential benefit of the integrated networks is that they may be user-driven, with groups of students forming because of common interests and with instruction responding rapidly to the demands of society. (Contains 23 references.) (LSD)
ED 358 865 IR 054 591
ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 93
Contract—RI8002001
Note—101p.; For the 1991 edition, see ED 348 053.
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—ERIC Digests
This annotated bibliography provides citations, abstracts, and indexes for the 275 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1992. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC systems and the publication of this bibliography, and the availability of clearinghouse publications. A statistical appendix shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. The clearinghouses' scope is provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Elementary and Early Childhood Education; (3) Elementary Secondary Education; (4) Exceptionalities; (5) Higher Education; (6) Language 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, personal author, and institutional affiliation are also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached (MES)
**ED 349 041**

Lombardi, John Cohen, Arthur M. Ed. 

ED 353 027
Kroll, Kell, Ed.
Maintaining Faculty Excellence. New Directions for Community Colleges, Number 80, Winter 1992.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—JDCC-JC-92-03
Pub Date—Jan 93
Contract—R188062002
Note—113p.
Journal Cit—New Directions for Community Colleges; v20 n3 Fall 1992.
Pub Type—Collective Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC05 Plus Postage.
Focusing on the cultural issues facing students who are the first in their families to attend college, this volume addresses the difficulties in bridging the two worlds of college and home and describes campus programs to help students overcome cultural barriers. The issue contains the following chapters:
(1) "Transformations: Cultural Challenges Faced by First-Generation Students," by Howard B. London ($15.95). (2) "Discerning Voices in the Urban Community College," by Lois Weis, discussing conflicts between students of different races, between class-ranking Freshmen and sophomore students, and between male and female students; (3) "Helping First-Generation Minority Students Achieve Degrees," by Richard G. Narte and Elizabeth Fink Skinner, offering ideas on optimizing first-generation minority student performance; (4) "Helping First-Generation Minority Students Achieve Degrees: Adult Students in Search of Safe Havens," by L. Steven Zweirerling, highlighting the unique problems faced by adult college students; (5) "From the Barrio to the Academy: Revelations of a Mexican American "Scholarship Gift," by Laura J. Rendón, giving her account of a Mexican-American first-generation student; (6) "Reflexions: Bridging Cultures," by Julia Lara, describing her life as a Latina student and Bogota University, her traditional Colombian culture and modern American society; (7) "The Challenge of First-Generation College Students: A Miami-Dade Perspective," by John B. Lozano, describing programs at the nation's largest two-year college; (8) "Transforming Educational Dreams into Educational Reality," by John B. Lozano, describing programs at the nation's largest two-year college; (9) "Tribal Colleges: A Success Story," by Wayne B. Stirling, discussing special programs at 24 tribally controlled community colleges; and (10) "Issues of Curriculum and Community for First-Generation Asian Americans in College," by Peter Niem-kuang Kung. (MAB)
ED 354 985
Radin, Neal A., Ed.
Directing General Education Outcomes. New Directions for Community Colleges, Number 81, Spring 1993.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-686-7; ISSN-0194-3081
Pub Date—93
Contract—R188062002
Note—112p.
Journal Cit—New Directions for Community Colleges; v21 n1 Spr 1993.
Pub Type—Collective Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC06 Plus Postage.
The articles in this collection recommend ways of broadening the direction and focus to community college general education and thereby enhancing the fulfillment of collegiate missions and augmenting student learning. The sourcebook contains: (1) "A Second Wave of Reform," by Jerry G. Giff, which reviews the general education reforms of the 1980's and recommends further steps in redesigning general education to meet learning needs; (2) "The De Facto State of General Education," by Neal A. Rains, which presents a report on general education curricula at Michigan community colleges; (3) "General Education in the Community College: Developing Habits of Thought," by Judith J. Eaton, which sets an agenda for general education for different types of students; (4) "Broadening Our Conception of General Education: Self-Regulated Learning," by William E. Weinstein and Gretchen Van Mater Stone, which proposes that general education should help students become experts, lifelong learners; (5) "Teaching Values Through General Education," by R. Murray Thomas, which offers specific approaches and strategies to teach values; (6) "Goal-Setting General Education: Changing World, Changing Needs," by Douglas P. Sjoquist, which discusses techniques for internationalizing general education; (7) "General and Developmental Education: Finding Common Ground," by Thomas L. Franke, which offers models for bridging developmental and general education needs; (8) "General Education for At-Risk Students," by Laura A. Rendón and Janyd Freadman, which considers ways general education can be changed to ensure greater success for minorities; (9) "Vocational Education and General Education: New Relationship or Shotgun Marriage?" by James Jacob, which discusses ways to unite general education, vocational education, and liberal arts and sciences to help students enter technological careers; (10) "General Education in Occupational Programs: The Barriers Can Be Surmounted," by Paul F. Grantham, which focuses on improving communication between general and vocational education practitioners; and (11) "Sources and Information in the Community College," by Neil A. Rains and Karen Peterson Hsiao, which presents an annotated bibliography of current literature. (MAB)
ED 357 811
King, Margaret C. Academic Advising: Organizing and Delivering Services for Student Success. New Directions for Community Colleges, Number 82, Summer 1993. ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ED-RC-93-02
Note—3p.
ED 357 811
ED 358 894
Price—MF01/P0C01 Plus Postage.
Identifiers—Academic Advising, College Transfer Students, Community Colleges, Counseling Techniques, Delivery Systems, Educational Counseling, Educational Improvement, Ethnic Groups, Faculty Advising, Interventions, Models, Surveys, Program Descriptions, Program Effectiveness, School Holding Power, Two Year Colleges, Two Year College Students
ED 358 907
Armstrong, Juan Pavlov. Michael Improving the Performance of the Hispanic Community College Student. ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ED-RC-93-03
Pub Date—May 93
Note—3p.
ED 359 037
Beane, James. Integrating Curriculum in the Middle School. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Pub Date—Sept 92
Note—2p.
ED 360 037
Rojas, Tomas. Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ED-RC-93-02
Pub Date—Aug 93
Note—3p.
ED 361 095
Beane, James. Integrating Curriculum in the Middle School. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Pub Date—Sept 92
Note—2p.
ED 362 095
Beane, James. Integrating Curriculum in the Middle School. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Pub Date—Sept 92
Note—2p.
ED 363 095
Beane, James. Integrating Curriculum in the Middle School. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Pub Date—Sept 92
Note—2p.
adolescents and older people. This vision results in a curriculum that is focused on providing a comprehensive education in a wide range of subjects and skills, including social, emotional, and cultural competencies. The curriculum is designed to promote the active engagement of students in their learning, to foster critical thinking and problem-solving abilities, and to encourage the development of personal and social skills. It also aims to create an environment where all students feel welcomed and respected, and where they can develop a strong sense of self-worth and confidence.

The curriculum is organized around themes and projects that are designed to be relevant and meaningful to the students, and it includes opportunities for students to work in groups and to collaborate with their peers. The curriculum also includes a wide range of learning activities, such as discussions, debates, and projects, that are designed to encourage the development of critical thinking and problem-solving skills. It also includes opportunities for students to work on their own and to develop their own ideas and projects, which helps to foster creativity and autonomy.

The curriculum is supported by a range of professional development opportunities for teachers, including workshops, seminars, and support from the Marquette Middle School in Madison, Wisconsin. In this new curriculum vision, students are encouraged to take an active role in their learning, to be critical thinkers, and to develop their own ideas and perspectives. The curriculum is designed to be flexible and responsive to the needs of individual students, and it includes opportunities for students to work in small groups and to collaborate with their peers. The curriculum also includes opportunities for students to work on their own and to develop their own ideas and projects, which helps to foster creativity and autonomy.

In the Marquette Middle School in Madison, Wisconsin, the curriculum is organized around themes rather than traditional subject areas. The curriculum is designed to be flexible and responsive to the needs of individual students, and it includes opportunities for students to work in small groups and to collaborate with their peers. The curriculum also includes opportunities for students to work on their own and to develop their own ideas and projects, which helps to foster creativity and autonomy.
An internationally acclaimed program that challenges American conceptions of developmentally appropriate practice include teachers' beliefs in the importance of being confused as a contributor to children's use. A model of problem solving in the elementary classroom involves four steps: (1) identifying the problem; (2) brainstorming solutions; (3) recognizing that the attributes listed should usually be measured to evaluate the problem; and (4) providing transportation. The education of homeless children was addressed by calling for free education for every homeless child. Amendment to the McKinney-Vento Act in 1990 mandated that states address issues of transportation, immunization and residency requirements, and school and child care transitions. The expected outcomes of the new program are: (1) coordinating social services; (2) developing effective practices to help homeless children succeed in their education include: (1) providing an inclusive education; (2) providing a coherent curriculum and instruction; and (3) using computerized tracking systems to monitor children's progress. Several communities have tried comprehensive approaches to educate homeless children. These approaches include transitional schools for homeless children, which allow children to mainstream into regular schools, and case management approaches, in which a case manager coordinates school, community worker, and health care and family support services in order to meet homeless children's basic needs.

ED 356 101
McCarver, Anthony J.
Developmentally Appropriate Programs. Educational Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PF-92-97
Pub Date—93
Contract—RI8806212
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—*Case Management, ERIC Digest.
Stewart B McKinney Homeless Assistance Act 1990 mandated that states address issues of transportation, immunization and residency requirements, and school and child care transitions. The expected outcomes of the new program are: (1) providing an inclusive education; (2) providing a coherent curriculum and instruction; and (3) using computerized tracking systems to monitor children's progress. Several communities have tried comprehensive approaches to educate homeless children. These approaches include transitional schools for homeless children, which allow children to mainstream into regular schools, and case management approaches, in which a case manager coordinates school, community worker, and health care and family support services in order to meet homeless children's basic needs.

ED 356 099
Goins, Brad Carseon, Bernard
Homeless Children: Meeting the Educational Challenges. Educational Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PF-92-93
Pub Date—93
Contract—RI8806212
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—*Case Management, ERIC Digest.
Stewart B McKinney Homeless Assistance Act 1990 mandated that states address issues of transportation, immunization and residency requirements, and school and child care transitions. The expected outcomes of the new program are: (1) providing an inclusive education; (2) providing a coherent curriculum and instruction; and (3) using computerized tracking systems to monitor children's progress. Several communities have tried comprehensive approaches to educate homeless children. These approaches include transitional schools for homeless children, which allow children to mainstream into regular schools, and case management approaches, in which a case manager coordinates school, community worker, and health care and family support services in order to meet homeless children's basic needs.

ED 356 041
Katz, Lillian G.
Multiple Perspectives on the Quality of Early Childhood Programs. Educational Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PF-93-92
Pub Date—93
Contract—RI8806212
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—*Case Management, ERIC Digest.
Stewart B McKinney Homeless Assistance Act 1990 mandated that states address issues of transportation, immunization and residency requirements, and school and child care transitions. The expected outcomes of the new program are: (1) providing an inclusive education; (2) providing a coherent curriculum and instruction; and (3) using computerized tracking systems to monitor children's progress. Several communities have tried comprehensive approaches to educate homeless children. These approaches include transitional schools for homeless children, which allow children to mainstream into regular schools, and case management approaches, in which a case manager coordinates school, community worker, and health care and family support services in order to meet homeless children's basic needs.

ED 356 040
Birt, Joan
Problem Solving in Early Childhood Classrooms. Educational Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PF-93-91
Pub Date—93
Contract—RI8806212
Note—3p.
Pub Type—Guides - Classroom, Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—*Case Management, ERIC Digest.
Stewart B McKinney Homeless Assistance Act 1990 mandated that states address issues of transportation, immunization and residency requirements, and school and child care transitions. The expected outcomes of the new program are: (1) providing an inclusive education; (2) providing a coherent curriculum and instruction; and (3) using computerized tracking systems to monitor children's progress. Several communities have tried comprehensive approaches to educate homeless children. These approaches include transitional schools for homeless children, which allow children to mainstream into regular schools, and case management approaches, in which a case manager coordinates school, community worker, and health care and family support services in order to meet homeless children's basic needs.

ED 356 039
McCallum, Diane E. Katz, Lillian G.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PF-93-94
Pub Date—93
Contract—RI8806212
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—*Case Management, ERIC Digest.
Stewart B McKinney Homeless Assistance Act 1990 mandated that states address issues of transportation, immunization and residency requirements, and school and child care transitions. The expected outcomes of the new program are: (1) providing an inclusive education; (2) providing a coherent curriculum and instruction; and (3) using computerized tracking systems to monitor children's progress. Several communities have tried comprehensive approaches to educate homeless children. These approaches include transitional schools for homeless children, which allow children to mainstream into regular schools, and case management approaches, in which a case manager coordinates school, community worker, and health care and family support services in order to meet homeless children's basic needs.
for children from varying socioeconomic backgrounds or with special needs. Determining practices which will ensure that DAPs, however, requires more than debunking myths. First, developmentally appropriate practice involves taking into account everything about how children develop and learn, and matching that to the content and strategies planned for them in early childhood programs. Second, children, seen as individuals and not as a cohort group is critical to DAPs. Finally, developmentally appropriate practice requires treating children with respect by recognizing their changing capabilities and viewing them in the context of their family, culture, and community, as well as their past experience and current circumstances.

ED 356 102  PS 021 439 
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
Health Care, Nutrition, and Goal One. 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.—EDO-PS-93-5
Pub Date—93
Contract—RI88060212
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests, *National Education Goals 1990, Screening Programs.

32 Document Resumes/PS

ED 356 106  PS 021 777 
*Katz, Lilian G.
Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
Catherine, Bernard
Catherine, Bernard
Catherine, Bernard
Health Care, Nutrition, and Goal One. 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.—EDO-PS-93-4
Pub Date—93
Contract—RI88060212
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests, *National Education Goals 1990, Screening Programs.

ED 358 973  PS 021 777 
*Katz, Lilian G.
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
Health Care, Nutrition, and Goal One. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug—93
Contract—RI93000207
Note—3p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 60 W. Pennsylvania Ave., Urbana, IL 61807-4897.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests, *National Education Goals 1990, Screening Programs.

ED 360 101  PS 021 751 
*Katz, Lilian G.
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
*Catherine, Bernard
Health Care, Nutrition, and Goal One. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr—93
Contract—RI880602129
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 208, $12, plus $1.50 postage and handling).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—Childhood Experiences, ERIC Trends Issues Papers, Program Characteristics
This monograph on quality in early childhood programs contains two parts: an exploratory essay on the subject and an annotated bibliography selected from a search of the ERIC data base from 1985 through April 1993. The essay examines five perspectives on assessing the quality of early childhood programs. A top-down perspective on quality assessment identifies selected characteristics of a program, such as adult-child ratios and staff qualifications. A bottom-up perspective attempts to determine how the program is experienced by the participating children. Such an approach asks, among other things, whether the program is accepted and that their goals for their children are respected. The fourth perspective, from the inside, considers how a program is experienced by its staff. In this approach, working at the heart of the program, advances, and respect for staff are assessed. Finally, the outside perspective takes into account how a community regards a program through assessing such factors as allocation of community resources and affordability of the program to families. The essays, representing a variety of perspectives for assessing program quality are discussed. A list of 20 references is provided. The bibliography of documents and journal articles on quality in early childhood programs that follows the essay forms the bulk of the document. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)
The bibliography of documents and journal articles on the dissemination of educational knowledge that follows the paper were selected from a search of the ERIC database. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

ED 360 104
Katz, Lillian G.

dispositional Definitions and Implications for Early Childhood Practices. Perspectives from ERIC/EECE: A Monograph Series, No. 4.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 93
Contract—R8308021092
Note—35p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

This monograph consists of a paper that examines the construct "disposition," and explores its relevance to curriculum and teaching practices in early childhood education, and a selected ERIC bibliographic information and an abstract of the document or article. (BC)

ED 360 103
Trepitt, Carmen And Others

Multicultural Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 93
Contract—R8308021092
Note—107p.

Based on papers presented at the European Forum for Child welfare (Hamburg, Germany, April, 1992) and at the Annual Conference of the Early Childhood Education Section of the National Association for the Education of Young Children (Denver, CO, November 7-10, 1991).

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, Ill 61801 (Catalog No. 211, $5, plus $1.50 postage and handling).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)
Descriptors—Anchors, Early Childhood Education, Family Partnership, Early Childhood Programs, Social Integration, Teacher Student Relationship Identification—ERIC Trends Issues Papers, Rural, Valley, Turks

This document presents three papers on multicultural education in early childhood, followed by a selected ERIC bibliography on the same subject.

The first paper, "Multicultural Approaches in Early Childhood Education: A Case Study," by Carmen Trepitt, describes the development of Turkish children and women, a group that needs help because of the problems of the society, including those that relate to maternal involvement, educational facilities, the needs of project participants, the need for research and evaluation, and the quality of services provided. The second paper, "Cultural Literacy: Education as a Discourse," by Victoria R. Fu defines multiculturalism, draws distinctions between education and school-
rural children are actually more like the children of the inner city, with service integration programs, accompanied by a viable range of necessary services, could meet these rural needs. (SV)

ED 357 907
Huang, G ery
Healthy Problems among Migrant Farmworkers' Children in the U.S. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-1
Pub Date—Jan 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachian Educational Laboratory, P.O. Box 1348, Charleston, WV 25323 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (01I)

EDRS Price - MF01/PC01 Postage.
Identifiers—ERIC Digests

Good health directly affects the educational performance of migrant children. However, there is little national, state, or local information on the health status of migrant farmworkers, and even less on their children. This digest summarizes recent information on migrant children's health status compared to all U.S. children, migrant children have a cumulative mortality rate by age 5 that is 16 times greater and a rate for chronic health conditions that is 3.6 times greater. Most common health problems are related either to occupation or to poverty. Agriculture is the most hazardous occupation in the United States. At least one-third of migrant children (as young as 10) work on farms, and many others are in the fields with their families. The health of these children is at high risk from accidents, exposure to pesticides, exposure to dust, and the beginning of bad dental habits. Children are more susceptible to pesticide poisoning than adults and also may have been affected by maternal exposure during pregnancy. Poverty among migrant children leads to malnutrition and poor sanitation, which in turn are related to dietary deficiencies and high rates of chronic illness, parasitic infection, and respiratory diseases such as tuberculosis, pneumonia, and influenza. Migrant children also commonly lack dental care and suffer from untreated dental problems. Recommendations for improving the health conditions of migrant children are listed. (SV)

ED 357 908
Cahape, Patricia
Blueprints for Indian Education: Research and Development Needs for the 1990s, ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-2
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachian Educational Laboratory, P.O. Box 1348, Charleston, WV 25323 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (01I)

EDRS Price - MF01/PC01 Postage.

Two landmark efforts to describe the condition of American Indian and Alaska Native Education nationwide and to call for specific solutions in the early 1990s. These efforts were the Indian Nations at Risk Study of the White House Conference on Indian Education. This digest summarizes Task Force and Conference recommendations concerning research, development, evaluation, and dissemination needs. Task Force members and Conference delegates recommended: (1) basic research on bilingualism and language development, and on fetal alcohol syndrome and effects; (2) applied research on adult illiteracy in Native communities, current adult literacy programs, unmet needs and potential solution needs for Native education, early childhood and secondary student enrollment and achievement, Native student strengths related to giftedness, and differentiated standardized tests, effective parent support programs, programs for exceptional American Indian and Alaska Native students, and substance abuse issues, student performance, and the unique abilities of students in the Indian education program; (3) evaluation to identify valuable programs and materials concerned with bilingual learning, parent support, and computer and other technologies; and (4) mechanisms for dissemination of research, development, and evaluation results. (SV)

ED 357 909
Cahape, Patricia
The Migrant Student Record Transfer System (MSRTS): An Update, ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-3
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachian Educational Laboratory, P.O. Box 1348, Charleston, WV 25323 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (01I)

EDRS Price - MF01/PC01 Postage.
Identifiers—ERIC Digests, Medical Records, *Migrant Student Record Transfer System

Although participation of Hispanic-Americans in higher education is growing, the Hispanic share of the U.S. population is still less than the Hispanic share of the U.S. population. Indeed, the college enrollment rate among Hispanics aged 18-24 declined from 40.3% in 1990 to a high of 20.4% in 1975. During the same period, the college enrollment rate among non-Hispanic Whites in the same age groups rose from 30.8% to 36.8 percent from 27.4 percent. Improving the level of educational attainment among Hispanics will require attention to the K-12 experience. These efforts must focus not only on increasing the high school graduation rate among Hispanics, but also on improving the quality of Hispanic students' K-12 experiences. From 1980 to 1990, the Hispanic share of total enrollment and share of total degrees conferred increased for 2-year programs, 4-year programs, graduate programs, and professional schools. Educational, economic, and social factors contributing to the underrepresentation of Hispanics in higher education are outlined. Recommendations for improving Hispanic participation in higher education are offered to teachers and school-district, college, and university administrators. (SV)

ED 357 911
Coelho, James
Hispanic in Higher Education: Trends in Participation, ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-5
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachian Educational Laboratory, P.O. Box 1348, Charleston, WV 25323 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (01I)

EDRS Price - MF01/PC01 Postage.

Although participation of Hispanic-Americans in higher education is growing, the Hispanic share of participation (enrollment and degree completion) is less than the Hispanic share of the U.S. population. Indeed, the college enrollment rate among Hispanics aged 18-24 declined from 40.3% in 1990 to a high of 20.4% in 1975. During the same period, the college enrollment rate among non-Hispanic Whites in the same age groups rose from 36.8% to 30.8 percent from 27.4 percent. Improving the level of educational attainment among Hispanics will require attention to the K-12 experience. These efforts must focus not only on increasing the high school graduation rate among Hispanics, but also on improving the quality of Hispanic students' K-12 experiences. From 1980 to 1990, the Hispanic share of total enrollment and share of total degrees conferred increased for 2-year programs, 4-year programs, graduate programs, and professional schools. Educational, economic, and social factors contributing to the underrepresentation of Hispanics in higher education are outlined. Recommendations for improving Hispanic participation in higher education are offered to teachers and school-district, college, and university administrators. (SV)

ED 357 944
Coelho, James
Outdoor Education Directory: Organizations Involved in Outdoor Education, ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-5
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachian Educational Laboratory, P.O. Box 1348, Charleston, WV 25323 (free).

Pub Type—Reference Materials - Directories/Catalogs
Descriptors | Adventure Education, *Camping, and (4) emphasis on group development and solving outdoor problems; (2) verbal reflection following person, telephone number, and a brief description, camps. Each entry includes name, address, contact person, telephone number, and a brief description, including names of publications. (LP)

ED 359 007 | RC 019 208

Howley, Craig Cahupe, Paul Brief: Parents in Ready-To-Copy Form: English and Spanish. 1993 Compilation.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

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

Pub Date—93

Contr.: R18802016

Note—14p.; For earlier compilations in this series, see ED 329 382 and ED 332 861.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 (free).

Language—Bilingual English and Spanish

Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Multilingual Products (171)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Program Description:

This directory lists over 400 organizations and resources related to American Indian education and the education of Native peoples in Alaska, Hawaii, the American Islands, and other Native American communities. Entries are categorized as: (1) international associations of indigenous peoples; (2) national associations, chapters, and regional offices; (3) U.S. Department of Interior, Bureau of Indian Affairs, including education line offices serving Indian schools, reservation schools, tribes, and national programs of the Office of Indian Education; (4) United States State Education Agencies, including Indian Education Technical Assistance Centers, administrative offices of various national Indian education programs. Designation Assistance Centers, Multifunctional Resource Centers, Regional Educational Laboratories, and Resource Centers for Drug-Free Schools; (5) other federal agencies, including regional Head Start offices and the Bureau of the Census; (6) congressional committees; (7) periodicals; (8) government and private agencies and organizations in the states and territories; and (9) postsecondary institutions and related organizations. Each entry includes the name and address of the organization or resource, contact person, and a brief description. Also included are indexes by organizational name and by state, territory, or nation. (LP)

ED 359 015 | RC 019 218

Rural Education Directory: Organizations and Resources.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

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

Pub Date—93

Report No.—ISBN-1-880785-08-0

Pub Date—93

Note—68p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($12).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC01 Plus Postage.

Program Description:

This directory lists over 250 organizations and resources related to rural education. Entries are categorized by the following sections: (1) national organizations (associations, networks, centers, and clearinghouses); (2) regional educational laboratories; (3) regional offices of the National Diffusion Network (a federally-funded dissemination system that helps public schools, colleges, and other educational institutions improve by sharing information about successful education programs, products, and policies); (4) federal government agencies and resources; (5) state education agencies and organizations with rural programs; (6) state data centers that provide information about small towns and rural areas; and (7) rural journals. Each entry includes the name and address of the resource or organization and, when appropriate, the name of a contact person and a brief description. Also included are indexes by organization name and by state or territory. (LP)

ED 360 116 | RC 019 207

Sosa, Alicia

Thorough and Fair: Creating Routes to Success for Mexican-American Students

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

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

Pub Date—93


Pub Date—93

Note—69p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($12).

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

EDRS Price—MF01/PC03 Plus Postage.

Program Description:

This directory lists over 400 organizations and resources related to American Indian education and the education of Native peoples in Alaska, Hawaii, the American Islands, and other Native American communities. Entries are categorized as: (1) international associations of indigenous peoples; (2) national associations, chapters, and regional offices; (3) U.S. Department of Interior, Bureau of Indian Affairs, including education line offices serving Indian schools, reservation schools, tribes, and national programs of the Office of Indian Education; (4) United States State Education Agencies, including Indian Education Technical Assistance Centers, administrative offices of various national Indian education programs. Designation Assistance Centers, Multifunctional Resource Centers, Regional Educational Laboratories, and Resource Centers for Drug-Free Schools; (5) other federal agencies, including regional Head Start offices and the Bureau of the Census; (6) congressional committees; (7) periodicals; (8) government and private agencies and organizations in the states and territories; and (9) postsecondary institutions and related organizations. Each entry includes the name and address of the organization or resource, contact person, and a brief description. Also included are indexes by organizational name and by state, territory, or nation. (LP)
Chapter III discusses the importance of training more Native teachers and the value of tribal colleges in this effort. Chapter IV describes ways that all teachers can become more responsive to Native students, parents, and communities through peer learning, peer mentoring, and peer coaching practices; and criteria for constructing a theory of Native education. An annotated bibliography includes 48 related items available through the ERIC system. Contains 72 references. (SV)

EPRS Price - MF01/PC01 Plus Postage

(Description) - Cooperative Learning, Elementary Secondary Education, Teacher Education, Teaching Methods

This digest presents a case for the development of a precise definition of environmental literacy (EL) as a prerequisite to setting standards for environmental education. The discussion includes the following: (1) establishment of the relationship between EL and environmental education; and goals for the formal education system; (2) the development of the meaning of EL; (3) contrast between EL and other applications of EL; (4) levels of EL; and (5) attributes of the environmentally literate. The report distinguishes between scientific literacy and EL as the former appearing to be built on a mechanistic paradigm and the latter built on an ecological paradigm. EL, drawn upon six major areas: sensitivity, knowledge, skills, attitudes and values, personal investment and responsibility, and active involvement. These are collected into four strands: knowledge, skills, affect, and behavior, that need to be addressed in education for EL. It is concluded that more work needs to be done to refine the components of environmental literacy and correlate these components with formal and nonformal education development levels. The education system should also be encouraged to adopt EL as part of its mission. (Contains 9 references.) (MCO)

ED 351 206

Haimlich, Joe E.

SE 053 426

OE 000 080

Contract-RIB80060206

Note—61p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Suite 310, 1200 Chambers Road, Columbus, OH 43212 (575.00). (S12.50).

EDRS Price - MF01/PC04 Plus Postage

(Description) - Environmental Education, Columbus, Ohio.

This book presents a comprehensive review of the research that has occurred in problem solving. The studies included in this summary range across the continuum. Some are case studies, others are surveys; some involve science problem process skills; most in one way or another involve classroom contexts. The summary is intended for use in the science classroom. Although the primary concern in this summary is with the middle grades, some studies that extend into the elementary grades and into the high school years have been retained. Major sections of this book include definitions of problem solving, the assessment of problem solving, problem solving strategies and behaviors, gender differences, cognitive style and problem solving, cognitive development and reasoning ability, instruction and problem solving, and science curricula. (Contains over 130 references.) (PR)

ED 355 151

Lederman, Norman G. And Others

SE 053 468


ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Association for Research in Science Teaching, Washington, DC.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 12th St. & 2nd Ave., Columbus, OH 43210-1015 (Stock No. 506-S, $11.50). (S12.50).

EDRS Price - MF01/PC01 Plus Postage

(Description) - Cooperative Learning, Elementary Secondary Education, Teacher Education, Teaching Methods

This bulletin focuses on cooperative learning with an emphasis on its uses in classrooms. A comprehensive review of the educational literature on cooperative learning is presented. Major sections of this document include the following: (1) why cooperative learning in science; (2) some characteristics of cooperative learning; (3) some varieties of cooperative learning; (4) research on cooperative learning; (5) cooperative learning in science classrooms; (6) some questions and controversies related to cooperative learning; (7) cooperative learning benefits revisited; and (8) staff development and cooperative learning. (PR)
This summary of research in science education continues a long tradition of review and analysis of research in science education by the ERIC Clearinghouse for Science, Mathematics, and Environmental Education. The summaries provide an overview of recent research, provide research information in a succinct form for practitioners and development personnel, stimulate ideas for future research, and track trends in science education research. The research selected was published in 14 refereed journals during 1991. (These journals were considered to be the primary journals for the dissemination of science education research.) Over 50 dissertations reported in 1991 are referenced but not summarized. The summary is divided into two broad categories: (1) research on teaching, and (2) research on learning. Categories 1 is subdivided into four areas: (1) curriculum and instruction (e.g., nature of science, teaching and writing, strategies and methods); (2) cognition and achievement (teachers' knowledge of students' knowledge and of content and pedagogy); (3) affect and characteristics (teachers' attitudes, beliefs, and characteristics); (4) science teacher education. Category 2 is subdivided into three areas: (1) curriculum and instructional processes (e.g., educational literacy, learning in small groups); (2) cognition and achievement (reasoning and problem solving, conceptions of science, cognitive and study style and strategies); (3) affect and characteristics (e.g., gender issues, science competitions, courses in preservice teacher education). (Contains over 150 journal references.) (PR/CW)

ED 359 044
Rommel, Kimberly S. Warren, Charles R.
Computer Networks for Science Teachers. ERIC CMSEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080. (First copy free, additional copies, $0.25 each.)
Pub Type—Guides—Classroom—Teacher (052)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage—Note—1p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50)
Pub Date—Jul 93
Contract—RI8806206
Note—7p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage—Note—5p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 93
Contract—RI8806206
Note—7p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage—Note—5p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage—Note—5p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage—Note—5p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Opinion Papers (120)
ED 359 047    SE 053 466
Schoen, Harold L.
Assessment Issues from a Mathematics Education Perspective. The Mathematics Outlook.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 93
Contract—RI88062006
Note—1p.
Available from—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-93-2
Pub Date—Mar 93
Contract—RI88062006
Note—1p.
Available from—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-93-2
Pub Date—Mar 93
Contract—RI88062006
Note—1p.
Published in—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 additional copy).

EDRS Price—MF01/PC01 Plus Postage.


ED 359 048    SE 053 467
Heary, David L.
Teaching Science through Inquiry. ERIC/CSCMEE Digest.
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-93-4
Pub Date—Mar 93
Contract—RI88062006
Note—1p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 additional copy).

EDRS Price—MF01/PC01 Plus Postage.


ED 359 049    SE 053 470
Mayer, Victor I.
Earth Systems Education: ERIC/CSCMEE Digest.
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-93-5
Pub Date—Jun 93
Contract—RI88062006
Note—1p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 additional copy).

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—Earth, ERIC Digests, *Program for Leadership in Earth Systems Education.

ED 359 051    SE 053 474
Triller, Carmie E.
Global Issues and Environmental Education.
ERIC/CSCMEE Digest.
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-93-5
Pub Date—Jun 93
Contract—RI88062006
Note—1p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 additional copy).

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—Environmental Issues, ERIC Digests, *Global Issues, perspectives in Education.

ED 359 052    SE 053 476
Herron, Barbara S., Hartog, Martin D.
Activities To Teach Mathematics in the Context of Environmental Education.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 93
Contract—RI88062006
Note—17p.
Available from—ERIC/CSCMEE, 1929 Kenny Road, Columbus, OH 43210-1015 ($17.50).

EDRS Price—Guides—Classroom—Teacher (052)—Information Analyses—ERIC Information Analysis Products (071).

ED 359 053    SE 053 498
Forschauer, Linda C.
Teaching Elementary Science With Toys. CESI Sourcebook VII.
Council for Elementary Science International; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 93
Contract—RI88062006
Note—15p.
Available from—ERIC/CSCMEE, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080.

EDRS Price—MF01/PC07 Plus Postage.


Identifiers—Balloons, Balls, Council for Elementary Education.
of curiosity, interest can be captured and thinking how and why toys do what they do. At the moment teachers and tips for inventing and designing toys.

Safety Note, Advance Preparation, Time, Procedure, 'sciencing' of the activity-children doing, recording and related professions. Since environmental science is an interdisciplinary arena, preparation for environmental occupations requires an understanding of biology, chemistry, and the physics of the environment; problem solving and mathematics skills; and preparation in a specific area. Contains 13 references. (MDH)

ED 359 065

EDRS Price - MF01/PC01 Plus Postage.

Note—3p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50).

ED 359 064
Heimlich, Joe E. Environmental Studies and Environmental Careers, ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Available from—Office of Educational Research and Improvement (ED), Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.

Note—3p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50).
As a crucial ingredient in the recipe for ongoing improvement of school science, this digest focuses on assessment in the service of instruction, for helping students, teachers, and parents monitor learning. According to M. Jorgensen, performance-based assessment requires that the student demonstrate, or perform the actual act, of interest. Other forms of alternative assessment include concept mapping, journal writing, scoring rubrics to monitor skill development, and portfolios documenting student accomplishments. A first step in considering assessment methods is to become familiar with the wide range of observations that are being endorsed by science teachers, scientists, and the National Research Council. Drawbacks of performance assessment noted in staff development resources are required, the assessments take more time than conventional methods, standardization is difficult, and the results may be more generalizable from one context to another. (Contains 9 resources and 19 references.) (FR)

ED 359 069
Bruns, Patricia A. Horng, Martin D.
Pub Date—Jul 93
Contrac—R188062006
Note—8p.
Public available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, Ohio 43210-1080 (first copy, free, additional copies, $.25).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

Assessment of student performance is emerging as a crucial ingredient in the recipe for ongoing improvement of school science. This digest focuses on assessment in the service of instruction, for helping students, teachers, and parents monitor learning. According to M. Jorgensen, performance-based assessment requires that the student demonstrate, or perform the actual act, of interest. Other forms of alternative assessment include concept mapping, journal writing, scoring rubrics to monitor skill development, and portfolios documenting student accomplishments. A first step in considering assessment methods is to become familiar with the wide range of observations that are being endorsed by science teachers, scientists, and the National Research Council. Drawbacks of performance assessment noted in staff development resources are required, the assessments take more time than conventional methods, standardization is difficult, and the results may be more generalizable from one context to another. (Contains 9 resources and 19 references.) (FR)

ED 359 074
Heimlich, Joe E. and Others
Two's Company or Art A Teaching Resource Packet on Water Education.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 93
Contrac—R188062006
Note—137p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, Ohio 43210-1080 (SE 90).
Pub Type—Guides—Classroom—Teacher (052)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC06 Plus Postage.
Identifiers—*Environmental Education Curriculum, Hands on Experience and an 86-selection compilation of 57 activities adapted from 2 different publications addresses 5 of the 18 needs and recommendations for water quality education presented to help art teachers use resources that can enhance art curricula by celebrating diversity and promoting social equity for all students. This bulletin is written in two parts. In part 1, ideas are used to help art teachers resources that reflect a multicultural point of view. In part 2, a bibliography of instructional resources is annotated to help teachers identify resources that present art curricula with a multicultural perspective. (Author)

ED 351 270
Wojcik, Robert B.
Leadership in Civic Education. ERIC Digest.
Pub Date—Sep 92
Contract—R188062009
Note—4p.
Public available from—ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Pub Type—Guides—Non-Classroom (055)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

Teaching art from a multicultural point of view can enhance art curricula by celebrating diversity and promoting social equity for all students. This digest discusses methods of improving nonformal education choices more accessible; and reprinting high-quality materials more available. The hands-on activities are organized within a logical framework in five sections. The sections address the topics of: (1) the science of water; (2) the hydrologic cycle; (3) water uses; (4) water conservation; and (5) water pollution. Within these topics address water properties; water movement, precipitation, transpiration, and evaporation; water needs; methods of composting; types of pollution; and necessary clean-up. The introduction includes a guide to using the book and the rationale for activity selection. (MDH)

ED 360 154
Heimlich, Joe E.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 93
Contrac—R188062006
Note—8p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, Ohio 43210-1080 (S 50).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors—*Definitions, Elementary Secondary Education, Instructional Objectives, *Student Leadership
Identifiers—ERIC Digests

In recent years, social studies educators have given increased attention to the place of leadership in civic education. In the United States. Insufficient attention, however, has been given to the place of leadership in civic education. Yet, youth leadership is big business in the United States. Each year, over half a million high school, college, and graduate level students participate in programs intended to encourage civic leadership and to develop leadership skills. This digest presents four questions concerning leadership: How is leadership related to citizenship? What are the essential elements of leadership? What are the commonalities of leadership? What is the role of schools in leadership development? A list of references and ERIC resources is included. (Author/DBR)
ED 351 278
Russer, C. Frederick
Trends in Elementary Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Special Education Research and Improvement (ED), Washington, DC.
Pub Date—Oct 92
Note—4p.
Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content), Curriculum Development, Educational Change, *Elementary Secondary Education, Ethical Instruction, Geography Instruction, History Instruction, Literature, Multicultural Education, Religion Studies, *Social Studies, Teaching Methods, Western Civilization, Writing Instruction
Identification—ERIC Digest.

Drawing on contemporary research literature, recently developed curriculum guides, and blue-ribbon reports, this digest reviews 10 contemporary trends in K-12 social studies in the United States. Trends are as follows: (1) History, history, and more history; (2) More geography, too; (3) Using literature to teach social studies; (4) Focus on the multicultural nature of American society; (5) Renewed attention to the role of religion; (6) Renewed attention to ethics and values; (7) Increased attention to the role of religion; (8) Attention to contemporary and controversial issues; (9) Covering issues in depth; and (10) Writing, writing, and more writing.

ED 354 204
Part, Lynne
The Constitution and Individual Rights in Japan: Lessons for Middle and High School Students. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Note—12p.
Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Identification—Japan, *Japanese Culture
The four teaching units of this publication focus on Japanese constitutional history, while providing opportunities for comparison with the constitutional experience of the United States. The four units have a comprehensive course of study that emphasizes understanding of the historical and cultural context of contemporary situations and issues designed to complement and build upon the preceding units, each activity and unit is self-contained and may be used alone as well as in combination with other resources. The first of the four units is entitled Social and Political Traditions in Japan. It contains three activities: (1) Comparing constitutional rights in Japan and the United States, (2) The tug of war between law and custom: the Fukuoka patricide case, and (3) A half-step behind: the evolution of women's rights in Japan. A 16-item bibliography of teacher background material and additional readings is included.

ED 354 208
Clark, Ginger Meher, Kerina
Contemporary Materials for Teaching New Aspects of Art Education. A Resources Review
Adjunct ERIC Clearinghouse for Art Education, Regional Office IV, Bloomington, IN.; Getty Center for Education in the Arts, Los Angeles, CA
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 92
Note—11p.
Type—Publications Manager, Social Studies Development Center, Indiana University, Bloomington, IN.
EDRS Price — MF01/PC05 Plus Postage.
Identification—New Aspects of Art Education
This document is a annotated bibliography of currently available instructional materials and resources for use in art education. As teachers strive to implement new emphases on student and learning experiences related to newer aspects of art education such as aesthetics, art criticism, and art history, as well as new methods of exposure, they are asking many questions concerning what kinds of instructional resources they can use to enrich existing creative arts or art production curricula. This document has been designed to help students, teachers, and others concerned with art education at all levels select and use the materials advocated by proponents of newer forms of art education, including discipline-based art education. Approximately half of the document consists of art-related citations from ERIC/DEAS databases, and the remainder is made up of current documents, journal articles, and units and lessons in journals. Information in the report includes information about the author, publisher, and student kits; art reproductions; audio-visual materials; games; posters; and time lines. Information for each cited document includes the title, address of producer, publication date, appropriate grade level, format (e.g., slides, card set, etc.), an abstract describing the content and sources. The report presents an introduction to ERIC, an explanation of the data available from ERIC, and information about ordering ERIC documents.

ED 360 219
Nickell, Pat
Alternative Assessment: Implications for Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Special Education Research and Improvement (ED), Washington, DC.
Pub Date—Nov 92
Note—4p.
Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price — MF01/PC01 Plus Postage.
Alternative forms of evaluating student progress are gaining recognition and testing or assessment in U.S. schools. From the teacher-made to the standardized test, the familiar over-emphasis on testing items is giving way to expanded generative formats in which students are called upon to demonstrate mastery through applications in which they use complex processes and webs of knowledge and skill. This Digest discusses three implications that changing assessment types will have for the social studies. First, to enable students to succeed on alternative assessments, it is imperative that the traditional social studies curriculum, which are rigid and recognized to insture mastery of knowledge, cognitive processes, and behaviors that characterize civic competence. Second, social studies instruction must provide students with real experiences as active and producing members of the community, structured to develop skill at thinking in terms of social criticism, as citizens. Third, assessment should no longer be viewed as separate from instruction. Students should have a clear understanding of expected outcomes of instruction and how evaluation will occur. A list of 12 references is included.
dergarten through the twelfth grade. This Digest presents a national scan of educational standards, curricula, and teacher education programs. It suggests that the concept of educational standards is not new, but has been influenced by the need for accountability, the demands of the marketplace, and the desire for a more rigorous education.

The Digest presents a rationale for the connection between geographic and history, and it presents a rationale for the connection between geographic and history.

In summary, this Digest provides a comprehensive overview of the standards and teacher education programs in the United States, and it identifies areas for improvement and research.
EDRS Price - MF01/PC01 Plus Postage.

Available from—ERIC Clearinghouse on Teacher Education, 800 N. Quarton Rd., Suite 610, Detroit, MI 48203-1186 ($20 plus $2.50 postage and handling).


ERIC are listed. (Contains 12 references.) (ILL)

ED 351 336

Burst-Snowden, Joan

National Board for Professional Teaching Standards—Update. 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-92-4

Pub Date—Nov 92

Contract—RI88062015

Note—248p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 810, Washington, DC 20036-1186 ($20. $2.50 postage and handling).

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

Descriptors—Child Health, *Childhood Attitudes.

EDRS Price - MF01/PC01 Plus Postage.


Section 2, "Fitness Education and Programming," presents the following chapters: (4) "Trainability of
The third section contains a discussion of cross-cutting issues implicated in these models, focusing on normative and conceptual concerns in and the political dimension of these models in standard setting. Section 4 presents a set of strategic approaches and scenarios through which various standard setting initiatives could be joined, thereby providing the firm, consistent guidance sought by policymakers. Section 5 offers some concluding observations that step outside the pragmatic frame to raise alternative perspectives on standard setting. An appendix provides Comer's nine component guiding principles of the coalition of essential schools. (Approximately 125 references.) (LL)

ED 358 069

Fowell, Elizabeth

Making the Grade: Teacher Education's Role in Achieving the National Education Goals. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

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

Report No.—EDO-SP-92-9

Pub Date—Aug 92

Contract—RI88062015

Note—4p.

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

EDRS Price—MF01/PC03 Plus Postage.


The 1989 Charlottesville Education Summit of the American Association of Colleges for Teacher Education endorsed the six goals of the National Education Goals which describe six priorities (readiness for school; high school completion; student achievement; world leadership in science and math; adult literacy; and safe, disciplined, and drug free schools) for public schools to achieve by the year 2000. As originally written, the goals did not include a distinct role for higher education nor did they acknowledge the importance of teachers to their success. Policy makers have begun to address the omission and have proposed an additional goal that calls for teachers to have access to programs for the continued improvement of professional skills. This digest highlights initiatives taken by the teacher education community in support of achieving the goals. For example, the American Association of Colleges for Teacher Education recast the original six goals into programs that can help prospective educators develop the skills needed to become involved in the state assessment. to administer the essays, and to train teachers to score items. (SD)

ED 354 245

TM 019 445

Fowler, Ted

Authentic Mathematics Assessment: ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

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

Report No.—EDO-TM-90-6

Pub Date—Dec 90

Contract—RI88062003

Note—4p.

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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, *Person Fit Measures

Over the last 15 years or so, research into measurement error has begun to consider not just whether the test items fit, but whether the people who answer the items fit. Attempts to systematize and identify people who do not fit the typical pattern have led to several "person-fit statistics." This digest describes the need for such statistics, summarizes research on these areas in need of further research. Research has identified patterns of aberrant responses that relate to personality traits or response styles, differences in instruction, and test bias. For the most part, however, person-fit statistics have not yet been applied to larger settings. Although the need has been documented, the area has been largely one of potential, rather than actual, use. While some research has addressed theoretical aspects and empirical concerns about the application of person-fit statistics, two main questions remain: (1) whether or not they are statistically sound; and (2) whether or not they will help in practical situations. Person-fit statistics, as a logical extension of popular measurement models, are well grounded in statistical theory, but are not equally grounded with theories of learning and cognition. Research to date, however, has demonstrated that people with strange response patterns are indeed detected with few, if any, false identifications. Proposals are made to provide a justification for research and testing.

ED 355 250

TM 019 591

Rudner, Lawrence Farris, Michael P.

A Precedent for Test Validation. ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

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

Report No.—EDO-TM-92-6

Pub Date—Aug 92

Contract—RI88062003

Note—4p.

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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—*Education Entrance Examination SC, *ERIC Digests, *South Carolina, *Validation Verification

In December 1991, the South Carolina Supreme Court ordered the State Board of Education to stop using the Education Entrance Examination (EEE) for licensing parents who want to teach their children at home. In ruling that the test's validation procedures did not provide for reliability or fairness, the Court established a significant precedent for test validation. The South Carolina Education, which is required by law to evaluate the suitability of the EEE (a test designed as an admissions test for teacher education), contracted a traditional con-
whether each item was a necessary prerequisite for whom were home schoolers and 16 of whom were tent-based validation study. A panel of judges, 17 of those needed for admission to a teacher education

tions expected of them. The Court did not accept

Spons AgencyOffice of Educational Research

Evaluation, Washington, DC.

ContractRI88062003

Report No.ED0-TM-92-10

Pub Date—Dec 92

Contrat—RIB0602003

Note—4p.

Available from—American Institutes for Research,

3333 K Street, N.W., Suite 300, Washington, DC

20007 (free).

Pub Type—Information Analyses -ERIC Information

Analysis Products

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Admission, *College Entrance

Examinations, *Comparative Analysis, Cross

Cultural Studies, Educational Assessment, Elementary

Secondary Education, *Foreign Countries, *Global

School Relationship, Higher Education, Multiple Choice

Tests, *National Competency Tests, National,

 deceased, Examining tests in other countries can

help formulate ideas and issues in establishing a na-

tional assessment system in the United States.

This overview indicates that the following four issues must be considered in evaluating national testing programs: (1) examination uniformity; (2) number of test questions and test formats; (3) reporting methods and formats; (3) test security; and (4) reporting methods and formats. (SLD)

ED 355 253

TM 019 594

Badger, Elizabeth Thomas; Brenda

Open-ended Questions in Reading, ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and

Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and

Improvement (ED), Washington, DC.

Report No.—ED0-TM-92-9

Pub Date—Dec 92

Contract—RIB0602003

Note—4p.

Available from—American Institutes for Research,

3333 K Street, N.W., Suite 300, Washington, DC

20007 (free).

Pub Type—Information Analyses -ERIC Information

Analysis Products

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Educational

Research, Elementary Secondary Education, *Knowl-


Identifiers—ERIC Digests, *Open ended Questions, *Text Processing (Reading)

In this digest a rationale is given for using open-ended questions in the assessment of student achievement, the use of open-ended questions in reading is discussed, and some implications for the classroom are outlined. Research has helped shift the focus to understanding the knowledge and skills a person must have in order to use and interpret knowledge critically and thoughtfully. If subject knowledge itself is the criterion for achievement, simple judgments of correct and incorrect are not enough to assess achievement. A more open-ended approach to testing is required. Research into reading has suggested that different kinds of reading ability are involved. Test performance on test is at students' attitudes shift while trying to understand a text, in evaluating students, it is no longer enough to look for evidence that the student has the knowledge or skill required to perform the particular task. The quality of the argument or justification becomes more important than the correctness of the conclusion that open-ended questions can provide justifies their use, in spite of the time and effort that are required in scoring them. Several general guidelines for developing open-ended questions: (1) stress communication; (2) have students apply their knowledge in practical contexts; and (3) evaluate frequently. (SLD)

ED 355 254

TM 019 595

Rudner, Lawrence M.

Reducing Errors Due to the Use of Judges. ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and

Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and

Improvement (ED), Washington, DC.

Report No.—ED0-TM-92-10

Pub Date—Dec 92

Contract—RIB0602003

Note—4p.

Available from—American Institutes for Research,

3333 K Street, N.W., Suite 300, Washington, DC

20007 (free).

Publication Analyses -ERIC Information

Analysis Products

EDRS Price - MF01/PC01 Plus Postage.


Several common sources of error in assessment that depend on the use of judges are identified, and ways to reduce the impact of rating errors are discussed. Numerous Threats to the validity of scores based on ratings exist. These threats include: (1) halo effect; (2) retrospective judgments; (3) leniency/slander tendency, and (4) scale shrinking. An established body of literature shows that training improves inter-rater reliability. To be successful, rater training should familiarize judges with the measures they will use, ensure that they understand the sequence of operations they must perform, and explain how any normative data should be interpreted. The choice of judges may have a significant impact. Considering demographic variables, choosing representatives from expert and interest groups, and forming smaller working groups can make the choice of judges more effective. Several statistical approaches may be followed to adjust potentially biased ratings given by different sets of judges. Three approaches discussed in the literature are: (1) ordinary least squares regression; (2) weighted least squares regression; and (3) imputation of missing data. The imputation approach is most appropriate when variations are expected in the time of a given measurement. The weighted regression approach is most appropriate when variations are expected in the time of a given measurement. (SLD)

ED 356 252

TM 019 589

Geisinger, Kurt F. Carlson, Janet F.

Assessing Language-Minority Students. ERIC Digest.

ERIC Clearinghouse on Tests, Measurement, and

Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and

Improvement (ED), Washington, DC.

Report No.—ED0-TM-92-4

Pub Date—Jul 92

Contract—RIB0602003

Note—4p.

Available from—American Institutes for Research,

3333 K Street, N.W., Suite 300, Washington, DC

20007 (free).

Pub Type—Information Analyses -ERIC Information

Analysis Products

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Cultural

Awareness, *Cultural Differences, *Educational


nority Groups, Non English Speaking, Special

Education, Test Reliability, Test Validity

Identifiers—Diversity (Student), ERIC Digests, Language Minorities

and the 20 percent of U.S. school children speak a foreign language at home, and the number is increasing rapidly. However, all limited-English proficiency (LEP) students and their differences must be understood in assessing their performance. It is vital to consider how the profile of cultural background influences the student's approach to test taking. In evaluating tests for LEP students, the same criteria of reliabili-
ity, validity, test development, and norming can be applied. Test forms must be considered for adequate numbers of LEP students. Only limited evidence presently addresses the validity of tests with limited English proficiency students. With tests in English, it is necessary to administer and interpret language proficiency tests, perhaps along with test norms that are both representative of the students' native languages. Testing procedures must be sensitive to the needs of LEP students and those from cultural minorities. New testing methodologies are needed to augment the way toward sound testing practices for LEP students. In 1985, new standards for testing were published by the National Association for the Education of the Handicapped, which for the first time addressed the testing of language minorities. By adhering to sound and professionally accepted methodology, the progress in testing LEP students will continue. (SLD)

ED 349 315  TM 019 340
Afflerbach, Peter, Ed.
Issues in Statewide Reading Assessment.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED 056 949
Note—26p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Box 40, Columbia University, New York, NY 10027; (free).

ED 350 380  UD 028 909
Inger, Marion
Increasing the School Involvement of Hispanic Parents. ERIC/CUE Digest Number 80.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-92-5; ISSN 0889-8049
Pub Date—Aug 92
Contract—R188062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027; (free).

EDRS Price - MF01/PC01 Plus Postage.
A review was undertaken of strategies for increasing Hispanic American parental involvement in their children's education. A strong extended family support for child rearing in the Hispanic American community, parent participation in their children's education is quite low. Studies show that many Hispanic Americans regard the educational institution as one in which they can have no influence. School personnel have interpreted a general reserve on the part of Hispanic American parents to mean a lack of interest in education. Other research indicates that the extended Hispanic American family is a possibly important resource for schools seeking the support of their parent community. Examples of school efforts to remove barriers to Hispanic American family participation have included parent training sessions, adult literacy programs, and several programs supported by private Hispanic American organizations. Extensive recommendations culled from the efforts of educators and community groups include extra participation, extra manpower for outreach efforts, gradually increasing parental involvement for parents, and extra parental efforts to involve parents, home visits, first meeting at a site away from school, and agenda that are developed from the parents' concerns as well as the school's concerns. Included are a list of five resource agencies and six references. (JL)

ED 351 425  UD 028 956
Lewis, Anna
Urban Youth in Community Service: Becoming Part of the Solution. ERIC/CUE Digest, Number 81.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-92-4; ISSN 0889-8049
Pub Date—Aug 92
Contract—R188062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027; (free).

EDRS Price - MF01/PC01 Plus Postage.
This monograph provides a comprehensive service broady and provides examples of the range of programs available for urban youth. A review of statistics on urban youth nationally notes that most young people are not involved in community service, African American students perform more community service annually than any other racial group, urban schools do not push community service, and many agencies look to community service to engage low-income urban youth in positive action. Special issues for urban programs are covered, including the value of community service for overcoming the alienation and hostility of many youth toward their community, the focus of youth corps for minority youth directed toward job preparation, and problems of maintaining diversity in programs. Also noted are the benefits of urban service for youth in the form of increased, academic achievement, competence, self-confidence, and self-esteem. Several programs are briefly profiled on in-school programs, out-of-school programs, and the growth of urban youth corps. Also addressed are various federal legislative initiatives which are funding these programs. (Includes 12 references.) (JB)

ED 352 436  UD 029 011
Hahn, Andrew
Managing Youth Development Programs for At-Risk Youth: Lessons from Research and Practice. Experience. Urban Diversity Series No. 103.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Pub Date—Nov 92
Contract—R188062013
Note—59p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027; (free).

EDRS Price - MF01/PC03 Plus Postage.
How youth programs for at-risk youth programs that try to prepare young people for work and higher education are organized and implemented in the field is reviewed. In many cases, these programs are focused on youth programs that are considered to be the focus of attention of research community. The focus here is on "second-chance"
integrating Academic and Vocational Education: An Equitable Way To Prepare Middle Level Students for the Future.ERIC/CUE Digest, Number 83.

ERIC Clearhouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED48-01-25; ISSN-0889-8049
Pub Date—Nov 92
Contract—R188062013
Note—46p.

Available from—ERIC Clearhouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (free).

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

EDRS Price—MF01/PCO2 Plus Postage.


This digest describes the economic conditions of today's diverse urban public school students and the way that poverty differentially affects various ethnic and social status groups. A second section analyzes key educational policies affecting urban students: school choice, desegregation, magnet schools, and school finance. A third section reviews a variety of special programs for students disadvantaged by poverty, minority status, and/or disability. A fourth section reviews a group of linked practices that are in the midst of turmoil and change because they all seek to handle the growing diversity among students in a new way. This section covers testing and tracking, instructional practices for heterogeneous groups of students, and three popular models for school restructuring: Accelerated Schools, the School Development Program, and Success for All. A final section looks at the role of parents in educational reform. An author biography is included. (Contains 187 references.) (JB)

ED 355 312

UD 029 079

Burnett, Gary

Career Academies: Educating Urban Students for Career Success.ERIC/CUE Digest, Number 84.

ERIC Clearhouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED40-UD-92-7; ISSN-0889-8049
Pub Date—Dec 92
Contract—R188062013
Note—46p.

Available from—ERIC Clearhouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (free).

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

EDRS Price—MF01/PCO2 Plus Postage.


Identifiers—*Career Academies, **ERIC Digests- *PEN5000 Academies Program, Philadelphia School District PA.

This digest reviews the school restructuring tool of career academies serving the non-college bound student. The career academy movement began with the Philadelphia Electric in Philadelphia, Pennsylvania. The model was exported to California and from there the movement has spread nationally. Most career academies are school-within-a-school format, voluntary student participation and formation of both general and specific curricula, scheduling that keeps students together throughout the day and throughout the 3- or 4-year program, rigorous academic standards, high levels of involvement by local businesses, and outside funding from business and government sources. One of the strongest features of the academy model is its curricular and pedagogical coordination that integrates academic and vocational courses and allows collaboration between teachers. Most career academies are in urban districts and have served the disadvantaged population that is at risk of dropping out. The voluntary nature of the academies extends to faculty and staff. From the beginning, academies have benefited from a high level of business involvement. Career academies require a significant investment of financial resources and the long-term benefits appear to outweigh the investments required. (Contains six references.) (JB)

ED 355 313

UD 029 080

Acheson, Carol


ERIC Clearhouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—TI-19
Pub Date—Feb 93
Contract—R188062013
Note—44p.

Available from—ERIC Clearhouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.

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

EDRS Price—MF01/PCO2 Plus Postage.


This paper reviews 1993 trends and issues in urban education in five sections. Following an introduction, the first section describes the economic conditions of today's diverse urban public school students and the way that poverty differentially affects various ethnic and social status groups. A second section analyzes key educational policies affecting urban students: school choice, desegregation, magnet schools, and school finance. A third section reviews a variety of special programs for students disadvantaged by poverty, minority status, and/or disability. A fourth section reviews a group of linked practices that are in the midst of turmoil and change because they all seek to handle the growing diversity among students in a new way. This section covers testing and tracking, instructional practices for heterogeneous groups of students and three popular models for school restructuring: Accelerated Schools, the School Development Program, and Success for All. A final section looks at the role of parents in educational reform. An author biography is included. (Contains 187 references.) (JB)

ED 355 312

UD 029 079

Burnett, Gary

Career Academies: Educating Urban Students for Career Success.ERIC/CUE Digest, Number 84.

ERIC Clearhouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED40-UD-92-7; ISSN-0889-8049
Pub Date—Dec 92
Contract—R188062013
Note—46p.

Available from—ERIC Clearhouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (free).

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

EDRS Price—MF01/PCO2 Plus Postage.


Identifiers—*Career Academies, **ERIC Digests- *PEN5000 Academies Program, Philadelphia School District PA.

This digest reviews the school restructuring tool of career academies serving the non-college bound student. The career academy movement began with the Philadelphia Electric in Philadelphia, Pennsylvania. The model was exported to California and from there the movement has spread nationally. Most career academies are school-within-a-school format, voluntary student participation and formation of both general and specific curricula, scheduling that keeps students together throughout the day and throughout the 3- or 4-year program, rigorous academic standards, high levels of involvement by local businesses, and outside funding from business and government sources. One of the strongest features of the academy model is its curricular and pedagogical coordination that integrates academic and vocational courses and allows collaboration between teachers. Most career academies are in urban districts and have served the disadvantaged population that is at risk of dropping out. The voluntary nature of the academies extends to faculty and staff. From the beginning, academies have benefited from a high level of business involvement. Career academies require a significant investment of financial resources and the long-term benefits appear to outweigh the investments required. (Contains six references.) (JB)
ED 356 310  UD 029 179
Sutman, Francis X. Guzman, Ana
Teaching and Learning Science with Understanding to Limited English Proficient Students: Excellence through Reform.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Pub Date--Dec 92
Contract--R188062013
Note--5p.
Credit Available from--ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

EDRS Price - MF01/PC01 Plus Postage.
Identifiers--African Americans, ERIC Digests, Language Minorities

This ERIC Digest reviews research data on young urban, low income, and often minority parents and their involvement in schooling for themselves and their children. A look at the demographics of this subgroup shows that families headed by single teenage mothers comprise the fastest growing category of family groups, particularly among African Americans. The sequences of early childhood often include not finishing school, reliance on welfare services, and decreased school readiness for their children. Some research on repeating patterns of low education achievement and early pregnancy suggests that school cultures may be a barrier to breaking the cycle. A review of traditional programs to enhance parent participation looks at five typical programs of parent involvement in schools, in terms of making them effective. Research on early intervention shows that parents' involvement tends to be greater in the early years of their children's lives and that programs like Head Start are becoming more family centered and are addressing family literacy and other goals. Innovative strategies center on schools' roles in degrading urban communities to create "social capital in the community." Several such programs are described. Programs for multilingual families are also noted. Twenty-two references are included. (JN)

ED 356 291  UD 029 108
Jani, Francis A. J.
Meeting the Needs with Community Programs.
ERIC Digest, Number 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-92-9; ISSN-0889-8049
Pub Date--Dec 92
Contract--R188062013
Note--3p.; Digest is based on "Joining Youth Needs and Program Services" (ED 355 306).
Available from--ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

EDRS Price - MF01/PC01 Plus Postage.
Identifiers--ERIC Digests, Multicultural Approach

Rather than viewing youth as an isolated and alienated subgroup, it is now common to view the needs of youth as largely determined by where and how they live, and to recognize that they differ from one another in their roles and responsibilities. An author's model is based on healing conflicts and creating an expanded social network to provide social support to community youth. Morality, compensatory, medical, and enlightenment models of helping can all be used to given circuitous situations. An ecological approach to youth services can lead to the more effective use of the individual and network resources already in the community. (SLD)
have been supplemented by state Foundation School Program funds. In fact, wealthy districts have been able to raise more money and to avoid caps on their spending. In 1987, the District Court in "Edgewood" that the Texas system was unconstitutional in that it denied children in poor districts the equal protection of the laws and failed to provide an efficient educational system. This decision was overturned in the Texas Appeals Court, a decision subsequently reversed by the Texas Supreme Court, which held in "Edgewood" that the Texas system was unconstitutional. Since 1990 both the legislature and the plaintiffs have proposed new funding plans. The discussion surrounding these proposals is reviewed, with attention to issues of equity and school consolidation. The state school finance law is being rewritten in 1993, with attention to economic concerns added to those already identified for educational equity. (SLD)

ED 357 131  
Burnett, Gary  
The Assessment and Placement of Language Minority Students. ERIC Clearinghouse on Urban Education, New York, N.Y.  
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC  
Report No.—EDO-UD-93-3; ISSN-0889-8049  
Pub Date—Apr 93  
Contract—RI88062013  
Note—4p.  
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).  
Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.  
Identifiers—ERIC Digests, Home Language Survey, *Language Minorities  
The assessment and placement of language minority students remain among the most serious problems facing schools today. As of 1980, 14 percent of the school-aged population in the United States comes from language minority backgrounds. Significant numbers of these students are not being properly identified by schools. Assessment procedures in a school often reflect local politics as well as student needs, and thus, no single universally accepted model has been developed for any aspect of the language assessment process. Still, all districts must determine which students need and do not need language assessment. In most cases information from teachers and the Home Language Survey acts as screening mechanisms for schools to determine if further evaluation is necessary. Various achievement and language proficiency tests have been developed to determine student eligibility for language or other services. Although tests should measure all aspects of language skill, many are biased toward skills. Improvements in assessment could take the form of "Student Centers" designed to ensure the equitable treatment of incoming language minority students; multiple assessment methods with teacher involvement in the evaluation; and parent participation in the process. Offers 13 references. (JB)

ED 358 198  
Yates, Larry  
Building a Successful Parent Center in an Urban School. ERIC/CUE Digest, Number 90.  
ERIC Clearinghouse on Urban Education, New York, N.Y.  
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC  
Report No.—EDO-UD-93-4; ISSN-0889-8049  
Pub Date—May 93  
Contract—RI88062013  
Note—3p.  
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).  
Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.  
The principles and practices of successful parent centers in urban schools are presented so that parents and staff can use them when developing a center. The successful center begins with adoption of a model or philosophy to guide parents and staff. An interactive learning model is suggested as the most workable one, and its principles are summarized as follows: (1) parents have their own place, planning and staffing their own center; (2) everyone learns from everyone else, with children the main attraction of the center; (3) the parent center is essential to the school's operation, taking over the school's business with parents; and (4) the center is accessible and hospitable. A parent center should be a place where parents feel at home and enjoy themselves even as they learn. Activities should combine business and fun. (SLD)

ED 358 199  
Ascher, Carol  
The Changing Face of Racial Isolation and Desegregation in Urban Schools. ERIC/CUE Digest, Number 91.  
ERIC Clearinghouse on Urban Education, New York, N.Y.  
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC  
Report No.—EDO-UD-93-5; ISSN-0889-8049  
Pub Date—May 93  
Contract—RI88062013  
Note—3p.  
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).  
Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.  
Identifiers—Brown v Board of Education, Diversity (Students), ERIC Digests  
This digest focuses on several issues in school desegregation that stem from recent changes in demography, policy, and research. Change in student diversity, the first consideration, is even more marked in cities than in the country as a whole, with only 9 of 47 urban cities in the Great City Schools network having a majority white enrollment. There have been changes in national desegregation policies as well as voluntary desegregation through school choice. The recent influx in immigrant children has brought into new focus the potential conflict between school desegregation and bilingual education as children whose native language is not English have needed to be grouped together for instruction, or integrated into mainstream classes without native language instruction. As the 1954 suit, Brown v Topeka Board of Education claimed, racial balance does appear to affect achievement. The systemic inequities of segregated schools are a reason why resources and school effectiveness issues have joined racial balance as aspects of desegregation policies. (SLD)
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Effective Practices for Preparing Young Children with Disabilities for School. ERIC Digest # E519.

ED 358 675 (EC)

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ED 351 835 (EC)

Including Students with Disabilities in General Education Classrooms. ERIC Digest # E521.

ED 358 677 (EC)

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The Individuals with Disabilities Education Act (IDEA). Legal Foundations, Number 2.

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The Assessment and Placement of Language Minority Students. ERIC/CUE Digest, Number 89.

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Managing Youth Development Programs for at-Risk Youth: Lessons from Research and Practical Experience. Urban Diversity Series No. 103.

ED 352 436 (UD)

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School Discipline. ERIC Digest, Number 78.

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ED 358 864 (IR)

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Career Academies: Educating Urban Students for Career Success. ERIC/CUE Digest, Number 84.

ED 355 311 (UD)

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Creating Distinctiveness: Lessons from Uncommon Colleges and Universities. ERIC Digest. ED 356 753 (HE)
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Staff Development for ABE and ESL Teachers and Volunteers. ERIC Digest. ED 353 862 (FL)
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National Council of Teachers of English, Urbana, Ill.
Teaching Values in the Literature Classroom: A Debate in Print. A Public School View. A Catholic School View. ED 351 704 (CS)

Native Education Initiative of the Regional Educational Labs. Native Education Directory: Organizations and Resources for Educators of Native Peoples of the United States and Territories. ED 359 014 (RC)

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Academic Advising: Organizing and Delivering Services for Student Success. New Directions for Community Colleges, Number 82, Summer 1993. ED 357 811 (UC)

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ED 360 037 (JC)

Adult Civic Education. ERIC Digest No. 129.

ED 350 489 (CE)


ED 354 391 (CE)

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The Assessment and Placement of Language Minority Students. ERIC/CUE Digest, Number 89.

ED 357 131 (UD)

Assessment Issues from a Mathematics Education Perspective. The Mathematics Outlook. ERIC/CSMEE Digest.

ED 359 047 (SE)

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ED 354 245 (TM)

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Becoming a Teacher: A Practical and Political School Survival Guide. ED 358 501 (CS)

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ED 355 311 (UD)

Career Development through Self-Renewal. ERIC Digest.

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Collaboration: The Prerequisite for School Readiness and Success. ERIC Digest.

ED 356 906 (PS)

Communicative Language Teaching: An Introduction and Sample Activities. ERIC Digest.

ED 357 642 (FL)

Comprehensive School Health Education. ERIC Digest.

ED 351 335 (SP)


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The Computer-Networked Writing Lab: One Instructor's View. ERIC Digest.

ED 352 604 (CS)

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ED 354 204 (SO)

Consumer Competency: A National Status Report. ERIC Digest No. 1.

ED 351 612 (CE)


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ED 354 208 (SO)


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Coping with Life Transitions. ERIC Digest.

ED 350 527 (CG)

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Creating Distinctiveness: Lessons from Uncommon Colleges and Universities. ERIC Digest.

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ED 358 812 (HE)


ED 355 312 (UD)

Curriculum Development in the Language Arts. Focused Access to Selected Topics (FAST) Bib No. 65.

ED 356 461 (CS)

Death in Literature for Children and Young Adults. Focused Access to Selected Topics (FAST) Bib No. 62.

ED 356 485 (CS)

Describing the Non-Liberal Arts Community College Curriculum. ERIC Digest.

ED 358 894 (JC)

Deteriorating School Facilities and Student Learning. ERIC Digest, Number 82.

ED 356 564 (EA)

Developing Learner Outcomes for Gifted Students. ERIC Digest #514.

ED 352 775 (EC)

Developing Native Language Literacy in Language Minority Adults. ERIC Digest.

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ED 354 789 (FL)

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ED 354 958 (IC)

Dispositions: Definitions and Implications for Early Childhood Practitioners. Perspectives from ERIC/ECEC: A Monograph Series, No. 4.

ED 360 104 (PS)

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ED 353 836 (FL)

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Education for Homeless Adults. ERIC Digest.
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ED 358 376 (CE)

The Effects of Homogeneous Groupings in Mathematics. ERIC/CSMEE Digest.
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Efficiency, Equity, and Local Control-School Finance in Texas. ERIC/CUE Digest, Number 88.
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Empowering Young Black Males. ED 354 468 (CG)

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ED 359 064 (SE)

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ED 350 884 (FL)

ESL Population and Program Patterns in Community Colleges. ERIC Digest.
ED 359 067 (SE)

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ED 351 079 (JC)

ED 354 058 (JC)

Five Perspectives on Quality in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 1.
ED 360 101 (PS)

Focal Points: Qualitative Inquiries into Teaching and Teacher Education. Teacher Education Monographs No. 12.
ED 350 304 (SP)

Focus on Chapter 1. Focused Access to Selected Topics (FAST) Bib No. 64.
ED 356 460 (CS)

Foreign Language Requirements and Students with Learning Disabilities. ERIC Digest.
ED 355 834 (FL)

Gender Equity in Vocational Education. Trends and Issues Alerta.
ED 359 376 (CE)

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ED 356 486 (CS)

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ED 360 220 (SO)

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ED 359 051 (SE)

Guidelines for Computer-Assisted Reading Instruction. ERIC Digest.
ED 352 630 (CS)

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ED 356 102 (PS)

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ED 357 907 (RC)

Healthy from the Start: New Perspectives on Childhood Fitness. Teacher Education Monograph, No. 15.
ED 352 357 (SP)

Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator’s Guide.
ED 348 625 (CG)

Helping Young Urban Parents Educate Themselves and Their Children. ERIC/CUE Digest, Number 85.
ED 355 314 (UD)

Higher Order Thinking Skills in Vocational Education. ERIC Digest No. 127.
ED 350 487 (CE)

Hispanics in Higher Education: Trends in Participation. ERIC Digest.
ED 357 911 (RC)

Homeless Children: Meeting the Educational Challenges. ERIC Digest.
ED 356 099 (PS)

How Parents Can Support Gifted Children. ERIC Digest #E515.
ED 352 776 (EC)

How To Find Answers to Your Special Education Questions.
ED 351 835 (EC)

Identifying and Serving Recent Immigrant Children Who Are Gifted. ERIC Digest #E320.
ED 359 676 (EC)

Implementing an Anti-Bias Curriculum in Early Childhood Classrooms. ERIC Digest.
ED 351 146 (PS)

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ED 358 907 (JC)

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ED 358 677 (EC)

Including Students with Disabilities: Minibibliography. ERIC Minibibliography #E521.1.
ED 358 678 (EC)

Increasing the School Involvement of Hispanic Parents. ERIC/CUE Digest Number 80.
ED 356 380 (UD)

Information Literacy for Lifelong Learning. ERIC Digest.
ED 358 748 (FL)

Innovative Programs and Promising Practices in Adult ESL Literacy. ERIC Digest.
ED 358 870 (IR)

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Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education. ERIC Digest.
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ED 351 007 (IR)

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ED 351 095 (PS)

Integrated Services: A Summary for Rural Educators. ERIC Digest.
ED 357 906 (RC)

Integrated Services: New Roles for Schools, New Challenges for Teacher Educators. ERIC Digest.
ED 355 197 (SP)

Integrating Academic and Vocational Education: An Equitable Way To Prepare Middle Level Students for the Future. ERIC/CUE Digest, Number 23.
ED 354 283 (UD)

Integrating Reading and Writing into Adult ESL Instruction. ERIC Digest.
ED 358 749 (FL)

Integrating Science and Math in Vocational Education. ERIC Digest.
ED 355 456 (CE)

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Issues in Statewide Reading Assessment.
ED 360 315 (TM)

Joining the Circle: A Practitioners’ Guide to Responsive Education for Native Students.
ED 360 117 (RC)

ED 355 306 (UD)

The Language Experience Approach and Adult Learners. ERIC Digest.
ED 350 887 (FL)

The Leadership Compass. Values and Ethics in Higher Education. ERIC Digest.
ED 350 970 (HE)

Leadership in Civic Education. ERIC Digest.
ED 351 270 (SO)

Leader Assessment in Adult ESL Literacy. ERIC Q & A.
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Learning Disabilities. ERIC Digest #E516.
ED 352 779 (EC)

Learning Disabilities: Glossary of Some Important Terms. ERIC Digest #E517.
ED 352 780 (EC)

Maintaining Faculty Excellence. New Directions for Community Colleges, Number 79.
ED 353 027 (JC)

ED 356 688 (FL)

Making the Grade: Teacher Education’s Role in Achieving the National Education Goals. ERIC Digest.
ED 358 069 (SP)

Managing Youth Development Programs for At-Risk Youth: Lessons from Research and Practical Experience. Urban Diversity Series No. 105.
ED 352 436 (UD)

Meeting Youth Needs with Community Programs. ERIC Digest, Number 86.
ED 356 291 (UD)

Mexican Immigrants in High Schools: Meeting Their Needs. ERIC Digest.
ED 357 905 (RC)

The Migrant Student Record Transfer System (MSRTS): An Update. ERIC Digest.
ED 357 907 (RC)

Minority Participation in Continuing Education: Trends and Issues Alerts.
ED 354 384 (CE)

Multicultural Counselling. ERIC Digest.
ED 357 316 (CG)

Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3.
ED 360 103 (PS)

Multiple Perspectives on the Quality of Early Childhood Programs. ERIC Digest.
ED 355 041 (PS)

Myths and Misconceptions about Second Language Learning. ERIC Digest.
ED 350 885 (FL)

National Assessments in Europe and Japan. ERIC/TM Digest.
ED 355 251 (TM)

Native Education Directory: Organizations and Resources for Educators of Native Peoples of the United States and Territories.
ED 359 014 (RC)

Networking: K-12. ERIC Digest.
ED 354 903 (IR)
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Document Resumes for
Adjunct Clearinghouse Publications
(Arranged by Adjunct)

The following eighteen (18) resumes represent publications produced by the various adjunct ERIC Clearinghouses and announced in 1993. These resumes also appear (and are indexed) in the main section of this bibliography under the Clearinghouse with which they are associated.
Art Education

ED 354 208
Clark Gilbert, Maher Kerina
Contemporary Materials for Teaching New Aspects of Art Education: A Resources Review. Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN; Getty Center for Education in the Arts, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 92
Contract—RI88062009
Note—114p.
Available from—Publications Manager, Social Studies Development Center, Indiana University, Bloomington, IN 47405.
Pub Type—Information Analyses—ERIC Information Analysis Products (071) Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC05 Plus Postage.

Clinical Schools

ED 359 177
Abdel-Kafi, Imai, Comp.
Resources on Professional Development Schools: An Annotated Bibliography. Adjunct ERIC Clearinghouse on Clinical Schools, Washington, DC; Teachers College Clearinghouse on Teacher Education, Washington, D.C.
Pub Date—93
Contract—RI88062015
Note—70p.
Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle N.W., Suite 610, Washington, DC 20036-1186 ($14.50, includes shipping and handling).
Pub Type—Reference Materials—Bibliographies (131) Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, College School Cooperation, Demonstration Programs, Educational Change, Educational Principles, Elementary Secondary Education, Higher Education, Information Sources, Inservice Teacher Education, Preservice Teacher Education, Program Development, Program Implementation, Professional Development Schools, Professional Practice Schools, Preservice Teacher Education, Program Improvement, School Restructuring, School Role, Social Schools Clearinghouse (IAH) (119 annotations, as well as the other resources that are included in this bibliography and resources on other types of professional development schools (PDS), professional practice schools, clinical schools, partner schools, and similar institutions. Becoming involved in exemplary settings where preservice, novice, and experienced teachers can hone their teaching skills and where innovations can be developed and tested, the PDS is often compared to the teaching hospital. Each is seen as playing a pivotal role in training skilled practitioners. The written sources that have been abstracted for this guide deal with a variety of topics related to PDS: institutionalization, collaboration, definition, resources allocation, development, implementation, and evaluation. Concept papers, research reports, handbooks, bibliographies, course outlines, policy statements, and historical perspectives are represented. The appendices include lists of newsletters which frequently contain information on PDS, audio cassette tapes of conference sessions related to PDS, and groups or organizations that are associated with PDS, as well as a fact sheet on the Clinical Schools Clearinghouse. (LGB)

Consumer Education

ED 351 612
Bonner, Patricia A.
Consumer Competency: A National Status Report. ERIC Digest No. 1.
Adjunct ERIC Clearinghouse on Consumer Education, Ypsilanti, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CN-92-01
Pub Date—92
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Consumer Economics, Consumer Education, Consumer Protection, Consumer Science, Educational Objectives, Elementary Secondary Education, Faculty Development, Instructional Improvement, Management, Program Development, Program Improvement, Teacher Education, Teacher Improvement Identifiers—ERIC Digests
Concepts in consumer education can be arranged into a taxonomy of three primary categories: decision making, resource management, and citizen participation. Consumer programs have these goals: (1) producing competent buyers and users of goods and services; (2) producing competent financial managers; (3) producing an understanding of the economy; (4) generating an acceptance of consumer responsibilities and assertion of consumer rights; and (5) helping people examine their values to develop a philosophy enabling them to achieve satisfaction within resources they possess. Surveys of consumer knowledge and skills of students and adults in the United States reveal large gaps. Lack of consumer competency is attributed to several factors, including the following: consumer education is not uniformly available; teachers are not prepared to teach consumer education; and limited opportunity for consumer education exists beyond the classroom. Recommendations for improving the level of consumer competency range from marketing to miscellaneous improvements in the nation's education programs. Suggestions for the nation's schools include universal requirements for instruction in consumer education, requirements that focus specifically on consumer skills and awareness, adequate preparation of consumer education instructors, and continued support for teachers. (Contains 11 references.) (YLB)
ESL Literacy Education

ED 350 886
Cumming, Allen
Access to Literacy for Language Minority Adults.
ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-01
Pub Date—Jan 92
Contact—R89166001
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—ERIC Digests, *North America

ED 350 887
Taylor, Marcia
The Language Experience Approach and Adult Learners.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-01
Pub Date—Jan 92
Contact—R89166001
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—ERIC Digests

ED 353 861
Holcomb, Tom
Peyton, Joy
Kreft
ESL Literacy for a Linguistic Minority: The Deaf Experience.ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-03
Pub Date—Jul 92
Contract—R89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037 (free).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—ERIC Digests

ED 353 862
Kazner, Mark
Staff Development for ABE and ESL Teachers and Volunteers.ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contact—R89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037 (free).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—ERIC Digests

ED 353 863
Wiegley, Hede Spruck
Learner Assessment in Adult ESL Literacy.
ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contact—R89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037 (free).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—*Alternative Assessment

ED 353 864
Smallwood, Betty Anisa
Children’s Literatures for Adult ESL Literacy.
ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 92
Contact—R89166001
Note—3p.

ED 353 865
FL 800 557
Holcomb, Tom
Peyton, Joy
Kreft
ESL Literacy for a Linguistic Minority: The Deaf Experience.ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-03
Pub Date—Jul 92
Contact—R89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037 (free).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—ERIC Digests

ED 353 866
FL 800 621
Kazner, Mark
Staff Development for ABE and ESL Teachers and Volunteers.ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
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Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—ERIC Digests

ED 353 867
FL 800 558
Taylor, Marcia
The Language Experience Approach and Adult Learners.ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-01
Pub Date—Jan 92
Contact—R89166001
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—ERIC Digests

ED 353 868
FL 800 611
Holcomb, Tom
Peyton, Joy
Kreft
ESL Literacy for a Linguistic Minority: The Deaf Experience.ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-03
Pub Date—Jul 92
Contact—R89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037 (free).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—ERIC Digests

ED 353 869
Wiegley, Hede Spruck
Learner Assessment in Adult ESL Literacy.ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contact—R89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037 (free).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/P031 Pins Postage.
Identifiers—*Alternative Assessment

ED 353 870
Smallwood, Betty Anisa
Children’s Literatures for Adult ESL Literacy.ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Profitic Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 92
Contact—R89166001
Note—3p.

ESL Literacy Education (Cont.)

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).

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

EDRS Price - MF01/PC01 Plus Postage.


Children's literature, widely used with elementary English-as-a-Second-Language (ESL) students, can be adapted to teach literacy skills to adult ESL learners as well. Children's books often have captivating story lines and beautiful illustrations, and many have universal appeal and address mature themes and topics. Its successful use in adult ESL programs is enhanced by age-sensitive book selections, clear class presentations, and the creative development of related lessons and units. From its strong foundation as a way to develop literacy in elementary schools, children's literature has recently become incorporated into family literacy programs, in which parents learn to read in order to transmit literacy patterns to their children. This trend is now spreading to the newly developing ESL family literacy programs and general adult ESL programs. The benefits of children's literature, book selection, classroom presentation, and extension activities are discussed. (VVL)

ED 356 687

Nash, Andrea And Others

Talking Shop: A Curriculum Sourcebook for Participant Adult Literacy in Education: Theory & Practice 79.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC; National Clearinghouse on Literacy Education, Wash., DC.

Report No.—ISBN-0-93-735479-1

Pub Date—93

Contract—RI89166001

Note—4p.

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

EDRS Price - MF01/PC06 Plus Postage.


This guide offers ideas for adult literacy curriculum development using a participatory approach. Its intent is not to prescribe a curriculum but to raise issues associated with the varied needs of limited-literacy students and with development of curricula to address those needs. An introductory section discusses how the guide evolved and can be used. Chapter 1 explains the principles behind the participatory approach to curriculum development. Chapter 2 discusses program structure, including the relationship between structure and practice, the institution of deadlines, goal setting, site selection, student population, admission, orientation, and support services. The third chapter moves into the classroom, looking at the process in action. Chapter 4 discusses how to find student themes, including establishment of a participatory atmosphere, practice of conscious listening for issues, problems, and concerns, and use of catalyst activities to elicit these issues and concerns. The fifth chapter discusses how to develop curriculum around themes, and recurring issues arising in the process are examined in chapter 6. Chapter 7 looks at how students can do use literacy to make meaningful change in their lives. The eighth chapter outlines issues and methods in student evaluation. A list of additional resources is appended. (Contains 55 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 356 688

Auerbach, Elsa Roberts

Mastering the Changing Change, Participatory Curriculum Development for Adult ESL Literacy, Language in Education: Theory & Practice 78.

EDR Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.

Report No.—ISBN-0-93-735479-1

Pub Date—93

Contract—RI89166001

Note—49p.

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

EDRS Price - MF01/PC03 Plus Postage.


This curriculum sourcebook is designed as a guide for educators of limited-English-speaking adults in literacy education programs. It consists of accounts of actual learning and teaching experiences using a participatory approach to instruction and curriculum development, written by teachers in community-based adult education. An introductory section gives a background to the guide. The first chapter discusses the importance of articulation of feelings as a survival skill. Chapter 2 focuses on the immigrant experience. Topics include the language experience approach, dealing with beginning level students, sex, bias and stereotypes, oral history, literacy as a skill for solving daily problems, and use of autobiographies as a teaching technique. Chapter 3 discusses the mother-child relationship as both a curriculum topic and a means of involving parents in children's learning. Brief essays address these topics: writing about mothers, parent concerns about school; parent involvement in homework; and the family class-teaching parents and children together. The fourth chapter contains articles on teaching techniques and approaches, including process writing, use of construction in class, using pictures as a stimulus for writing, native language use in class, two-way bilingualism, and the language literacy, developing curriculum around class participation, and student and program evaluation. A glossary and index are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 356 747

Wrigley, Heidi Spruch

Developing Native Language Literacy in Language Minority Adults, ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC; National Clearinghouse on Literacy Education, Washington, DC.

Report No.—EDO-LE-92-07

Pub Date—92

Contract—RI89166001

Note—4p.

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

EDRS Price - MF01/PC05 Plus Postage.


Identifiers—ERIC Digests

Promising practices in the adult English-as-a-Second-Language field that were observed by researchers during site visits are described in this digest. These innovative programs provide a social context for literacy, allow learning through hands-on experience, and use learner-generated materials. Some programs may use the native language as a bridge to English. Native-language literacy programs have been used successfully in regions where non-literate learners share a common language. Most innovative programs focus on communication and a secondary focus on error correction. Many programs try to set aside time for discussion of language and the cultural explanations of the patterns and structure of English. One promising approach for linking language awareness with English-language literacy is a process approach in which learners focus on meaning during the "creative stages" of writing (transmuting ideas, drafting, discussing drafts) and on form during

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ESL Literacy Education (Cont.)

the planning and editing stages. Video applications also show great promise in literacy education. By providing a virtual context for ideas, video communicates ideas independent of print. Although they differ in their specific approaches to language teaching and literacy development, innovative programs have one thing in common; practitioners have found ways of helping learners to access literacy and use it in ways that are meaningful to them. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 749 FL 800 649
Rubiales, Don

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

Some of the major reading and writing practices currently in use in adult English-as-a-Second-Language programs are described in this digest. Reading activities for such learners are similar to those used in adult basic education classes. At the beginning level, students dictate stories to the teacher or give an oral account of an experience. These stories become texts for initial reading instruction when written down. Literature-based programs often let students select their own texts. Two series of readers are recommended. Use of materials such as advertisements are suggested as well as part of an effort to keep material relevant. Writing instruction has three purposes: to provide practice in the language, to offer a chance for experimentation, and to allow learners to set their own goals. Process writing provides practice, experimentation and communication with language all in the context of helping a student express his or her own ideas. It is concluded that reading and writing along with oral language ability should be an aim of adult education for second language learners and native speakers. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 750 FL 800 683
Huerta-Macias, Ana

Available from—NCLE, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20036.

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

This digest defines the concepts of “whole language,” “learner-centered,” and “participatory,” and discusses their application to adult learning in ESL literacy programs. All three approaches advocate that the learner should inform literacy instruction with his or her own particular input, that learners and their background knowledge and experiences should be respected and valued and that learning activities should be relevant to learners’ personal situations. The three approaches also differ: “whole language” works from whole to part and emphasizes function over form; “learner-centered” is concerned with collaborative decision-making about the curriculum; and “participatory” focuses on literacy as a vehicle for personal and social change. (Contains 12 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LET)
U.S. Japan Studies

ED 354 204

Paris. Lynn S.
The Constitution and Individual Rights in Japan: Lessons for Middle and High School Students. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.

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

Pub. Date—1988

Report No.—ISBN-0-941339-17-3


Identifiers—Japan, *Japanese Culture

The four teaching units of this publication focus on Japanese constitutional law and history, while providing opportunities for comparison with the constitutional experience of the United States. The four units have been designed as a comprehensive course of study that emphasizes understanding of the historical and cultural context of contemporary situations and issues. While each unit is designed to complement and build upon the preceding units, each activity and unit is self-contained and may be used alone as well as in combination with other resources. The first of the four units is entitled Social and Political Traditions in Japan. It contains three activities: (1) The world according to Confucian, (2) Geography and perceptions of individual society. The second unit, called The Meiji Constitution, contains two activities: (1) The Meiji Constitution in historical context, and (2) Comparing principles of government in the Meiji and U.S. Constitutions. Unit 3, The 1947 Constitution, also contains two activities: (1) Dictating change: a simulation, and (2) Bringing democracy to Japan. Finally, activities in the fourth unit, Individual Rights in Contemporary Japan, are the following: (1) Comparing constitutional rights in Japan and the United States, (2) The tug of war between law and custom: the Fukuoka patricide case, and (2) A giant step behind: the evolution of women's rights in Japan. A 16-item bibliography of teacher background materials and additional readings is included. (DB)

ED 360 245

Soejima, Yumiko

Resources for Teaching about Japan. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.


Pub. Date—1993

Contract—RR93002014

Note—50p.

Available from—Publications Manager, Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub. Type—Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.


Identifiers—Japan, *Japanese Culture

This book lists resources for materials and ideas for teaching about Japan. The resource listings are not intended to be encyclopedic and are not intended to be a comprehensive listing of every useful curriculum item. The attempt has been made to highlight especially those organizations that work with kindergarten through grade 12 teachers, understand their needs, respect their challenges, and design meaningful materials. Programs, materials, and groups are organized in 16 sections. The first section describes the National Precollegiate Japan Projects Network. Thirteen programs across the United States are included with address, telephone, and contact information. The section on outreach programs includes 31 entries connected with museums, educational organizations, and federally funded programs. The third section lists 19 related organizations that do not focus on Japan specifically but provide services and materials helpful to those teaching about Japanese culture. The section for audio-visual materials lists three sources to contact for comprehensive listings of these materials. The next four sections give addresses of the Japanese embassy, consulate general, and Japan information centers, Japan External Trade Organization (JETRO) offices, Japan National Tourist Organization (JNTO) offices, and Japanese chambers of commerce in the United States. Other sections list additional exchange programs not included in previous sections: Japan-America Societies; sister cities; resources for Japanese language instruction; publishers, distributors, and newsletters; and funding foundations. Information on the National Clearinghouse for United States-Japan Studies and the ERIC database is given. The section on ERIC resources includes instructions for obtaining listed materials, and a sampling of 32 items. (DK)
The ERIC network of organizations is comprised of the following major components:

- **ERIC Program Office**

  The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI). Responsible for overall management of the ERIC network.

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  Office of Educational Research and Improvement (OERI)
  U.S. Department of Education
  555 New Jersey Avenue, NW
  Washington, DC 20208-5720
  Telephone: 202-219-2289
  FAX: 202-219-1817
  Internet: eric@inet.ed.gov

- **ERIC Clearinghouses**

  Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

- **Adjunct ERIC Clearinghouses**

  Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

- **ERIC Support Components**

  Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (Current Index to Journals in Education (CIJE) and ERIC Thesaurus). (See list on p.4.)
All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). Includes input from Adjunct ERIC Clearinghouse on Consumer Education.

ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)
Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Telephone: 202-319-5120; 800-464-3742
FAX: 202-319-6692
Internet: eric_se@cua.edu

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs.

ERIC Clearinghouse for COMMUNITY COLLEGES (JC)
University of California at Los Angeles (UCLA)
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405 Hilgard Avenue
Los Angeles, California 90024-1521
Telephone: 310-825-3931
FAX: 310-206-8095
Internet: eeh3usc@mvs.oac.ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)
University of North Carolina at Greensboro
School of Education
Greensboro, North Carolina 27412-5001
Telephone: 910-334-4114; 800-414-9769
FAX: 910-334-4116
Internet: ericcass@iris.uncg.edu

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: 703-264-9474; 800-328-0272
FAX: 703-264-9494
Internet: ericcass@inst.edu.gov

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification, and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)
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1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 503-346-5043; 800-438-8841
FAX: 503-346-2534
Internet: ppiela@oregon.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: 217-333-1386
FAX: 217-333-3767
Internet: ericeece@ux1.csom.uiuc.edu

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community service for children.

ERIC Clearinghouse on HIGHER EDUCATION (HE)
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Washington, DC 20036-1183
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FAX: 202-296-8379
Internet: eriche@inet.ed.gov

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR)
Syracuse University
Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-4100
Telephone: 315-443-3640; 800-464-9107
FAX: 315-443-5448
Internet: eric@ericir.syr.edu
AskERIC (Question-answering service via Internet): askeric@ericir.syr.edu
Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse on LANGUAGES AND LINGUISTICS (FL)
Center for Applied Linguistics (CAL)
1118 22nd Street, N.W.
Washington, DC 20037-0037
Telephone: 202-429-9834
FAX: 202-693-5641
Internet: ERIC@cal.org

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. Includes input from Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults.

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2696
Telephone: 812-855-5847; 800-759-4723
FAX: 812-855-4220
Internet: erics@ius.indiana.edu

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 forensics), 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.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)
Appalachia Educational Laboratory (AEL)
1031 Quarry Street, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0465; 800-624-9120
FAX: 304-347-0487
Internet: u56d9@wvnvm.wnnet.edu

Curriculum and instructional programs and research/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.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)
Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-6717
FAX: 614-292-0253
Internet: ericse@osu.edu

Science, mathematics, engineering/technology and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2696
Telephone: 812-855-3638; 800-266-3815
FAX: 812-855-0455
Internet: erico@ius.indiana.edu

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discriimmation topics. Also covered are music, art, and architecture as related to the fine arts. Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies.

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; 800-822-9229
FAX: 202-457-8095
Internet: jbeck@inet.ed.gov

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservation and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education.

ERIC Clearinghouse on URBAN EDUCATION (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 10
525 West 120th Street
New York, New York 10027-9998
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FAX: 212-678-4048
Internet: cue-eric@columbia.edu

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationships of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention of factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.
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### Adjunct ERIC Clearinghouse on Consumer Education
National Institute for Consumer Education  
207 Rackham Building, West Circle Drive  
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Ypsilanti, Michigan 48197-2237  
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Internet: cse_bonner@emunix.emich.edu

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Indiana University  
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2805 East 10th Street, Suite 120  
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FAX: 812-855-0455  
Internet: patrick@ucs.indiana.edu

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Center for Applied Linguistics (CAL)  
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Washington, DC 20037  
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FAX: 202-659-5641  
Internet: jeannie@cal.org

### Adjunct ERIC Clearinghouse for the Test Collection
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ETS Test Collection  
Rosedale and Carter Roads  
Princeton, New Jersey 08541  
Telephone: 609-734-5737  
FAX: 609-683-7166  
Internet: mhalpem@rosedale.org

### Adjunct ERIC Clearinghouse for United States-Japan Studies
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Subtotal

Shipping

Tax

**TOTAL COST**

**EXPEDITED DOCUMENT DELIVERY**

You may request expedited shipment by:

- USPS Express Mail
- UPS 2nd Day Air
- UPS Next Day Air
- Federal Express
- FAX Transmission Of Your Document

Shipping or FAX transmission charges will be added to the cost of the document(s) by EDRS.

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**ERIC DOCUMENT PRICE SCHEDULE**

**Based on Number of Pages in Original Document**

- **Paper Copy (PC)**
  - Code: PC01, PC02, PC03, PC04, PC05, PC06, PC07
  - Price: $3.53 - $24.71
- **Microfiche (MF)**
  - Code: MF01, MF02, MF03, MF04, MF05, MF06, MF07
  - Price: $1.23 - $2.73

**PRICES ARE PER DOCUMENT**

**EDRS prices effective January 1, 1994.**

Prices are subject to change without notice.
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- All Microfiche (MF) orders over 81 microfiche are shipped via UPS
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UPS rates as shown are based on the Zone furthest from Springfield, VA. Your shipping charges should not exceed these rates.

Please consult appropriate rate chart. UPS will not deliver to a P.O. Box address.

Shipping Charges should not exceed the following:

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<tr>
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INTERNATIONAL:

- Based on International Postage Rates in effect
- Allow 160 Microfiche or 75 Paper Copy pages per pound
- Specify exact mail classification desired

Deposits:

Customers who have a continuing need for ERIC Documents may open a Deposit Account by depositing a minimum of $300.00 (Domestic Customers); $500.00 (International Customers). Once an account is opened, ERIC Documents will be sent upon request, and the account charged for the actual cost and postage. A statement of the account will be furnished with each order.

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