This annotated bibliography provides citations, abstracts, and indexes for 211 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1994. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, ERIC abstract journals, ERIC clearinghouse publications, the organization of this bibliography, the availability of clearinghouse publications, adjunct ERIC clearinghouses, and the ACCESS ERIC and AskERIC services. A statistical summary by year (1968-1994) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and 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 included. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)
Educational Resources Information Center (ERIC)

ERIC® Clearinghouse Publications

1994

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994

May 1995

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
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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 850,000 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, and America Online. 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-fifth bibliography in the series. All items in the series to date are listed below.

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<td>1. ED-029 161</td>
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<td>9. ED-180 499</td>
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<td>52 p.</td>
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<td>24. ED-369 420</td>
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<td>25. ED- J</td>
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<td>JAN-DEC 1994</td>
<td>211</td>
</tr>
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This bibliography covers the calendar year period from January through December 1994. It lists a total of 211 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 the 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 nine Adjunct ERIC Clearinghouses: Art Education; Chapter 1 (Compensatory Education); Child Care; Clinical Schools; Consumer Education; ESL Literacy Education; Law-Related Education; Test Collection; and U.S-Japan Studies. During 1994, one of these organizations produced publications of its own. These ten 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

**for Resources in Education**

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

- **ED 654 321**
- **CE 123 456**

**Author(s)**

- **Butler, Kathleen**
- **Smith, B. James**

**Institution**
(Organization where document originated.)

- Central Univ., Chicago, IL.

**Date Published**

- **Pub Date — May 92**

**Language of Document**
documents written entirely in English are not designated, although "English" is carried in their computerized records.

- **English, Spanish**

**Publication Type**

- **Reports—Descriptive (141)**
- **Tests/Questionnaires (160)**

**Descriptors**


**Journal Citation**

- **Journal Clit—Women Today; v13 n3 p1-14 Jan 1992**

**EDRS Price**

- **MF01/PC02 Fiss Postage.**

**Identifiers**

- **Consortium of States, *National Occupational Competency Testing Institute**

**Abstractor's Initials**

- **Butler, Kathleen**

**Informative Abstract**

- **BEST COPY AVAILABLE**

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.)
| CH | FY '68 | FY '69 | FY '70 | FY '71 | FY '72 | FY '73 | FY '74-75 | FY '76-77 | JAN-DEC '78 | JAN-DEC '79 | JAN-DEC '80 | JAN-DEC '81 | JAN-DEC '82 | JAN-DEC '83 | JAN-DEC '84 | JAN-DEC '85 | JAN-DEC '86 | JAN-DEC '87 | JAN-DEC '88 | JAN-DEC '89 | JAN-DEC '90 | JAN-DEC '91 | JAN-DEC '92 | JAN-DEC '93 | JAN-DEC '94 | TOTAL |
|----|--------|--------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| AC | 24 | 16 | 20 | 28 | 20 | 16 | 8 | 12 | 9 | 11 | 7 | 6 | 14 | 20 | 21 | 28 | 22 | 20 | 26 | 27 | 19 | 313 |
| CE | 5 | 8 | 19 | 22 | 16 | 15 | 13 | 22 | 16 | 12 | 5 | 8 | 10 | 5 | 12 | 7 | 21 | 11 | 20 | 15 | 17 | 11 | 34 | 10 | 28 |
| CG | 5 | 8 | 19 | 22 | 16 | 15 | 13 | 22 | 16 | 12 | 5 | 8 | 10 | 5 | 12 | 7 | 21 | 11 | 20 | 15 | 17 | 11 | 34 | 10 | 28 |
| CS | 60 | 38 | 46 | 13 | 8 | 8 | 5 | 9 | 5 | 15 | 20 | 16 | 15 | 31 | 52 | 30 | 30 | 23 | 21 | 19 | 362 |
| EA | 6 | 8 | 14 | 38 | 16 | 43 | 62 | 78 | 19 | 14 | 12 | 31 | 25 | 2 | 10 | 20 | 7 | 18 | 23 | 14 | 40 | 22 | 23 | 13 | 12 |
| EC | 14 | 11 | 53 | 68 | 156 | 57 | 57 | 5 | 4 | 5 | 14 | 12 | 6 | 11 | 5 | 7 | 35 | 6 | 25 | 9 | 49 | 16 | 21 | 17 | 11 |
| EF | 1 | 19 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| EM | 7 | 8 | 11 | 18 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| FL | 7 | 27 | 29 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| HE | 1 | 8 | 18 | 18 | 17 | 17 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| IR | 1 | 8 | 18 | 18 | 17 | 17 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| JCl | 15 | 21 | 17 | 26 | 26 | 19 | 57 | 61 | 17 | 13 | 25 | 11 | 9 | 6 | 5 | 19 | 8 | 23 | 10 | 12 | 11 | 8 | 11 | 9 | 3 |
| PS | 11 | 12 | 7 | 15 | 21 | 25 | 41 | 40 | 15 | 6 | 18 | 12 | 6 | 11 | 7 | 14 | 7 | 13 | 12 | 11 | 17 | 10 | 19 | 15 | 15 |
| RC | 10 | 18 | 13 | 23 | 9 | 9 | 30 | 23 | 13 | 8 | 11 | 8 | 8 | 6 | 4 | 6 | 23 | 9 | 36 | 11 | 20 | 15 | 17 | 13 | 6 |
| RE | 16 | 19 | 15 | 9 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| SE | 11 | 17 | 22 | 28 | 13 | 30 | 53 | 46 | 28 | 10 | 12 | 18 | 20 | 17 | 13 | 20 | 14 | 18 | 10 | 7 | 21 | 20 | 4 | 25 | 9 | 486 |
| SO | 10 | 6 | 10 | 16 | 17 | 24 | 6 | 8 | 6 | 9 | 16 | 18 | 10 | 15 | 15 | 15 | 19 | 17 | 10 | 14 | 12 | 10 | 11 | 264 |
| SP | 7 | 28 | 19 | 19 | 19 | 31 | 31 | 9 | 7 | 14 | 6 | 5 | 2 | 10 | 14 | 15 | 6 | 2 | 15 | 13 | 10 | 15 | 9 | 311 |
| TE | 3 | 7 | 32 | 24 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| TM | 1 | 12 | 11 | 19 | 33 | 6 | 5 | 7 | 9 | 4 | 4 | 1 | 1 | 7 | 5 | 12 | 6 | 18 | 11 | 11 | 9 | 2 | 194 |
| UD | 6 | 14 | 14 | 10 | 10 | 14 | 18 | 37 | 16 | 12 | 8 | 5 | 24 | 1 | 15 | 11 | 7 | 28 | 12 | 18 | 20 | 9 | 9 | 17 | 8 |
| VS | 11 | 18 | 30 | 39 | 42 | 18 | 39 | 42 | 18 | 18 | 20 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| TOTALS | 149 | 240 | 366 | 416 | 415 | 396 | 534 | 600 | 211 | 159 | 176 | 173 | 181 | 117 | 142 | 176 | 229 | 239 | 284 | 256 | 355 | 252 | 275 | 267 | 211 | 6,829 |

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)

1. Includes Research Reviews, State-of-the-Art Reports, Bibliographies, Interparative Studies, Digests, etc.
2. Digests (2 page publications) routinely included in RIE for first time in 1966.
3. Does not include 8 older Digests announced during 1993
The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

### CE

**ED 363 701**

*Consumer Education for High School Students. 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—**93

**Contract—RR9300201**

**Note—**4p.

- Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
- EDRS F—is—MF01/PC01 Plus Postage

Surveys have established that high school students are highly deficient in knowledge regarding basic topics typically covered in consumer education classes, such as economics, personal finance, and consumer rights and responsibilities. The following are among the current trends that underscored the need for secondary consumer education: the trend to a global economy, increased use of advanced technology in everyday life, changing life-styles, environmental and social awareness and responsibility, integration of academic and vocational education, and the new levels of purchasing power and marketing attention given to adolescents. The place of consumer education in the high school curriculum continues to be an issue of concern, however, as approaches such as tech prep continue to gain momentum, consumer educators have increasingly been able to stress the relevance of consumer concepts and skills to the academic and vocational disciplines. The potential for bias in educational materials and information supplied by the private sector is another recurring issue of concern. (This summary of issues and trends includes an annotated bibliography of 21 curricula and educational resources and 3 resource organizations for secondary consumer education.) (MN)  

**Page** 1  
**CE 064 904**

Imel, Susan

*The New Dislocated Worker. 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—**93

**Contract—RR9300201**

**Note—**4p.

- Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
- EDRS F—is—MF01/PC01 Plus Postage

In the past, worker displacement resulting from structural changes in the economy remained confined to industrial occupations such as manufacturi ng. The recent trends toward corporate restructuring, global competition, and military downsizing have created new groups of dislocated workers, including upper and middle management and military personnel. Among the trends associated with white-collar worker displacement are the following: emergence of entrepreneurship as an alternative to corporate work, emergence of support groups to assist with job search, reexamination of traditional job search strategies, manifestation of differences in the ways males and females cope with job loss, disproportionate unemployment among older workers, and reassessment of careers. Adult, career, and vocational educators can respond to worker displacement in a number of ways, including the following: providing entrepreneurship training and ongoing support for individuals starting small businesses, offering classes in job-search strategies, and providing career counseling services to help individuals prepare for careers that may include involuntary job loss. (This trend and issues summary includes an annotated bibliography of 18 print resources and 7 resource organizations that can be consulted for additional information about the new displaced workers.) (MN)

**Page** 23

**ED 363 729**

*Prison Literacy: Implications for Program and Assessment Policy.*

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Center on Adult Literacy, Philadelphia, PA.

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

**Report No.—**NCAL-TR-93-1

**Pub Date—**Sep 93

**Contract—R-I170000**

**Note—**212p.

Available from—National Center on Adult Literacy, Dissemination/Publishing, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 ($12; checks payable to Kinko's Copy Center).

- Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
- EDRS F—is—MF01/PC09 Plus Postage

The United States confronts the problem of a large and growing prison population, the majority of which is insufficiently literate. Added to the general effects of educational disability are the marginalizing factors of ethnicity, class, socioeconomic deprivation, and other handicaps. Historically, the situation in prison literacy is 150 years of reform attempts with uneven results, spotty application, and meager support. Despite increasing legal and social opinion in favor of inmates' greater rights to literacy and education, practice still lags far behind statute. Studies by U.S. and Canadian researchers reveal that the "right kind" of education in prison can reduce recidivism. The "right kind" of education is not premised on a penal mentality, but seeks to include moral education, democratic self-rule in the "just community," and instruction in the humanities, with a strong cognitive appeal, delivered by means of andragogical methods. An ideal program in prison literacy is one that educates inmates broadly, is governed for the sake of the learners, is cost effective, improves quality of life, and makes appropriate use of educational technology. Prison educators should critique current assessment and evaluation methods, undertake new and improved approaches, and establish improved standards. (Appendix includes a checklist of questions to analyze programmatic prison education, 84 endnotes, and 830 references.) (YLB)
ED 363 796 CE 065 123 Wagner, Judith O.

Part-Time Instructors in Adult and Vocational Education. 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-93-144
Pub Date—93
Contract—RR93002001
Note—4p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Educational Needs, Needs Assessment, Part-Time Faculty, Professional Development, Teacher Evaluation, Teacher Improvement, Teacher Orientation, Vocational Education

Identifiers—ERIC Digests

Instructors are being increasingly in demand in adult and vocational education. The two greatest benefits an educational program realizes by employing part-time instructors are cost savings and staff flexibility. Part-time employment offers certain benefits to instructors. Particularly drawn to such teaching positions are semiretired professionals, individuals enrolled in full-time degree programs, and people who wish to augment their income. However, part-time instructors often lack the teaching skills and teaching experience required in today's educational setting. Development of basic skills needed by part-time adult educators, refresher courses for experienced workers, and specialized courses such as counseling, assertiveness, and computers, are the quality of part-time faculty can be improved through orientation, education and training, and financial administrative support. (Contains 13 references.) (YLB)

ED 363 798 CE 065 125 Lankard, Bettina A.

Part-time and the School-to-Work Transition of Special Needs Youth. 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-93-142
Pub Date—93
Contract—RR93002001
Note—4p.

EDRS Price - MF01/PC01 Plus Postage.


The comprehensive and effectiveness of school-to-work transition activities are limited by staff and time. The unique and complicated caring needs of students with disabilities require the involvement of all sectors primarily parents. Youth with disabilities and their parents may not be knowledgeable about vocational opportunities and program requirements. Special community services and other benefits available to them by law. Federal legislation that has mandated certain policies to ensure transition assistance for students with disabilities includes the Individuals with Disabilities Education Act Amendments of 1990 and Employment with Youth. Other legislation delineates parental involvement at various points during transition. Multidisciplinary transition planning teams whose core members include parent(s) or guardian, teacher, student, and a staff member appointed to coordinate the transition planning process are one way of bringing parents into the mainstream of the transition process. Parents can support children's transitions by understanding the political pressure and compliance with the law, monitoring employers' hiring practices, ensuring access to public accommodation, and filing formal complaints. Collaborative consultation is effective in solving problems parents and students encounter in making school and work transitions. Communication with and among teachers and parents are co-equals recognizing the expertise each brings to the planning. (YLB)

ED 363 799 CE 065 126 Kerka, Sandra

Women and Entrepreneurship. 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-93-143
Pub Date—93
Contract—RR93002001
Note—4p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Entrepreneurship, Self-Directed Learning, Women

Identifiers—ERIC Digests

Entrepreneur whose goal is to identify a social cause, self-directed learning (SDL) has attained, controversy has arisen over its definition, its proper environment, and other issues. Consequently, a number of issues have arisen. The first is that adults are naturally self-directed. The second myth is that self-direction can be measured in isolation. The essential dimension of SDL may be a lifelong phenomenon in which adults differ in the strategies, actions, and reactions to and capability for SDL vary widely. SDL may be a lifelong phenomenon in which adults differ from one another in the strategies, actions, and reactions to and capability for SDL vary widely. SDL may be a lifelong phenomenon in which adults differ from one another in the strategies, actions, and reactions to and capability for SDL vary widely. SDL may be a lifelong phenomenon in which adults differ from one another in the strategies, actions, and reactions to and capability for SDL vary widely. SDL may be a lifelong phenomenon in which adults differ from one another in the strategies, actions, and reactions to and capability for SDL vary widely. SDL may be a lifelong phenomenon in which adults differ from one another in the strategies, actions, and reactions to and capability for SDL vary widely.
The reality is that individuals need to be prepared for a future job market that may differ from the one they are currently in. The second myth is that college education will guarantee a job. Although college programs exist and have helped millions of students get a job, the number of new jobs available every year is not enough to absorb all college graduates. The third myth is that manufacturing jobs will change radically: new manufacturing jobs will be created to replace different skills and pay less. The fourth myth is that technology will simplify work. The current consensus is that technology has not simplified work. Instead, what technology has done is eliminate many low-level jobs and increase the skill levels required to remain in the workforce. The fifth myth is that job growth will level off.

The United States is still creating about 2 million new jobs every year. Adult, career, and vocational educators must instill in learners the concept of lifelong learning, encourage participation in work experience, and prepare learners to expect career changes. (YLB)

ED 365 820  CE 065 447
Lankard, Bettina A.
Integration of Academic and Vocational Education.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/P CZ1 Plus Postage.

Although most educators support the concept of integrating academic and vocational education and recognize the benefits it affords students, implementation of integrated curriculum and instruction is seen as problematic. One myth is that successful integration relies solely on teacher commitment and cooperation. The reality is that although teachers play a significant role in integrating academic and vocational education, they cannot affect significant change in the teaching and learning process without administrative, community, and student support. Institutions can facilitate integration by considering new policies for delivering integrated instruction. Administratively and at the community level, institutions also need to oversee the collaborative efforts by working with the business community to determine competencies needed by local employers. A second myth is that integration will result in the loss of teaching positions. In reality, enrichment rather than elimination describes the nature of teaching positions in an integrated education system. A final myth is that integration results in the majority improving their will on the minority. Partnerships are the key to successful integration efforts. One technique fostering cooperation and collaboration is to use the consensus strategy approach. (YLB)

ED 368 889  CE 066 069
Lankard, Bettina A.
Recruitment and Retention of Minority Teachers in Vocational Education.
ERIC Digest No. 144.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-146
Pub Date—94
Contract—RR93002001
Note—4p.

ED 368 891  CE 066 070
Lankard, Bettina A.
The Place of the Humanities in Containing History Education.
ERIC Digest No. 145.
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-94-145
Pub Date—94
Contract—RR93002001
Note—4p.

EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-144
Pub Date—94
Contract—RR93002001
Note—4p.

EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-147
Pub Date—94
Contract—RR93002001
Note—4p.

EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-148
Pub Date—94
Contract—RR93002001
Note—4p.

EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-149
Pub Date—94
Contract—RR93002001
Note—4p.

EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-150
Pub Date—94
Contract—RR93002001
Note—4p.

EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-151
Pub Date—94
Contract—RR93002001
Note—4p.

EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-152
Pub Date—94
Contract—RR93002001
Note—4p.

EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-153
Pub Date—94
Contract—RR93002001
Note—4p.

EDRS Price - MF01/P CZ1 Plus Postage.

Report No.—EDO-CE-94-154
Pub Date—94
Contract—RR93002001
Note—4p.
Americans with Disabilities Act and Adult, Career, and Vocational Education. The importance of accessibility, standardizing credentials and recruits successfully, and professional opportunities are not readily and equally available. Continuing education professionals should move beyond the mandatory debate and focus on providing practice-oriented professional education. Educational activities should be designed for self-directed learners and contribute to participants' base of knowledge, skills, and abilities. Four factors define quality in CPE: participant readiness to learn, relevance to practice, appropriateness of presentation, and relevance to professionals' needs. (Contains 50 references) (SK)
This monograph targets what is known about counseling outcomes in various counseling specialties while also providing a comprehensive overview of counseling outcomes research. The individual chapters were selected to focus on what leads to effective counselor efficacy, defined as the effectiveness of the counselor in bringing about counselor- and/or client-desired outcomes relating to the client. Each chapter includes a thorough review of the relevant literature and offers a summary of generalizations to be drawn from the research, as well as personal insights as to the implications of the review for counseling education, programs, and practices. Following is a brief summary of the contributions of each chapter: (1) "Counselor Efficacy" (Garry R. Wals and Jeanne C. Bieger); (2) "Career Development Counseling" (Cynthia S. Johnson and Harold H. Hookney); (3) "Career Counseling" (Robert L. Gibson); (4) "Socioeconomic Status and Counseling" (Nancy S. Perry); (5) "Student Development in High School Counseling" (Cynthia S. Johnson); (6) "Marriage and Family Counseling" (Toni Bowers and Jon Carlson); (7) "A Review of the Literature on Counseling Those With Disabilities" (Toni Bowers and Jon Carlson); (8) "Important Considerations in Disseminating Counseling Outcomes Research" (Garry R. Wals and Jeanne C. Bieger). This monograph presents a new philosophical foundation and rationale for the field of student development. Chapter I presents a new philosophical foundation and rationale for the study of student development. Chapter II discusses the relationship between current student development theories and the way they have been implemented on the college campus, emphasizing criteria that should be considered when assessing student affairs services. Chapter III provides a new conceptualization of the role of student development programs and how they can be implemented on the college campus. Chapter IV discusses research on student development, particularly in regard to the implementation of student development programs and how they can be implemented on the college campus. Chapter V discusses the relationship between current student development theories and the way they have been implemented on the college campus, emphasizing criteria that should be considered when assessing student affairs services. Chapter VI discusses the relationship between current student development theories and the way they have been implemented on the college campus, emphasizing criteria that should be considered when assessing student affairs services. Chapter VII discusses the relationship between current student development theories and the way they have been implemented on the college campus, emphasizing criteria that should be considered when assessing student affairs services. 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dent affairs field, one that places it firmly within the context of the mission of higher education while avoiding the appearance of the commercialization of the current fledgling paradigm of student development. (NB)

ED 366 890
Kelley, J. Scott
School Psychologists: Leaders for Change Building a Secure Future for Children. CASS Digest.ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spans Agency—Department of Education, Washington, DC.
Report No.—ED-CG-94-06
Pub Date—Apr 94
Contract—RR39002004
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests

This digest examines the role of school psychologists in improving educational opportunities for children and the variety of issues that affect children and their ability to learn. It discusses: widening social class differences and increased numbers of children living in poverty; changing value systems; family disintegration; lack of financial support for education; and children's exposure to violence in their neighborhoods and in the media. The need for leadership in addressing these issues is emphasized and the role of school psychologists is advocated. A number of change strategies are discussed, including forming positive relationships between adults and children; using research to determine what works and what doesn't; developing policies and encouraging school psychologists to help the country and school communities make a difference in the schools. The digest concludes by urging school psychologists to use their special services to students; increasing the school and public awareness of fmancial support for education; and children's exposure to violence and what does not; developing policies and encouraging school psychologists to help the country and school communities make a difference in the schools.

ED 372 329
Borders, L. DiAnne, Ed.
Supervision: Exploring the Effective Components. ERIC/CASS Counseling Digest Series.ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spans Agency—Office of Educational Research and Improvement (EDO), Washington, DC.
Report No.—EDO-CG-94-09
Pub Date—Apr 94
Contract—RR39002004
Note—153p.; The individual ERIC Digests in this collection are also available separately, see CG 025 742-760.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests

This document contains a collection of ERIC Digests on supervision, a topic of critical professional importance for counselors and supervisors. The seven digests in this volume were contributed by experts in the field. The following are the digests included:

1. "Models of Clinical Supervision (George R. Leddicott)"
2. "Strategies and Methods for Effective Supervision (Gordon M. Hart)"
3. "Interpersonal Process Recall (Craig S. Cashwell)"
4. "Multicultural Issues in Supervision (Margaret L. Fong)"
5. "Parallel Process in Supervision (Marie B. Sunnert)"
6. "Superior Supervision and Feedback (Morga B. Colvin Harris)"
7. "Ethical and Legal Dimensions of Supervision (Jannine M. Bernard)"

Finally, sociocultural implications of using DSM-IV are discussed. The digest concludes by pointing out the importance of examining the supervisee's counseling behavior and the relationship with whom they supervise. This digest provides a summary designed to acquaint supervisors with techniques for enhancing the counseling behaviors for which they are responsible, while also considering individual learning characteristics as depicted by the supervisee's development. The use of strategies examining a supervisee's counseling behavior with current clients allows the supervisor to correct any error in assessment, diagnosis, or treatment of the client. The digest discusses methods of improving clinical competence and stresses the importance of examining the supervisory processes. The method of achieving this is explored, including the use of audio- and video-taped supervision and live supervision using television or one-way mirrors. A number of developmental considerations, depending on what type and how for a particular supervisory session are addressed. Contains 7 references. (NB)

ED 372 342
Cashwell, Craig S.
Interpersonal Process Recall. ERIC Digest.ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-10
Pub Date—Apr 94
Contract—RR39002004
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests, *Interpersonal Process Recall

This digest focuses on Interpersonal Process Recall (IPR), a supervision strategy developed to increase counselor awareness of covert thoughts and feelings and to deepen the therapeutic relationship between the counselor and the client. Steps in conducting IPR are given as a guideline for conducting IPR sessions using audio- or video-tapes. To aid supervisors, a number of questions are suggested. These questions are used to enhance the supervisee's awareness of their blind spots at their own level of readiness and capability. The digest concludes that IPR provides supervisees with a safe place to examine internal reactions and to integrate the counselor-client contains 6 references. (NB)

ED 372 343
Dwain, Allan
The Supervisory Relationship. ERIC Digest.ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-11
Pub Date—Apr 94
Contract—RR39002004

Clinical supervision is the construction of individualized learning plans for supervisees working within the counseling profession. The systematic manner in which such supervision is applied is called a "model." Three types of models are discussed in this digest; they are: developmental models, integrative models (model of the self and the process), and orientation-specific models. The summary considers common ground shared by the major models of supervision. Contains 8 references. (NB)
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.

This digest focuses on the effects of gender on supervision and the present status regarding gender in the context of supervision. It presents a societal framework by reviewing three basic perspectives concerning gender differences, focused in areas of unequal distribution of power, socialization, and inequality. Gender differences are discussed as a distinct factor in the relationship between the supervisory and supervisory relationship. It concludes that gender issues will suffer. Contains 8 references. (NB)

ED 372 346
Pong, Marjorie L
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.

This digest focuses on the need to consider multicultural issues in supervision of counselors and methods of multicultural supervision. A number of multicultural issues in supervision such as the myth of "sameness" are discussed. Models are described that advocate supervision as a method to assist multicultural counselor development. It is noted that several supervision techniques have been proposed to insure that the cultural dimension is addressed. These include: planned discussion of content, planning of supervision and supervisory cultural background of supervisees. Following these discussions the multicultural "content" of supervision, the multicultural supervisory relationship is discussed. The digest concludes that consistent themes in the literature on multicultural supervision are: (1) the cultural role of the supervisor in promoting cultural awareness; (2) identification of cultural influences on client behavior, on counselor-client relationships, and on the supervisory relationship; (3) promotion of cultural sensitivity and support and challenge to the supervisee. Contains 6 references. (NB)

ED 372 347
Sumeki, Patricia B
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.

This digest focuses on issues of supervisory resistance, defined as defensive behaviors of the supervisee that serve to reduce supervision-induced anxiety. It describes resistant behavior and identifies ways to counteract it, while noting that supervisory resistance is common. The purpose and goals of supervision are discussed, as well as methods of reducing anxiety created by the supervision. Supervisee "games" are identified and five types of resistance found in the supervisory relationship. The digest concludes that supervisory resistance will be encountered regardless of the supervisor's skill level, and that the supervisor can learn to take resistance and turn it into a supervisory advantage. Contains 8 references. (NB)

ED 372 348
Harris, Margo R, Colvin
Pub Date—Apr 94
Contact—RR93002004
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselors, *Supervision, *Supervisors. Identifiers—ERIC Digests

This digest focuses on issues of supervisory evaluation and feedback. It suggests that there exist some fairly basic premises from educational psychology, educational evaluation, and supervision literature that can improve supervision evaluation practices, and thus reduce the ambiguity and uncertainty about evaluation practices. Situational feedback is defined and distinctions are made between summative and formative evaluations. It is noted that the health counselor evaluation is an ongoing formative process which uses feedback and leads to treating skills improvement and positive client outcome. Evaluation practices and procedures are discussed. Resources are cited which outline requisite skills, evaluation procedures, and guidelines and suggestions from these resources are summarized in a list of eight effective evaluation practices. The digest concludes that the use of multiple methods for evaluation contributes to the supervisee's sense of self-worth and success. Contains 9 references. (NB)

ED 372 349
Arnold, Max M.
Ethical and Legal Dimensions of Supervision. ERIC Digest. ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—EDO-CG-94-17
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.

This digest focuses on legal and ethical issues in supervision. Ethics call the supervisor to a standard of practice sanctioned by the profession while legal statutes define a point beyond which a supervisor may be liable. Several issues are considered, including responsibility of both the counselor and the supervisor. Dual relationships and therapeutic relationships are discussed, and it is noted that there has been greater diversity of opinion about what constitutes an inappropriate dual relationship between supervisor and counselor than between counselor and client. Final considerations in supervision, due process, confidentiality, and liability are addressed. The digest concludes that, as gatekeepers of the profession, supervisors should be alert about their own and their supervisees' ethics. Contains 8 references. (NB)

ED 372 350
Kleider, J. Deane
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
ED 372 353

Henderson, Patricia

Supervision of School Counselors. ERIC Digest. ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—EDO-CG-94-21

EDRS Price—MF01/PC01 Plus Postage. Descriptors—Counselor Training, Supervision, Supervisors, Supervisory Methods. Identifiers—ERIC Digest

This digest focuses on supervision issues for school counselors. It begins by addressing the need for professionally appropriate supervision, the nature of school counselor supervision, and professional development. A section on the process of school counselor supervision begins by looking at clinician perspectives, collaborative, and administrative supervision. The purpose of clinical supervision is the enhancement of counselors' professional skills and the supervision function. The purpose of administrative supervision is the assurance that counselors have worthy work habits, comply with laws and policies, relate well with other school staff and parents, and otherwise work effectively within the school system. Also within this section are discussions of performance improvement systems and supervisors. The digest concludes by considering the status of school counselor supervision.

Includes 9 references. (NB)

ED 372 354

Corder, Anneta Petro and Others

Supervision of Marriage and Family Counselors. ERIC Digest. ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

EDRS Price—MF01/PC01 Plus Postage. Descriptors—Family Counseling, Supervision, Supervisors, Supervision Training, Supervisory Methods. Identifiers—ERIC Digest

This digest focuses on issues of importance to the supervision of marriage and family counselors. A brief overview notes that the defining hallmark of marriage and family supervision has been a systemic orientation. Other distinguishing features include a reliance on live forms of supervision, and the viewing of ethical issues within larger familial, cultural, and social contexts. The next section looks at the complex family system and its influence on supervision. Marriage and family supervisory modalities are identified and their benefits are discussed. Contemporary forces shaping marriage and family supervision are described and the impact of social constructionism on marriage and family supervision is considered. A constructionist supervision method that uses a reflecting team of peers is described. Narrative, client-centered supervision is also presented. The digest concludes that promising additions to the field of marriage and family supervision include the use of questionnaires and collaborative team approaches that aid trainees in exploring and living out their ideal ways of being counselors. Contains 7 references. (NB)

ED 372 355

Jenkins, Gerald A. and Others

Use of Technology in Computer Supervision. ERIC Digest. ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—EDC-CG-94-23


This digest focuses on the clinical supervision of counselors involved in addictions counseling. An overview notes the growing field of addictions counseling and describes Powell's model of clinical supervision which blends aspects of several supervision theories. This model is developmental in nature, addresses nine descriptive dimensions of clinical supervision issues. These include: influence, therapeutic strategy, and counselor control. The next section considers what it is that makes addictions supervision different from other forms of supervision. Three supervision issues that are identified include: the role of supervision, the evaluation of supervision, and whether supervision are outlined. The digest concludes that appropriate training needs to be provided for counseling supervision programs. A section on program management notes that administrators provide leadership and direction to supervision programs by developing and upholding the program mission and the goals of supervision. Administrative skills necessary to accomplish this are: political and communication skills; the ability to conduct effective and efficient meetings; and the responsibility for setting workable procedures and rules. Administrators of supervision should have the insight to recognize those people who are identified. The digest concludes that appropriate training needs to be provided for counseling supervision programs. Contains 4 references. (NB)

ED 372 357

Casey, John A. and Others

Use of Technology in Computer Supervision. ERIC Digest. ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—EDC-CG-94-25


This digest focuses on administrative skills useful to the supervision of counselors. The administrator of supervision programs is defined as the person ultimately responsible for the quality of supervision provided and the effectiveness of the supervisory staff. A section on program management notes that administrators provide leadership and direction to supervision programs by developing and upholding the program mission and the goals of supervision. Administrative skills necessary to accomplish this are: political and communication skills; the ability to conduct effective and efficient meetings; and the responsibility for setting workable procedures and rules. Administrators of supervision should have the insight to recognize those people who are identified. The digest concludes that appropriate training needs to be provided for counseling supervision programs. A section on program management notes that administrators provide leadership and direction to supervision programs by developing and upholding the program mission and the goals of supervision. Administrative skills necessary to accomplish this are: political and communication skills; the ability to conduct effective and efficient meetings; and the responsibility for setting workable procedures and rules. Administrators of supervision should have the insight to recognize those people who are identified. The digest concludes that appropriate training needs to be provided for counseling supervision programs. Contains 4 references. (NB)
This digest focuses on the use of technology in the supervision of counselors. Each generation of new technology and its associated training videos and web-based training programs involves being realistic, identifying the causes for whatever is negative and understanding it as a signal of something important. This digest concludes that from pre-service to internship, strategies for improving the supervision experience can be utilized with the appropriate ethical integration of technology.

ED 372 358 Carroll, Michael F. Counselling Supervision: International Perspectives. ERIC Digest. ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.


Identifiers—ERIC Digests, Response to Literature.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Pub Date—93 Contract—EEC3-9002001 Note—225p. Published in cooperation with EDINF Press.

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

Contract RR93002001

Note—2-25p. Published in cooperation with EDINF Press.

Pub Date—93

Available from—ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

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

Contract RR93002001

Note—225p. Published in cooperation with EDINF Press.

Pub Date—93

Available from—ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)
supervisors about improving teaching, but they
by supervisors or principals is a delicate process.

IdentifiersCommunication Behavior, ERIC De-
DescriptorsAdministrator Role, *Classroom Ob-

Children’s Literacy Development Suggestions for
Macfarlane, Eleanor C.

agreed upon, and when the supervisor proceeds with
when the criteria for observation are mutually

teacher and administrator improves dramatically
where mutual communication occurs between

observation process, the establishment of supervi-

would be one alternative to using a standardized

items from the ERIC database concerning
whole language is included. (RS)

ED 366 985
Smith, Carol B.
Whole Language: The Debate.
ERIC Clearinghouse on Reading, English, and
Communication, Bloomington, IN.

Note—3p.; Published with EDINFO Press.

ERIC Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

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EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.
The introductory digest, "Understanding the National Education Goals," describes where America currently stands in relation to achieving the Goals. The remaining 38 digest topics specifically address each Goal: Goal 1-Readiness for School; Goal 2-High School Completion; Goal 3-Student Achievement and Citizenship; Goal 4-Science and Mathematics; Goal 5-Adult Literacy and Lifelong Learning; and Goal 6-Safe, Disciplined, and Drug-Free Schools.

**EA**

**ED 363 914**

EA 025 282

McNort, Gwenda

Outcome-Based Education. ERIC Digest, No. 85. ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, College of Education, University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling). Pub Type—Information Analyses - ERIC Information Analysis Products (071)

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


**Identifiers—**ERIC Digests, *Outcome Based Education*

This digest examines the tenets of outcome-based education (OBE), outlines some of its primary critiques and challenges, and describes successful OBE models implemented in various school districts.

Outcome-based education (OBE) is one model for restructuring education that has received widespread attention. In contrast to traditional educational practices that center on "inputs," OBE specifies the "outcomes" that students should be able to demonstrate upon leaving school. In contrast to traditional educational practices that center on "inputs," OBE specifies the "outcomes" that students should be able to demonstrate upon leaving school.

In contrast to traditional educational practices that center on "inputs," OBE specifies the "outcomes" that students should be able to demonstrate upon leaving school. This digest addresses current research on socialization of children. Finally, it is pointed out that most experts feel that the socialization of home schooling and socialization is necessary—that what is available is inconclusive.

Contains 8 references. (NKA)

**ED 372 460**

CS 508 666

Alex, Nola Kortner

Home Schooling and Socialization of Children. ERIC Clearinghouse on Reading, English, and Communication, Bloomington, Ind.

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

Report No.—EDO-CS-94-07

Pub Date—Aug 94

Contract—RR93002001

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2525 West 5th St., Suite 150, Bloomington, IN 47404-2629.

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

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


**Identifiers—**ERIC Digests, New Age Thinking, Nontraditional Lifestyles

This digest offers background information on home schooling and discusses conflicting viewpoints culled from research on the socialization of home-school children. The digest first notes the rapid growth of children who are being home schooled in the 1990s and comments upon the professionalization of resources offered for parents who home school. The digest then addresses some of the reasons that parents school their children at home. They include: living in areas where schools are not readily available and being anxious about the physical well being of their children in an increasingly violent school setting. Next the digest discusses current research on socialization of children. Finally, it is pointed out that most experts feel that the socialization of home schooling and socia- lization is necessary—that what is available is inconclusive.

Contains 8 references. (NKA)
Shared decision-making (SDM) is becoming a part of many American schools. Shared decision making is based on a premise that relies on four main characteristics: (1) inclusion, the children will make the best decisions concerning the children's education; (2) teachers, parents, and school staff will make decisions in policies; (3) those who implement the decisions should have a voice in the decision; and (4) if those implementing the decision do not feel a sense of ownership of the decisions, they are less likely to implement the decision effectively. The idea behind SDM is not to replace the principal role, but to incorporate the principal into a decision-making team. The purpose of SDM is to improve school effectiveness, improve student learning, increase staff commitment, and ensure schools are responsive to student's needs. There are some disadvantages to SDM; for example, SDM creates new demands on teachers and administrators. Successful implementation of SDM is dependent on many varied factors. Of which are: (1) start small, go slow; (2) agree on specifics at the outset; (3) be clear about procedures, roles, and expectations; (4) give everyone a chance to get involved; and (5) build trust and support. (Contains 10 references.) (KDP)

ED 368 080
Petterson-del Mar, David
Consejo, Dewayne B. To Restructure Schools.
ERIC Digest, Number 88.
ERIC Clearinghouse on Educational Management, Eugene, Or.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--ED-94-93
Pub Date--Apr 94
Contract--R9300206
Note--3p.
Available from--ERIC Clearinghouse on Educa
tion, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price--MF01/PC01 Plus Postage.

ED 369 142
Lumadue, Linda S.
Student Motivation.
ERIC Clearinghouse on Educational Management, Eugene, Or.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--Oct 94
Contract--R9300006
Note--5p; For a related document, see ED 286 664.
Available from--Educational Products, NAESP, 1615 Duke Street, Alexandria, VA 22314-3483

EDRS Price--MF01/PC01 Plus Postage.

ED 370 178
Thompson, Janet
Systemic Education Reform. ERIC Digest, Number 89.
ERIC Clearinghouse on Educational Management, Eugene, Or.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--ED-94-95
Pub Date--May 94
Contract--R9300206
Note--3p.
Available from--ERIC Clearinghouse on Educa
tion, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price--MF01/PC01 Plus Postage.
Identifiers--ERI Digest, "Systemic Change

ED 370 98
Stew, Stephen
Leadership for School Culture. ERIC Digest, Number 91.
ERIC Clearinghouse on Educational Management, Eugene, Or.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--ED-94-96
Pub Date--Jun 94
Contract--R9300206
Note--3p.
Available from--ERIC Clearinghouse on Educa
tion, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price--MF01/PC01 Plus Postage.

ED 371 185
EA 205 737
Peterson-del Mar, David
Consejo, Dewayne B. To Restructure Schools.
ERIC Digest, Number 88.
ERIC Clearinghouse on Educational Management, Eugene, Or.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--ED-94-93
Pub Date--Apr 94
Contract--R9300206
Note--3p.
Available from--ERIC Clearinghouse on Educa
tion, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

EDRS Price--MF01/PC01 Plus Postage.
Descriptors--"Administrative Role, Beliefs, "Change Strategies, Cultural Awareness, Educational Change, Educational Environment, Elementary Secondary Education, "Leadership Responsibility, Norms, "Principals, Student Motivation, Teacher Motivation, Values Identities--"Cultural Change, ERIC Digest, "School Culture

EA 205 788

24
BEST COPY AVAILABLE
ERIC Digest E525.
Spouse Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-8
Contract—RR93002005
Not—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
ERIC Price—MF01/PC01 Plus Postage.
Descriptors—Academically Gifted, Acceleration (Education), Decision Making, Educational Methods, Elementary Secondary Education, Exceptional Child Education Resources.
Identifiers—ERIC Digests
This digest provides a process for assigning the unique needs of students who are gifted and are advanced within the context of systemic educational reform. Several key elements guide the process: creating belief statements, clarifying the issues, and designing strategies for implementation. Generating belief statements based on what is believed about all learners helps the district or school to create a set of expected outcomes that will affect the entire community. The next steps call for identifying important critical issues to help narrow the topics of concern and focus discussion. Designing implementation strategies involves the following five steps: analyze the language of all stakeholders; infuse gifted/talented education stakeholders, and risk takers; infuse gifted/talented into school policies; visualize the desired direction; review current practice; and follow guiding principles. Five print resources are listed as sources for further information.

ERIC Digest E526.
Spouse Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-9
Contract—RR93002005
Not—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
ERIC Price—MF01/PC01 Plus Postage.
Descriptors—Academically Gifted, Beliefs, Change Strategies, Educational Practices, Elementary Secondary Education, Grouping (Instructional Purposes), Program Implementation, Risk Taking, Stakeholder, Student Educational Objectives, Technology, Teacher, Teacher Education.
Identifiers—ERIC Digests
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ERIC Digest E527.
Spouse Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-9
Pub Date—94
Contract—RR93002005
Not—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
ERIC Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
This digest provides a process for assigning the unique needs of students who are gifted and are advanced within the context of systemic educational reform. Several key elements guide the process: creating belief statements, clarifying the issues, and designing strategies for implementation. Generating belief statements based on what is believed about all learners helps the district or school to create a set of expected outcomes that will affect the entire community. The next steps call for identifying important critical issues to help narrow the topics of concern and focus discussion. Designing implementation strategies involves the following five steps: analyze the language of all stakeholders; infuse gifted/talented education stakeholders, and risk takers; infuse gifted/talented into school policies; visualize the desired direction; review current practice; and follow guiding principles. Five print resources are listed as sources for further information.
Ed 362 072 FL 021 585
Reenn, Janne
ERIC Digest
Bilingual Program Models. ERIC Digest. ERIC Clearinghouse on Languages and Literacies, Washington, D.C.
Note—4p.
From—ERIC/CCL, 1118 22nd St., N.W., Washington, DC 20037.

Washington, DC 20037.

Criteria
Language goals.

ED 362 072 FL 021 585
Reenn, Janne
ERIC Digest
Bilingual Program Models. ERIC Digest. ERIC Clearinghouse on Languages and Literatures, Washington, D.C.

Note—4p.
From—ERIC/CCL, 1118 22nd St., N.W., Washington, DC 20037.

Will the National Education Goals Improve the Progress of English Language Learners? ERIC Digest.

ERIC Clearinghouse on Languages and Literatures, Washington, D.C.

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

Report no.—EDO-FL-94-02

Pub date—Nov 93

Contract—R93002010

Note—4p.

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20007.

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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, National Education Goals.

The concern for the economic viability and international standing of the United States has fueled a school reform movement focused on improving the qualities and outcomes of schooling, all of which have led to the establishment of the National Education Goals by the year 2000. Because none of the Goals is specific to English language learners (ELLs) directly, this digest examines how instruction and assessment practices must improve if ELLs are to accompany their peers in meeting the Goals. The six Goals are: (1) school readiness, (2) high school completion, (3) and (4) academic achievement, (5) and (6) productive citizenry. If all students are to achieve the ambitious National Education Goals, the following four points must be considered: student demographic trends should be addressed, teacher preparatory programs should include information and experience in teaching ELLs; the same standards of accountability should be held of all teacher preparatory programs; and assessment systems must be sufficiently flexible to allow students to demonstrate their linguistic and academic proficiency in a variety of bilingual educational settings.

Title of the digest:

Will the National Education Goals Improve the Progress of English Language Learners? ERIC Digest.

ERIC Clearinghouse on Languages and Literatures, Washington, D.C.

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

Report no.—EDO-FL-94-02

Pub date—Nov 93

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Note—4p.

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20007.

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EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, National Education Goals.

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Report no.—EDO-FL-94-02

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Contract—R93002010

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Report no.—EDO-FL-94-02

Pub date—Nov 93

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Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20007.

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adults. She outlines the steps involved in implementing a writing and publishing program and gives sources of materials written by adult literacy learners. Finally, publishing programs are described.

David Spence gives an overview of "The Freirean Approach to Adult Literacy Education" in chapter 5. (Author/AB)

ED 365 169 FL 800 705
Wright, Edward Spruck
Adult ESL Literacy: Findings from a National Study. ERIC Digest.
Available from--ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/P01 Plus Postage
Identifiers--ERIC Digests, Family Literacy, Workplace Literacy

A 2-year national study by Aguirre International identified effective and innovative instructional approaches, methods, and technologies used to provide literacy instruction for adult English-as-a-Second-Language (ESL) literacy students. The ESL literacy learners were found to be vary in terms of literacy backgrounds and experience. Adults who are part of an English as a second language (ESL) program program demonstrate more knowledge than those without social networks. Literacy programs themselves are diverse in the variety of sites from community colleges to union halls and churches. They may include basic literacy, general ESL family literacy, workplace literacy, or community-oriented literacy. Successful ESL literacy programs share the features and practices that characterize successful language learning programs, including a curriculum based on needs assessment. Funding, which influences program offerings, comes from federal and state sources. Federal foundations, most ESL literacy programs are dependent on short-term funding, which threatens their stability and continuity. Successful programs have a pragmatic learning approach, which means that the most programs are staffed by part-time teachers or volunteers, and many are experiencing burnout. The technique that is used in the study is clear that administrators, teachers, learners, and other stakeholders must make their voices heard; otherwise, the impact of the change will take place. Contains 8 references. (LB)

ED 365 170 FL 800 706
Randall, Donald A., Pfeifer, Mark
Language and Literacy Education for Southeast Asian Refugees. ERIC Digest.
Adjoint ERIC Clearinghouse for ESL Literacy Education, Washington, DC; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-LE-93-05
Pub Date--Sep 93
Contract--RR93002010
Note--4p.
Available from--ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/P01 Plus Postage
Identifiers--Asia (Southeast), ERIC Digests

This digest describes more than 1 million Southeast Asian refugees since 1975. The impact of these refugees on language and literacy education has been profound; many innovations in
ED 367 190
McCoy, Scott Surratt
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—ERIC Digests.
Creating a Professional Workforce in Adult ESL Literacy Education. Jo Ann Crandall, Ed.D.

Crandall, Jo Ann
ED 369 308
Note—p. 4.

Available from—NCLE, 1118 22nd Street, N.W.,
Washington, DC 20037.

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

EDRS Price - MF01/PC01 Plus Postage.


Most teachers of English as a Second Language (ESL) face a number of challenges: large and heterogeneous classes, specialized student needs, and poor funding and employment continuity. Many work part time, often in more than one program and serving simultaneously as administrator and teacher. What does success in these circumstances look like? The model most instructors would likely be in other areas, with little training specifically for ESL instruction. Need for Certification in the field is growing. However, few models of comprehensive professional development for adult ESL literacy teachers exist to support the credentialing process. Three models hold promise: a craft mentoring model, in which experienced teachers are paired with new or less experienced teachers; an applied science model, in which relevant research is linked with practical experience; and an inquiry-based model, in which research, teacher education, and teaching occur concurrently. There is much to recommend the combination of the three models, bringing the best perspectives to all stages of professional development to provide a laboratory for demonstrating and expanding knowledge. Recent technological, pedagogical, and regulatory developments have heightened awareness and appreciation of the utility of closed captioned television, especially for English-as-a-Second-Language (ESL) and literacy instruction. A federal mandate that most televisions come equipped with closed captioning has increased the need for teachers to understand the procedures and techniques used by captioners to make captions brief and effective. This digest reviews examples of projects. The digest concludes by identifying questions for researchers to consider in order to make classroom use of CCTV materials less intrusive. (Contains 54 references.) (VWL)

ED 372 662
FL 800 794

Parks, Carolyn
Closed Captioned TV: A Resource for ESL Literacy Education. Wiley, Terrence G.

ED 372 663
FL 800 795

Kaufman, Dorothy And Others
Closed Captioned Television: A Resource for ESL Literacy Education. Parks, Carolyn

ED 372 664
FL 800 825

Wiley, Terrence G.
Estimating Literacy in the Multilingual United States: Issues and Concerns. ERIC Digest

ED 372 665
FL 802 507

Kaufman, Dorothy And Others
Closed Captioned Television: A Resource for ESL Literacy Education. Parks, Carolyn

ED 372 666
FL 800 818

Drewson, Carol
Adult Literacy Practitioners as Researchers. ERIC Digest

ED 372 667
FL 800 819

Crandall, Jo Ann

ED 360 946
HE 026 845

Conrad, Judi
Evaluating Part-Time Adult Learners in Transition. ERIC Digest

ED 369 309
HE 026 846

Crandall, Jo Ann

EDR Price - MF01/PC01 Plus Postage.


Adult learners, who comprise over half of all students in higher education, are typically part-time
Unfortunately, the frequency of complaints on college and university campuses has increased. Sexual harassment is a form of sexual discrimination and is prohibited by federal and state laws. This behavior interferes with a student’s or employee’s performance by producing a hostile working or learning environment. It can also take the form of gender harassment; unwanted seductive behavior; sexual bribery and coercion; and sexual assault, including attempted rape and rape. Research indicates that between 20 and 40 percent of undergraduate female students are victims of some form of sexual harassment by at least one of their professors during their undergraduate years. Additionally, 60 percent of presidents of large research and doctorate institutions believed sexual harassment to be a problem. The most important steps institutions can take to eliminate sexual harassment are to: (1) carefully draft definitions of sexual harassment; (2) provide accessible grievance procedures; and (3) provide education about the nature of this type of behavior on campus. These steps represent the best practices that institutions have developed after more than a decade of aggressive response to sexual harassment. (Contains approximately 130 references and an index.) (GLR)
Academic Freedom in American Higher Education:
Rights, Responsibilities and Limitations. ERIC Digest.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-4
Pub Date—Jan 93
Contract—R9300208
Note—4p.; For the full-length report, see HE 027 193.

This brief report summarizes a longer document with the same title in the ASHE-ERIC Higher Education Report series. Academic freedom provides the foundation of scholarly and teaching duties, making it possible for educators to exchange ideas and concepts freely in the classroom, to explore and develop new knowledge, and to speak out both as professionals and private citizens. It is important, therefore, that faculty members and administrators fully understand the issues and contexts that surround academic freedom in American higher education.

The report briefly addresses the following issues: (1) what the popular notions concerning academic freedom are; (2) whether academic freedom is a legal right; (3) whether faculty at private institutions have the same rights as faculty in public schools; and (4) the current issues that affect academic freedom. The report concludes and recommends that the roles of faculty, conclusions and recommendations include organizational policies that clearly identify freedoms and the role of faculty.

ED 366 255
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-6
Pub Date—Feb 93
Contract—R9300208
Note—4p.; For the full report, see HE 027 271.

This publication is a brief digest of a longer monograph on compensation policies for higher education faculty and the articulation of the professoriate and the higher education enterprise. An early section describes the monograph's treatment of the components of faculty compensation in higher education that has caused many institutions to cut budgets and led to lowered expectations and decreased faculty morale. The monograph analysis of compensation structure covers linking compensation to institutional mission, collective bargaining agreements, retirement issues and early retirement programs and incentives. A description of the structure regarding the force of the future notes that impending retirements are likely to reduce the numbers of professors at senior levels, as much as in the pipeline, and that external market issues and internal market issues are important determinants of compensation. The monograph discusses how the academic labor market looks closely at h compensation is used to motivate, recruit, and retain faculty, how supplementary

ED 366 262
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-4
Pub Date—Jan 93
Contract—R9300208
Note—10pp.; For a digest of the report, see HE 027 105.
Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 650, Washington, DC 20004-1183 ($13.50 for members of AERA, AAHE, AIR, and ASHE; price includes postage and handling).
ED 368 256

Moore, Kathryn M. Amey, Marilyn J.


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

Report No.—ISBN: 1-87830-26-5; ISSN: 0884-0040

Pub Date—93

Note—139p.


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

Descriptors—College Faculty, Compensation (Remuneration), Economic Impact, Employment Practices, Equity; Faculty, Faculty Compensation, Financial Aid, Higher Education, Labor Market, Personnel Policy, Policy Formation, Salary Wages, Social Security, Student Financial Aid, Student Financial Aid Policies, Student Loan Programs, Teacher Motivation, Teacher Recruitment, Teacher Retirement, Teacher Salaries

This monograph takes a detailed look at higher education faculty compensation policies and the role of these policies in improving and preserving the profession and the higher education enterprise. A section on compensation structure examines key decision points involved in determining appropriate structures, collective bargaining agreements, and retirement and early retirement issues. A section on factors that affect the structure of compensation looks at the academic labor market, external issues such as the expected drop in numbers of senior faculty due to retirement and the possible lack of replacements, and internal issues such as the role of faculty as independent professionals. A central section looks at how institutions can use compensation to motivate faculty, reward productivity, foster teaching and research, recognize rank and seniority, provide for the professional development of the individual, and recruit and retain faculty. This section also treats the prevalence and uses of supplemental compensation. Faculty quality and pressure have increased with demand for more sophisticated policies and procedures to deal with these issues. This section treats legal and regulatory development and various approaches to meeting these requirements. A final section on building an effective compensation system argues that policy must address internal consistency, external competition, individual contributions, and systems administration. Includes an index. (Contains over 200 references) (JB)

ED 368 322

Turner, William G. Rhoads, Robert A.

Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process. ASHE-ERIC Higher Education Report No. 6, 1993


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

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Beginning Teachers, *College Faculty, Cultural Context, Cultural Influences, Faculty College Relationships, Faculty Development, Faculty Promotion, Graduate Study, Higher Education, Minority Groups, Nonfaculty, *Socialization, *Tenure, Women Faculty Identifiers—Organizational Culture

This monograph examines the importance of understanding faculty socialization as a cultural process in the context of the current changes urged on higher education. A section on how faculty socialization is conceptualized in a variety of cultures in which different academic culture shapes and is shaped by social interaction. Consequently, to understand faculty socialization one must come to terms with the complex shape of faculty lives. These include the culture of the profession, the disciplinary culture, the institutional culture, and individual cultural differences. The monograph argues that faculty socialization takes place in two general stages: first, during their own undergraduate and graduate learning experiences and, second, during the organizational stage when new faculty face organizational challenges. It is also noted that, while faculty adapt to their institutions and cultures, institutions in turn adapt to their faculty members. The implications of both sections on the nature and importance of faculty socialization are included to include the possibility of confusion and misinterpretation which is expected during the tenure process and the need for clearly articulated organizational goals and objectives. Coming to terms with faculty socialization is the key to many questions of organizational culture, commitment and mission. (JB)

ED 370 508

Garland, Peter H. Grace, Thomas W.

New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles. ASHE-ERIC Higher Education Report No. 8, 1993


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

EDRS Price—MF01/PC01 Plus Postage.


The efforts of college student affairs professionals at improving student life are integral to the success of students in a rapidly changing world. The new role for student affairs is demanded, which would require creativity and collaborative thinking. This new role calls for changes in the programs and services offered, the professional skills employed by student affairs professionals, and the content of the preparation and continuing development of professionals. The new role demands professionals who are competent in counseling and administration, or planning, evaluation and research, and current issues in higher education. New opportunities for students affairs professionals, institutions, and personal preparation programs are listed. (JDD)

Note—4p.; For the full length report of which this is a digest, see HE 027 468.
Descriptors: Accountability; Administrator Role; Academic Achievement; Student Development; Institutional Role; Student Responsibility; College Environment; College Outcomes; College Students; Institutional Research; Student Attitudes; Student Behavior; Student Characteristics; Student College Relationship; Student Participation; Student Responsibility; Student Role; Undergraduate Study; Identifiers: Astin (Alexander W), College Student Experiences Questionnaire, Pascarella (Ernest T), Tinto (V).

This monograph explores the role of student responsibility and the importance of student effort and involvement in college outcomes. It discusses how student investment is crucial to college work and learning goals that are known to be critical to student development, and re-committing to student development. The new role of student affairs professionals includes developing vision, fostering partnerships, and integrating campus environments. The role of administrators in this new role includes developing vision, fostering partnerships, and re-committing to student development. The new role of student affairs professionals includes developing vision, fostering partnerships, and integrating campus environments. The role of administrators in this new role includes developing vision, fostering partnerships, and integrating campus environments.

ED 372 702
HE 027 587
Davis, Todd M., Murrell, Patricia Hillman
Turning Teaching into Learning: The Role of Student Responsibility in the Collegiate Experience, ERIC Digest.

Available from: ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($18 plus shipping charges; $5.25 each order under $50; $5.00 each order under $45; $4.50 each order under $40; $4.00 each order under $35). The digest overviews some of the approaches to student responsibility in the collegiate experience. It introduces the issue noting that institutions must work with students from diverse groups, and professionalizing student affairs, communities, and integrating campus and society. Challenges for the student affairs professional in this new role include developing vision, streamlining the administrative decision making process, making more effective strategies, and re-committing to student development. The new role for student affairs calls for changes in the programs and services that are provided, professionalization employed by student affairs professionals, and the content of the preparation and continuing development of professionals.

EDRIS Price - MF01/PC01 Plus Postage.

Descriptors: Accountability, Administrator Role, Academic Achievement, Student Development, Institutional Role, Student Responsibility, College Environment, College Outcomes, College Students, Institutional Research, Student Attitudes, Student Behavior, Student Characteristics, Student College Relationship, Student Participation, Student Responsibility, Student Role, Undergraduate Study, Identifiers: Astin (Alexander W), College Student Experiences Questionnaire, Pascarella (Ernest T), Tinto (V).

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ED 364 259
IR 054 781
ERIC: In Action. Videocassette.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Sponsoring Agency: Office of Educational Research and Improvement (ED); Washington, DC.

Contract: R188062008

Available from: ERIC Clearinghouse on Information & Technology, 4-194 Center for Science & Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

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

Descriptors: Academic Achievement, Performance Based Assessment and Portfolio Performance Appraisal Systems.

This digest focuses on going beyond multiple choice testing to the development of methods for assessing complex knowledge and performances. New designed assessment systems must accurately measure and promote the complex thinking and learning goals that are known to be critical to students' academic success and their eventual sustained achievement and to their communities.

The digest discusses performance-based assessment and portfolio assessment as alternative approaches. The concept of creating workable and meaningful forms of alternative assessment is also addressed. The digest overviews some of the approaches to alternative assessment systems. The Center for Technology in Education (CTE) has been investigating. CTE is working in collaborative projects with a variety of schools. Within the CTE has experimented with a number of tasks in the development of technology-based performance assessment records in high and mathematics, including computer simulations, oral presentations, paired explanations, progress interviews, and video-taped demonstrations. CTE evaluates student performance on two levels: the quality of the oral presentation and the quality of the design. A list of eight additional readings is provided.
The ERIC system's commitment to reaching diverse audiences, coupled with the rapid advancement of information technologies, has resulted in a larger-than-earlier selection of access points. This digest discusses the original and newer means of accessing the ERIC bibliographic database of education-related materials. The access points discussed include online access through commercial services, CD-ROM, locally-mounted systems, and Internet access. Print and audio-visual materials are also included. The digest provides user audiences, coupled with the rapid advancement of information technologies, has resulted in a larger-than-earlier selection of access points. This digest discusses the original and newer means of accessing the ERIC bibliographic database of education-related materials. The access points discussed include online access through commercial services, CD-ROM, locally-mounted systems, and Internet access. Print and audio-visual materials are also included. The digest provides information about the infrastructure, its development, and future plans for ERIC. A source list is included. (JLB)

ED 368 324
Bishop, Ann P.
The National Information Infrastructure: Policy Trends and Issues. ERIC Digest.
EDRS Price - MF01/PC01 Plus Postage.
Contract—RI0000009
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)
Report No.—EDO-IR-93-6
Pub Date—May 93
Spons Agency—Office of Educational Research & Improvement (ED), Washington, DC.
Note—4p.
This digest provides background information and sources that help in understanding the concept of educational technologies. It is provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) Where is good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Networks educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (JLB)

ED 369 420
Weilen, Carolyn R., Ed.
Brandhorst, Ted.
Spons Agency—Office of Educational Research & Improvement (ED), Washington, DC.
Note—11p.
For the 1992 edition, see ED 358 865.

ED 369 389
Performance-Based Assessment
EDRS Price - MF01/PC02 Plus Postage.
Contract—RJ9000009
Note—37p.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (Subscription free; obtain back issues from EDRS).
Pub Date—Oct 94
Pub Type—Collected Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Contract—RJ9000009
Note—37p.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (Subscription free; obtain back issues from EDRS).
Pub Date—Oct 94
Pub Type—Collected Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
ED 371 727

Holmes, Glen A. Cable Television in the Classroom. ERIC Digest. ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (143)

EDRS Price - MF01/PC01 Postage.

Descriptors—Cable Television, Distance Education, *Educational Television, Elementary Secondary Education, Programming (Broadcast), School Business Relationship, Technological Advancement

Identifiers—ERIC Digests, Example

Using cable television in the classroom allows teachers to include the latest news and current events in class discussions. However, many educational professionals are un informed about the concept and lack the knowledge to implement the technology in the classroom. This digest describes how cable television can be integrated into elementary and secondary classroom instruction. Topics covered include systems that link schools with cable television; current cable network school collaborations; and examples of cable television applications in schools. (Contains 11 references.) (JLB)

ED 372 756

Information Literacy in an Information Society. ERIC Digest. ERIC Clearinghouse on Information and Technology, Syracuse, NY.

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

Report No.—EDO-IR-94-1

Pub Date—May 94

Contract—RR93002009

Note—4p.; For the full document, see IR 055 120.

Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

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

EDRS Price - MF01/PC01 Postage.


Note—4p.; For Part I, see IR 055 114.

ED 372 758

Morgan, Nancy A. An Introduction to Internet Resources for K-12 Educators. Part I: Question Answering, Listserves, Discussion Groups. ERIC Digest. ERIC Clearinghouse on Information and Technology, Syracuse, NY.

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

Report No.—EDO-IR-94-44

Pub Date—May 94

Contract—RR93002009

Note—4p.; For Part I, see IR 055 114.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

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

EDRS Price - MF01/PC01 Postage.


Identifiers—Goals 2000, National Educational Goals 1990

ED 372 759

Lance, Keith Curry The Impact of School Library Media Centers on Academic Achievement. ERIC Digest. ERIC Clearinghouse on Information and Technology, Syracuse, NY.

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

Report No.—EDO-IR-94-2

Pub Date—May 94

Contract—RR93002009

Note—4p.; For Part II, see IR 055 115.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

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

EDRS Price - MF01/PC01 Postage.


*Library Services, Library Surveys, Media Specialists, Predictor Variables, *School Libraries

Identifiers—AskERIC, Educational Technology, *Electronic Mail

Note—4p.; For Part II, see IR 055 115.

This study was designed to update the existing research and to examine the relationship between library media center use and academic achievement. The schools selected for the study sample were not selected on a random basis; rather, they were library media centers (LMCs) that responded to a 1989 survey of elementary and secondary LMCs. Based upon available data about LMCs, the findings of the study provided evidence to make these conclusions: (1) LMCs in better funded LMCs tend to achieve higher average reading scores regardless of wealth or education level of the school and community; (2) the size of the LMC's local staff and the size and variety of its collection are important characteristics which intervene between LMC expenditure and student test performance in the role the school media specialist plays can influence test scores. (Contains 40 references.) (JLB)

ED 372 763

Doyt, Cynthia S. Developing Literacy in an Information Society: A Concept for the Information Age. ERIC Clearinghouse on Information and Technology, Syracuse, NY.

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


Pub Date—Jun 94

Contract—RR93002009

Note—25p.; For a related digest, see IR 055 113.

Available from—Information Resources Publications, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 ($8, plus $2 shipping and handling).

Pub Type—Information Analysis - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Reports - Research (143)

EDRS Price - MF01/PC04 Postage.


Identifiers—Goals 2000, National Educational Goals 1990

Information literacy is the ability to access, evaluate, and use information from a variety of sources. This document traces the history of the development of the term "information literacy" and discusses the emergence of information literacy as an important concept in contemporary society. Two major events are examined that have driven information literacy into the forefront of educational reforms: the Secretary's Commission on Achieving Necessary Skills (SCANS) Report and the National Educational Goals. The impact of technology on the concept of information literacy is discussed. Finally, recent revisions in national curriculum standards that imply recognition of information literacy skills are examined, including mathematics, social studies, and science standards. An annotated bibliography is included. (Contains 41 references.) (JLB)

ED 372 772

Karmel, Barbara L. And Others An Educator's Guide to Electronic Networking: Creating Virtual Communities. ERIC Clearinghouse on Information and Technology, Syracuse, NY.

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


Pub Date—May 94

Contract—RR93002009

Note—120p.; Revised and updated.

Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science & Technology, Syracuse, NY 13244-4100 ($10, plus $2 shipping and handling).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Postage.


Identifiers—AskERIC, Educational Technology

This guide provides a framework to help think about, choose, create, and design an electronically networked community. It is written for educators and educational entities involved with the design and implementation of educational projects. The guide helps planners and designers decide what type of networked community to create; what factors to consider in selecting an electronic network
Challenging the "Revolving Door Syndrome." **ERIC Digest.**

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

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

Report No—EDO-JC-93-64.

Pub Date—Sept 93.

Contract—RR9302003.

Note—4p.; Based on "Directing General Education Outcomes," New Directions for Community Colleges, Number 81, Spring 1993.

Pub Type—Reports—Descriptive (141).

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Cognitive Style, College Administration, Community Colleges, Course Content, Cultural Education Development, *Educational Change, Education Work Relationship,* *General Education, Governing Boards,* *Learning Support Programs, Skills, Two Year Colleges, Values Education Identifiers—ERIC Digests.

The term "general education" has been employed to characterize an array of community college non-vocational programs, from Great Books courses to service learning. General education at present differs from previous decades in terms of its emphasis on curricular structure, goals, and student learning. The integration of knowledge and coherence in the general education curriculum is still a matter of debate. The 10 chapters are as follows:


ED 367 403

JC 940 157


College Management: Important Directions for Community Colleges, Number 84.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

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


Pub Date—Sept 93.

Contract—IR93002003.

Note—119p.


Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRSDigests - MF01/PC05 Plus Postage.


Intended as a forum for the discussion of customized workforce training at community colleges, this book addresses the planning process and strategies that come into play when colleges are in custom training for fully-employed learners. The 10 chapters are as follows:


ED 378 399

JC 940 153

Kantor, Sherrie L., Ed.

A Practical Guide to Conducting Customized Work Force Training, New Directions for Community Colleges, Number 83.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

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


Pub Date—94.

Contract—IR93002003.

Note—119p.


Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRSDigests - MF01/PC05 Plus Postage.


Intended as a forum for the discussion of customized workforce training at community colleges, this book addresses the planning process and strategies that come into play when colleges are in custom training for fully-employed learners. The 10 chapters are as follows:

ED 367 415  JC 940 186
Pregosin, Carol
Tech Prep/Associate Degree (TPAD) Academic Outcomes.ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-94-014
Pub Date—Mar 94
Contract—RR93002003
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

Note—4p.
Pub Type—Reports—Descriptive (14) —Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

Best Copy Available
The purpose of this essay is to examine the meaning of the term “disposition” and to suggest the implications for instructional design. Disposition is a concept that is directed to a broad goal. Dispositional considerations are important because: (1) acquisition of knowledge and skills does not guarantee that the knowledge and skills will be used and applied; (2) the instructional processes by which some knowledge and skills are acquired may undermine the disposition to use the knowledge and skills; (3) teachers need to support desirable dispositions, thus dispositions are not likely to be acquired or maintained absent careful design and follow-up, and (4) there is thought to be an optimum amount of positive feedback for young children above which they may become dependent on the performance and the judgments of others rather than the task at hand. (5) Dispositions are likely to be modeled by young children through exposure to people who exhibit them. Therefore, it seems timely to include dispositions among important outcomes of education.

ED 365 468
Blank, Helen
Using Federal Funds To Improve Child Care. 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-94-2
Pub Date—Jan 94
Contract—RR93002007
Note—3p.

ED 365 477
Consone, Bernard
Video Games and Children. 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-93-10
Pub Date—Sep 93
Contract—RR93002007
Note—3p.
that examined the long-term effects of programs that served young children living in poverty and at risk of school failure. Concerning program effects on school performance, all studies that collected information on school performance found that their program groups had better performance than their no-program groups during the program and for a year or two thereafter. Results of one study, conducted to the no-program group, program group members were less likely to be placed in special education classes and less likely to fail a grade, and had higher high school graduation rates. Concerning the programs' effects on community behavior, one study found that children of the no-program group, program group members: (1) fewer violent crimes; (2) spent less time on probation; (3) reported higher monthly earnings; (4) were more likely own a home and a second car; and (5) received less welfare or other social services as adults. One study that analyzed the costs and benefits of a preschool program found significant returns to taxpayers from savings in later school costs, higher taxes paid by program participants because of their higher later earnings, savings in welfare assistance, and reductions to the criminal justice system and to potential reductions of crime. These studies suggest that high-quality programs for young children do have effects but the benefits may vary depending on the programs. Children's development; and teachers to engage in practices that support children and parents. (BC)

ED 368 509
Katz, Lillian G.
The Project Approach. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency--Office of Educational Research and Improvement, Washington, DC.
Report No.--EDO-PS-94-6
Contract--RR9300207

ED 369 576
Kim, Songa de Groot
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-94-4
Pub Date--Jun 94
Contract--RR9300207

ED 369 578
Wollsch, Lorelyne B.
Vigilance and Young Children's Development. 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-94-7
Pub Date--Jun 94
Contract--RR9300207

ED 369 577
Fong, Jiunus
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-94-4
Pub Date--Jun 94
Contract--RR9300207

ED 369 579
Children's Nutrition and Learning. 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-94-4
Pub Date--Jun 94
Contract--RR9300207

Note--3p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.

This digest examines the developmental consequences for children who are the victims of or witnesses to family and community violence. A baby's ability to trust depends upon the family's ability to provide consistent caregiving, which is compromised when the infant's family lives in a community racked by violence. When they reach toddlerhood, children need to practice skills such as jumping and climbing. However, in violence-ridden communities, young children may not be able to venture outside the family because they are prevented from going out to play. During the preschool years, community and family violence takes a high toll on children's development. Children's emotions are drained away from their self-esteem and the cognitive functioning of children traumatized by violence can be compromised. Children who have been mistreated may have trouble getting along with others, and children whose only role models use physical force to solve problems may be unable to learn nonaggressive ways of social interaction. Children who live with violence may repress feelings, have difficulty forming relationships, and may feel considerable distress. Violence may spark their imagination, leading to elaborate exploratory play. The items in the resource room are converted into a resource space. For example, pine shelves are installed in a walk-in closet to hold props. Wooden foxes boxes and cardboard boxes from grocery stores can be used as storage containers. Items discarded by parents can be used as props. Once the resource room is set up, children can use the items in it for exploratory play. The items in the resource room may spark their imagination, leading to elaborate construction plans and complex play behavior. The teacher's role in the environment is that of a facilitator who collaborates with the children in determining the curriculum. In this collaboration, teachers do not force children from making mistakes. Instead, children are allowed to use problem-solving approaches to correct their errors and stimulate their thinking. Children's ability to pretend, which plays a part in learning to read and do mathematics, is also developed during play. The use of a resource room in a foster home classroom helps the children develop confidence in their abilities and skills. (BC)
Descriptors

This digest reviews research on the link between children's nutrition and learning to earn from the prenatal through school years. It also discusses the importance of nutrition education for children. The need for teaching good eating habits and the preschool years is highlighted by research that indicates that low birthweight children are more likely than other infants to have learning problems and require special education services; and that children who have had diabetes are participating in the Special Supplemental Food Program for Women, Infants and Children (WIC) scored higher on vocabulary tests than children whose mothers had not received WIC benefits. During the school years, anemic children tend to do poorly on vocabulary and reading tests, and also on math, and they also score significantly lower in multiple-choice tests than children whose mothers had normal hemoglobin. Some studies show that children who are anemic are more likely to be unsuccessful in school and require special education services; and that children who have had diabetes are participating in the Special Supplemental Food Program for Women, Infants and Children (WIC) scored higher on vocabulary tests than children whose mothers had not received WIC benefits. During the school years, anemic children and those who are the product of poor eating habits, which include overeating, skipping breakfast, and using unsafe dieting methods, and, in part, to poverty and social class, are affected by the messages they receive from television and food packaging about foods high in sugar, salt, or fat. These messages are intertwined with nutrition education in school, which is most effective when it is delivered in the context of a comprehensive health education program. Children's knowledge of nutrition, schools can coordinate nutrition education with other subjects, and parents can set a good example. Children can also be taught to eat healthfully, letting their children prepare the meals, and exposing their children to new foods. (BC)

ED 369 587

Diamant, Ken E. And Other
Integrating Children with Disabilities into Pre-school, ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDRS-PS-94-15
Pub Date—Jun 94
Contract—RR9300207
Note—3p.

PS 022 495

Diamond, Ken E. And Others
Integrating Children with Disabilities into Pre-school, ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDRS-PS-94-10
Pub Date—Jun 94
Contract—RR9300207
Note—3p.

PS 022 854

Katz, Lilian G.
Assessing the Development of Preschoolers. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDRS-PS-94-15
Pub Date—Sep 94
Contract—RR9300207
Note—3p.

PS 024 494

Nutrition Programs for Children, ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDRS-PS-94-9
Pub Date—Jun 94
Contract—RR9300207
Note—3p.

PS 022 495

Nutrition Programs for Children, ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDRS-PS-94-10
Pub Date—Jun 94
Contract—RR9300207
Note—3p.

EDRS Price- MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

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EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.
ED 372 897
Howley. Craig
Schools benefitted disadvantaged students most (by units. A recent study found that small elementary differences in enrollment generally favor smaller Pub Type Information Analyses ERIC Informa-
Available fromERIC/CRESS. P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Date—Jun 94
Note—4p.
EDRS Price—MF01/PC01 Plus Postage
Descriptors—Achievement, Disadvantaged, Dropout Rate, Educational Attainment, Educational Change, Elementary Secondary Education, Schools, Small Size, Students, Participation
Identifiers—ERIC Digest, Sense of Community
Research generally points to a negative relationship between school or district size and student achievement. When all else is held equal (particularly community or individual socioeconomic status), comparisons of schools and districts based on differences in enrollment generally favor smaller units. A recent focus of small elementar-ies found no significant differences in the perfor-
mance of small rural high schools and those in larger high schools in more urbanized areas. Small school size is also associated with lower high school dropout rates in spite of the apparent ben-
fits of small school size for adolescents, policymakers still employ a powerful rationale to justify the continued creation of larger high schools. The charge is made that small high schools cannot provide a curriculum with adequate breadth and depth to meet the needs of diverse students. Yet research sug-
gests that a total enrollment of 400 students is actu-
ally sufficient to allow a high school to provide an adequate curriculum. In addition, research on grade-span configuration shows that eighth-grade students achieve best in an elementary K-8 setting. If restructuring truly is an aim of school reform, then the scale of schooling is a major structural is-
ue. Making the institution of schooling more re-
sponsive to educational demands may require a shift in metaphor from school as organization, where bureaucratic thinking inhibits true learning, to school as communi-
ty, where learning is “nurtured” or “cultivated.” (K5)
ED 372 898
Butterfield. Robin A.
Blueprints for Indian Education: Improving Mainstream Schooling. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools. Charleston, WV.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-3
Pub Date—Jun 94
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type—Information Analyses—ERIC Information Analyses Products (071)
EDRS Price—MF01/PC01 Plus Postage
Identifiers—ERIC Digests, Indian Nations at Risk Task Force, Language Instruction, Personal Narratives
Reports from the Indian Nations at Risk Task Force and the White House Conference on Indian Education identify as a national priority the need to retain American Indian and Alaskan Native lan-
guages both as central elements in Native cultures and as national resources. A personal narrative of an Alaskan Native and an American Indian Education, Higer Education, *Multicultural Education, Student Participation, Elementary Schools, *Student Evaluation, Teacher Attitudes, Teacher Education
Identifiers—Culturally Relevant Curriculum, ERIC Digests, Indian Nations at Risk Task Force, and the White House Conference on Indian Education suggested systemic reforms that would improve the ed-
ucation of Native American students who attend public schools. These reforms focus on fostering intercul-
tural harmony in schools, improving teacher prepara-
tion, developing instructional curricula and strate-
gies that support diverse cultural needs and styles, including American Indian and Alaska Na-
tive (Al/AN) parents in the education process, and adopting a new model of evaluation of Al/AN student progress and success. Proven practices that establish intercultural harmony in schools include developing a new student body; increasing intergroup contact under specified conditions; introducing in-depth multicultural activities at an early age; and activities that replace inaccurate information, negative attitudes, and dis-
criminatory behavior. Non-Native educators need in-depth, cultural training to prepare them to work for teaching culturally diverse student populations. A culturally diverse curriculum must also include the needs and interests of Al/AN students and their learning strengths for visual, perceptual, and spatial information. Schools must make special efforts to include Al/AN parents, as this often improves stu-
dent attitudes as well as achievement and behavior. Finally, methods for authentic measures of learning, such as criterion-referenced tests or portfolios of student progress, are needed to measure Al/AN educational progress. (K5)
ED 372 899
Demmer, William
Blueprints for Indian Education: Languages and Cultures. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools. Charleston, WV.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-3
Pub Date—Jun 94
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type—Information Analyses—ERIC Information Analyses Products (071)
EDRS Price—MF01/PC01 Plus Postage
Identifiers—ERIC Digests, Indian Nations at Risk Task Force, Language Instruction, Personal Narratives
Education identify as a national priority the need to retain American Indian and Alaskan Native lan-
guages both as central elements in Native cultures and as national resources. A personal narrative of an Alaskan Native and an American Indian man who grew up in the 1930s shows the importance of his native language to his cultural identity. Personal narratives are an effective way of fostering cross-cultural harmony in schools. Strategies that support diverse cultural needs and styles include (1) assessing local threats and setting priorities; (2) promoting and celebrating mentoring relationships; (3) promoting and celebrating mentoring relationships; and (4) collaborating across agency and institutional boundaries. Resources on resilient service learning, in the literature and on the Internet, are recommended. (Contains 15 references.) (SV)
ED 372 900
Finley, Mary
Cultivating Resilience: An Overview for Rural Educators and Parents. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools. Charleston, WV.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-3
Pub Date—Oct 94
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type—Information Analyses—ERIC Information Analyses Products (071)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—Agency Cooperation, Community Roles, *Educational Strategies, Elementary Secondary Education, Mentors
Identifiers—ERIC Digests, *Resilience (Personal)
Resilience is a quality that characterizes children who, though exposed to significant stress and adversity in their lives, do not succumb to the school and life failures predicted for them. Recent research sug-
gests ways that schools and communities can pro-
tect children from the threats that confront individuals and families. This digest interprets such findings for application in rural areas. The notion that schools and communities can nurture students' resilience and competence constitutes a radical shift away from the concept of "at risk" and its negative implications. Key protective factors found in families, schools, and communities include caring, sup-
portive relationships, opportunities, and opportuni-
ties for social participation. Protective factors help develop resilient children who exhibit social competence, problem-solving skills, and a healthy sense of personal identity and purpose. Because of their comparatively greater social capital, rural communities may have a head start on develop-
ing effective supports. The development of such efforts includes several elements: (1) assessing local threats and setting priorities; (2) assessing and enhancing existing support systems; (3) promoting and celebrating mentoring relationships between children and adults; and (4) collabora-
ting across agency and institutional boundaries. Resources on resilient service learning, in the literature and on the Internet, are recommended. (Contains 15 references.) (SV)
Parents have the wonderful opportunity and responsibility for nurturing children. This digest presents resources that will enable parents to fulfill their responsibility for developing their children's abilities to do mathematics, while at the same time encouraging more positive attitudes towards mathematics teaching and learning. Resources are divided into three categories: (1) activities initiated at home, (2) activities initiated at school, and (3) special curriculum development projects that promote parent involvement. Includes 22 references. (MKR)

ED 372 968
Heimlich, Joe E.

Using the Cannabis Environment To Teach at Home and School. ERIC/CSMEE 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-94-9
Pub Date—Sep 94
Contract—RR93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type—Reference Materials - Bibliographies (113) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.


ED 372 969
Thomson, Barbara S., Diem, Jason P., and Newcomb, James T.

Processing, Storing, and Retrieving Mole Rat Lifelong Learning at the Zoo. ERIC/CSMEE 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-94-2
Pub Date—Sep 94
Contract—RR93002013
Note—4p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

Identifiers—ERIC Digests, Informal Learning.

An informal study found that zoos visitors want to know not only the name, weight, and age of the animals, but also about diet, reproduction, life span, and behavioral characteristics. What kinds of learning opportunities, extending beyond entertainment, can be offered to the sophisticated new breed of visitors in zoos, aquariums, and marine parks? This digest reviews the process by which zooliners find out about animals, and how professional staff and visitors can promote lifelong learning. The discussion includes informal learning environments, learning styles, implications for informal learning environments, and reflection as a retrieval strategy. (Contains 13 references.) (MKR)

ED 373 967
Harig, Martin D., Broncz, Pamela G., and Dolson, John A.

Developing Skills in Science with Your Child. ERIC/ CSMEE Digest.
Spots Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-3
Pub Date—Sep 94
Contract—RR93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type—Reference Materials - Bibliographies (113) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.


ED 374 968
Lemming, Robert S.

Teaching about the Fourth Amendment's Protection Against Unreasonable Searches and Seizures. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SJ-94-9
Pub Date—May 93
Contract—RI86062009
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

Identifiers—Bill of Rights, ERIC Digests, *Fourth Amendment, United States Constitution.

This digest discusses issues related to teaching about the Fourth Amendment of the United States Constitution. It begins by noting the amendment that protects citizens of the United States against unreasonable searches and seizures, and goes on to discuss how the understanding and interpretation of the amendment have been influenced by historical events, technological inventions, and changes in thinking. The first section, on understanding and interpreting searches and seizures, outlines the development of the Supreme Court's interpretation through cases decided from 1866 through Katz v. United States, decided in 1967. The telephone, microcomputer, and instant crime reporting are examples of technological advances that changed the interpretation of the law. The second section explains the meaning of the "search" issue in the Fourth Amendment. It discusses the types of protection associated with the Amendment. They include: the case study method; a moot court hearing; and scripted trials. The paper lists the following steps for teaching the Fourth Amendment. They include: the case study method; a moot court hearing; and scripted trials. The paper lists the following steps for teaching the Fourth Amendment.

1. Review the facts in the case; 2. Determine the main
The Cote Ideas of "Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire." ERIC Digest.


Identifiers—ERIC Digests

This ERIC Digest presents lessons from history, "the report of the National Center for History in the Schools at the University of California, Los Angeles. The Digest provides a rationale for the study of history throughout the K-12 curriculum and specifies core ideas, themes, and topics that undergird both national performance standards and States history and world history. The study of history must reflect the three ultimate purposes of education in a free society: to prepare individuals for (1) a career of work, to sustain life; and (3) the quest for meaning; and (4) the development of political Understandings and Historical Perspectives. ERIC Digests (071)...."
in-group behaviors. Although all of the elements do not have to be used every time the teacher assigns study or tasks, groups, teaching who fail to include the requirements report far more difficulties with students and group activities and far less student achievement and gain than do teachers who meet them. (Author/CK)

ED 370 882
Title: Citizen Education for Global Understanding:
ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Report No.-EEO-SO-94-2
Pub Date-May 94
Contract-RR93002014
Note-4p.
Pub Type-Information Analyses -ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)
EDRS Price - MF01/PCO1 Plus Postage.
Descriptors-Citizenship Education, Citizenship Responsibility, Citizenship Education, Teaching Guides, World War II.
Identifiers-ERIC Digest Teachers, Global Education

An approach to citizenship preparation that might be called civic education for global understanding includes a renewed engagement with and dedication to the civic needs of the nation. A need exists for students to continue to study the basic concepts and values of democracy but also to gain a broader understanding of the complex and interrelated world. The components of civic education for global understanding involve (1) educating young people about their nation's history and government with emphasis upon the core concepts of democracy in the United States and (2) sharpening students awareness of the role of citizenship extend far beyond national boundaries. The goals of civic education for global understanding are to receive a broader participation in community and national affairs by citizens and to enhance recognition by U.S. citizens that their obligations of citizenship extend beyond the nation's frontiers. Implementation requires changes in how civic education is taught and in the approach to the social studies subject matter. Contains 9 references. (CK)

ED 370 885
Title: Using "Think-Time" and "Wait-Time" Skillfully in the Classroom -ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Contract-RR93002014
Note-4p.
Pub Type-Information Analyses -ERIC Information Analysis Products (071) - Guides -Non-Classroom (055)
EDRS Price - MF01/PCO1 Plus Postage.
Descriptors-"Classroom Communication, Cogni-
tive Processes, Inquiry, Learning Processes, Questioning Techniques, Responses, Student Reaction, Teacher Response, *Teacher Student Relationship, Time Factors (Learning), Wait-Time".
Identifiers-ERIC Digest Teachers, Thinking Time

"Think-Time" and "Wait-Time" have unmeasured periods of time to process information, to reflect on what has been said, observed, or done, and to consider what their perspective or view should be. At least 3 seconds of uninteruped silence, a significant number of positive outcomes are seen for students and teacher students. Students are more effective in completing cognitive tasks in particular situations. The teacher's job is to anticipate the time and guide what happens immediately following each period of silence so that the processing that needs to occur is completed. Eight categories of periods of silence can be identified as follows: (1) post-teacher question wait-time; (2) within-student Steans; (3) post-student's response wait-time; (4) student pause-time; (5) teacher pause-time; (6) within-student pause-time; (7) student task-completion wait-time; and (8) impact pause-time. Contains 110 references. (Author/CK)

ED 372 022
Title: National History Standards: \enquote{Citizenship, Conflict, and Change in World War II: Resources for Teachers.}
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Contract-RR93002014
Note-4p.
Pub Type-Information Analyses -ERIC Information Analysis Products (071)
EDRS Price - MF01/PCO1 Plus Postage.
Descriptors-Area Studies, Communities, Civic Education, Conflict, Citizenship Education, Citizenship Responsibility, Citizenship, History, World War II.
Identifiers-ERIC Digest Teachers, World War II.

This digest summarizes research on children's ability to learn history and differentiates between social and cognitive skills. In it, it explains that the National Standards project divides thinking skills into five categories: (1) chronological thinking; (2) historical comprehension; (3) historical analysis and interpretation research capabilities; and (5) historical issues and decision making. Content standards are divided into three sets: (1) K-grade 4; (2) United States history for grades 5-8; and (3) world history, grades 9-12. The set of nine content standards for grades K-4 is divided into five topics: (1) living and working together in families and communities, now and long ago; (2) the history of student's own state or region; (3) the nation; (4) the history of peoples of many cultures around the world; and (5) historic discoveries in science and technology. This digest lists 10 periods or eras in which the 32 content standards in U.S. history are distributed. The 36 content standards in world history are distributed within 8 historical periods. The digest identifies teaching practices that develop historical knowledge, thinking skills, and interest in learning history. Good teaching practices include the use of children's literature, videotapes, and field trips. An 11-item list of references andERIC resources is included. (DK)
Peer-Tutoring Toward a New Model. ERIC Digest. 

ED 362 506

Gartner, Audrey; Riezenman, Frank

Peer-Tutoring: Toward a New Model, ERIC Digest. 
ERIC Clearinghouse on Teaching and Teacher Education. 
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. 
Report No.—SP 034 775
Pub Date—Aug 93 
Contract—RR9300215
Note—sp

Peer Tutoring: Toward a New Model. 

ED 364 508

Guy, Marilyn L., Ed.

Teachers and Teacher Education: Essays on the National Education Goals. ERIC Teacher Educator Monograph No. 17
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC. 
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. 
Pub Date—June 94
Contract—RIB8002015
Note—sp

Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($22.50 includes postage and handling). 

EDRS Price - MF01/PC08 Plus Postage.


Peer tutoring is a significant mechanism that provides opportunities to improve and extend the use of peer tutoring. This digest discusses a new tutor-centered, peer tutoring model being designed at the Peer Research Laboratory at the City University of New York, provides examples of programs applying the new tutoring model, and outlines the requirements to make it possible. This new model is different from usual tutoring approaches where more proficient students tutor the less proficient. In this model, the tutor is viewed as a developmental-mentor: all tutors will have had the experience of being tutees as part of an apprenticeship for becoming tutors. Because the model calls all students to participate in giving and receiving tutoring, it removes the negativity usually associated with receiving help. 

ED 365 673

Levin, Feitelkoh, A. Ed.

Greater Than the Sum: Professionals in a Comprehensive Services Model. Teacher Education Monograph No. 17 
ERIC Clearinghouse on Teaching Education, Washington, D.C. 
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. 
Pub Date—June 94
Contract—RIB8002015
Note—sp

Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($22.50 includes postage and handling). 

EDRS Price - MF01/PC08 Plus Postage.


Identifiers—*Integrated Services 

This digest provides background information about gender equity in sports and physical activity as well as specific strategies for achieving equity at the middle and secondary school levels. The paper begins by discussing gender equitable sports programs as ones in which either boys or girls would be pleased to accept as its own the program of the other. The digest then explains briefly the legal basis for gender equity in sports programs as prescribed by Amendments of 1972. The main body of the digest presents a discussion of monitoring gender equity in middle and secondary schools. In sports programs, gender equity requires that equal athletic opportunities be provided for both genders and encompasses equivalence measures in the following areas: (1) accommodating the athletic interests and abilities of females, the historically underrepresented sex (including the selection of sports and levels of competition); (2) equipment and supplies; (3) scheduling; (4) opportunity to receive coaching (academic tutoring); (5) assignment and salary of coaches (and tutors); (6) travel and per diem allowances; (7) locker room facilities; and other facilities; (8) housing and dining facilities and services; and (9) publicity and promotion.
These steps are: (1) a needs assessment defining the program and provides strategies for program development; (2) a job description telling volunteers the purpose of the program, what skills are necessary, how much time they must commit, and who is to undergo them; (3) recruitment techniques; (4) a screening interview; (5) orientation and training; (6) periodic recognition of volunteers; and (7) an evaluation of whether the goals and objectives of the program have been achieved.


Identifiers—Defense Activity Non Traditional Education Support, Department of Defense, Elementary Secondary Education Act Title I.ERIC Digests

This Digest discusses the conversion of military personnel to school employees and describes a U.S. Department of Defense program called "Troops to Teachers" that helps military personnel affected by defense cut-backs pursue new careers as teachers and teachers' aids. Created by Congress in 1992 through the National Defense Authorization Act for Fiscal Year 1993 (Public Law 102-484), the program extends financial assistance to military personnel so they can obtain required teaching credentials and salary supplements to enable qualified school districts subsequently to hire these individuals. To obtain credentials and complete the transition as quickly as possible, participants are steered to alternative certification programs, particularly those that award credit for military service education. Recipients seeking teacher certification must have a bachelor's degree or higher when applying for a $5,000 stipend, while those interested in teachers' aide courses must hold at least an associate's degree. All participants must agree to acquire necessary credentials within two years of their separation from the military and accept full-time employment for five consecutive years in school districts that participate in compensatory education programs.


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

Report No.—ED97-015

Date—Jul 94

Contract—RR93002015

Note—4p.

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

EDRS Price—MF01/P04 Plus Postage.


A widely held view of multicultural curricula sees them as appropriate for improving academic performance and enhancing self-esteem among students whose racial, ethnic or language heritage differs from that of the Anglo-European population. There are others, however, who hold the view that culturally responsive curricula benefit all students. A culturally responsive curriculum capitalizes on students' cultural backgrounds rather than overriding or negating them. This Digest presents some characteristics of culturally responsive curriculum as guidelines for assessing instructional materials for cultural bias and utility, and provides a list of selected resources available to classroom teachers and other educators. A culturally relevant curriculum is one that is integrated and inter-disciplinary; does not rely on one-time activities, "add-on" units or "sprinkling" the traditional curriculum with minority viewpoints and ideas. Contemporary society is technologi-
ERIC Clearinghouse on Urban Education, New York, N.Y.

Sponsors: Office of Educational Research and Improvement (ED), Washington, D.C.

Report No.: EDO-UD-93-73; ISSN-0889-8049

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

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

EDRS Price: MF01/PC01 Plus Postage

Descriptors: Academic Achievement, Compensatory Education, Cost Effectiveness, Disadvantaged Youth, Educational Innovation, Educational Disadvantaged, Elementary Secondary Education, Enrichment, Family Programs, Federal Programs, Low Achievement, Low Income Groups, Professional Development, Program Implementation, School Districts, Supplementary Education

Identifiers: Education Consolidation Improvement Act Chapter 1, ERIC Digests, Hawkins-Stafford Act 1984, Pullout Programs

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

Pub Type: Reference Analyses - ERIC Information Analysis Products (132)

ED 363 767
Inger Morton
Teacher Collaboration in Urban Secondary Schools. ERIC/CUE Digest, Number 93.
ERIC Clearinghouse on Urban Education, New York, N.Y.

Sponsors: Office of Educational Research and Improvement (ED), Washington, D.C.

Report No.: EDO-UD-93-73; ISSN-0889-8049

PubMed Date: Sep 93

Contract: RR93002016

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

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

EDRS Price: MF01/PC01 Plus Postage

Descriptors: Collaborative Planning, Educational Cooperation, Educational Improvement, High Schools, Participative Decision Making, School Based Management, School Policy, Secondary Education, Secondary School Teachers, Student Behavior, Student Improvement, Teacher Role, Urban Schools, Urban Teaching

Identifiers: ERIC Digests, Teacher Collaboration

In most schools, especially urban high schools, teachers are colleagues in name only. Some schools, however, do foster substantial collegial relationships among teachers; and when schools are organized to support such teacher collaboration, the benefits are substantial. To make teacher collaboration possible and effective, two fundamental conditions appear to be crucial: interdisciplinary. Since teachers' main motivation and rewards are in the work of teaching and in how they find themselves interdependent with one another to manage and reap the rewards of teaching make joint work a worthwhile long-term and other resources. Joint action, however, will not occur where it is prohibitively costly in organizational, political, or personal terms, or where school policy must support the effort, and the value placed on shared work must be stated and demonstrated. Helping teacher collaboration to work requires encouragement and rewards for collaborative efforts, school-level reorganization into teams to stimulate cooperative work, the willingness to exert influence on matters of curriculum and instruction, enough time for planning periods and implementation, training and assistance, and the use of quality materials and equipment. (Contains seven references) (GLR)

ED 366 673
Ihug, Gery
Beyond Culture: Communicating with Asian American Children and Families. ERIC/CUE Digest Number 94.
ERIC Clearinghouse on Urban Education, New York, N.Y.

Sponsors: Office of Educational Research and Improvement (ED), Washington, D.C.

Report No.: EDO-UD-93-73; ISSN-0889-8049

PubMed Date: Dec 93

Contract: RR93002016

Note: Available from: ERIC Clearinghouse on Urban Education, Teachers College, Box 40, New York, N.Y. 10027 (free).

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

EDRS Price: MF01/PC01 Plus Postage

Descriptors: Asian Americans, Behavior Patterns, Beliefs, Communication (Thought Transfer), Cultural Awareness, Cultural Differences, Ethnic Groups, Intercultural Communication, Pacific Americans, Parent Participation, Parents, Racial Differences, Stereotypes, Student Evaluation Identifiers: ERIC Digests

To explore the complexities of communication with Asian and Pacific Islander (API) children and their families, this digest describes the overt and covert dimensions of the various API cultures, and discusses API's socioeconomic background and the life experiences that contribute to their behavior. The general ethnic groups in the API community are Pacific Islanders (mainly Hawaiians, Samoans, and Guamanians), Southeast Asians (mostly Indochinese from Vietnam, Thailand, Cambodia, and Laos), and Pacific Islanders (mostly Burmese and Filipinos), and East Asians (Chinese, Filipinos, and Koreans). It is important not to generalize an understanding of groups to another, and educators must identify differences in order to devise appropriate communication strategies. Overt culture includes belief systems and language, aspects of a culture that can be easily identified and studied. Overt culture is more stable, and contains some aspects as the conception of time and communication. Suggestions are given for practitioners to enhance communication through the following: (1) understanding cultural reflection; (2) partnerships with community organizations; (3) information gathering; (4) parent involvement; (5) overcoming stereotypes of APIs; and (6) accurate evaluation of individual children. (Contains 12 references) (SLD)

ED 368 809
Burnett, Gary
Technology as a Tool for Urban Classrooms. ERIC/CUE Digest, Number 95.
ERIC Clearinghouse on Urban Education, New York, N.Y.

Sponsors: Office of Educational Research and Improvement (ED), Washington, D.C.

Report No.: EDO-UD-93-51+1; ISSN-0889-8049

PubMed Date: Feb 94

Contract: RR9300216

Note: Available from: ERIC Clearinghouse on Urban Education, Teachers College, Box 40, New York, N.Y. 10027 (free).

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

EDRS Price: MF01/PC01 Plus Postage


Identifiers: ERIC Digests, ORILLAS Network, Project Headlight

By 1992, according to a study by the Council of Chief State School Officers, more than 7.5 million computers were in U.S. elementary and secondary schools-a ratio of one computer for every 13 students. In addition, 99 percent of all schools across the country reported that they provide their students with some access to computers. Sometimes computers enhance individual learning for all students and sometimes it simply confers a new technological sheen on the low-level programs. This digest provides an overview of computer use in schools and presents a few general guidelines for educators to use when implementing an educational technology program. The primary consideration should be the purpose of using the technology, and programs should be designed to ensure access to all students and as an integral part of the curriculum and pedagogy. Some of the characteristics of successful educational technology are illustrated through descriptions of two successful programs that are described here: PUEO (Project Headlight or Orilla from Shore to Shore) (ORILLAS) network uses word processing, electronic mail, and electronic publishing to strengthen the English and native language proficiency and achievement of students in the United States, Argentina, Canada, and Mexico. Project Headlight exemplifies a single-school program that has infused a Boston elementary school with technology. Programs for urban schools need not be as extensive as Project Headlight to be effective. However, if schools do not invest in technology or invest only in low-level remedial programs, they will lose their students ill-prepared for the future. (Contains 12 references) (SLD)

ED 371 085
Schwarz, Wendy Eckel, Lynne
A Directory of Anti-Bias Education Resources and Services
Columbia Univ., New York. N.Y. Teachers College
ERIC Clearinghouse on Urban Education, New York, N.Y.

Sponsors: Office of Educational Research and Improvement (ED), Washington, D.C.

PubMed Date: May 94

Contract: RR93002016

Note: For a related document, see ED 029 948.

Available from: ERIC Clearinghouse on Urban Education, Teachers College, Box 40, New York, N.Y. 10027 (free).

Pub Type: Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—Conflict Resolution, Directories, Educational Resources, Elementary Secondary Education, Program Descriptions, Reference Materials, Services, Sex Bias, Violence, Young Adults  

This directory provides a representative sampling of programs that offer training in prejudice reduction, conflict resolution, and violence prevention to young people in direct contact with students, including classroom teachers. School administrators bear the responsibility of finding appropriate service providers who are willing to become partners. Once the initial contact has been made, administrators must find out what can be offered. The presence of service personnel and their active input to program planning are essential to establishing the collaboration, and maintaining that collaboration is largely a result of the careful initial definition of goals and responsibilities. In the final analysis, school authorities provide the force that makes school-linked programs work. (Contains 10 references.) (SLD)

ED 571 108  
Burnett, Gary  
Urban Teachers and Collaborative School-Linked Services. ERIC Digest 96.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.—EDO-UD-94-2; ISSN-0889-8049  
Pub Date—Apr 94  
Contract—RR93002016  
Note—4p.  
Pub Type—Information Analyses - ERIC Information Analysis Products (071)  
EDRS Price - MF01/PC01 Plus Postage.  
Identifiers—ERIC Digests, School Linked Services  

This digest provides some guidelines for developing partnerships between schools and outside service agencies and suggests some roles that teachers can play in the process. The successful provision of service depends not only on administrators, but also on people in direct contact with students, including classroom teachers. School administrators need to find out what can be offered. The presence of service personnel and their active input to program planning are essential to establishing the collaboration, and maintaining that collaboration is largely a result of the careful initial definition of goals and responsibilities. In the final analysis, school authorities provide the force that makes school-linked programs work. (Contains 9 references.) (SLD)

ED 372 146  
Burnett, Gary  
Varieties of Multicultural Education: An Introduction. ERIC Digest 96.  
ERIC Clearinghouse on Urban Education, New York, N.Y.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.—EDO-UD-94-4; ISSN-0889-8049  
Pub Date—Jun 94  
Contract—RR93002016  
Note—4p.  
Pub Type—Information Analyses - ERIC Information Analysis Products (071)  
EDRS Price - MF01/PC01 Plus Postage.  
Identifiers—ERIC Digests  

Multicultural education has become a controversial topic in recent years, and in the midst of such controversy, there has been little agreement on a precise conceptualization of multicultural education. It is apparent that it takes many forms. A typology is presented that divides multicultural education programs into three categories according to their primary emphasis. The first includes content-oriented programs, which are the most common and immediately recognizable approaches to multicultural education. In its simplest form, this type of program adds a multicultural gloss to a standard curriculum. More sophisticated versions actually transform the curriculum. The second category includes student-oriented programs that address the academic needs of identified groups of students, often minorities. The third category includes socially oriented programs that seek to reform schooling and the political and cultural contexts of education. Identifying these categories may help educators develop programs that reflect the diversity of their student bodies. (Contains 10 references.) (SLD)

ED 372 175  
Burnett, Gary Walt, Gary  
Gangs in the Schools. ERIC Digest 99.  
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; ERIC Clearinghouse on Urban Education, New York, N.Y.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.—EDO-CG-94-28; EDO-UD-94-5; ISSN-0889-8049  
Pub Date—Jul 94  
Contract—RR93002004; RR93002016  
Note—4p.  
Pub Type—Information Analyses - ERIC Information Analysis Products (071)  
EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Behavior Problems, Delinquency, Dropout, Drug Use, High Schools, High School Students, Junior High Schools, Junior High School Students, Juvenile Gangs, Peer Groups, Peer Influence, Public Schools, Social Behavior, Violence  
Identifiers—ERIC Digests  

This ERIC digest examines the growth and nature of juvenile gangs and the growing problem they present in the nation's public schools. It explores the characteristics of gangs, the impact gangs have on public schools, why gangs develop and why students join them, what the schools' responses have been to gangs, and effective interactions for combating school gangs. The report reveals that gangs considerably differ in characteristics, numbers, and age ranges, but they all show strong loyalty to their neighborhoods. While gang participation is normally quite low among students, gang presence is still very disruptive to the orderly peaceful school atmosphere: fear, violence, drug use, and recruitment activities are common occurrences. Research shows that gangs catch hold in a school when students do not have a sense of belonging or acceptance in their lives, e.g., recent immigrants join gangs as a way to maintain a strong ethnic identity. Schools need a strategy that mobilizes school and community resources to offer alternatives to gang membership. Some intervention ideas include targeting vulnerable students and providing special assistance, establishing moral and ethical education, creating an environment where students feel valued, educating staff about how gangs develop and how to respond to them, and monitoring youth not enrolled in the school, i.e., those who hang out at, but do not attend, the school. Contains six references. (GLR)
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ED 370 295 (EC)

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Writing Assignments, Journals, and Student Privacy. ERIC Digest.
ED 365 989 (CS)
Document Resumes for Adjunct Clearinghouse Publications (Arranged by Adjunct)

The following ten (10) resumes represent publications produced by the Adjunct ERIC Clearinghouse on ESL Literacy Education (formerly Literacy Education for Limited-English-Proficient Adults) and announced in 1994. These resumes also appear (and are indexed) in the main section of this bibliography under the Clearinghouse with which they are associated.
ESL Literacy Education

ED 364 127 FL 800 707

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

ED 367 190 FL 800 708
McGrouery, Mary Scott, Suzanne Workplace ESL instructions: varieties and constraints (071)

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC; National Clearinghouse for ESL Literacy Education, Washington, DC.

ESL Literacy Education

A 5-year national study by Aguirre International identified effective and innovative instructional approaches, methods, and technologies used to provide literacy instruction for adult English-as-a-Second-Language (ESL) literacy students. The study found that variation existed in terms of literacy backgrounds and experiences. Adults who are part of an established immigrant community or those without social networks. Literacy programs themselves are diverse, based in a variety of sites from community college centers and adult education programs to union halls and churches. They may include basic literacy, general ESL, family literacy, workplace literacy, or community-oriented literacy. Studies of the approach as a whole language approach to literacy education have derived from efforts to meet their literacy needs. Today's Southeast Asian refugees largely Hmong, Laotian, Vietnamese, and Cambodian, have found new ways into the United States. Although the process has been slow, one million refugees have derived from efforts to meet their language and literacy needs. The wave of refugees in the mid-1970s included individuals with high levels of education. The debate that began in 1975 continues today: Should refugees receive intensive language and job training or enter the labor force, or should they get jobs right away and study English part-time? A U.S. policy represented a compromise between the two positions, and government programs provided up to 3 years of public assistance including free language education. Literacy was not explicitly taught. The second wave of refugees, including many rural people with little schooling, came in the late 1970s. Their arrival resulted in two major educational initiatives: the 1980 Vietnamese Refugee Training Program, and a re-examination of the entire approach to refugee education. Today's Southeast Asian refugees include many ethnic minorities from Laos, and former political prisoners from Vietnam—arriving at a time of diminished political pressure. There is increasing pressure for refugees to become employed as soon as possible. Refugees with more advanced English skills are at a disadvantage, pushed to find jobs and study English part-time. Refugees with higher English skills have difficulty finding an appropriate ESL program. However, programs are adapting to current needs and interests. (LZ)
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.

  Educational Resources Information Center (ERIC)
  National Library of Education (NLE)
  Office of Educational Research and Improvement (OERI)
  555 New Jersey Avenue, N.W.
  Washington, DC 20208-5720
  Telephone: 202-219-2289
  FAX: 202-219-1817
  e-mail: 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.)
ERIC CLEARINGHOUSES

ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)
Columbia State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-4353; Toll Free: 800-848-4815
FAX: 614-292-1260
e-mail: ericacve@magnus.acs.ohio-state.edu

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; Toll Free: 800-464-ERIC (3742)
FAX: 202-319-6692
e-mail: eric_ae@cua.edu

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs. Includes input from Adjunct ERIC Clearinghouse for the Test Collection.

ERIC Clearinghouse for COMMUNITY COLLEGES (JC)
University of California at Los Angeles (UCLA)
3051 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024-1521
Telephone: 310-825-3931; Toll Free: 800-832-8256
FAX: 310-206-8095
e-mail: eeh3rie@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 businesses/industries/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
101 Park Building
Greensboro, North Carolina 27412-5001
Telephone: 910-334-4114; Toll Free: 800-414-9769
FAX: 910-334-4116
e-mail: ericcass@rris.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 processes (e.g., 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; Toll Free: 800-328-0272
FAX: 703-264-9494
e-mail: ericac@inet.ed.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)
University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 503-346-5043; Toll Free: 800-438-8841
FAX: 503-346-2334
e-mail: ppiele@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 61801-4977
Telephone: 217-333-1386; Toll Free: 800-583-4135
FAX: 217-333-3767
e-mail: ericcecs@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 research 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)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: 202-296-2597; Toll Free: 800-773-ERIC (3742)
FAX: 202-296-8379
e-mail: 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
FAX: 315-443-5448
e-mail: askeric@ericir.syr.edu

AskERIC (Question-answering service via Internet):
Toll Free: 800-464-9107
FAX: 315-443-9114

ERIC Clearinghouse Publications — 1994
Appendixes
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: 202-429-9292; Toll Free: 800-276-9834
FAX: 202-659-5641
e-mail: 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 ESL Literacy Education.

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47409-2698
Telephone: 812-855-5847; Toll Free: 800-759-4723
FAX: 812-855-4220
e-mail: ericcs@uis.indiana.edu
Reading and writing, English (as a first language), and communication 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: 304-547-0465; Toll Free: 800-624-9120
FAX: 304-547-0467
e-mail: lanhamb@ael.org
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 district 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 Kenney Road
Columbus, Ohio 43210-1050
Telephone: 614-292-6717; Toll Free: 800-276-0462
FAX: 614-292-0263
e-mail: ericsc@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 47408-2698
Telephone: 812-855-3838; Toll Free: 800-266-3815
FAX: 812-855-0455
e-mail: erisco@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/disimination 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, Art Education, and Law-Related Education.

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (TP)
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; Toll Free: 800-822-9229
FAX: 202-457-8095
e-mail: ericsp@inet.ed.gov
School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice 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. Includes input from Adjunct ERIC Clearinghouse on Clinical Schools.

ERIC Clearinghouse on URBAN EDUCATION (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-9998
Telephone: 212-678-3433; Toll Free: 800-601-4868
FAX: 212-678-4012
e-mail: ericue@color.bia.edu
The educational characteristics 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 to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.
Adjunct ERIC CH for Art Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838 Toll Free: 800-266-3815
Fax: 812-855-0455
e-mail: clarkeg@indiana.edu

Adjunct ERIC CH on Chapter 1 (Compensatory Education)
Chapter 1 Technical Assistance Center
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2601 Fortune Circle East
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Telephone: 317-244-8160; Toll Free: 800-456-2380
Fax: 317-244-7386
e-mail: prcinc@delphi.com

Adjunct ERIC CH on Child Care
National Child Care Information Center
301 Maple Avenue, Suite 602
Vienna, Virginia 22180
Telephone: 703-938-6555 Toll Free: 800-616-2242
Fax: 703-916-2242
e-mail: agoldstein@acf.dhhs.gov

Adjunct ERIC CH on Clinical Schools
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; Toll Free: 800-822-9229
Fax: 202-457-8095
e-mail: iabdalha@ineted.gov

Adjunct ERIC CH on Consumer Education
National Institute for Consumer Education (NICE)
207 Rackham Building, West Circle Drive
Eastern Michigan University
Ypsilanti, Michigan 48197-2237
Telephone: 313-487-2292; Toll Free: 800-336-6423
Fax: 313-487-7153
e-mail: nico@emuvax.errich.edu

Adjunct ERIC CH for ESL Li, ..Ley Education
National Clearinghouse for Literacy Education (NCLE)
Center for Applied Linguistics (CAL)
1118 22nd Street, NW
Washington, DC 20037-0037
Telephone: 202-429-9292, Ext. 200
Fax: 202-655-3841
e-mail: ncle@cal.org

Adjunct ERIC CH for Law-Related Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838 Toll Free: 800-266-3815
Fax: 812-855-0455
e-mail: patrick@ucs.indiana.edu

Adjunct ERIC CH for the Test Collection
Educational Testing Service (ETS)
ETS Test Collection
Rosedale and Carter Roads
Princeton, New Jersey 08541
Telephone: 609-734-5737
Fax: 609-683-7186
e-mail: mhalpen@ets.org

Adjunct ERIC CH for United States-Japan Studies
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