This annotated bibliography provides citations, abstracts, and indexes for the 224 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1996. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, the availability of clearinghouse publications, and adjunct clearinghouses. A statistical summary by year (1966-1996) 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 diagram of ERIC system components and a directory of ERIC components with addresses, telephone, tax, and phone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (ABF)
Educational Resources Information Center (ERIC)

Clearinghouse and Support Contractor Publications

1996

An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in Resources in Education (RIE) January-December 1996

August 1997

Carolyn R. Weller
Ted Brandhorst

Editors

ERIC Processing and Reference Facility
1100 West Street
Laurel, Maryland 20707
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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, National Library of Education.

The ERIC database, the world’s largest source of education information, contains more than 900,000 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 (RIE) and Current Index to Journals in Education (CIJE). 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 contractors, 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, World Wide Web, 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 (CIJE) is a monthly index journal that cites journal articles from over 900 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 CIJE announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.


ERIC Clearinghouse and Support Contractor 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 and Support Contractor Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse and other support contractor 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-seventh bibliography in the series. All items in the series to date are listed below.

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<td>24. ED-369 420</td>
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**TOTAL (1968-1996)** | **7,266**
This bibliography covers the calendar year period from January through December 1996. It lists a total of 224 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 and Support Contractor Publications

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

For instructions on how to order materials from EDRS, see the appendixes in the back of this publication.

Adjunct ERIC Clearinghouses

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

There are currently a total of ten Adjunct ERIC Clearinghouses: Child Care; Clinical Schools; Consumer Education; Entrepreneurship Education; ESL Literacy Education; International Civic Education; Law-Related Education; Service-Learning; Test Collection; and U.S.-Japan Studies. During 1996, some of these organizations produced publications of their own. These publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.
ACCESS ERIC

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

AskERIC

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

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

ED 554 211

Butler, Kathleen

Career Planning for Women

Central Univ., Chicago, IL

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


Pub Date — May 92

Contract - R800000

Note — 30p: An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-15, 1992).

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

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above.

Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Clearinghouse Accession Number

CE 123 456

Smith, B. James

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

Report Number—assigned by originator.

Descriptive Note (pagination, first)

Alternate source for obtaining document

Journal Citation

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

Informative Abstract

Abstracter's Initials

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AC (Adult Education), AL (Linguistics), CE (Adult, Career, and Vocational Education), CS (Counseling and Student Services), EB (Reading, English, and Communication), EA (Educational Management), EC (Disabilities and Gifted Education), EM (Educational Media and Technology), FL (Languages and Linguistics), HE (Higher Education), IR (Information and Technology), JC (Community Colleges), LI (Library and Information Sciences), PB (Elementary and Early Childhood Education), RC (Rural Education and Small Schools), RB (Reading), SE (Science, Mathematics, and Environmental Education), BO (Social Studies/Social Science Education), BP (Teaching and Teacher Education), TE (Teaching of English), TM (Assessment and Evaluation), UD (Urban Education), VT (Vocational and Technical Education)

*1 i.e. Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc
*2 Digests (2 page publications) routinely included in RIE for first time in 1985
*3 Digests not included 8 older Digests announced during 1993

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

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<td>CG - Counseling and Student Services</td>
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<td>669 739</td>
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<tr>
<td>CS - Reading, English and Communications</td>
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<td>EA - Educational Management</td>
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<td>EC - Disabilities and Gifted Education</td>
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<td>FL - Languages and Linguistics</td>
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<td>HE - Higher Education</td>
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<td>IR - Information &amp; Technology</td>
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<tr>
<td>LC - Community Colleges</td>
<td>LC</td>
<td>25</td>
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<tr>
<td>PS - Elementary &amp; Early Childhood Education</td>
<td>PS</td>
<td>28</td>
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<tr>
<td>RC - Rural Education and Small Schools</td>
<td>RC</td>
<td>32</td>
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<tr>
<td>SE - Science, Mathematics, &amp; Environmental Education</td>
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<td>34</td>
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<tr>
<td>SO - Social Studies/Social Science Education</td>
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<tr>
<td>SP - Teaching &amp; Teacher Education</td>
<td>SP</td>
<td>38</td>
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<td>TM - Assessment and Evaluation</td>
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<td>39</td>
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<td>UD - Urban Education</td>
<td>UD</td>
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ED 385 777
Lambard, Bridget A.
New Ways of Learning in the Workplace.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor Agency—Office of Educational Research and Improvement (EDI), Washington, DC.
Report No.—EDO-CF-95-160
Pub Date—95
Note—4p
Pub Type—Information Analyses—ERIC IAP's (071) —ERIC Digest (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests. *Situated Learning
New ways to learn take work draw upon workers previous experiences, link concepts and practices, and encourage reflection and the transfer of knowledge from one situation to another. Action, situational, and incidental learning are three current approaches. Action learning is a systematic process through which individuals learn by doing. It has been adopted in the workplace as a viable approach to experiential management education and development and an important element of training and development strategy. In the situated learning approach knowledge and skills are taught in contexts that reflect how the knowledge will be used in real-life situations. Cognitive apprenticeship is one example of situated learning in which learners participate in a community of practice that is developed through activity and social interaction, ways similar to that in craft apprenticeships. Incidental learning is unintentional and unexamined. The primary intent of the activity is to accomplish the task, not to learn. Each of these three ways of learning share common qualities and attributes. All engage learners in experiential learning, and all have a collective dimension. The gap between the learner and expert disappears. Conditions that enhance learning are common to the three approaches are proactivity, critical reflection, and creativity. Since they involve experiential activity, these three ways of learning offer promise to organizations striving to achieve high performance (Contains 11 references) (YLB)

ED 385 779
Lamplugh, Susan
Inclusive Adult Learning Environments. ERIC Digest No. 162.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-CF-95-152
Pub Date—95
Note—4p
Pub Type—Information Analyses—ERIC IAP's (071) —ERIC Digest (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests
Adult educators are recognizing that factors in the learning environment related to psychological, social, and cultural conditions exert a powerful influence on learners' growth and development. Current discussions on learning environments have broadened to include the need to confront issues of sexism and racism, interlocking systems of power and oppression, and social justice. In creating an inclusive learning environment, addressing institutional and societal level is important, but the most significant level is the selection of appropriate materials and methods that address the characteristics of learners and educators. Working toward the goal of creating an inclusive learning environment may result in some issues, especially those related to power and control. At the most basic level are the traditional power relations that exist between learners and teachers. The need to maintain a balance between being learner centered and learner positive can also be an issue. Suggestions to guide the development of inclusive learning environments include the following: acknowledge that all individuals bring multiple perspectives to any learning situation, recognize that a learner's claimed identity will be in response to many contextual factors that position the individual personally, reflect and value the experiences of learners; pay attention to power relations inherent in knowledge production; and acknowledge the power disparity between the teacher/facilitator and students. (Contains 14 references) (YLB)

BEST COPY AVAILABLE
ED 385 780 CE 069 741
Kerka Sandra
Not Just a Number: Critical Numeracy for Adult Learning. ED 385, p. 135. 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-95-163
Pub. Date—95
Note—4p.

Type—Information Analyses—ERIC IAPs
(071)—ERIC Digests (073)

EDRS Price—MF/PC(71) Plus Postage.


Identifiers—ERIC Digests

Emerging perspectives on numeracy and their social, cultural, and political implications provide a context for new ways of thinking about adult numeracy instruction. Beyond daily living skills, numeracy is now being defined as knowledge that empowers citizens for life in their particular society. Thus, numeracy has economic, social, and political consequences for individuals, organizations, and society. Despite the complex issues surrounding math and numeracy, the realities are as follows: numeracy is culturally based and socially constructed; teaching and learning need to be seen as part of the larger trend; numeracy reflects cultural values; numeracy is not just about symbols; math evolves and changes; numeracy is about procedural, practical knowledge; and numeracy involves different ways of solving problems. This perspective of numeracy and math suggests that numeracy instruction should be based on the belief that everyone can do math and everyone uses numeracy practices that may go unrecognized. Literacy and numeracy should be linked and contextualized. Familiar contexts may make math more approachable for those who have been alienated from it. Contextualized math can help learners recognize the math characteristics of everyday situations and talk to math teachers and other learners about different ways of thinking. Teaching from the perspective of adult education as a tool for social justice is essential. Teachers can change the system in which math is taught as a barrier and equip people with knowledge and tools to examine and critique the economic, political, and social realities of their lives. (Contains 11 references) (YLB)

ED 388 801 CE 070 190
Lankard, Beth M.
A Catch-Up Necessity in Generation X, Myths and Realities.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub. Date—95
Note—4p.

Type—Information Analyses—ERIC IAPs
(071)

EDRS Price—MF/PC Plus Postage.


Identifiers—Generation X

The views and ideas relate to the question of whether Generation X, the population cohort following the Baby Boomers, has different values, work ethics, and career competencies than their peers. The first myth is that individuals in Generation X are slackers, lacking drive and ambition. The reality is that many of the problems associated with Generation X may just be the perception of career difficulty. They use job hopping as a way to build their skills and make themselves more marketable. The problem is in the way of tasks at one time, which X may just view as a new opportunity. The second myth is that individuals in Generation X are poorly suited to today's consumer realities. The reality is that individuals in Generation X have higher levels of education than those in previous generations. The real assets they bring to the workplace are their knowledge of technology and ability to concentrate on a number of tasks at one time. They are also accepting of change. A third myth is that individuals in Generation X have little influence in the workplace. The reality is that the type of training companies do is being shaped by the learning style of this generation. Generation X also shapes the company leadership, since they require more coaching and feedback from supervisors than previous generations. Attitudes about school and work, and educational goals and aspirations, and values have a long-term impact on a youth's career choices, decisions, and plans. Parents from different groups have different types of influence on the educational and occupational decisions of both boys and girls in the family. Mexican American parents want more education for their children than the children may want. Although they are focused on the role of continuing education in the career development process, Korean parents focus on career selection. Their strong desire is for their children to be professionals and earn money and prestige. Types of parental involvement in adolescents' career development are positive involvement, professional involvement, and negative involvement. The greatest influence adolescents feel about their career decisions is in response to parents' negative involvement. Structuring parental involvement in adolescents' career development is a critical element of a school's career counseling. Counselors should meet with parents to provide information and support. (Contains 10 references) (YLB)

ED 389 879 CE 070 356
Lankard, Beth M.
SCANS and the New Vocationalism. ERIC Digest No. 146.
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-95-165
Pub. Date—95
Note—4p.

Type—Information Analyses—ERIC IAPs
(071)—ERIC Digests (073)

EDRS Price—MF/PC Plus Postage.


Identifiers—ERIC Digests

The Secretary's Commission on Achieving Necessary Skills (SCANS) report challenged schools, parents, and businesses to help all students develop competencies in the basic skills, thinking skills, and personal qualities required for work in the current and future workforce. In response to this challenge, vocational-technical programs were redesigned, and efforts such as tech prep were initiated. Tech prep programs in Texas, Indiana, and Ohio were designed around the SCANS competencies. Examples of state and local efforts to strengthen the connection between schools and work were The Critical Skills Foundation (Wheaton, Illinois) and Project C: Communities Corporations. Classrooms (Fort Worth, Texas). The Department of Defense Dependents Schools in Germany initiated Project CANS. This project included all high school instructors would be able to integrate these competencies into their courses and the new competencies could be guided and recorded for their students. Positive results came from the 1993-94 pilot test. The publication, Teaching the SCANS Competencies, contains proposed questions for applying SCANS in the workplace. (Contains 10 references) (YLB)

ED 389 880 CE 070 358
Kerka, Sandra
Adolescent Learner Retention Revisited. ERIC Digest No. 146.
ERIC Clearinghouse on Adult, Career, and Vocational Education.
ED 391 104
Friedensreich, Joan E.
The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, D.C.
Date of Access: Note — 82p
Available from — Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 363.35).

ED 391 918
Lockard, Berna A.
Restructuring and Vocational Education. Trends and Issues Alert.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, D.C.
Date of Access: Note — 4p

EDRS Price — MF/PC01 Postage
Descriptors — Curriculum Development; Educational Change; Educational Innovation; Vocational Education

ED 391 105
Strage, Carla A.
Tech Prep Q & A: Information for Program Development. Information Series No. 364.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, D.C.
Date of Access: Note — 71p
Available from — Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 364.4, quantity discount).

EDRS Price — MF/PC01 Postage
Descriptors — Functional Literacy; Vocational Education

BEST COPY AVAILABLE
ED 391 199
CE 070 784

Inel, Susan

Women and Literacy, Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
Spons Agency一片Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—96
Note—4p
Pub Type—Information Analyses #ERIC IAPs (071)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—Adult Basic Education; Adult Literacy; Econonomically Disadvantaged; Educational Needs; Educational Objectives; Educational Research; Employment; Family Literacy; Government; Higher Education; Women's Education

Identifiers—Empowerment

The recent United Nations Fourth World Conference on Women concluded that if women are to advance in status socially, economically, and politically, they must have access to high quality education. Although women in the United States have steadily increased their educational status, the fact that 23 percent of women aged 25 and over have not gone beyond high school reveals that, as a group, women are economically disadvantaged. More recently, attention is being given to the needs of women literacy learners in the United States. The National University Center for the Study of Adult Literacy has been sponsoring conferences on women and literacy, and Laschuck Literacy Action has been providing financial support to programs that empower women and develop a network of programs serving women. Although programs that work with women literacy learners have been growing in the United States, including Canada, Australia, and Great Britain, it raises issues that have relevance for programs in the United States, including goals and purposes, rationale for women-only programs, and the status of literacy workers. The most critical issue related to training for older workers is lack of access. Older workers do not face change; they fear discrimination. Again, resulting in a gray ceiling that denies older workers equal opportunity and equitable treatment, appears to be a serious issue in the workplace. The most significant barriers and deterrents are managerial biases that older workers are too costly, too inflexible, and too difficult to manage. Changes can be overcome through providing companies with more information about the relationship between older workers' adaptability and their learning style and a better understanding of older adults' responses to new technology.

ED 391 920
CE 070 785

Lankland, Bertha A.


ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
Spons Agency一片Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—96
Note—4p
Pub Type—Information Analyses #ERIC IAPs (071)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—Air Pollution; Career Development; Eco-Needs; Environmental Qualifications; "Environmental Education; Environmental Standards; "Environmental Technology; Hazardous Materials; Higher Education; Job Skills; Masters Degrees; Occupational Information; Solid Wastes; "Technical Occupations; Water Disposal; Water Pollution; Water Treatment

Identifiers—Environmental Occupations

The fact an occupation cannot be easily categorized reflects the extent to which many occupations and industries are increasing their focus on the environment. As heightened awareness of the environment and increased regulations through government pollution control and clean-up laws are influencing the trend toward an increased environmental focus in existing jobs and the development of new environmentally-related jobs and businesses Environmental occupations are driven by government funding. The focus of government funding has shifted from "waste water" (1960s) to solid waste management (1970s), from hazardous waste management (1980s) to air quality (1990s). One reason for this shift is because funding from the Environmental Protection Agency (EPA) to the States has increased. The EPA rhetoric has focused on the importance of government policy on pollution control. Education and training requirements for environmental workers are changing with the times as well. A technical background is required of most environmentalists. Master's degrees or two-year technical degrees are the minimum requirements, and environmentalists need field experience and supervisory ability to secure the best jobs. Five types of environmental specialists exist, and the National Association of Environmental Engineers, ecologists, environmental engineers, environmental and environmental service technicians. With the increased focus on pollution control, the demand for environmental engineers has increased. Environmental engineers are responsible for the design and construction of pollution control facilities. They work with a variety of industrial, environmental, and engineering professionals. They are often responsible for the design and construction of pollution control facilities. They work with a variety of industrial, environmental, and engineering professionals.
ED 395 216
CE 071 755
Incl. Susan
Computer-Based Career Information Systems.
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-96-170
Pub Date—96.
Note—4p.
Pub Type—Information Analyses—ERIC IAPs (071)—ERIC Digests (073).
EDRS Price—MF01/P010 Plus Postage.
Description—Adult Education, Career Counseling.
Career Information Systems; Career Planning.
*Computer Oriented Programs, Education Work Relationship, Elementary Secondary Education, Information Sources, Occupational Information, Postsecondary Education, State Programs
Identifiers—ERIC Digests
Computer-based career information systems (CCIS) provide local labor market information. Guidance counselors frequently use CCIS in conjunction with counseling. Counselors and adults also access CCIS independently to obtain career information. The best known CCIS are the state-based career information delivery systems (CIDS). Although developed by a number of different vendors and customized to different audiences, CIDS share these core features: assessment, occupational search, information quality, and information presentation. A significant characteristic of CCIS is their versatility. For example, in Notus, Idaho, fourth-grade students are introduced to the Idaho Career Information System by a guidance counselor who uses it as a building block for future career development activities. Oregon has adapted its career information system to deliver job prep information through a specially developed software program. Employees at Niagara Mohawk Power Corporation in upstate New York use a computerized career information system for their personal career management. Some indications of future applications can be seen in current trends. Developers are moving toward multimedia versions of CCIS products using CD-ROMs, audio, video, and text as a product on the market offers linkages to the Internet. Issues associated with the future of CCIS are the need for information management skills and access to equity (Contains 10 references) (YLB).

ED 395 217
CE 071 756
Landard, Brinna A.
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-96-171
Pub Date—96.
Note—4p.
Pub Type—Information Analyses—ERIC IAPs (071)—ERIC Digests (073).
EDRS Price—MF01/P010 Plus Postage.
Description—Adult Education, Career Counseling.
Career Information Systems; Career Planning.
*Computer Oriented Programs, Education Work Relationship, Integrated Curriculum, Interdisciplinary Approach, Job Skills, Vocational Education
Identifiers—ERIC Digests
To what extent was social change on the career center stage during adult education's formative years? Who's advisors embraced social change goals who didn't? What factors led to the decline of social action as a goal of adult education, and what factors suggest renewed interest in social action? The authors present a framework in which these questions, beginning in the 1920s with the vision of Edward Lasker and Jean Dewey. It considers the contradictory roles of adult education practice bringing learners into conformity with mainstream expectations; selecting, developing, and validating the privileges of an educated elite and linking learning with social change. The influence of human capital theory upon adult education practice has fostered divisions between those concerned with developing autonomous individuals and those concerned with encouraging social responsibility, between those focused on professional status for adult educators and those emphasizing social action. In the 1980s, such movements as popular education, feminism, and critical theory led to increasing calls for a revitalized adult education curriculum focused on transformation and learning to take action. Two influential educators inspired practice for social change: Myron Horton and Yolanda Freire. Adult education becomes a big business and remains an instrument for the legitimation and perpetuation of the status quo. Grassroots efforts continue to link learning with democratic social change. The paper concludes that what may be needed is reconstruction of the foundations of adult education and re-reading the field of the practice of social change and its potential contribution to human development.
ED 366 708
CE 072 062
Collard, Betty And Others
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC
Pub Date—96
Note—4p
Available from—Center Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN366: $7: quantity discounts).

Pub Type—Information Analysis (070)—Information Analysis—ERIC EDP's (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Career Development, Career Leaders, Career Planning, Change Strategies, Contracts, Employee Responsibility, Employer Employee Relationship, Employment Practices, Organizational Change, Self-Actualization, Identifiers—Career Resistance, Self Reliance, Major changes in the workplace have changed the social contract between employer and employee and rendered many traditional models of career development inadequate. This paper examines the effects of a changing workplace on the individual and on career development. These changes in the workplace have created new types of organizations and new roles for individuals. Organizations no longer can provide job security and protection. Individuals must assume greater responsibility for their careers and must develop new skills and attitudes to manage their own careers. The old employment relationship was characterized by a paternalistic relationship and the exchange of loyalty and hard work for job security. A new contract, based on issues of equity and the principles of partnership and openness and honest communication, is recommended. The evolution of organizational career programs is briefly examined, and changing approaches to career development are explored. A new approach to career development is outlined, based on the individual's career self-reliance and a career resilience model for career development is proposed. Contains 61 references. (AuthorSK)

CG

ED 387 709
CE 025 950
Ingers, James C
Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
ERIC Clearinghouse on Assessment and Evaluation. Washington, DC
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC
Report No.—EDO-CC-95-1
Pub Date—95
Note—4p
Available from—ERIC/CASS, School of Education. 101 Park Blvd., University of North Carolina at Greensboro, Greensboro, NC 27412-5001 (free).

Pub Type—Information Analyses—ERIC IAP's (071)—ERIC Digests (072)
EDRS Price—MF01/PC01 Plus Postage.
The purpose of this digest is to describe school counselors' roles in the area of assessment through an historical review of testing in counseling, and to report on study findings regarding roles employers require school counselors to perform. Knowledge needed by counselors to obtain evidence, evaluate its usefulness, and interpret its meaning have been incomplete or defunct in the past. The report concludes that testing, diagnosis, and counseling processes are changing, but that the role of counselor continues to be defined. In the 1960s tests were viewed positively, but by the 1970s it was felt that "the marriage between tests and counseling had failed." The counselors' roles emphasized were many. However, assessment has remained commonplace in schools and, particularly in vocational guidance, used traditionally as a guide for professionals to seek additional information for decision making. The job role expectations of counselors can be divided into six areas: (1) counseling (individual and group); (2) pupil assessment; (3) consultation; (4) acting as information officer; (5) acting as school program facilitator; and (6) research and evaluation. Each of these have assessment-intensive aspects such as test interpretation, test development, testing and counseling, and research. Thus, the assessment skills counselors need include: doing pupil assessment, doing program evaluation, and doing basic research. Contains 8 references. (JBI)

ED 388 883
CE 025 952
Jutleke, Gerald A
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.
ERIC Clearinghouse on Counseling and Students Services, Greensboro, NC
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC
Report No.—EDO-CC-95-3
Pub Date—95
Note—4p
Available from—ERIC/CASS, School of Education, 101 Park Blvd., University of North Carolina at Greensboro, Greensboro, NC 27412 (free).

Pub Type—Information Analyses—ERIC IAP's (071)—ERIC Digests (072)
EDRS Price—MF01/PC01 Plus Postage.
Assessment is broader in scope than testing. Typically, assessment includes gathering and integrating information about a person in a manner that promotes effective treatment. This digest discusses how counselors can use assessment as a continuous process throughout treatment. It also reviews three common forms of assessment techniques which can be used in conjunction with testing: (1) Qualitative Assessment, (2) Behavioral Assessment, and (3) Past Records. Continuous assessment influences the direction of treatment for two reasons: (1) presenting symptoms and client circumstances are not static and often need to be modified or re-ordered; and (2) assessment can aid in evaluating the efficacy of treatments. Continuous assessment allows comparison between the client's initial baseline functioning and current functioning. Qualitative assessment techniques require counselors to be aware of the client and to identify those aspects of the client that are flexible, open-ended, holistic, and nontraditional. Clients can process what they learn from the assessment immediately within the counseling session. Behavior assessment looks at manifest behaviors. Emphasis is placed upon identifying antecedents to problem behaviors and consequences that reduce their frequency or eliminate them. Counselors should also utilize client's past responses to identify important patterns and ineffective treatments. (JBI)

ED 388 884
CE 025 953
Bobby, Carol L. and Rindor, Joseph R
CARECP Accreditation: Assessment and Evaluation in the Standards and Process, 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-CC-95-4
Pub Date—95
Note—4p

Pub Type—Information Analyses—ERIC IAP's (071)—ERIC Digests (072)
EDRS Price—MF01/PC01 Plus Postage.
The Council for Accreditation of Counseling and Related Educational Programs (CARECP) was organized in 1981 as the accrediting agency responsible for reviewing and evaluating counseling and student affairs practice in higher education programs against a set of nationally recognized standards. The CARECP accreditation process incorporates a pattern of review that includes: (1) an external study of the program against nationally accepted criteria, followed by an on-site visit by an evaluation team; and, a subsequent review and accreditation decision rendered by a central governing group. This digest explores the specific levels of assessment and evaluation involved in the CARECP accreditation process as well as provides an overview of the curricular experiences in assessment and evaluation. (JBI)

ED 388 885
CE 025 954
Clawson, Thomas
The Role of Assessment in Counselor Certification: 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-CC-95-5
Pub Date—95
Note—4p

Pub Type—Information Analyses—ERIC IAP's (071)—ERIC Digests (072)
EDRS Price—MF01/PC01 Plus Postage.
Assessment is broader in scope than testing. Typically, assessment includes gathering and integrating information about a person in a manner that promotes effective treatment. This digest discusses how counselors can use assessment as a continuous process throughout treatment. It also reviews three common forms of assessment techniques which can be used in conjunction with testing: (1) Qualitative Assessment, (2) Behavioral Assessment, and (3) Past Records. Continuous assessment influences the direction of treatment for two reasons: (1) presenting symptoms and client circumstances are not static and often need to be modified or re-ordered; and (2) assessment can aid in evaluating the efficacy of treatments. Continuous assessment allows comparison between the client's initial baseline functioning and current functioning. Qualitative assessment techniques require counselors to be aware of the client and to identify those aspects of the client that are flexible, open-ended, holistic, and nontraditional. Clients can process what they learn from the assessment immediately within the counseling session. Behavior assessment looks at manifest behaviors. Emphasis is placed upon identifying antecedents to problem behaviors and consequences that reduce their frequency or eliminate them. Counselors should also utilize client's past responses to identify important patterns and ineffective treatments. (JBI)
ED 388 866
Losey, Larry C
Assessment of Counselor Performance,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-95-6
Pub. Date—1995
Note—4p
Paper Type: Information Analyses—ERIC IAP's (017)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Assessment of counselor performance is directly linked to assessment of counseling outcomes because counseling outcome in contingent upon counselor performance. The assessment of counselor performance is the general context for the more specific literature on assessment of counseling outcomes. Historically, counselor performance has been assessed primarily in regard to actual counseling services rendered through assessments by clients who seek counseling, clients or external evaluators. Each of these areas is examined recently, non-counseling outcomes also have been assessed as part of the overall evaluation of counselor performance. Good assessment involves multiple measurements of whatever is being assessed. There are literally hundreds of assessment instruments and techniques available to assess various facets of counselor performance. Although many critics have suggested that there are too many measures of counselor performance, Counselor performance assessment is continued when assessments are clearly and cogently described and are used within an effective conceptual scheme. Additionally, assessments are increasingly used to fulfill accepted psycho- metric quality criteria.

ED 388 888
Rupnow, W. James
New Assessment Methods for 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-95-8
Pub. Date—1995
Note—4p
Paper Type: Information Analyses—ERIC IAP's (017)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
New assessment methods can change the nature of classroom assessment. Teachers and students can use a variety of traditional and nontraditional methods to assess achievement. Teachers can use feedback from students to improve instruction. Student performance can be assessed through portfolio assessment. Some teachers use the results of these assessments to make decisions about their teaching strategies. As the nature of classroom assessment changes, teachers are being urged to rely less on traditional tests and more on new assessment methods, such as performance tests and portfolio assessments. This digest describes strategies whereby student and self-assessments can be used to help students achieve specific learning goals.

ED 388 889
Ghobrial, Norman C
Assessing School Guidance Programs,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-95-9
Pub. Date—1995
Note—4p
Paper Type: Information Analyses—ERIC IAP's (017)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Assessing school guidance programs is a complex task that involves the assessment of various components of guidance services. This digest provides an overview of the various aspects of guidance program assessment, including program planning, implementation, and evaluation. It discusses the use of multiple assessment methods, such as surveys, interviews, and observations, to evaluate the effectiveness of guidance programs. The digest also highlights the importance of involving all stakeholders, including students, teachers, and parents, in the assessment process.

ED 388 890
Anker, Judith A.
Portfolio Assessment,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-95-10
Pub. Date—1995
Note—4p
Paper Type: Information Analyses—ERIC IAP's (017)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Portfolio assessment is an alternative to traditional testing that allows students to showcase their skills and knowledge in a variety of ways. This digest provides an overview of portfolio assessment, including its purpose, benefits, and implementation strategies. It highlights the role of teachers in portfolio assessment, as well as the importance of involving students in the process. The digest also discusses the potential challenges and limitations of portfolio assessment and offers strategies for addressing them.

ED 388 891
Seigler, Richard J
Sound Performance Assessments in the Guidance Context,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-95-11
Pub. Date—1995
Note—4p
Paper Type: Information Analyses—ERIC IAP's (017)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Sound performance assessments are essential for evaluating the effectiveness of guidance programs. This digest provides an overview of sound performance assessments, including their purpose, benefits, and strategies for implementation. It highlights the role of teachers in developing and implementing sound performance assessments, as well as the importance of involving students in the process. The digest also discusses the potential challenges and limitations of sound performance assessments and offers strategies for addressing them.
American schools are being challenged to provide opportunities for students to achieve at much higher levels. Assessment is viewed as one of the essential elements in assisting schools to address the standards now deemed to be important in a manner that will help all students to achieve them. The major challenge for assessment is to implement these additional assessments in a coordinated manner so that the amount of assessment is supportive of the changes needed, and not overly burdensome to students. Models for coordination of assessment at the state, district, and classroom levels appear most promising. This digest discusses why school reform is occurring, how assessment fits school reform, and types of assessment: school improvement strategies, and useful assessment designed Concepts 11 references (EB1)

ED 389 960
Harrington, Thomas F.
Assessment Abilities. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDG-GG-95-12
Pub Date—95
Note—4p
Pub Type—Information Analyses—ERIC IAP's (071)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Achievement; Aptitude; Career Guidance; Elementary Secondary Education; Evaluation; Measurement; Personality; Psychometric Tests; Self-Evaluation; Student Evaluation; Testing.
Identifiers—ERIC Digests
This digest recommends assessing all of a person's abilities, not just some. It also discusses self-report in the context of ability assessment. Current uses of the concept of ability testing are numerous. Self-report measures are more easily available than existing aptitude or aptitude tests. They can be used to assess constructs, and deliver information most people find useful for self-knowledge and career planning. The digest notes that self-report measures of ability known to exist are at best, primarily useful for informal purposes, and are not objective enough to be used for the more accurate self-reports.

ED 389 961
Hansen, Jan-Idea C
Interest Assessment. 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-GG-95-13
Pub Date—95
Note—4p
Pub Type—Information Analyses—ERIC IAP's (071)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Affective Measures; Aptitude Tests; Career Choice; Elementary Secondary Education; Evaluation Methods; Interest Inventories; Interest Research; Interests; Personality Assessment; Personality Measures; Psychological Evaluation; Testing.
Identifiers—ERIC Digests
The assessment of interests through the use of interest inventories is big business in the field of testing today. The assessment of interests originally developed as an outcome of efforts in education and in industry to supplement special and general abilities information about individuals. Interest inventories used today differ from early checklists and ratings in that they use statistical methods to summarize responses to pools of items representing various activities and occupations. Definition of interests typically reflect five components: personality, motor, drive, idea, and general interest. Further, the ability to identify the character of self-concept or identification, reliability, and environmental influences. The purpose of interest assessment, currently, is to assist in self-awareness, learning, and computers and interest assessment are discussed. The most powerful uses of interest assessment continue to be in improving data, such as job skills, to evaluate self-concept, abilities, and personality, and to assist in making decisions about future careers.

ED 389 962
Stem, William
Assessment of Self-Concept. 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-GG-95-14
Pub Date—95
Note—4p
Pub Type—Information Analyses—ERIC IAP's (071)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Affective Measures, Personality Assessment, Personality Measures, Psychological Evaluation, Q Methodology, Self Concept, Self Concept Measures, Self Evaluation (Individuals), Testing.
Identifiers—ERIC Digests
Self-concept is one of the most popular ideas in psychology. Unfortunately, it is also an elusive and often poorly defined construct. Before attempting to assess self-concept, counselors or researchers must first clarify their definition. Some of the most important distinctions are self-concept versus actual self-concept and then choose a measure of self-concept consistent with that definition. Perhaps one of the most important issues is that self-concept is measured by different methods, and the results obtained may vary. A self-report method, such as the Kelly-Thompson method, is almost always assessed through self-report. Commonly used self-report methods are rating scales, checklists, Q sorts, and free response are described. The following considerations are made to assist in the use of self-report methods. The evaluation of self-concept is a move away from the "single answer" model to an environmental model which is designed for the individual child. The following characteristics of self-concept are described: (1) criterion referenced and process oriented; (2) informal, indirect, and naturalistic evaluative, and (3) handicap accommodating.
nity of a vocational or job-specific nature; they were not thought to include the academic skills most commonly taught in schools. Current thinking, however, has broadened the definition to include not only many foundational academic skills, but also a variety of attitudes and habits. Recent usage of the term has described the preparation of foundational skills upon which a person must build job-specific skills. These skills include: communication, personal and interpersonal relationships, problem solving, and management of organizational processes. The number of employers assessing these skills, primarily in reading and mathematics prior to hiring. However, educators still show greater emphasis in employability skills assessment than do employers. Several efforts as employability assessment are discussed. When selecting an approach for assessing employability skills, the following criteria must be kept in mind: (1) the assessment must clearly mirror the nature of the skill required; (2) the skill assessed should be teachable; and (3) each assessment must be evaluated in the context of its purpose. (IIB)

ED 391 110
Leslie, Valerie A. Perry, Nancy S.
Assessing Skills Development with Portfolios. 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-95-22
Pub Date—30 Jan 95
Note—4p
Pub Type—Information Analyses—ERIC IAP (071) — ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage
Identifiers—ERIC Digests

Recent efforts to improve education have led to a new look at assessment. As pedagogy has changed to focus on learner-centered education, the need to make assessment integral, on-going part of instruction has become obvious. Consequently, federal initiatives to promote educational reform have required the provision of career development opportunities and have mandated accountability in this area. The most important notion is one way to meet this challenge—by giving the students ownership of their work and the final product. By doing this, they can be more accountable for their career development, offer the necessary career guidance and counseling to support student learning, and view the process through the student's individual to assure that the expected outcomes are being achieved. ERIC Digest

ED 391 111
Schneider, Cynthia B.
Ethics in Assessment. 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-95-23
Pub Date—30 Jan 95
Note—4p
Pub Type—Information Analyses—ERIC IAPs (071) — ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage

Promoting ethical practices in assessment is considered to be a very important goal of the organizations involved in assessment. Codes are intended to increase the awareness of ethical practice among their membership and to promote ethical uses of assessment in various ways, such as teaching, counseling, evaluation, and research. The level of enforcement that each organization takes is directly tied to the characteristics of membership in the organization, whether it is voluntary or not tied to a credential or designation. The more stringent the restrictions are for membership in an organization, the easier it is for that organization to establish a more formal means of discipline and enforcement. Educating others to understand and to engage in ethical practices is a critical goal. Illustrations of good and bad practice within realistic assessment contexts and discussions of ethical dilemmas are excellent ways of promoting ethically responsible practice in assessment. (IIB)

ED 391 112
Jenkins, M. W. Kim, Sue H.
Multicultural Assessment. 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-95-24
Pub Date—30 Jan 95
Note—4p
Pub Type—Information Analyses—ERIC IAPs (071) — ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage

More valid assessments for multicultural populations would help counseling professionals better serve their clients and improve the lives of many people whose backgrounds and experiences may differ from those of White clients. Four common axes of multicultural context are (1) assuming that labeling something solves the problem; (2) using measures normed on White populations to assess non-White people; (3) ignoring the cultural assumptions that go into the creation of assessment devices; and (4) not considering the impact of the use of measures with clients from various racial and cultural groups. Some suggestions for improving multicultural assessment include (1) concentrate on empirical and operational definitions of groups, not just labels; (2) identify measures specifically designed for multicultural contexts; (3) encourage the consideration of cultural factors in the earliest conceptual stages of instrument development; and (4) increase opportunities for the exchange of information between those with quantitative training in instrument development and those with an interest in multicultural issues. Research on the validity and reliability of measures for specific racial and cultural groups is needed. (IIB)

ED 391 982
Law, Tom C. AM Fairness in Performance Assessment. 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-95-25
Pub Date—95
Note—4p
Pub Type—Information Analyses—ERIC IAPs (071) — ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage

Performance assessment is a type of educational assessment in which judgments are made about student knowledge and skills based on observation of student behavior or inspection of student products. In dealing with the issue of fairness in performance assessment, educators are confronted with some dilemmas. Assuring equality in performance assessment through standardization enables comparisons of student performance and simplifies administration processes; however, it lessens task meaningfulness and creates difficulty in avoiding bias. Assuring equity effectively reduces bias and enables rich, meaningful assessment, but introduces difficulty in administration and in comparing student performance, creates a potential side effect of poorly equipping students for the real world, and can be unfair to students with low awareness of their own abilities and quality of performance. Although standardized assessment is encouraged because it is a requirement for reliability, which is a necessary condition for validity, the hermeneutic approach supports contextualized and non-standardized assessment, and argues that validity can be achieved without reliability. Currently there is little research devoted to assessing and promoting fairness in performance assessment. (IIB)

ED 391 983
Sampson, James P. Jr.
Computer-Assisted Testing in Counseling and Therapy. 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-95-26
Pub Date—95
Note—4p
Pub Type—Information Analyses—ERIC IAPs (071) — ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage

Computer-assisted testing (CAT) in counseling and therapy is becoming increasingly common due to increased improvements in cost-effectiveness and increased counselor familiarity with computer applications. The assumption underlying the use of CAT is that the effectiveness of counseling is improved by allocating repetitive computational and instructional tasks to the computer, thus allowing counselors to concentrate more fully on interpersonal tasks. Options for using CAT in counseling and therapy include: (1) test administration, (2) test scoring, (3) test score profile generation, (4) interactive interpretive report generation for both client and practitioner, and (5) videotaped-based generalized test interpretation provided to the client immediately following test administration. Benefits of CAT include enhanced test administration, scoring, interpretation, and integration. A potential limitation is the need to establish equivalence for each instrument. Other limitations include scoring errors, test validity, and ethical concerns about counselor misuse. (IIB)

ED 391 984
Geisser, Kent F. Carlson, Janet F.
Testing Students with Disabilities. 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-95-27
Pub Date—95
Note—4p
Pub Type—Information Analyses—ERIC IAPs (071) — ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage

Testing students with disabilities is an important and complex issue. Students with disabilities require special testing services to determine their abilities and strengths, and to provide appropriate educational plans and support services. Testing students with disabilities should be conducted in a manner that is consistent with the principles of fair and equitable assessment. (IIB)
evaluation, using, and interpreting career relevant tests. There are a number of other sources that focus on the development of career assessment. Important evaluation evaluation sources and standards are discussed (11).

ED 393 990
Tompkins-Downer
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research (ED), Washington, DC
Report No.—EPE-96-93
Pub Date—95
Note—4p.

Pub Type—Information Analyses—ERIC IAP's (071) —ERIC Digests (072)
EDRS Price—MF01/PC01 Plus Postage
Identifiers—ERIC Digests

The research literature provides important guidance to counselors working to keep abreast of the latest research regarding best practices and recently developed counseling tools. The purpose of this digest is to highlight a few errors that seem to recur within the literature and to provide some helpful references that further explore these problems. The main focus of attention is to score reliability: the reliability of a test or other measurement occurs in approximately 40 to 50 percent of the published research and is serious because effect sizes and power against Type II error are both attenuated by measurement error. Over-reliance on tests of statistical significance is a major second issue that occurs when researchers incorrectly assume that the values calculated in statistical significance tests evaluate the probability that results will occur. The null hypothesis and statistical significance is discussed. Finally, this digest examines stepwise methods and asks whether they should not be used. Three problems of stepwise analyses are presented (11).

ED 397 059
Lee, Caroline
Leaving the Native Son: Empowerment Strategies for Young Black Males
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—IBIS-16-109-063-9
Pub Date—96
Note—17p.


Pub Type—Guides—Non-Classroom Use (055) —Collected Works—General (020) —Information Analyses—ERIC IAP's (071)
EDRS Price—MF01/PC01 Plus Postage
Identifiers—ERIC Digests


ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—ED-C-95-09
Pub Date—95
Note—3p.

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

Pub Type—Information Analyses—ERIC IAP's (071) —ERIC Digests (072)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Cost Effectiveness, *Early Interventions, Grade 1, Primary Education, Program Descriptions, Program Effectiveness, Remediable Reading, Teacher Education, *Teacher Role Identifiers—ERIC Digests, *Reading Recovery Projects

Writing is a Reading Recovery appears to be both effective and fairly non-controversial. This digest discusses aspects of the Reading Recovery program. Elements of the Reading Recovery program and a typical Reading Recovery lesson are described. Issues of the importance of testing and role identification and teacher role in those lessons are addressed. Existing literature in the ERIC database regarding the effectiveness of Reading Recovery is reviewed and the cost-effectiveness of the program is discussed. Contains 10 references (5).

ER 384 734
Cox, G., & R.
Writing as a Response to Reading, ERIC Digest
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—ED-C-95-09
Pub Date—95
Note—3p.

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

Pub Type—Information Analyses—ERIC IAP's (071) —Guides—Classroom Use—Teaching Guides (052) —ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage
Although writing and reading exist only in relation to each other, writing plays little or no role in the usual instructional approaches to reading. Mostly, reading is taught as a sequence of discrete skills, which is ineffective Edu it accommodates the analytic reading style to the exclusion of global, kinesthetic, and auditory styles. Reading taught together with writing can accommodate both styles. By writing while reading, students could learn to organize their thoughts, and after habitually writing in response to reading, to internalize that activity and to internalize their thought processes. Thus, they could discover ideas, and using it as a "thinking" tool, they could reframe ideas, and using it as a "process tool," they could reshape their reading habits. Before reading, students could plan their reading logs, in their reading logs, the teacher must ensure that they know how to use the log. Before every assignment, the teacher would discuss the type of reading and the purpose while reading, as well as the procedures for the particular assignment. All the activities carried before, during, and after reading and all the specific assignment would be made along with the reading are based upon the premise that students acquire an understanding of the perceptions of a text only by actively and constructively responding to the contents of the text.
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-02
Pub Date—96
Note—3p
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2505 E 10th St., Suite 150, Bloomington, IN 47408-2698.

EDRS Price — MF/PC110 Plus Postage.

This digest provides a historical review of some current literary theories and practices which developed from contemporary philosophy. Structuralism, associated with Ferdinand de Saussure and Claude Levi-Strauss, with a seemingly scientific 'view of language and culture as if the individual were the means to an end and sustained an entire structure. The historic attack against this central premise of structuralism is usually traced to a paper entitled 'Structure, Sign and Play in the Discourse of the Human Sciences,' delivered by Jacques Derrida in 1966. Derrida criticized the 'Western Logocentric' notion of an ever-active transcendent center or ground. Poststructuralism is generally considered to include three main features: the primacy of theory; the decentering of the subject; and the fundamental importance of the reader. Following is a discussion of (1): Now has poststructuralism as a theory affected English classroom practices in the teaching of literature, and (2): How has poststructuralism affected the teaching of writing. Contains 14 references (NKA).

ED 391 029
Dong, Hong Yee, Nola Kerner
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-10
Pub Date—96
Note—3p
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2505 E 10th St., Suite 150, Bloomington, IN 47408-2698.

EDRS Price — MF/PC110 Plus Postage.

Noting that speech is not simply basic communication, this digest discusses ways in which teachers can help children develop oral language proficiency. The digest holds that speech involves thinking, knowledge, and skills and that it requires practice and training. After summarizing three criteria for oral language competence—fluency, clarity, and reasoning—the digest suggests that oral language development has largely been ignored in the classroom. It points out that oral language provides a foundation for development of other language skills and that the literacy process actually begins with speaking. The digest sees the teacher's role as that of a facilitator of the learning process and offers suggestions for instructional resources. (Contains 10 references (NKA)).

ED 390 094
Axe, Nola Kerner
Politically Correct on Campus. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-01
Pub Date—96
Note—3p
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2505 E 10th St., Suite 150, Bloomington, IN 47408-2698.

EDRS Price — MF/PC102 Plus Postage.

This digest reviews articles which discuss political correctness and its manifestations on college campuses. The digest begins with an opposing definition of the term 'liberals' and 'conservatives.' The digest then reports on the topic as seen in the research and offers several suggestions about incorporating the conflicts themselves into the curricula. The digest concludes by considering whether or not political correctness is really an important issue on college campuses. Contains 21 references (NKA).

ED 391 18A
Essig, Christopher
Teaching Creative Writing in the Elementary School. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-02
Pub Date—96
Note—3p

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2505 E 10th St., Suite 150, Bloomington, IN 47408-2698.

EDRS Price — MF/PC110 Plus Postage.

Noting that most children enter school with a natural interest in writing, this digest discusses how elementary school teachers can become actively involved in teaching creative writing to their students. The digest considers several reasons for teaching creative writing, provides practical suggestions from other teachers about teaching story writing, reports on the effectiveness of peer feedback, and offers some ideas about publishing children's writing (NKA).

ED 391 19A
Cotner, Everette Geiger
The Online Classroom. Teaching with the Inanimate. ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—96
Note—206p.
Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407-5247.

EDRS Price — MF/PC110 Plus Postage.


ED 392 036
CS 012 388
Janssen, Mark B.
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success. ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN. Indiana Univ. Bloomington Family Literacy Center.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—96
Note—133p.
Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407-5247.

EDRS Price — MF/PC97 Plus Postage.

This guide shows parents how to help their children develop into skilled and motivated readers. The guide contains sections on (1) how to prepare a child for reading success; long before he begins, (2) how to use children's literature to promote learning and enjoyment; (3) why combining book experiences and phonics will be better for children, (4) ways to use writing to enhance a child's reading progress, (5) why reading aloud is so important, and (6) what can be done with a child who is reluctant to read. The guide includes easy-to-use record-keeping and lesson planning forms. A bibliography of suggested books organized by reading level and a list of 53 references is included (NKA).
ED 394 147  
Sweart, Richard D  
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.  
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—96.  
Note—2p.  
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.  
Pub Type—Information Analyses. ERIC IAPs (071)—ERIC Digests (073).  
EDRS Price—MF01/PC01 Plus Postage.  
Descriptors—Creative Writing, Dream, Elementary Secondary Education, Imagery, Imagination.  
*Individual Development.  
*Institutional Innovation.  
*Language Arts, Literature Appreciation.  
*Mythology.  
*Student Needs.  
*Teaching Methods.  
Identifiers—Archetypes, ERIC Digests.  

ED 396 245  
Collins, Norma Ocker  
Making Low Performing Adolescent Readers. ERIC Digest.  
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.—EDO-CS-96-06.  
Note—1p.  
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.  
Pub Type—Guides—Classroom Use—Teaching Guides (052) —Information Analyses—ERIC IAPs (071)—ERIC Digests (073).  
EDRS Price—MF01/PC01 Plus Postage.  
Descriptors—Adolescents, Instructional Innovation.  
*Learning Processes.  
*Life-long Learning.  
*Low Achievement, Reading Materials.  
*Reading Motivation.  
*Secondary Education.  
*Student Motivation.  
*Teacher Role.  
Identifiers—ERIC Digests.  

EDS Price—MF01/PC01 Plus Postage.  
Descriptors—Curriculum Evaluation, Educational Change.  
*Educational Environment.  
*Elementary Secondary Education.  
*Institutional Characteristics.  
*Institutional Mission.  
*Leadership.  
*Organizational Change.  
*Organization—Climate.  
*Systems Approach.  
*Teacher Role.  
Identifiers—School Climate.  

This book is designed to help educators recognize and, if necessary, change a school's climate. It guides principals, other administrators and teachers in the process of shaping the culture of their schools. For those who have already begun the process, the book provides insights and reassurance that their efforts have been headed in the right direction. Chapter 1 provides a framework for how leaders understand the terms culture and climate. Chapter 2 establishes the importance of culture, reviewing some of the research evidence which shows that school culture influences student and teacher motivation, school improvement, leadership effectiveness, and academic achievement. The third chapter examines three levels of organizational culture outlined by Edgar H. Schein (1985) — tangible artifacts, values and beliefs, and underlying assumptions. Chapter 4 describes several instruments and qualitative procedures that a leader can use to identify and measure school culture at each of Schein's three levels. The next three chapters offer three perspectives on the process of transforming a school's culture—the systems approach, vision building, and the leader's role as learner, motivator, and modeler. Practical suggestions for culture building are also given (Contains 72 references) (LMI).  

ED 390 112  
Walker, Dean  
Interactive Education: ERIC Digest, Number 101.  
ERIC Clearinghouse on Educational Management, Eugene, OR.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.—EDO-EA-96-1.  
Note—1p.  
Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).  
Pub Type—Information Analyses—ERIC IAPs (071).  
EDRS Price—MF01/PC01 Plus Postage.  
Descriptors—Elementary Secondary Education.  
*Fused Curriculum.  
*Holistic Approach.  
*Interdisciplinary Approach.  
*Program Implementation.  
*Teaching Methods.  
Identifiers—ERIC Digests.  

A growing number of education reformers are using that same strategy by pointing to the findings of developmental brain research, theories of information processing, and the needs dictated by a global information-rich world. They advocate an integrative education, which places students in a holistic context. This digest describes the principles of integrative education and research outcomes on
DePaul University School of Education. Some key strategies used by the five educators included: (1) direct instruction - a structured instructional program that works on the assumption that all children can learn and that basic skills should be the main focus of a comprehensive education program; (2) inquiry-based curriculum - an experience-based instructional philosophy in which curriculum is geared to current theories of local or personal interest; (3) action research - a combination of approaches to improving classroom teaching and learning that requires specific steps designed to bring about improvement with testing to ensure the improvements occur; (4) success for all research-based programs in reading, writing, and language arts that emphasize cooperative learning, individualized instruction, and strategies to make instruction more effective for students who need remediation; and (5) school achievement structure (SAS) — a highly structured set of routines designed to enable students, especially those living in poverty, to pass standardized tests. While there is no single, perfect way to achieve success, there are programs that work and people who are dedicated to improving educational opportunities (LMI).

ED 386 832
EC 304 154
Tomlinson, Carol Ann
Gifted Learners in the Middle School: Problem or Promise? ERIC Digest E335.
ERIC Clearinghouse on Disabilities and Gifted Education. Reston, Va.
Spons Agency - Office of Educational Research and Improvement (ED). Washington, D.C.
Report No. - EDO-EC 94-6
Pub Date - Aug 95
Note - 4p.
Available from - ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr. Reston, VA 22091-1599 ($1 each; minimum order $5 prepaid).
Pub Type - Information Analyses - ERIC IAPs (071) - ERIC Digests (073).
EDRS Price - MF01/PC01 Plus Postage.
This information digest provides an overview of some areas of agreement between the fields of gifted education and middle school education, some areas of tension, and some promising directions that could engage educators in mutual planning of appropriate services for all middle school students, including the gifted. Shared beliefs include: the value of instruction that is theme based, interdisciplinary, and fosters student self-direction and independence. Problems between gifted and middle-level education exist in the areas of diversity versus equity, emphasis on heterogeneity, use of labels, ambivalence toward middle school curricula, use of cooperative learning as an instructional strategy, attention to affective needs of early adolescents, and personal success. For each problem area, promising directions are listed, such as emphasizing appropriately differentiated instruction in need of gifted students, emphasizing problem-based strategies rather than skill-focused strategies in cooperative learning activities, planning for both academic acceleration and for advanced learners, and acknowledging strengths and contributions of both practices. (Contains 18 references) [DB]

ED 386 879
EC 304 269
Drill, Janet, Ed. Seron, Barbara. Ed.
VISAGE: Videos in Speciah and Gifted Education (Machine-Readable Data File).
Council for Exceptional Children, Reston, Va.
ERIC Clearinghouse on Disabilities and Gifted Education. Reston, Va.
Spons Agency - Office of Educational Research and Improvement (ED). Washington, D.C.
Pub Date - 95
Available from - Council for Exceptional Children, Publication Sales, 1920 Association Dr. Reston, VA 22091-1599 (Diskette 3.5 inch Product Code R-5000D-DOS, R-5000M - Macintosh: $100 nonmembers, $70 members).
Pub Type - Reference Materials - Bibliographies (131) - AV/Non-Print Materials - Machine-Readable Data Files (102) - Information Analyses - ERIC IAPs (071).
Descriptors - Disabilities, Education Methods, Elementary Secondary Education. Gifted Education.

Diffentilating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E53a.
ERIC Clearinghouse on Disabilities and Gifted Education. Reston, Va.
Spons Agency - Office of Educational Research and Improvement (ED). Washington, D.C.
Report No. - EDO-EC 94-7
Pub Date - Oct 95
Note - 4p.
Available from - ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr. Reston, VA 22091-1599 ($1 each; minimum order $5 prepaid).
Pub Type - Information Analyses - ERIC IAPs (071) - Guides, Non-Classroom Use (055) - ERIC Digests (073).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors - Academically Gifted, Classroom Techniques, Curriculum, Educational Strategies, Enrichment Activities, Heterogeneous Grouping, Individual Differences, Individualized Instruction, Intermediate Grades, Junior High Schools, Mainstreaming, Middle Schools, Students Needs, Teaching Methods. Identifiers - Differentiated Curriculum (Gifted).
ERIC Digests
This brief paper summarizes guidelines for adapting instruction for advanced learners in inclusive, mixed-ability middle school classrooms. A rationale for differentiating instruction is followed by consideration of what differentiation is not. Characteristics of a differentiated class are enumerated including: including: teaching to the middle; keeping small classes; and developing peer groups. The first suggests that differentiation is based on personal principles, teacher and principal role, and center of control and principle driven, on-going assessment of student learning and growth, and flexible grouping. The last differentiates instruction to accommodate the needs of each student, but recognizes that differentiation is more successful when the teacher is able to: (1) concrete to abstract, (2) simple to complex, (3) basic to transformational, (4) fewer to many, (5) smaller tasks to greater, (6) more structured to more open, (7) less independence to greater independence, and (8) slower to quicker.
strategies for managing a differentiated classroom include collaboration, multiple texts, and supplementary materials. Interests, learning, and cultural differences are also considered. (DB)

ED 389 142
Korn, K. E., & Thomas, L.
Overview of A/D, IDEA, and Section 504.
ERIC Digest E387.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spurs Agency—Office of Educational Reform and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-84
Pub Date—Aug 95
Note—p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each), minimum order $5 prepaid.
Pub Type—Information Analyses—ERIC IAPs (071) —ERIC Digest (073)
EDRS Price—MF01/PC01 Plus Postage.
ERIC Digests
This digest is a question and answer format. It provides basic information on inclusion of gifted students. Questions address such concerns as the impact of clustering, the identification of gifted students, the role of differentiating programs, and the advantages of clustering. The information is brief, and concludes that clustering is a way to ensure that gifted students receive a quality education as their needs are served.

ED 392 197
Korn, K. E., & Thomas, L.
Beginning Reading and Phonological Awareness for Students with Learning Disabilities.
ERIC Digest E860.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spurs Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-53
Pub Date—Aug 95
Note—p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type—Information Analyses—ERIC IAPs (071) —ERIC Digest (073)
EDRS Price—MF01/PC01 Plus Postage.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spurs Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-67
Pub Date—Oct 95
Note—p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type—Reference Materials—Bibliographies (131) —Information Analyses—ERIC IAPs (071)
EDRS Price—MF01/PC01 Plus Postage.
ERIC Digests
This digest provides basic information on phonological awareness in the process of learning to read for students with learning disabilities. It discusses the research on phonological awareness and its importance in reading. The digest highlights the importance of phonological awareness in reading, and provides strategies for educators to incorporate into their instruction. The digest also emphasizes the importance of using a variety of teaching methods to support students with learning disabilities.

FL
ED 386 949
Cross-Curricular Tutoring in the Literacy Classroom.
ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spurs Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-03
Pub Date—Aug 94
Note—p.
Available from—ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spurs Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-03
Pub Date—Aug 94
Note—p.
Available from—ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spurs Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-03
Pub Date—Aug 94
Note—p.
Available from—ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spurs Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-03
Pub Date—Aug 94
Note—p.
Available from—ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spurs Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-03
Pub Date—Aug 94
Note—p.
Available from—ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spurs Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-03
Pub Date—Aug 94
Note—p.
Available from—ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Spurs Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-ECC-94-03
Pub Date—Aug 94
Note—p.
ciency, and awareness of the literacy development process through the program. (MSE)

ED 386 950 FL 023 267
Fostering Second Language Development in Young Children (ED 386 950) is available from the ERIC Clearinghouse on Languages and Linguistics, Washington, D.C. 20037. (ED 386 950) is available from the ERIC Clearinghouse on Languages and Linguistics, Washington, D.C. 20037.

Report No.—EDO-F1-90-02
Pub Date—Nov 95
Note—4p
Pub Type—Information Analyses - ERIC IAPs
OCLC—407113
EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

This digest presents eight principles drawn from theory and research on second language acquisition and classroom instruction to guide teachers who work with linguistically and culturally diverse students. Each principle is accompanied by a brief explanation and suggestions for classroom techniques and activities. They are: (1) bilingualism is an asset and should be fostered; (2) there is an ebb and flow to children’s bilingualism, and it is rare for both languages to be perfectly balanced; (3) there are culturally different patterns in language use; (4) for some bilingual children, code-switching is a normal language phenomenon; (5) children come to learn in many different ways; (6) language is used to communicate meaning; (7) language thrives best in a language-rich environment; and (8) children should be encouraged to experiment with language. A brief bibliography is provided (MSE).

ED 386 960 FL 081 076
Prison, Ivan R.; Crouse, John
Philosophies and Approaches in Adult ESL Literacy Instruction, ERIC Digest (ED 386 960) is available from the ERIC Clearinghouse on ESL Literacy Education, Washington, D.C. 20037.

Report No.—EDO-LE-95-06
Pub Date—Sep 95
Note—4p
Pub Type—Information Analyses - ERIC IAPs
OCLC—407113
EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests, Freire (Paulo)

Five approaches currently used in adult English-as-a-Second-Language (ESL) literacy instruction are described: A group of strategies developed by Paulo Freire, a participant-centered, and revolve around the discussion of issues drawn from learners’ real-life experiences. The Whole Language approach makes a specific method of collection of strategies, techniques, or materials, and is a protective emphasis on the use of language as a whole, not as discrete parts. Whole language classes work together to develop the curriculum, read, and write to discover the meaning of such other and evaluate products together. Classroom activities might include extended reading and writing. The Language Experience Approach is a teaching strategy or technique consistent with the whole language perspective. It in, learner experiences are dictated, therefore of a material basis. Lack of authentic reading materials for adult ESL literacy programs has inspired a related approach, one focusing on learning through the Internet. This writing-based classroom follows a writing-process approach in which learners and the teacher brainstorm writing topics, draft pieces, share and confer about writing, revise, edit, and publish in a workshop atmosphere in which reading, writing, and talk are integrated and supported. Finally, competency-based education, used in adult ESL literacy since the mid-1970s, is based on the learning of competencies across learning terms of goals. Four components include assessment of learner needs, selection of relevant competencies, and instruction and evaluation based on those competencies. Contains eight references and four published learner writing references (MSE) (Adjunct ERIC Clearinghouse on ESL Literacy Education)

ED 386 961 FL 801 077
Burt, Marlen, Seccombe, Mark
Evaluating Worksite ESL Instructional Programs, ERIC Digest (ED 386 961) is available from the ERIC Clearinghouse on ESL Literacy Education, Washington, D.C. 20037.

Report No.—EDO-LE-95-07
Pub Date—Sep 95
Note—4p
Pub Type—Information Analyses - ERIC IAPs
OCLC—407113
EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

Evaluating programs at worksites is a relatively new development. The goal of these programs is to provide opportunities for workers to improve their English language skills in order to improve their job performance and advancement. The evaluation of such programs is complex because of the wide range of factors that must be considered. Evaluators must assess the effectiveness of the program in terms of its goals and objectives. They must also consider the impact of the program on the workers' personal and professional development. Finally, evaluators must determine the cost-effectiveness of the program in terms of its benefits and costs. (MSE)

ED 390 283 FL 023 494
Dane, Melinda A.; Terra, Linda S.; Soares, Scott
Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian, ERIC Digest (ED 390 283) is available from the ERIC Clearinghouse on Languages and Linguistics, Washington, D.C. 20037.

Report No.—EDO-LE-96-01
Pub Date—Nov 95
Note—4p
Pub Type—Information Analyses - ERIC IAPs
OCLC—407113
EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests, Freire (Paulo)

Five approaches currently used in adult English-as-a-Second-Language (ESL) literacy instruction are described: A group of strategies developed by Paulo Freire, a participant-centered, and revolve around the discussion of issues drawn from learners’ real-life experiences. The Whole Language approach makes a specific method of collection of strategies, techniques, or materials, and is a protective emphasis on the use of language as a whole, not as discrete parts. Whole language classes work together to develop the curriculum, read, and write to discover the meaning of such other and evaluate products together. Classroom activities might include extended reading and writing. The Language Experience Approach is a teaching strategy or technique consistent with the whole language perspective. It in, learner experiences are dictated, therefore of a material basis. Lack of authentic reading materials for adult ESL literacy programs has inspired a related approach, one focusing on learning through the Internet. This writing-based classroom follows a writing-process approach in which learners and the teacher brainstorm writing topics, draft pieces, share and confer about writing, revise, edit, and publish in a workshop atmosphere in which reading, writing, and talk are integrated and supported. Finally, competency-based education, used in adult ESL literacy since the mid-1970s, is based on the learning of competencies across learning terms of goals. Four components include assessment of learner needs, selection of relevant competencies, and instruction and evaluation based on those competencies. Contains eight references and four published learner writing references (MSE) (Adjunct ERIC Clearinghouse on ESL Literacy Education)
language instruction, Second Language, Language Learning, Spanish Speaking

Identifiers—ERIC Digests

This digest discusses the role that the school library can play in fostering a positive environment in the school library for English as a Second Language (ESL) students. It emphasizes the role of the school library in providing language experiences for these students. The digest addresses how school libraries can be the library a welcoming place for ESL students, the establishment of a collection of materials for these students, library resources available for both ESL and content teachers, library collaboration with agencies outside of the school, multicultural activities, and a literacy activity for native Spanish speakers learning English.

ED 392 316
FL 801 110
Grant, Constance

Numeracy in the Adult ESL Classroom.ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.

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

Report No.—EDRD-96-03

Note—A product of the Project in Adult Immigrant Education (PAE).

Available from: NCCE, 1112 22nd Street, N.W., Washington, DC 20037.

Pub Type—Information Analyses—ERIC IAP's (071) — Reports—Descriptions (141) —ERIC Digests (073)

EDRS Price—MF10/P100 Plus Postage.

Descriptors—Adult Basic Education, Class Activities, Classroom Techniques, Course Content, Educational Needs, English (Second Language), ESL, ESL Program Design, Language Instruction, Teaching Methods.

Identifiers—ERIC Digests

This digest discusses numeracy in the classroom at the middle school level. In general, middle school foreign language programs have received relatively little attention. However, the increased emphasis within the field on language instruction, combined with the recognition of junior high/senior high school programs has necessitated a renewed vision of how foreign languages are taught at the middle school level. This digest focuses on this view of the future by considering the following: (1) middle school pupil and philosophy, and the foreign language program; (2) interdisciplinary units and middle school language (bilingual education, unit connections, thinking skills development); (3) middle school foreign language teachers; (4) middle school strategies; and (5) curriculum and materials for the middle school.

ED 392 315
FL 801 109
Bart, Miriam

Selling Workplace ESL Instructional Programs.ERIC Digest.

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

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

Report No.—EDRD-96-01

Note—A product of the Project in Adult Immigrant Education (PAE).

Available from: NCCE, 1112 22nd Street, N.W., Washington, DC 20037.

Pub Type—Information Analyses—ERIC IAP's (071) — Reports—Descriptions (141) —ERIC Digests (073)

EDRS Price—MF10/P100 Plus Postage.


Identifiers—ERIC Digests

Although basic skills and English language instruction are often viewed as real needs at the workplace, few programs provide this for their workers. Those that do are motivated by one or more of these factors: product quality improvement, commitment of top management to training and education, or the sales effort of an educational provider. Those that do not provide such instruction give these reasons: cost of instruction, resistance of upper management to initiate training, and finding alternative ways of dealing with existing educational deficiencies. Developers of instructional programs in English as a second language (ESL) have found that preparedness of numbers and product characterizations can enhance the success of their marketing efforts. These include beginning with comparison of language instruction among employees, training at all levels, offering realistic assessments of time and resources needed to accomplish training; offering courses or specific, attainable goals; offering cross-cultural courses to both native and non-native English speakers at the workplace where they work. This digest contains 10 references (MSEE) (Adjunct, ERIC Clearinghouse on Literacy Education).

ED 392 317
FL 801 111

Atwater, Susan

Union-Sponsored Workplace ESL Instruction.ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.

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

Report No.—EDRD-96-03

Note—A product of the Project in Adult Immigrant Education (PAE).

Available from: NCCE, 1112 22nd Street, N.W., Washington, DC 20037.

Pub Type—Information Analyses—ERIC IAP's (071) — Reports—Descriptions (141) —ERIC Digests (073)

EDRS Price—MF10/P100 Plus Postage.


Identifiers—ERIC Digests

Labor unions have provided English as a second language (ESL) instruction in the workplace since the early 1900s; to serve a growing immigrant workforce in the late 1970s and early 1980s, an increase in immigrant population, change in manufacturing jobs, new technology and workplace restructuring brought a new urgency to union-sponsored workplace education, primarily to provide workers with access to training. The need for communication skills, problem-solving skills, and knowledge of workplace organization for the high-performance workplace has recently emerged as a new need. Programs usually involve unions, businesses, and educational entities. These may include union-consortia; joint union-company partnerships, or individual union-sponsored partnerships with employers and educators. Workplace ESL instruction and curricula for union programs incorporate the range of teaching methods and techniques found in many adult ESL programs. While the major focus is on job-related language skills, the programs may also include such life skills as worker rights and responsibilities, problem-solving and critical thinking, and health safety.
ED 395 500  FL 023  833
Tannenbaum, In-Ellen
Preparation of the Literacy Alternative Assessment for ESL Students. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—ED 96-96
Pub Date—May 96
Note—4p
Available from—ERIC/CALL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type—Information Analyses—ERIC IAPs (071)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.

This digest provides examples of measures well suited for assessing English-as-a-Second-Language (ESL) student achievement. Alternative assessment is particularly important for ESL students because it allows them to show what they can integrate and produce, not simply recall and reproduce. Alternative assessment provides teachers with a repertoire of assessment processes adaptable for different situations. Nonverbal assessment strategies include physical demonstrations and pictorial products expressing academic concepts or content knowledge with or without speaking or writing. K.W.L. (what I know/what I want to know/what I've learned) charts are used; both individually or as a class exercise, to begin and end a unit of study, particularly in social studies and science. Before the unit strategy helps teachers understand students background knowledge and interests. afterward, it helps assess content material learned. Oral performance-based assessments include such activities as interviews, oral reports, role-plays, describing, explaining, summarizing, retelling, and paraphrasing student text material. Other oral and written products useful for assessing ESL students' progress are content area and learning logs, reading response logs, structured and creative writing assignments, dialogue journals, and student-produced audio or video cassettes. Portfolios are used to collect samples of student work over time to track student development.

ED 395 501  FL 023  834
Stanley, James W. Kennewick, David
Simulated Oral Proficiency Interviews: An Update, ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, DC
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-FL-96-06
Pub Date—May 96
Note—4p
For an earlier digest, see ED 317 016 Available from—ERIC/CALL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type—Information Analyses—ERIC IAPs (071)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Description—Information Analyses, Educational Trends, Interviews, Language Proficiency, Oral Language, Simulation, Test Format, Test Use, Trends Analysis, Identifiers—ERIC Digests, Oral Proficiency Testing, Simulated Oral Proficiency Interview, The Simulated Oral Proficiency Interview (SOP1) is a semi-direct performance-based speaking test that emulates the face-to-face Oral Proficiency Interview (OPI) as closely as possible using a tape recording and printed test booklet. The prototypical test booklet contains simple personal background questions typical of an initial encounter (warm-up) and topic- and situation-based performance tasks to assess the examinee's ability to handle the functions and content characterizing higher levels of proficiency. The test package consists of a master tape that contains all test instructions and items, an examinee response tape used to record responses, and a test booklet with test instructions and directions for all tasks. The test developer is developing different test development teams and different languages, the SOP1 has proved a valid and reliable surrogate for the OPI. SOPs have been developed for Chinese, Portuguese, Hebrew, Indonesian, Maua, Arabic, Japanese, French, German, and Spanish, and rating training has been developed. The test format's feasibility allows its targeting for proficiency level, age group, background, and profession and administered by any teacher, aide, or language lab technician. The SOP1 may offer practical and psychometric advantages over a face-to-face interview.

HE

ED 392 368  HE 028  968
Wolfrom, Mimi
A New Alliance: Continuous Quality and Classroom Effectiveness, ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.; Graduate School of Education and Human Development
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-HE-96-4
Pub Date—94
Note—4p
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W. Suite 630, Washington, DC 20036-1183 ($1)
Pub Type—Information Analyses—ERIC IAPs (071)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—Arizona State University, Benchmarking, Business Schools, *Continuous Quality Improvement, Maricopa County Community College District AZ, Miami Dade Community College FL, Northwest Missouri State University, Sacramento State University, University of Chicago IL
This report presents seven case studies and discusses the role of continuous quality improvement (CQI) in college classroom effectiveness efforts. Particularly specific institutions where sustained CQI programs have affected college classroom practice, their common features, and lingering doubts about CQI. It discusses the general principles and philosophy of CQI and its particular promise in education to make students the focus, classroom effectiveness the concern, and assessment a means to gain feedback for future improvement. The case studies describe seven educational organizations at six institutions (two research universities, two comprehensive universities, and two community colleges) and their attempts to move from exposure to CQI in the administrative super-structure in CQI in the classroom. The institutions are: (1) the University of Chicago Graduate School of Business, (2) the College of Business at Arizona State University, (3) the College of Engineering at Arizona State University, (4) Northwest Missouri State University, (5) Samford University (Alabama), (6) Maricopa County Community College District (Arizona), and (7) Miami-Dade Community College (Florida). A summary finds that common threads among these otherwise idiosyncratic programs include either a new focus or a heightened awareness of the "customer," commitment from top administrative leadership, customized faculty development, realization that change takes time, and financial realignment. The report also addresses lingering misgivings including setting standards, benchmarking, team-building, interdisciplinary issues, rewards and incentives for long-term durability of the quality movement. (Contains 12 references)

ED 394 441  HE 029  135
Gardinet, Leon F.
Rebuilding Higher Education, Producing Dramatic Gains in Student Learning, ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.; Graduate School of Education and Human Development
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-HE-96-7
Pub Date—94
Note—4p
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W. Suite 630, Washington, DC 20036-1183 ($1)
Pub Type—Information Analyses—ERIC IAPs (071)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Description—Achievement Gains, College Instruc tion, *College Outcomes Assessment, Competency Based Education, Educational Environments, Educational Outcomes, Educational Policies, Grading, Higher Education, *Instructional Effectiveness, Knowledge Level, Minimum Competencies, Organizational Climate.
Outcomes of Education. Student Development. Student Evaluations and Identifiers—ERIC Digest

This digest provides a review of the research literature on the effectiveness of student education in producing graduates with the knowledge and skills necessary for well-educated citizens today. The graduate is prepared as being, or partial answers to the following nine questions:

1) what are the criteria for citizenship?
2) how do we determine the criteria for citizenship?
3) how do we measure the criteria for citizenship?
4) how does the campus climate affect our students' development?
5) how well do we determine our students' development?
6) how do we monitor the quality of student outcomes?
7) how do we improve the quality of student outcomes?

ED 394 443

GB 025 136

Gardner, Lisa F.


This monograph reviews empirical studies on various aspects of student education, relevant to the understanding of the effectiveness of instruction in regard to four areas: curriculum, instruction, campus psychological climate, and academic advising. After an introduction, the first section describes the development of critical skills, how these skills develop, and the conditions believed necessary to produce them. The following four sections examine the four core areas central to student development and the contribution research suggests they now make to the development: (1) curriculum, (2) instruction, (3) classroom processes and grades, (4) the campus climate integration into the campus community, and (5) academic advising. (6) The next three sections describe opportunities for dramatic gains in student education, emerging evidence about the relative capacity of students to learn at a very high level, describing seven specific changes which can impact educational purposes, and addressing the issues of leadership, management, and professional development. The final section presents a vision and a challenge for developing a new level of community on campus (Contains approximately 650 references) (DB)
minority faculty recruitment, and programs to improve campus climate (KP).

ED 386 961 JC 950 457
Colby, An. - Rowe Elizabeth
Creating and Maintaining a Diverse Faculty.

ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-ERIC-95-08
Published—Jan 95

Note—4p. Drawn from "Creating and Maintaining a Diverse Faculty, New Directions for Community Colleges, Number 83" by William B. Harvey and James Valdez, see ED 385 854.

ED 386 536 JC 950 536
Cohen, Arthur M.
Projecting the Future of Community Colleges.

ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-ERIC-95-01
Published—Dec 94

Note—4p.

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Community Colleges; Educational Change; Educational Policy; Enrollment; Faculty Development; Future Trends; Higher Education; Job Outlook; Labor Market; Postsecondary Education; Program Evaluation; Projections; Student Retention; University Education.


ED 387 933 JC 950 497
Clovis, Darrell A. Ed. Hawthorne, Elizabeth M. Ed.
Community Colleges and Proprietary: How to Resolve Conflict or Converge?

New Directions for Community Colleges, Number 91.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Published—Dec 94

Note—115p.

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Community Colleges; Educational Change; Enrollment; Faculty Development; Future Trends; Higher Education; Job Outlook; Labor Market; Postsecondary Education; Program Evaluation; Projections; Student Retention; University Education.


ED 388 361 JC 950 547
The Role of the Rural Community College in Rural Community Development: ERIC Digest

ERIC Clearinghouse for Community Colleges: Los Angeles, CA
Sponsoring Agency: Office of Educational Research and Improvement (ED). Washington, DC
Reference: EDO-JC-96-02
Publication Date: 10/96

EDRS Price: MF01/PC01 Plus Postage

ED 395 510
Person: Michael H. Edelman, C. David Edel
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93
ERIC Clearinghouse for Community Colleges: Los Angeles, CA
Sponsoring Agency: Office of Educational Research and Improvement (ED). Washington, DC
Reference: ISBN 0-7879-9868-0. ISSN 0094-1081
Publication Date: 10/96

Note: 10p.

Paper from: Jossey-Bass Publishers
Sponsors: San Jose State University
519 Market St., San Francisco, CA 94114-1342
S19.00, subscription $53 per individual $110 institutions

ED 395 519
Cross-Curricular Assessment and Testing: Measuring Up to Expectations. ERIC Digest

ERIC Clearinghouse for Community Colleges: Los Angeles, CA
Sponsoring Agency: Office of Educational Research and Improvement (ED). Washington, DC
Reference: EDO-JC-96-03
Publication Date: 1/96

Note: 10p.

EDRS Price: MF01/PC01 Plus Postage
Descriptors: Accountability, College Outcomes, College Planning and Development, Community Colleges, Educational Quality, Institutional Evaluation, Measures (Individuals), Needs Assessment, Program Evaluation, School Effectiveness, Self Evaluation (Groups), Two-Year Colleges, Identifiers: ERIC Digest

ED 395 504
Power Planners

Community Colleges International ERIC Digest

ERIC Clearinghouse for Community Colleges: Los Angeles, CA
Sponsoring Agency: Office of Educational Research and Improvement (ED). Washington, DC
Reference: EDO-JC-96-04
Publication Date: 1/96

Note: 10p.

EDRS Price: MF01/PC01 Plus Postage
Descriptors: Administrative Organization, College Role, Community Colleges, Comparative Education, Community College Change, Educational Needs, Educational Policy, Educational Trends, Foreign Countries, Nontraditional Education, Nontraditional Students, Two-Year Colleges, Identifiers: ERIC Digest

ED 393 309
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93
ERIC Clearinghouse for Community Colleges: Los Angeles, CA
Sponsoring Agency: Office of Educational Research and Improvement (ED). Washington, DC
Reference: ISBN 0-7879-9868-0. ISSN 0094-1081
Publication Date: 10/96

Note: 10p.

Paper from: Jossey-Bass Publishers
Sponsors: San Jose State University
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ED 393 308
Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93
ERIC Clearinghouse for Community Colleges: Los Angeles, CA
Sponsoring Agency: Office of Educational Research and Improvement (ED). Washington, DC
Reference: ISBN 0-7879-9868-0. ISSN 0094-1081
Publication Date: 10/96

Note: 10p.

Paper from: Jossey-Bass Publishers
Sponsors: San Jose State University
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ilar institutions, such as in Australia which is experiencing a high demand for skill-based programs. The expansion of the community college sector appears certain because of the world-wide demand for a variety of non-university educational services at a relatively low cost (TG)

ED 393 505
ERIC Clearhouse for Community Colleges. Los Angeles, CA
Sponsors Agency—Office of Educational Research and Improvement (ED) Washington, DC
Report No—EDO-JC 76-05
Pre Date—May 76
Note—Report is based on "Impact of Differential College Environments on the Science Reasoning Ability of College Students: A Multicurricular Study." by John Hare Georgakos.
Pub Type—Information Analyses—ERIC IAPs (073) —ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests, Riverside Community College. CA
In 1971, a study was conducted at Riverside City College in California, to determine the development of science reasoning among students. The science reasoning test was administered to a sample of 273 students at the end of the fall 1971 semester to two samples of 273 students enrolled in science courses. The 273 students were divided into two groups: a control group of 273 students who had taken at least one science course at RCC. The study found that, for the control group, the science curriculum was a positive influence on the development of students' science reasoning ability, with the positive effect of taking science courses on student science reasoning ability increasing with the number of science units taken. Change, calculus-based physics courses strongly influenced the development of science reasoning ability, while training in undergraduate psychology also contributed positively. Training in chemistry, however, appeared to be negatively related to science reasoning. Results for the control group indicated that high science reasoning ability in the sciences results in an increase in science reasoning ability and that the science curriculum played an important role in community college students' progress in developing reasoning ability(TG)

ED 393 510
Brower, Florence B. Retention Attrition in the Nineties, ERIC Digest.
ERIC Clearhouse for Community Colleges. Los Angeles, CA
Sponsors Agency—Office of Educational Research and Improvement (ED) Washington, DC
Report No—EDO-JC 76-06
Pre Date—May 76
Note—Report is based on "Retention Attrition in the Nineties" (073) —ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Description—Academic Persistence. Community College Dropout, Dropout. Educ. Trends. Intervention, Mentors, Student Holding Power, Student Orientation, Student Attrition, Teacher Student Relation-
ship, Two Year Colleges. Withdrawal Education Identifiers—ERIC Digests
Concern about student retention and attrition rates in higher education have increased over the years and efforts are being made at various levels to reduce such declines have grown considerably. Students investigating the retention and attrition of community college students have found specific characteristics related to outcomes, including full- or part-time attendance, age, employment status, grade point average, being a member of an ethnic group other than Asian, family obligations, financial concerns, and gender. Since determining predictive characteristics can be difficult, intervention strategies represent an alternative way of approaching retention and attrition and may have greater impact in the long run. Strategies that are widely used and demonstrate the greatest impact include orientation programs, mentoring programs, and multiple strategy approaches combining various efforts. Students have shown that completion of an orientation program promotes and improves student performance. Faculty and peer mentoring programs aim to improve teacher-student interaction through the use of journals, workshops, tutorials, workshops, programs, and other academic and social support strategies. Multiple strategy efforts in place at community colleges include the use of campus-wide counseling and student retention strategies. Women's centers to provide support to non-traditional female students: freshman seminars to promote student relationships among students and student-faculty interaction; and the implementation of college funded work-study for campus employment. Contains 16 references (TG)

ED 392 616
Fotis, Elizabeth. Achieving Administrator Diversity, ERIC Digest.
ERIC Clearhouse for Community Colleges, Los Angeles, CA
Sponsors Agency—Office of Educational Research and Improvement (ED) Washington, DC
Report No—EDO-JC 76-07
Pre Date—May 76
Pub Type—Information Analyses—ERIC IAPs (071) —ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Description—Administrator Qualifications, Administration, Community College Administration, Community Colleges, Diversity (Institutional), Educational Quality, Faculty Recruitment, Minority Groups, Personnel Management, Professional Development, Two Year Colleges, Identifiers—ERIC Digests
One of the key issues facing community college leaders in the 1990's is the development of leadership that represents the diversity of students and local communities. In a 1990 survey of 1,107 community college presidents, only 11% of those surveyed belonged to minority groups. Programs do exist, however, to help minority group members structure their careers and become community college administrators. These programs are offered by universities, such as the Community College Leadership Program at the University of Texas, higher education associations such as workshops sponsored by the American Association of Community Colleges; minority higher education organizations, such as the National Council on Black American Affairs. Community colleges seeking to improve minority administrator representation should consider implementing one or more of the recommendations: (1) identify and publicize college goals and timetables for diversity; (2) maintain clear policies and procedures for hiring, mentoring, and evaluating; (3) require regular progress reports; (4) establish the consultant of organizations that specialize in minority recruitment and placement; (5) open opportunities to minority community publications; (6) give the Equal Employment Opportunity officer sufficient authority; (7) search for administrative candidates from sources other than the traditional academic pipeline; and (8) encourage minority faculty to participate in administrative activities. Lists of programs and organizations providing professional development opportunities are included (TG)

ED 394 617
Cort, Arthur M. Brewer, Florence B. Community College Scholarship, ERIC Digest.
ERIC Clearhouse for Community Colleges, Los Angeles, CA
Sponsors—Office of Educational Research and Improvement (ED) Washington, DC
Report No—EDO-JC 79-06
Pre Date—May 96
Note—Report is based on "Scholarship Research on Community College Students" by A. M. Cohen and F. B. Brewer.
Pub Type—Information Analyses—ERIC IAPs (071) —ERIC Digests (073)
EDRS Price—MF01/PC03 Plus Postage.
Community colleges generally conduct little research. Further, there is not generally accepted national research agenda for community colleges. No consistently funded national agency charged with studying the institutions as unique entities, and few educational researchers direct their attention toward them. The research that is undertaken on community colleges is conducted primarily by university professors and student researchers mandated by legislative, the Department of Education, in addition, to institutional researchers at colleges. The types of research conducted include treatments of the formation and development of the colleges from the viewpoint of history or sociology and large-scale data compilations providing overviews of trends. In addition, the more useful qualitative studies undertaken provide wide information on the peculiarities of college functioning through participatory observation or interview techniques. The lack of a consistent funding base for the routine collection of data on institutional effectiveness and unfamiliarity with assessment are central barriers to community college research. Finally, whatever the source and forms it takes, research on community colleges suffers several limitations stemming from incompleteness in the data, the language of the social sciences and from the relationship between researchers and practitioners (TG)

ED 397 834
Brown, Raymond C. Ed. Muller, Gilbert H. Ed. Administering Administrative Decisions, Directions for Community Colleges, Number 94.
ERIC Clearhouse for Community Colleges, Los Angeles, CA
Sponsors Agency—Office of Educational Research and Improvement (ED) Washington, DC
Pre Date—May 96
Note—113p.
Available from—Jones-Bas Publishing, 350 Sanborne, San Francisco, CA 94104-1342 (510) subscriptions $51 individuals, $81 institutions, agents, and libraries)
Journal Code—New Directions for Community Colleges 24 62 Summer 1996
Pub Type—Collected Works, Serials 0201, V1102, Information Analyses—ERIC IAPs (071)
EDRS Price—MF01/PC03 Plus Postage.
Description—Administrator Qualifications, Administration, Community College Administration, Community Colleges, Diversity (Institutional), Educational Strategy, Equal Opportunities (Job) Leadership

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1
ED 386 327
PS 023 620
Benefit. Boner
Posse Equitity in Childhood. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education. Urbana, IL.
Spons Agency-Office of Education. Washington, DC.
Report No —EDO-PD-95-99
Pub Date—Aug 95
Note—3p
Pub Type—Information Analyses—ERIC IAPs (071)
EDRS Price —MF01/PC01 Plus Postage.
Identifiers—Caring. ERIC Digests. Resilience (Personality).

This digest summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults and discusses the critical role school can play in this process of development. Resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite risk. These protective factors can be grouped into three major categories: (1) caring and supportive relationships; (2) positive and high expectations; and (3) opportunities for participation. First, the presence of at least one caring person provides support for healthy development and learning, and caring relationships provide teachers with youth who motivate a willingness to do so with higher expectations is key. Second, research has identified that youth who have higher expectations of adults and lower rates of problematic behaviors than other schools. Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the trust of fruitful relationships. These practices involve asking questions that encourage critical thinking, making lasting hand-on- and, and using participatory evaluation. Such practices contain 12 references.

ED 386 331
PS 023 670
Rothenberg. Danne
Supporting Girls in Early Adolescence. ERIC Digests.
ERIC Clearinghouse on Elementary and Early Childhood Education. Urbana, IL.
Spons Agency-Office of Educational Research and Improvement (ED). Washington, DC.
Report No —EDO-PD-95-10
Pub Date—Sept 95
Note—3p
Pub Type—Information Analyses—ERIC IAPs (071)
EDRS Price —MF01/PC01 Plus Postage.

Identification of adolescent attitudes. ERIC Digests. Results of national studies suggest that for girls, the middle grades can be a time of significant strength in self-esteem and academic achievement. Reasons for this decline are not clearly identified by research, but it is likely that multiple factors are involved. One factor is that the usual treatment boys receive in the classroom. Out-of-school factors include girls' observations about the different status of males and females in society. A third factor relates to cultural differences in socialization. Teachers have observed other consequences associated with a general loss of self-esteem in preadolescent girls. For example, compared to boys, adolescent girls experience greater stress and are twice as likely to be depressed. And some 50% of 50% of girls are four times as likely to attempt suicide. Girls' depression has been linked to negative feelings about their bodies and appearance. In order to support and encourage preadolescent girls, parents can: (1) begin early to nurture freedom from stereotyped expectations; (2) inquire regularly about their daughter's participation in school; (3) listen to their daughter's questions and concerns about peers, siblings, and adults; and (4) be aware that girls receiving conflicting messages about their worth and place in our culture. Likewise, teachers can find ways to develop gender-fair curricula; encourage girls to enroll and participate in all academic courses, and deal directly with issues of gender. School administrators can develop and enforce policies against sexual harassment and can ensure that school programs offer equal opportunities to boys and girls (BC)

ED 387 273
PS 023 792
Parent. Family, and Community Involvement in the Middle Grades. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education. Urbana, IL.
Spons Agency-Office of Educational Research and Improvement (ED). Washington, DC.
Report No —EDO-PD-95-11
Pub Date—Oct 95
Note—3p
Pub Type—Information Analyses—ERIC IAPs (071) —ERIC Digests (073)
EDRS Price —MF01/PC01 Plus Postage.

From a synthesis of findings culled from a study that examined partnerships of families and communities with middle schools at multiple sites, researchers derived eight "lessons" that can help foster understanding of the nature of family-school partnerships in the middle grades. Researchers also elaborated implications of these lessons, which are highlighted by examples from specific middle schools. The lessons are: (1) Child protection and immediate reply for everyone in the middle grades, and schools can create programs that respond to the unique needs of middle-grade students. If their parents. challenges can become opportunities for parent and family involvement, implying that schools and families can take advantage of educational opportunities geared to the interests of middle-grade families. (2) Relationships are the essence of middle-grade family and community involvement, implying that schools can encourage direct contact between middle-grade families and teachers. (3) Responsibility and decision making are shared by many individuals, including the child, implying that schools need to include families, teachers, and students in discussions about curriculum and instruction. (4) Sustained parents, family, and community involvement depend on active advocacy by leaders, implying that schools need to look for a whole array of community connections and to use creative approaches in defusing leadership and solving problems. (5) A system of supports for teachers and school staff is critical to parent and family involvement, implying that schools can provide professional development on promoting practices and family involvement programs. (6) National standards need to be developed that imply that schools need to create an environment that values achievement, and (6) school needs connections to the community, implying that schools need to seek opportunities to invite the community to participate in school activities (BC)

ED 389 471
PS 023 915
Shale, Darrell S.
Financing Preschool for All Children. ERIC Digests.
ERIC Clearinghouse on Elementary and Early Childhood Education. Urbana, IL.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No —EDO-PD-95-16
Pub Date—Dec 95
Note—3p
Pub Type—Information Analyses—ERIC IAPs (071) —ERIC Digests (073)
EDRS Price —MF01/PC01 Plus Postage.

This digest considers the efforts of the United States and of other member countries of the Organisation for Economic Cooperation Development (OECD) in financing and facility-based preschool. In many OECD countries, public preschool is more widely available than in the United States. For example, in France, 100%, and in Italy, approximately 95%, of children age 3 through 5 attend preschool. In the United Kingdom and the Netherlands, all 5, and almost all 4-year-olds, and in Belgium, 95% of 3- to 5-year-olds, attend a public preschool program. Many preschool programs in OECD countries and some programs in the United States are financed through multiple sources. There are two major differences in the ways this funding is provided. First, most U.S. publicly funded programs are targeted for poor and disabled children, while in other countries all children are included in public preschool. Second, in OECD countries, differing funding sources fill different parts of a comprehensive program or target different age groups. Whereas in U.S. publicly financed programs, most of which are aimed at the same population of poor children, there is greater fragmentation of services and conflicting eligibility requirements. In the United States, the private sector has traditionally been the major supplier of early childhood education and care. Recent research, however, has found that public agencies, receiving public funding, or sponsored by employers provided higher quality pro-

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ED 389 473  PS 023 971
Adrian, Ann,
Advertising in the Schools. 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-95-12
Pub Date—Dec 95
Note—3p
Pub Type— Information Analyses — ERIC IAPs (071) — ERIC Digests (073)

EDRS Price — MF01/P501 Plus Postage.
Description—Advertising; Class Activities; Corporate Support; Educational Policy; Elementary Education; Ethnicity; Guidelines; Instructional Materials; Marketing; Partnerships in Education; *School Businesses; Identifiers—Advertisements; *Channel One; Consumers; ERIC Digests; Media Literacy
This digest reviews the recent history of advertising in the schools, discusses contemporary styles and efforts, and examines the nature of commercial messages directed toward children in public schools because of the increase in children's spending power in recent decades. Advertisers have clearly targeted children as consumers. Advertising strategies aimed at children include toy-related programs or program-length commercials, kids clubs, storybooks, display programs, direct mail correspondence, children, and marketer-sponsored activities. Advertising in schools takes many forms, one of the most common of which has been "Channel One." A 12-minute daily news show for students in grades 6 through 12 that includes 2 minutes of age-appropriate ads. Some educators defend the use of commercial-produced materials as a way of providing useful supplements to the curriculum or of raising funds and building bridges to businesses. Other educators oppose it, fearing that market values may undermine democratic values in schools, pointing to increased pressure on teachers and administrators to view, and believing that students comprise a captive audience. One report that stresses students as a captive audience divides in-school commercialism into four categories: (1) in-school ads; (2) ads in classroom materials and programs; (3) corporate-sponsored educational materials and programs; and (4) corporate-sponsored context and social programs. Professional organizations in education and industry have supported the development of guidelines for using commercial materials in schools. Several consumer groups have formulated such guidelines, based on an approach that includes reviewing all sponsored materials, pursuing noncommercial relationships with businesses, and teaching media literacy to elementary school students. However, in light of the commercialization of public policy, are we satisfied with the current state of affairs? (BC)

ED 389 475  PS 023 973
Zil. Nichols and Others.
School Readiness and Children's Developmental Status. 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-95-15
Pub Date—Dec 95
Note—3p
Pub Type—Research/Technical (143) — Information Analyses — ERIC IAPs (071) — ERIC Digests (073)
EDRS Price — MF01/P501 Plus Postage.
Description—Attention; *Child Development; Child Health; *Hispanic Americans; High Risk Children; *Numeracy, Physical Activities; Preschool Children; Primary School; Psychomotor Skills; Racial Differences; *School Readiness; Sex Differences; Speech Skills; Identifiers—Emergent Literacy; ERIC Digests
In order to provide data to help schools respond to the diversity in cognitive and educational needs of children entering school, a U.S. Department of Education study asked parents of 3- to 5-year-old children who had attended kindergarten about their children's accomplishments that indicated emerging literacy and numerical skills and their children's difficulties in physical activity or attention. Results indicated that the percentage of children displaying signs of emerging literacy and small motor skills increased with age. Developmental difficulties showed small changes across ages. More girls than boys demonstrated literacy and small motor difficulties. The gender difference was small; however, Hispanic preschoolers showed fewer signs of emerging literacy. Boys exhibited more difficulties with physical activity or attention, and were in less good general health than white or black children. The study identified five family risk factors: (1) mother has less than a high school education; (2) family is below the poverty line; (3) mother speaks a language other than her native language; (4) mother was unmarried at the time of the child's birth; and (5) only one parent is present in the home. These risk factors, especially low mortality education and minority language status, were found to be associated with fewer accomplishments and more difficulties in children. Attending Head Start, preschool and early childhood programs has beneficial effects on emerging literacy and small motor skills from both high-risk and low-risk family backgrounds. However, preschool attendance does not appear to affect early literacy behaviors, speech, or health difficulties of preschoolers. (BC)

ED 393 067  PS 024 194
Griggs, Sheryl Dunn, Ria
Hispanic-American Students and Learning Style. 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-95-4
Pub Date—May 96
Note—3p
Pub Type—Guides — Classroom Use — Teaching Guides (052) — Information Analyses — ERIC IAPs (071) — ERIC Digests (073)

EDRS Price — MF01/P501 Plus Postage.
Description—Learning Styles; *Hispanic Americans; Learning Styles; Teachers; Elementary Secondary Education; Family Environment; Field Dependence—Independence; *Hispanic-American Culture; *Hispanic Americans; Mexican-Americans; Physical Environment; Secondary School Students; *Secondary School Teachers; Identifiers—Cisneros, ERIC Digests; Hispanic American Students; Latinos
This digest identifies cultural values that may affect the learning processes of Hispanic-American students. Reviews research on the learning styles of Hispanic-American students, and discusses the implications of this research for counseling and teaching Hispanic youth. It identifies the cultural values that are paramount importance in most Hispanic cultures is family commitment. Other values and characteristics suggested by research are a greater inclination among Hispanic than Anglo adolescents to adopt their parents' religious beliefs and lifestyle; stereotyped sex roles, and more early independence among Hispanic male adolescents than male adolescents of the general U.S. population. Several studies have compared students of various ethnic groups in terms of five categories of learning style. These studies suggest that (1) cool temperaments and formal design are important for Mexican-American students (environmental learning style); (2) Mexican-Americans require a higher degree of structure than other groups (sequential learning style); (3) Mexican-American students prefer solitaire learning less than Caucasian students (cooperative learning style); (4) Latinos' strongest perceptual strength is kinesthetic (physiological learning style); and that Mexican-American students are more field dependent than are non-majority students (psychological learning style). There are several implications for counseling and teaching Hispanic-American students. Schools can provide Spanish-speaking teachers and counselors. Group counseling with peers can be helpful for Hispanic adolescents with identity-related problems. Educators can address self-image problems of Hispanic-American students that may result from a rejection of their ethnicity by using interventions that celebrate cultural diversity. In general, counselors and teachers need to be aware that Hispanic-Americans are a diverse group with differing customs and values. They should emphasize the strength of each individual and match instructional resources and methods to individual learning style preferences (BC)

ED 393 068  PS 024 196
Karr, Julian C., Shadle, Silver C.
The Contribution of Document to the Quality of Early Childhood Education. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research

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with violence is influenced by their temperament and by their parents' ability to withstand the stresses of peers and violence. School and daycare staff can help children deal with the consequences of violence by offering them alternative perspectives of themselves and teaching them skills for getting along in the world.

ED 397 991
PS 024 510

Kozel, Brenda
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children), ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL

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

Report No.--EDO-PSP-96-1
Pub Date--June 96
Note--3p. : For English version, see ED 386 327
Pub Type--Information Analyses--ERIC IAPs (071) -- Information Analyses (070) -- ERIC Digest (073)

EDRS Price -- MF01/PCC1 Plus Postage.

Descriptors--Child Abuse, Child Development, Critical Thinking, Educational Environment, Elementary Education, Grouping (Instructional Purposes), Interpersonal Competence, Personal Autonomy, Personal Identity, Social Studies, Student Evaluation, Student Motivation, Student Participation, Teacher Expectations of Students, Teacher Student Relationship, Teaching Methods

Identifiers--Caring, ERIC Digests, Resilience (Personal)

This digest summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults, and discusses how schools can play a role in this process of development. Resilience is the term used to describe a set of qualities that fosters a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a conscious, conscientious, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to maintain resilience despite risk. The "protective factors" can be grouped into three major categories: (1) caring, supportive relationships; (2) personal and high aspirations; and (3) opportunities for meaningful participation. First, the presence of at least one caring person provides support for healthy development and learning, and a caring relationship with a teacher gives youth the motivation for wanting to succeed. Second, research has indicated that schools that establish high expectations for all youth and give them the support necessary to achieve those expectations have higher rates of academic success and lower rates of problem behaviors than other schools. Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the traits of resilience. These practices include asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies. (2 references) (BC)

ED 397 993
PS 024 541

Espinoza, Linda M
La Participacion de los Padres en los Progra- mas Prescolares, (Hispanic Parent Involvement in Early Childhood Programs; ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL

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

Report No.--EDO-PSP-96-13
Pub Date--June 96
Note--3p. : For English version, see ED 382 412
Pub Type--Guides - Non-Classroom Use (055) -- Information Analyses--ERIC IAPs (071) -- ERIC Digest (073)

EDRS Price -- MF01/PCC1 Plus Postage.


To determine effective strategies for involving Hispanic parents in their children's early childhood programs, educators need to develop a greater understanding of the features of the Hispanic culture that influence parents' childrearing practices and orientation toward formal education. Educators should be aware of Hispanic diversity in terms of socioeconomic status, country of origin, and the nature and timing of their immigration. Except for Cuban-Americans, Hispanics can be characterized as having high rates of poverty and low levels of educational achievement. They are also an educationally vulnerable minority group, starting kindergarten somewhat behind their more affluent counterparts. Parents should note some differences in the way Hispanic and non-Hispanic American children are socialized. First, Hispanic culture tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is most common, with little collaborative conversation. Second, throughout Hispanic culture there is a belief in the absolute authority of the older generation. Teachers, third, Hispanics, as a whole, have strong family ties and a collective orientation that supports community life. Addressing these differences, projects in early childhood programs and in schools that have successfully involved Hispanic parents recommend the following strategies: (1) personal touch that includes personal meetings and home visits, (2) non-judgmental communication, (3) per- servance on the part of teachers in maintaining parental involvement; (4) bilingual support; (5) administrative support; (6) staff development; and (7) community outreach efforts which schools and programs serve as resource and referral agencies to support families. (BC)

ED 388 485
RC 020 334
Knapp, Clifford E
Just the Classroom: Community Adventures for Interdisciplinary Learning.

ERIC Clearinghouse on Rural Education and Small Schools, Charlottesville, VA

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

Pub Date--1987
Note--115p.

Avail from--ERIC/CRESS, P.O. Box 148, Charleston, WV 25332-148 (312)
Pub Type--Books (001) -- Information Analyses--ERIC IAPs (071) -- Guides - Classroom Use - Teaching Guides (052)

EDRS Price -- MF01/PCC1 Plus Postage.


To determine effective strategies for involving Hispanic parents in their children's early childhood programs, educators need to develop a greater understanding of the features of the Hispanic culture that influence parents' childrearing practices and orientation toward formal education. Educators should be aware of Hispanic diversity in terms of socioeconomic status, country of origin, and the nature and timing of their immigration. Except for Cuban-Americans, Hispanics can be characterized as having high rates of poverty and low levels of educational achievement. They are also an educationally vulnerable minority group, starting kindergarten somewhat behind their more affluent counterparts. Parents should note some differences in the way Hispanic and non-Hispanic American children are socialized. First, Hispanic culture tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is most common, with little collaborative conversation. Second, throughout Hispanic culture there is a belief in the absolute authority of the older generation. Teachers, third, Hispanics, as a whole, have strong family ties and a collective orientation that supports community life. Addressing these differences, projects in early childhood programs and in schools that have successfully involved Hispanic parents recommend the following strategies: (1) personal touch that includes personal meetings and home visits, (2) non-judgmental communication, (3) perseverance on the part of teachers in maintaining parental involvement; (4) bilingual support; (5) administrative support; (6) staff development; and (7) community outreach efforts which schools and programs serve as resource and referral agencies to support families. (BC)

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ED 388 499  RC 020 348
This digest examines barriers to parent participation in the education of the Mexican American student and successful programs and strategies for overcoming those barriers. Research has found family involvement in education to be a positive predictive of academic achievement as family socioeconomic status. Mexican American parents care about their children’s education but may not be involved in it because they believe the roles of home and school are sharply delineated and they respect the teacher’s role. Other barriers to parent participation include a negative view of the school system, past negative experiences with education and language barriers. Schools can open the doors to more parental involvement through culturally sensitive outreach efforts such as bilingual communication between school and home, home visits, informal parent-organized meetings at a neutral community site, and, in general, a personal approach. Examples of successful programs and activities include an intergenerational literacy program, informal education such as parenting, functioning and child development, after-school and summer classes, parenting training, advocacy training, mother-daughter care programs, and empowerment programs. Partnerships between families and schools involve continuous two-way communication and shared responsibility for educational outcomes. The attitudes and practices of teachers and principals made a difference in the amount of parental involvement and in the achievement of students. Training can help faculty at all levels to be effective in the new roles needed for effective partnerships. (SV)
ED 388 490  RC 020 349
EDRS Price—MF01/PC01 Plus Postage. Descriptors—Educational Attainment, Elementary Secondary Education, Employed Women, Employment, Females, Higher Education, Mexican American Education, Mexican American Women, Mother Conflict, Parent Role, Socioeconomic Status, Women Education Identifiers—Chicanas, ERIC Digests This digest examines the independence of schooling, work, and family life of Mexican American women. Mexican American women have a lower educational achievement than other Hispanic subgroups and the total U.S. population, although females do somewhat better than males. Hispanic students are overrepresented in classes for special education, English as a Second Language, and bilingual education and underrepresented in gifted classes. However, Hispanic student representation in such classes and the nature of their school experiences in general have been shown to be influenced by the relative proportions of ethnic groups in the school population. Hispanics' relative socioeconomic status (SES), and by Hispanic representation on school boards and faculty. Since most Mexican American women live in low-SES communities, their school experiences are likely to be negative. Nevertheless, Chicanas have recently shown some improvement in rates of higher education enrollment and completion. In 1993, about half of Mexican American females were in the labor force. Located primarily in low-paying jobs with poor or inadequate working conditions and little job security. Mexican American culture does not value women's success in the labor market: working-class women are more likely than professionals to accept such cultural values. Many Chicanas describe high levels of ambivalence and stress over conflicts between motherhood and employment, and inadequate income from employment and unemployment aid to psychological distress. (SV)
ED 388 491  RC 020 350
EDRS Price—MF01/PC01 Plus Postage. Descriptors—Cooperative Learning, Culturally Relevant Educational Environment, Educational Strategies, Elementary Secondary Education, Educational Strategies, Mexican American Education, Self Concept, ERIC Digests: Children of migrant farm workers send parts of each school year in different communities across the country. Teachers must switch back and forth between schools in Mexico and the United States. The hardships and rich experiences of this lifestyle provide educators with unique challenges and, at the same time, access to strategies that build on the unique strengths of migrant children bring to the classroom. The strategies, (1) create a positive learning environment that fosters a sense of safety and trust; (2) build on migrant students' strengths, experiences, and knowledge; (3) develop student self-esteem through activities and assignments that allow for real success or that develop coping skills. (4) personalize instruction; (5) highlight students' life experiences; (5) integrate culturally relevant content that encourages positive ethnic affiliation. (6) use cooperative learning which lowers anxiety and increases students' motivation and feelings of empowerment and (7) develop students' metacognitive learning strategies to help them become independent learners. Contains 20 references. (SV)
ED 388 492  RC 020 351
EDRS Price—MF01/PC01 Plus Postage. Descriptors—American Indian Education, American Indians, Cultural Differences, Culturally Relevant Education, Culturally Relevant Instruction, Elementary Secondary Education, Potential Dropout, Student Community Relationship Identifiers—Discontinuity, ERIC Digests American Indian and Alaska Native (AIAN) students regularly face obstacles during the transition into high school and have the highest dropout rate of all U.S. racial and ethnic groups, Educational theorists and researchers have various explanations for this high failure rate, each with its own prescriptions. These explanations include (1) deficit theory focused on presumed "deficits" of individuals and families; (2) organizational theories focused on structure and practices of schools and school systems; (3) critical theory, emphasizing economic and political structures that create winners and losers; (4) socioculturalism, examining how socialization affects the development of students from different cultures; and (5) cultural difference theories that focus on social adaptations of curriculum and methods to student needs. The idea of cultural discontinuity between home and school is being reconsidered by educators and researchers who are developing culturally relevant curriculum that is not a partial solution. Other concerns for AIAN students are large school size, urban or traditional faculty, passive teaching methods, inappropriate testing, student retention, lack of parental involvement, and high teacher turnover between schools. (SV)
ED 390 630  RC 020 437
Spatial Language Briefs for Parents. 1995, ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV. Spoons Agency—Office of Educational Research and Improvement (ED).Washington, DC. Pub Date—Aug 95 Note—15p. For earlier compilations in this series see ED 359 007, ED 393 861, and ED
Health Care for Migrants: The Health Data Exchange for Project and the Binational Health Data Transfer System (Hector Eduardo Velasco Montesino, Johnsson M.C., Henry Stevenson, Pernetti, Pernetti, C., Biondo, and National Cooperative Learning Communities for Students and Teachers (Margarita Calderon): (14) Programmed Learning Among Hispanic Students (Mary V. Montavon, Jiri Kinsler): (15) Latino Voices in Children's Literature Instructions for Developing Cultural Content in the Classroom (John M. Kibler): (16) Incorporating Hispanic Ancestry and Culture into the Social Studies Classroom (Kathy Escamilla): (17) "Teaching Mathematics for Understanding to Bilingual Students" (Walter G. Stroha, Volanda De La Cruz): (18) "Voices of Latina Migrant Mothers in Rural Pennsylvania" (Stephanie L. Brattler): (19) "Involving Migrant Families in Their Children's Education: Challenges and Opportunities for Schools" (Nancy Fey Chark) and (20) "Involving Hispanic Parents in Improving Educational Opportunities for Their Children" (Alicia Saini Shos) Contains references in each chapter and author profiles (SV)

ED 395 745
RC 020 615
Hammer Patricia Casale. Comp.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Pub. Date—96
Note—57p
Available from—ERIC/CRESS, PO. Box 1348, Charleston, WV 25333 ($12).
Pub Type—Reference Materials—Directories/Calendars (1321)—Information Analyses—ERIC IAP (07A).
EDRS Price—MF01/PC03 Plus Postage.
This directory provides information on organizations and resources related to rural education. The first section lists 62 national and multistate organizations, including agencies, associations, centers, clearinghouses, and federal programs. Each entry includes address, contact person, telephone number, and a brief profile of organizational activities and services. This section also includes information on 393 directories and information services. The second section lists 22 journals and periodicals that address rural education or rural studies in general. Each entry includes address, contact person, subscription cost, and information on the focus of articles. The third section lists 151 state and territorial organizations, including associations, education agencies, data centers, and other organizations with rural resources. Entries are listed by state and include address, contact person, telephone number, and a brief profile of organizational activities and services. Includes an index (LF)

SE

ED 389 534
SE 057 177
Owens, Donald T. Ed. And Others.

System Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—Oct 95
Note—811p.
Individual research papers, see SE 057 178-270. For the 1994 proceedings see ED 383 553-597.
Available from—ERIC/CRESS, 1929 Kenny Road, Columbus, OH 43210-1080.
EDRS Price—MF01/PC03 Plus Postage.
In this proceedings conference the overarching theme of research on teaching and learning mathemat- matics in diverse settings and the subthemes of constructivism and algebra are achieved in the plenary papers. The plenary papers and authors include "Constructivist, Emergent, and Sociocultural Perspectives in the Context of Developmental Research" (Paul Cobb & Ernst Yackel): "Fairness in Dealing: Diversity, Psychology, and Mathematics Education" (Susan C. Damarin) and "A Research Base Supporting Long Term Algebra Reform" (James J. Kaput). Included in these Proceedings are 123 individual research papers, over two discussion groups, 40 oral reports and 40 poster presentations entries. The one-page synopsis of discussion group, oral reports and poster presentations are organized by topic along with the research reports. Papers are grouped under the following subject headings: algebraic thinking, arithmetic thinking, assessment, cognitive modalities, curriculum reform, epistemology, functions and graphs, geometry and measurement, language and mathematics, probability and statistics, problem solving, rational number concepts, research methods, social and cultural factors, student beliefs and attitudes, teacher beliefs and attitudes, teacher conceptions of mathematics, teacher education, teacher understanding of student understanding, technology, visualization and whole numbers. An alphabetical list of addresses of authors is included in the appendix in Volume 2 with page numbers of their report or resource. For the first time the electronic mail address is included in this list address (MKR)

ED 390 649
SE 056 977
Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science Education, Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date—95
Note—52p.
Available from—University of South Dakota, 218 D. D. Nelson Education Center 414 E. Clark Street, Vermillion, SD 57069.
Pub Type—Reference Materials—Directories/Calendars (1321)—Information Analyses—ERIC IAP (07A).
EDRS Price—MF01/PC03 Plus Postage.
EDRS Price—MF01/PC03 Plus Postage.
This yearbook of the Association for the Education of Teachers in Science Education (AETS) is designed to give a perspective on science education that is presented in a sequence which leads from the definition and philosophy of rural science education to the status of rural science education, research implications, the integration of science with other science disciplines, integration with mathematics and technology, Science-Technology-Society (STS), distance learning, political implications, Native Americans, and other cultures in rural science education. Chapters include: (1) "Science Education in Rural Education" (Hon, Jerry): (2) "Status of Science Education in Rural Schools" (Baird, Bill): (3) "Teaching and Learning Science in the Rural Setting" (Matthews, Kathleen): (4) "Rationale for In Integrated Approach to Teaching Science in the Rural School" (Frather, J. Preston): (5) "Blending Science, Mathematics, and Technology in the Rural Classroom" (Ostler, Elliott, and Grossenheit, Neal): (6) "STS in Rural Education" (Dwyer, Emmit): (7) "Rural Science Education: Water and Waste Issues" (Blanc, Susan; Candral, Bill; Davel, Janet; Jeffries, Curt; Varela, Gary, and Yager, Robert): (8) "Distance Learning for Rural Schools: Distance Learning Defined" (Finson, Kevin, and Dickson, Michael): (9) "Political Rami- fications for Rural Science Education in the Twenty-First Century" (Nash, Patrick): (10) "Science Education for Rural Native Americans" (Ohio, Paul, Evans, Wayne, and Champagne, Liana); and (11) "The Serving of the Needs of Rural Settings" (Wilson, H. C., and James, Robert). (IRH)

ED 390 650
SE 057 052
Summan, Francis X. Guzman, Ara
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ERIC Clearhouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date—95
Note—75p.
Pub Type—Information Analyses—ERIC IAP (07A).
EDRS Price—MF01/PC03 Plus Postage.
This monograph is a rich resource of information designed to strengthen science and basic skills teaching, and improve learning for limited English proficiency (LEP) minority student populations. It proposes the use of hands-on science investigations as the driving force for mathematics and English language development. The materials included in this book are based upon the research that science and the English language can be effectively learned together, and that teachers of LEP students need to place an emphasis upon the first language, although the availability of teachers and aides who have knowledge of LEP students' first language can enhance instruction through its judicious use. Chapters include: (1) "Science and Language Instructional Goals for Limited English Proficient (LEP) Minorities," (2) "Grades 4-6, Science and Language Instruction for LEP Students: The Integrated Activity Learning Sequence (IALS)," (3) "The Nature of Science Driven Instruction for LEP Students," and (4) "Supporting Reform in Science Driven Instruction for Diverse Student Populations." The appendix includes resources for science teachers, educators, policymakers, and others for improving instruction for LEP students and an integrated activity learning sequence in science for grades 9-12. Contains 54 references (IRH)

ED 395 770
SE 058 162
Kamal David
Computers and Assessment in Science Education. ERIC Digest.
ERIC Clearhouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons. Agency—Office of Educational Research
This digest discusses types of computer applications used in school assessment, underlying assumptions that guide their roles in assessment, and issues which relate to validity, gender equity, instructional delivery, mode of user interface, and responsibility to the public. Assessment applications for computers can be broadly classified into two categories: traditional and contemporary. Considering the need for aligning testing with educational reform efforts underway, the focus of researchers should be the more contemporary rather than traditional approaches to computer-based assessment. Among contemporary computer applications, the Electronic Clearinghouse for Social Studies is one that holds promise for large-scale assessment. Several examples of simulations are given. Contains 17 references (1989).

ED 387 431
Scope and Improvement of Law-Related Education to Reducing Violence by and against Youth.ERIC Digest.ERIC Clearinghouse for Social Studies/Social Science Education. Bloomington, IN
Spokes Agency-Office of Educational Research and Improvement (ED).Washington, DC
Report No.—EDO-SO-95-9
Pub Date—Sep 95
Note—37p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type—Information Analyses—ERIC IAP's (071)—ERIC Digests (073)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Clearinghouse for Social Studies/Social Science Education.

This digest addresses the topic of increasing violence among and against youth in society. The opening section "What Personal Qualities Are Associated with Reduction of Violence," identifies (1) problem-solving and reasoning skills; (2) social capital; and (3) a productive sense of purpose, independence, and power. The section "What Can Teachers and Parents Do to Foster Non-Violent Conflict Resolution?" suggests the following actions: (1) Expect children to achieve high standards; (2) Provide meaningful opportunities for participation; (3) Recognize positive accomplishments; and (4) Provide positive role models for children. Also discussed is how law-related education can address the problems of violence by and against youth. Contains 13 references (1991).

ED 388 324
Spokes Agency-Office of Educational Research and Improvement (ED).Washington, DC
Pub Date—95
Note—75p. including also received from the American Bar Association's Fund for Justice and Education.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education. Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408. ISBN 0-941393-22-6 $1.50 shipping and handling.
Pub Type—Information Analyses—ERIC IAP's (071)—Reference Materials—Bibliographies (21)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—American Bar Association, ERIC.
A guide to the vast array of available resources for law-related education (LRE). This annotated bibliography is intended to assist any one concerned with the civic education of youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 contains an annotated bibliography of 43 LRE teaching materials, resource guides, and resource lists. Part 2 provides an annotated bibliography of 50 journal articles in Current Index to Journals in Education. Part 3 has two ERIC digests on LRE. The first is "Mediation in the Schools" by David Katler Trescott. The second digest is Robert S. Leeming's "Teaching about Landmark Dissents in United States Supreme Court Cases." Part 4 contains the American Bar Association's "Essentials of Law-Related Education: A Guide for Practitioners and Policymakers." Also included are appendices that provide contact information for a network of LRE programs being conducted at both national and state levels and instruction on submitting LRE documents to the ERIC system (1994).

ED 388 606
Scope and Improvement of Law-Related Education: A Conceptual Guide for Educators.ERIC Clearinghouse for Social Studies/Social Science Education. Bloomington, IN
Spokes Agency-Office of Educational Research and Improvement (ED).Washington, DC
Pub Date—95
Note—153p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education. Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type—Information Analyses—ERIC IAP's (071)—Guides—Non-Classroom Use (055)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—European Community, European Unification.


ED 389 630
Scope and Improvement of Law-Related Education: A Conceptual Guide for Educators.ERIC Clearinghouse for Social Studies/Social Science Education. Bloomington, IN
Spokes Agency-Office of Educational Research and Improvement (ED).Washington, DC
Report No.—EDO-SO-95-4
Pub Date—Jul 95
Note—21p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education. 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type—Information Analyses—ERIC IAP's (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—Japan.

This book is a selective guide to a larger computer-searchable database of teaching materials on Japan. The materials in the guide consist mainly of lesson plans, teaching resources, and guidelines for teaching about Japan. Each part contains bibliographic information on resources for teaching about Japan at specific grade levels or subject areas. "Elementary School Materials" includes: (1) "The Arts"; (2) "Agriculture"; (3) "Multicultural/Global"; (4) "Multimedia Units"; and (5) "Varied Topics and General Overviews." "Secondary School Materials" contains: (1) "The Arts/Religion"; (2) "Agriculture"; (3) "Economy/Government"; (4) "Geography"; (5) "Multicultural/Global"; (6) "Multimedia Units"; (7) "Varied Topics and General Overviews"; and (8) "War." "Elementary to Secondary Materials" includes: (1) "The Arts/Religion"; (2) "Agriculture"; (3) "Multicultural"; (4) "Multimedia Units"; (5) "Varied Topics and General Overviews"; and (6) "War." This appendix contains information on further resources (1995)

ED 390 720
Scope and Improvement of Law-Related Education: A Conceptual Guide for Educators.ERIC Clearinghouse for Social Studies/Social Science Education. Bloomington, IN
Spokes Agency-Office of Educational Research and Improvement (ED).Washington, DC
Report No.—EDO-SO-95-4
Pub Date—Jul 95
Note—21p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education. 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type—Information Analyses—ERIC IAP's (071)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—Japan.
ED 393 786
SO 026 294
Using Literature To Teach Geography in High School. ERIC Digest
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN. Spots Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED3-SO-96-1
Pub Date—Feb 96
Note—4p Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type—Information Analyses—ERIC IAPs (071) — ERIC Digests (073)
EDRS Price—MF01/PC01 Postage
Descriptors—Areas Studies, Geographic Concepts, Geographic Location, Geography, Geography, High Schools, Social Studies, Social Studies, Whole Language Approach
Identification—ERIC Digests
This digest discusses various ways in which literature can be incorporated with world geography to make better sense of the curriculum. Reasons to use a literature-based approach to teach geography include (1) there is a natural link between geography and literature, (2) the study of literature improves comprehension of geography, and (3) a literature-based approach to geography improves reading comprehension. Suggestions are given for choosing appropriate pieces of literature with a model presented for using John Steinbeck's "The Grapes of Wrath" (EH)
ED 393 787
SO 026 295
Manifold. Marjorie Cohner
Art Education in the Social Studies. ERIC Digest
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN. Spots Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED3-SO-95-7
Pub Date—Nov 95
Note—4p Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type—Information Analyses—ERIC IAPs (071) — ERIC Digests (073)
EDRS Price—MF01/PC01 Postage
Identification—ERIC Digests
This digest addresses the symbiotic relationship between art and social studies and suggests ways to integrate the two in the curriculum. The document advises the study of art in concert as a way to help students better understand the historical past by the values reflected in art, which also recognizes the practice of art for shaping collective attitudes and values. Discipline-based an education is compared with social studies concepts and parallels are drawn with art history, art criticism, art production, and aesthetics. Suggestions are given for integrating art and social studies: serving for balance that art cannot provide to the subservience of the other. Theme-based, integrated, and multi-disciplinary instructional designs can cluster learning, make connections among courses, discover relationships among things, and encourage mastery of subject matter (EH)
ED 393 790
SO 026 299
Human Sex Ed
Teaching about Africa. ERIC Digest. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN. Spots Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED3-SO-96-6
Pub Date—Apr 96
Note—4p Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type—Information Analyses—ERIC IAPs (071) — ERIC Digests (073)
EDRS Price—MF01/PC01 Postage
Identification—Africa. ERIC Digests
This digest discusses considerations for inclusion of teaching about Africa in the curriculum. The document highlights four suggestions that teachers must (1) confront myths and stereotypes about Africa; (2) avoid faulty generalizations; (3) present a balanced view of the countries on the continent; and (4) limit the misinformation of Africa's enormous size and diversity. Integration of African topics into the curriculum is advocated with specific examples given for social studies, language arts, French language classes, art, and music. Five types of resources for teaching about Africa are identified: (1) Internet resources; (2) bibliographies; (3) museums; (4) Peace Corps; and (5) teachers' travel experiences (EH)
ED 394 895
SO 026 494
Lenning, Robert S. Ed. Melton Longton J. Ed
Resources on Law-Related Education: Documents and Journal Articles inERIC. 1998. Yearbook No. 2
American Bar Association Chicago, IL. National Law-Related Education Resource Center, ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN Spots Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—96
Note—8p For previous edition, see ED 388 574.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408-2698 (15 each plus $1 shipping and handling; Volume discounts available)
Pub Type—Information Analyses—ERIC IAPs (071) — Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC04 Postage
Identification—ERIC A Guide to the vast array of ERIC available resources for law-related education (LRE), this annotated bibliography is intended to assist anyone concerned with the civics education of U.S. youth especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. It presents an annotated bibliography of 102 LRE teaching materials; resource guides and research documents in Resources in Education Part 2 provides an annotated bibliography of 39 journal articles in Current Index to Journals in Education. Part 3 has two ERIC Digests on LRE. The first is "Law-Related Education: Reducing Violence By and Against Youth" by Carolyn Pereira. The second Digest is "Essentials of Law-Related Education" by Robert S. Leming. Also included are 4 appendices that provide contact information for a network of LRE programs being conducted at both national and state levels. Tips for searching the ERIC database for LRE materials, sample ERIC document and article journal articles and instructions for submitting LRE documents to the ERIC system (LHE)
ED 396 986
SO 026 548
Remm, Richard C. Ed. Strommenger, Jack, Ed
Spots Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Ohio State Univ. Columbus Marshon Center
Pub Date—96
Note—6p Available from—National Council for the Social Studies, 3501 Newark Street, N.W., Washington, DC 20016
Pub Type—Books (010) —Collected Works—General (020) —Information Analyses—ERIC IAPs (071)
EDRS Price—MF01/PC11 Postage
This book provides a reflective analysis of the effort since 1991 of a group of Polish and U.S. educators to develop civic education programs for schools and teachers in Poland. The book contains 13 chapters and three appendices. Chapters include: (1) "Principles of Democracy for the Education of Citizens in Poland's Former Communist Countries of Central and Eastern Europe" (John P. Jacob); (2) "Essential Economics for Civic Education in Former Communist Countries of Central and Eastern Europe" (Steven L. Miller); (3) "Poland After the Democratic Revolution: Challenges for Civic Education" (Marta Zahoricka-Braga); (4) "Education for Democratic Citizenship in Poland: Activities and Assumptions" (Richard C. Remm, Jack Strommenger); (5) "The Curriculum for Democracy: Developing Instructional Materials" (Richard C. Remm); (6) "Establishing Polish Centers for Civic and Economic Education" (Philip J. VanPouken, Jack Kowalski, Richard C. Remm); (7) "A Teacher Education Course: The School of Democratic Societies" (Barbara Maik-Mirowska); (8) "The Role of Cross-Cultural Experience in Developing a Teacher Education Course" (Gregory E. Hamel); (9) "Support for Democracy and a Market Economy Among Polish Students, Teachers, and Parents" (Kazimierz M. Slomczynski, Gdoldi Shabbel); (10) "Reflections on the Education for Democratic Citizenship in Poland Project: An American Perspective" (Sandra Stenby); (11) "Polish and American Collaboration Through EDCP Accomplishments from the Polish Perspective" (Jacek Strommenger); (12) "The Support of the New Government of Poland and Eastern Europe" (A. E. Dick Howard); and (13) "The Future of Democracy" (Charles F. Bahlmutiter). Appendices include a list of EDCP (Education for Democratic Citizenship in Poland) Publications, a list of documents related to EDCP, and an overview of the education system in Poland. Contains a list of ERIE resources and information on contributions to the Polish Education Project (HE)
ED 387 456 SP 036 226
Girard, Karen L Preparing Teachers for Conflict Resolution in the Classroom:
ERIC Digest. 
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spots Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-SR-94-4
Date--Sep 95
Note--6p
Available from--ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, N.W. Suite 610, Washington, DC 20036-1186
Pub Type--Information Analyses--ERIC IAPs (071)--ERIC Digests (073)
EDRS Price--MF01/PC01 Plus Postage.
Identifiers--ERIC Digests.
Conflict resolution refers generally to strategies that enable students to handle conflicts peacefully and constructively outside the traditional disciplinary procedures. This digest discusses several approaches, both in-service and preservice, to prepare teachers to deal with conflicts within schools and identifies problematic issues related to this preparation such as principal's leadership and preservice teacher's behavior.

ED 389 699 SP 036 346
Abdul-Haq, Ismail Infusing Technology into Preservice Teacher Education.
ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spots Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-SR-94-4
Date--Sep 95
Note--4p
Pub Type--Information Analyses--ERIC IAPs (071)--ERIC Digests (073)
EDRS Price--MF01/PC01 Plus Postage.
The digest examines the relationship between elementary and secondary teachers' use of computer-based technologies to deliver and support curriculum instruction and the training provided to prospective teachers by teacher education institutions. It offers an overview of obstacles faced by teacher educators in providing appropriate technological instruction and outlines approaches to addressing these obstacles. Teachers are under pressure to acquire skills in instructional technology, particularly computer-based technologies. Although the number of computers in K-12 classrooms has increased dramatically over the last decade, certain barriers prevent the majority of teachers from fully exploiting computer capabilities in the classroom. Among these barriers is lack of training. Improving preservice preparation will require changing current preservice programs to provide: (1) teacher educators who model appropriate instructional use of computers; (2) integration of technology across the curricula; (3) more practical, less orientation-to-skill courses; (4) more sophisticated computer-based tools.

ED 387 485 SP 036 281
Summertime, Lane M National Standards for School Health Education:
ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spots Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-SR-94-5
Date--Oct 95
Note--6p
Pub Type--Information Analyses--ERIC IAPs (071)--ERIC Digests (073)
EDRS Price--MF01/PC01 Plus Postage.
Identifiers-- Centers for Disease Control GA, *ERIC Digests.
The Centers for Disease Control and Prevention (CDC) find that most major health problems in the United States today are caused by individual behavior. Comprehensive school health education programs represent one effective way of providing students with the knowledge and skills to prevent health-impaired behaviors. This digest presents 20 recommendations for behavior Comprehensive school health education programs represent one effective way of providing students with the knowledge and skills to prevent health-impaired behaviors. The purpose of this Digest is to assist schools in developing and evaluating comprehensive school health education programs to help students gain the knowledge and skills that will lead to a framework for local school boards to use in determining the content of health curricula in their communities. This digest provides a discussion of research on the ability of health instruction to change students' health status; (2) broad standards that promote health literacy developed by the Joint Committee on National Health Education Standards (1995), emphasizing the capacity of individuals to obtain, interpret, and understand basic health information and services and the competencies they need to use such information and services in ways which enhance health. (3) health curriculum content; (4) teaching practice: school health knowledge, attitudes, and skills; and (3) implications for teacher education Sources of additional information on health curricula are included. (Contents 17 references) (LL)

ED 390 915 SP 036 466
Leather, S Supply and Demand of Teachers of Color.
ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spots Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-SR-94-8
Date--Feb 96
Note--4p
Pub Type--Information Analyses--ERIC IAPs (071)--ERIC Digests (073).
Excluded from ERIC Digest:
This digest focuses on the data that show significant disparities between the supply of teachers of color and the number of students of color and examines how well schools, colleges, and departments of education are doing in supplying teachers of color for U.S. classrooms. The document is organized into three sections. The first section discusses whether there is an increasing demand for teachers of color, and indicates the need becomes evident when one looks at student enrollment patterns in public elementary and secondary schools. The second section examines the makeup of the classroom Section two addresses reasons for the decreasing supply of teachers of color including the effects of competency testing and increased opportunities in other professional fields. Although more teachers of color are completing education degrees than in previous times, the numbers are not keeping pace with the demographic changes in the population. The final section asks what can be done and outlines four CS's of recruitment: (1) concern for the various aspects of the issue and a willingness to tackle the problem; (2) commitment by key leadership to the recruitment program; (3) collaboration among all those concerned; and (4) creating and developing a program. (Contents 16 references) (LL)

ED 395 924 SP 036 762
Taylor, Howard Eugene Practical Suggestions for Teaching Global Education.
ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spots Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-SR-94-8
Date--Feb 96
Note--6p
Pub Type--Information Analyses--ERIC IAPs (071)--ERIC Digests (073).
EDRS Price--MF01/PC01 Plus Postage.
While the overall effect of the impact of technology on health, physical education, recreation, and dance education (HPERD) in the areas of research, classroom, teaching, and distance education is not yet fully assessable, the presence of technology in so many different aspects of the profession makes it important that more clear understanding of technology is a current and potential role. This digest organized into two sections, focuses on computer-based technology as it relates to HPERD in the areas of teaching and distance education. The first section, "Classroom Utilization of Technology," discusses specialized software, multimedia and CDROM, computer-assisted instruction (CAI), internet, World Wide Web, local area networks (LANs), and computers and satellites. The second section, "Next Steps for Incorporating Technology in Instruction" recommends that HPERD professionals prepare for these changes and use a "technology buddy" within their organization and welcome students' willingness to demonstrate what they know about and what they can do with technology. Nine selected World Wide Web URLs addresses are included (LL)
ED 397 060

SP 036 856

Feiman-Nemser, Sharron
Teacher Mentoring: A Critical Review. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-92

Note—A.

TM 024 736

ED 398 236

TM 024 738

Teachers for Multiple-Choice Test Items, ERIC/CASE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-93

Note—A.

TM 024 739

ED 398 238

TM 024 739

Students with Learning Disabilities, ERIC Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-94

Note—A.

TM 024 739

ED 398 237

TM 024 737

Basic Item Analysis for Multiple-Choice Tests. ERIC/AIA Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-11

Note—Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests—Part I. Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

TM 024 737

ED 398 238

TM 024 738

From expert editorial review. Planning the general test outline is followed by writing item stems that identify the point to be tested and in clear terms that do not lead to stereotyped answers. Negatives in the stem and irrelevant clues should be avoided. Writing the answer options calls for the same attention to clarity. Some specifics for item design and placement are provided (Contains 9 references) (SLD).

TM 024 739

ED 398 237

TM 024 737

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-11

Note—Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests—Part I. Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

TM 024 737

ED 398 237

TM 024 737

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-11

Note—Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests—Part I. Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

TM 024 737

ED 398 237

TM 024 737

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-11

Note—Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests—Part I. Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

TM 024 737

ED 398 237

TM 024 737

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-11

Note—Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests—Part I. Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

TM 024 737

ED 398 237

TM 024 737

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-11

Note—Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests—Part I. Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

TM 024 737

ED 398 237

TM 024 737

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-11

Note—Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests—Part I. Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

TM 024 737

ED 398 237

TM 024 737

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.: ED-OI-95-11

Note—Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests—Part I. Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

TM 024 737
ED 398 240
TM 024 740
Stern, Michael

gained in Teacher Evaluation.

EDRS Price - MF01/PC91 Plus Postage.

Descriptors — Cultural Differences; *Culture Fair Tests; Ethnicity; *Evaluation Methods. 

Identifiers — ERIC Digests. Item Bias Detection.

Subordinated Item Bias.

ED 398 240
TM 024 740
Stern, Michael

EDRS Price - MF01/PC01 Plus Postage.


Identifiers — ERIC Digests. Youth Wages.

Researchers at the Policy Information Center of the Educational Testing Service (ETS) have analyzed information from the National Center for Education Statistics, data from state, city, and other sources, and results from recent surveys of high school students to present a summary of the current dropout situation. The 1995 ETS report, "Dreams Deferred: High School Dropouts in the United States," offers a comprehensive analysis of the dropout problem. The report, "Dropout Rates in the United States: A Statistical Profile," was released by ETS in 1996. It provides a detailed examination of dropout rates at the national, state, and local levels. The report highlights the economic and social implications of high school dropouts and emphasizes the need for targeted interventions to reduce dropout rates.

ED 386 515
UD 030 581
Schwartz, Wendy

School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 99.

ERIC Clearinghouse on Urban Education, New York, N.Y.

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

Report No. —EED-UD-96-5. ISSN: 0889-8049

Pub Date—Aug 95

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (Free).

EDRS Price — MF01/PC01 Plus Postage.

Descriptors — Adults; Dropouts; *Employment Opportunities; *Ethnic Groups; High School Equivalency Programs; *High School Graduates; *High Schools; Income; *Minority Groups; National Surveys; Outcomes of Education; Program Effectiveness; *Racial Differences. 

*Vocational Education; *Wages.

Current data analytic techniques from two recently completed national surveys to determine the extent to which various vocational education programs improve employment opportunities for the unemployed. The United States. The impact of a General Educational Development (GED) certificate on workers’ wages was also analyzed. Data are from the 1994 National Adult Literacy Survey (NALS) and the 1991 Workplace Literacy Assessment Survey profiled and assessed approximately 8,000 persons enrolled in Job Training Partnership Act programs. Graduates of high schools with a vocational focus generally earn substantially less than persons who attend high schools with a more general curriculum.

ED 386 514
UD 030 586
Rivera-Batiz, Francisco L

The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 98.

ERIC Clearinghouse on Urban Education, New York, N.Y.

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

Report No. —EED-UD-95-5. ISSN: 0889-8049

Pub Date—Sept 95

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (Free).

EDRS Price — MF01/PC01 Plus Postage.


Identifiers — ERIC Digests

Student ratings of instruction are widely used as a basis for personnel decisions and faculty development recommendations. This digest discusses concerns about the validity of student ratings and presents a case for their use in teacher evaluation. There are several strong arguments for using student ratings to evaluate teachers. Students are in a unique position to rate their own increased knowledge and comprehension, and they are able to rate aspects of instructor competence and attitude. None of the possible lines of argument for the validity of student ratings are summarized, but it is noted that student ratings become meaningful if the rating form is used is not appropriate for the data collection required. Several points in form design are described, and errors to be avoided. Student ratings must be considered carefully in the context in which they are given, and they cannot be the only source for teacher evaluation. (Contains 10 references) (SLD)

ED 398 241
TM 024 741
Hamblen, Robert Rodgers

Item Bias Review, ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

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


Pub Date—Oct 95

Note—4p.


EDRS Price — MF01/PC91 Plus Postage.


Third Digest addresses several aspects of assigning grades, beginning with a discussion of the variability of test scores and reviewing the use of standardized scores, ideas on assigning letter grades, and recommendations for grading. An important characteristic of grades as initially recorded, the variability of the scores of each test or assignment, is questioned. The best approach to dealing with variability is to record and average average standardized test scores. To make calculations about exam performance, it is necessary to know the standard deviation of the scores prior to standardization. Deriving the standard score, commonly called a "z-score", is explained, as is transforming "z" scores into T-scores for convenient calculation. If "T" scores are computed for every test, averaging them will provide a composite score from which the influence of the variability of the scores has been eliminated. The distribution of "T" scores should be inspected in assigning letter grades, but the assignment across a range of average scores is essentially an arbitrary matter of professional judgement. Some specific recommendations are made for passing scores and grading. (Contains 8 references) (SLD)

ED 398 239
TM 024 739
Costa, Lawrence R

Grading Students. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

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


Pub Date—Oct 95

Note—4p.


EDRS Price — MF01/PC91 Plus Postage.


This Digest presents a list of recommendations for writing multiple-choice test items, based on psychometrics and logical deduction. Questions should ask more than mere knowledge of facts and should not contain superfluous information. An introduction to the question, each question should focus on some specific aspect of the course, and the item should not provide clues to the answer. Varying the number of options is desirable, as is avoiding negative options after a negative stem. While "all of the above" options should be avoided, "none of the above" options may make an item more discriminating. Superficial information, specific determiners, and wording from the item should not be included in options. Test makers should avoid (1) double use of "grade," (2) logical mathematical inconsistency, and (3) overlapping distractors. (Contains 8 references) (SLD)

ED 398 230
TM 024 739
Stern, Michael


Identifiers — ERIC Digests. Item Writing

This digest presents a list of recommendations for writing multiple-choice test items, based on psychometrics and logical deduction. Questions should ask more than mere knowledge of facts and should not contain superfluous information. An introduction to the question each question should focus on some specific aspect of the course, and the item should not provide clues to the answer. Varying the number of options is desirable, as is avoiding negative options after a negative stem. While "all of the above" options should be avoided, "none of the above" options may make an item more discriminating. Superficial information, specific determiners, and wording from the item should not be included in options. Test makers should avoid (1) double use of "grade," (2) logical mathematical inconsistency, and (3) overlapping distractors. (Contains 8 references) (SLD)
Document Resumes/UD

42

States," which has a special focus on urban youth, is summarized in this digest. Although calculating an accurate dropout rate is nearly impossible because of differences in counting methods and definitions and student mobility, the dropout rate appears to be declining. According to the school district, only 40% of the students entering high school are expected to graduate. However, the drop-out rate has decreased significantly in recent years. With respect to life-time wages, the gap between dropouts and more educated adults is widening steadily. Student survey responses have indicated that dropouts tend to have many characteristics in common and that they express a variety of reasons for dropping out. Most dropouts surveyed recognized that they needed further education, and they expected to acquire it, although their expectations suggested that they did not believe they were sacrificing their futures by dropping out (Contains 7 references) (SLD)

ED 389 816
UD 030 735

Schwarz, Wendy

Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.

ERIC Clearinghouse on Urban Education. New York, N.Y.

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

Report No.--EDO-UD-95-7, ISSN-0889-8049

Pub Date--Dec 95

Note--3p.

Available from--ERIC Clearinghouse on Urban Education, 800 N. Washington St., Suite 310, Education Teachers College, Box 40, Columbus University, New York, NY 10027 (fee)

Pub Type--Information Analyses--ERIC IAPs (071)

EDRS Price--ME01/PC01 Plus Postage

Descriptors--Access to Education, Ancillary School Services, Curriculum, Disadvantaged Youth, Educational Change, *Educational Environment, Elementary Secondary Education, *Equal Education, *Evaluation Methods, Financial Support, Minority Groups, Resource Allocation, *Standards, Time Factors (Learning), Urban Education Identifiers--ERIC Digests, Hawkins Stafford Act 1988, "Opportunity to Learn (OTL)" strategies were first introduced several decades ago and were defined by a narrow set of instructional components. Since then, many additional criteria have been incorporated into the OTL concept; some specifically to ensure an equal education for disadvantaged youth. The rationale for OTL measures was simply to describe aspects of the education process. Since then, they have been used to indicate overall educational quality and the availability and use of educational resources. Hawkins-Stafford Education Amendments of 1988 made the development and the use of OTL indicators to measure the effectiveness of federal education programs. A school's OTL can provide information about whether the school has adequate resources, use them effectively, and provide equal educational access. Although school reform programs vary in their commitment to OTL standards, OTL strategies can be implemented fairly easily in the following areas (1) access to courses, (2) curriculum, (3) time factors, (4) teacher competence, (5) school resources, and minority status and culture, (6) ancillary services (Contains 12 references) (SLD)

ED 390 947
UD 030 751

Burnett, Gene

Alternatives to Ability Grouping: Still Unanswerable Questions. ERIC/CUE Digest Number 111.

ERIC Clearinghouse on Urban Education. New York, N.Y.

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

Report No.--EDO-UD-95-8, ISSN-0889-8049

Pub Date--Dec 95

Note--4p.

Available from--ERIC Clearinghouse on Urban Education, 800 N. Washington St., Suite 310, Education Teachers College, Box 40, Columbus University, New York, NY 10027 (fee)

Pub Type--Information Analyses--ERIC IAPs (071)

EDRS Price--ME01/PC01 Plus Postage


Critics suggest that ability grouping all too often limits the instructional experience of lower-track students and that students placed in low tracks at a young age may never be transferred to upper tracks where higher-order skills are typically taught. As a result of this growing criticism, schools are increasingly eliminating ability grouping. Numerous alternatives to tracking have been proposed. Perhaps the most common model for detracking schools is cooperative learning. Schools are thought of as a form of heterogeneous grouping. Some schools divide a heterogeneously grouped classroom into smaller groups for reading and mathematics instruction. Other schools have merged academic and vocational tracks into a single integrated program. While more results show the specific effects of these efforts to detrack schools, it is evident that changes are being considered in many schools (Contains 15 references) (SLD)

ED 393 958
UD 030 871

Rayward, Mary Anne

Downsizing Schools in Big Cities. ERIC Digest, No. 112.

ERIC Clearinghouse on Urban Education, New York, N.Y.

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

Report No.--EDO-UD-96-1, ISSN-0889-8049

Pub Date--Mar 96

Note--3p.

Based on "Talent Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Other Small Schools," by Mary Anne Rayward

Available from--ERIC Clearinghouse on Urban Education, 800 N. Washington St., Suite 310, Education Teachers College, Box 40, Columbus University, New York, NY 10027 (free)

Pub Type--Information Analyses--ERIC IAPs (071) --ERIC Digests (071)

EDRS Price--ME01/PC01 Plus Postage


This digest briefly reviews the current movement to downsize urban school. To help educators decide whether and why to pursue such a move and to indicate which models appear most promising. Research evidence is strong that small schools benefit the entire school community. Small schools are particularly beneficial for disadvantaged youth. Research reports that students from small schools develop more self-confidence and are more likely to graduate. The close relationships between teachers and students in small schools provide a supportive environment that encourages students to achieve. Small schools are also more likely to retain their students and are more successful in educating students who have been dropouts or who have failed to succeed in large schools. Research evidence indicates that the benefits of small schools extend to all students. Small schools provide an environment that encourages students to learn and to succeed. The results are further supported by empirical studies that show that small schools are more effective in educating students who have been dropouts or who have failed to succeed in large schools. The results are further supported by empirical studies that show that small schools are more effective in educating students who have been dropouts or who have failed to succeed in large schools (Contains 10 references) (SLD)

ED 396 006
UD 030 946

Swartz, Wendell

New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/About Parents. ERIC Clearinghouse on Urban Education. New York, N.Y.

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

Pub Date--[95]

Note--5p.

Based on "School Dropouts: New Information about an Old Problem. The Impact of Vocational Education on Racial and Ethnic Minorities," two digests published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 947-958

Pub Type--Guides--Non-Classroom Use (055) --Information Analyses--ERIC IAPs (071)

EDRS Price--ME01/PC01 Plus Postage


Several studies recently conducted by the federal government and private organizations have produced new information. Findings from these studies are summarized so that parents can have up-to-date information when talking to their children about dropping out. Even though minority students are more likely to drop out of school, the gap between dropouts and more educated people is widening as more of these students are dropping out. Returning to school for a General Educational Development (GED) certificate can reduce this gap. Statistics show that men who return for a GED earn 21% more than dropouts; women GED holders earn 18% more. Dropouts describe their personal social lives as being very different before they dropped out, and often express these difficulties and a dislike for school as reasons for dropping out. Many felt that the outlooks of their lives did not help them stay in school. Parents, recognizing this fact, can make an effort to keep their children in school by arranging extra academic help when needed, helping them with personal problems, helping them schedule their obligations to be able to stay in school, and helping them understand what the consequences of their actions will be. If all efforts fail, parents can help young people find a GED program and encourage them to stay with it for an alternative diploma (SLD)

ED 396 007
UD 030 947

Schwartz, Wendell


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

Pub Date--[95]

Note--5p.

Based on "Teaching Science Effectively in Linking English Speaking," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958

Pub Type--Guides--Non-Classroom Use (055) --Information Analyses--ERIC IAPs (071)

EDRS Price--ME01/PC01 Plus Postage

Descriptors--Computer Uses in Education, *Cultural Awareness, Curriculum, Elementary Secondary Education, *English, Group Instruction, Integrated Activities, *Interdisciplinary Approaches, Literacy, Mathematics, *Mathematics Instruction, *Parent Role, Preschool Education, *Science Instruction, Secondary Education. In the past, students who knew only a little English (called limited English proficient, or LEP), were taught by teachers who taught only low-level science and mathematics. Now, new science and mathematics teaching methods can help LEP students get a good education in high school. With the new methods, teachers can help students know if their children are learning as much as possible. A preschool curriculum should make connections between the children's present lives and
ED 396 008
 Schwartz, Wendy
 How To Help Your Child Avoid Violent Conflicts. For Parents/About Parents.
 ERIC Clearinghouse on Urban Education, New York, N.Y.
 Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
 Pub Date—(95)
 Note—Sp. Information in the guide was drawn from the October, 1994 (volume 94, number 4, part 2) special theme issue of "Pediatrics," the journal of the American Academy of Pediatrics, devoted to the role of the pediatrician in violence prevention. For related documents, see UD 030 946-958.
 ED 396 010
 Schwartz, Wendy
 ERIC Clearinghouse on Urban Education, New York, N.Y.
 Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
 Pub Date—(95)
 Note—Sp. Based on "Computers and Opportunities for Learning," "Children's and Technolog as a Tool for Urban Classrooms."" Two digests published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
 ED 396 012
 Schwartz, Wendy
 A Community Guide in Youth Anti-Bias and Conflict Resolution Programs. For Parents/About Parents.
 ERIC Clearinghouse on Urban Education, New York, N.Y.
 Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
 Pub Date—(95)
 Note—Sp. Based on "Anti-Bias and Conflict Resolution Curriculum, Theory, and Practice," a digest written by Wendy Schwartz and published by the ERIC Clearinghouse on Urban Education A complete source guide, "A Directory of Anti-Bias Education Resources and Services," is also available from the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
 ED 396 009
 Schwartz, Wendy
 A Guide to Community Programs To Prevent Youth Violence. For Parents/About Parents.
 ERIC Clearinghouse on Urban Education, New York, N.Y.
 Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
 Pub Date—(95)
 Note—Sp. Information in the guide was drawn from the October, 1994 (volume 94, number 4, part 2) special theme issue of "Pediatrics," the journal of the American Academy of Pediatrics, devoted to the role of the pediatrician in violence prevention. For related documents, see UD 030 946-958.
 ED 396 011
 Schwartz, Wendy
 A Community Guide to Multicultural Education Programs. For Parents/About Parents.
 ERIC Clearinghouse on Urban Education, New York, N.Y.
 Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
 Pub Date—(95)
 Note—Sp. Based on "Varieties of Multicultural Education," a digest published by the ERIC Clearinghouse on Urban Education. For relat ed documents, see UD 030 946-958.
 PUB TYPE—Guides—Non-Classroom Use (055)—Information Analyses—ERIC IAPs (071)
 ERIC Clearinghouse on Urban Education—Compensatory Education, Cultural Awareness, Cultural Differences, Multi-cultural Education, Second Language Learning, Social Problems
 IDENTIFIERS—Cultural Methodology, Language Minorities
 DESCRIBED IN—Guides—Non-Classroom Use (055)—Information Analyses—ERIC IAPs (071)
 ERIC Clearinghouse on Urban Education—Compensatory Education, Cultural Awareness, Cultural Differences, Multi-cultural Education, Social Problems
 IDENTIFIERS—Infusion Methodology, Language Minorities
 DISAGREEMENTS—Voluntary Anti-Bias Education, Diversity among Cultures, School Socialization, Social Skills Development, Socialization of the Child, Urban Education
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getting community support and participating in school and community programs (SLD).

ED 396 013 UD 030 953
Schwarz, Wendy
How to Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ERIC Clearinghouse on Urban Education. New York, N.Y.
Published—[95]
Note—For related documents, see UD 030 946-958.

EDRS Price—MF01/PC01 Plus Postage.

Some minority and female students traditionally have not been given the help they need to enroll and succeed in mathematics and science classes. Now, however, a variety of approaches are available to give these students the extra attention they need. Parents of children develop an interest in science and mathematics by (1) identifying role models; (2) stressing the importance of high academic goals; (3) providing training; and (4) encouraging themselves. *Minority Groups. *Parent Role. Role Models. Student Educational Objectives. Student Interests. Student Participation. Identifiers—Goal Setting.

ED 396 014 UD 030 954
Schwarz, Wendy
ERIC Clearinghouse on Urban Education. New York, N.Y.
Published—[95]
Note—For related documents, see UD 030 946-958.

EDRS Price—MF01/PC01 Plus Postage.

The enrollment of Asian and Pacific Islander (API) students is increasing rapidly, so it is important for school personnel and community members to learn to communicate with API families. This guide endeavors to highlight cultural issues and behaviors related to API students. It is distributed in the API community and is designed to be used by all API students and their families.

ED 396 016 UD 030 956
Schwarz, Wendy
ERIC Clearinghouse on Urban Education. New York, N.Y.
Published—[95]
Note—For related documents, see UD 030 946-958.

EDRS Price—MF01/PC01 Plus Postage.

This guide helps parents understand how schools assess their child's English language ability and suggests ways for them to help schools place their child in the most useful language program. All districts must decide which students to test, and then how to test them. Some schools attempt to find out the English skills of all students, and others simply place them and wait until language problems appear. Others fall between the two approaches. Automatically assessing students in some categories. The most common assessment method is some kind of formal testing, such as language proficiency examinations. *Academic Achievement. Child Development. Critical Thinking. Curriculum. *Decision Making. *Educational Philosophy. Elementary Secondary Education. *Elementary Schools. *Needs Assessment. Nonracial Education. *Parent Role. *School Choice. *Teaching Methods. Thematic Approach. Most large schools have many types of programs serving many types of students, but small schools, serving fewer students, may be able to have a more defined "personality," or focus. Focus schools are becoming more popular because their students tend to have high achievement and because many districts are allowing families to choose the schools they want their children to attend. This guide helps parents understand the different types of schools and discusses the benefits and drawbacks of each. Magnet schools, or theme schools, have a single curriculum focus, even though they teach the basics in all subjects. The special emphasis of a magnet school may appeal to particular students, but it is important to be sure that the themes affect all students. The types of schools that have an instructional focus are distinguished by an instructional method that guides all aspects of the school's operation. The method usually emphasizes developing students' critical thinking skills. The focus of some schools is how they approach all aspects of education. This particular orientation, or philosophy, helps bring about changes in student behaviors. Before enrollment in a school with a philosophy, parents should consider whether their child will be committed to the philosophy and do well in a program. This philosophy should also be committed to the philosophy and be willing to do the work that the school asks.
ED 396 018

How To Prepare Your Children for Work. For Parents/about Parents.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Pub. Date—95
Pub Type—Guides—Non-Classroom Use (055) — Information Analyses—ERIC IAPs (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Employment Potential; Employment Qualifications; English; High Schools; Job Applicants; Job Skills; Job Training; Mathematics; Parent Role; Problem Solving; *Young Adults

ED 396 021

ERIC Clearinghouse on Urban Education, New York, N.Y.
Pub. Date—Mar 95
Pub Type—Collective Works—General (030)—Information Analyses—ERIC IAPs (071)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—*Administrators; Classroom Techniques; Disadvantaged Youth; *Educational Practices; Elementary Secondary Education; *Juvenile Gangs; *Prevention; School Safety; Social Problems; Social Services; *Urban Schools; Urban Youth; Violence; Youth Programs
Identifiers—*Legal Rights

The three essays of this collection explore the prevention of violent acts in schools. The first, "Preventing Violence in Schools," by Mary Hattie Farrell and Lee Estra Powell, focuses on how to prevent violence in schools and offers recommendations on what schools and communities can do. The factors contributing to school violence are numerous, complex, and mostly community-related. A number of strategies are available for addressing the problem from a classroom or schoolwide perspective, but certain suggestions can be suggested for individual students, helping them focus on discipline as a positive behavior. Intervention programs such as tutoring, counseling, jobs, and recreation and youth facilities would be more cost-effective in the long run than such measures as hiring more security. The second essay, "Gang Activity at School: Prevention Strategies," by Shirley Lallie, reviews what is known about gangs and their impact and consequences in schools. It also suggests a variety of strategies for preventing gang activity and altering negative gang behavior. The final essay, "School Violence and the Legal Rights of Students Selected Issues," by Diane Beyer, considers the effects of the public perception of widespread and growing school violence, which has led to a situation in which the rights of school administrators seem to take precedence over the rights of students when school safety is at stake. The current judicial trend highlights society's fear and disapproval for what students contain a total of 96 references (SLD).

ED 396 045

Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
Center on Organization and Restructuring of Schools, Madison, WI. ERIC Clearinghouse on Urban Education, New York, N.Y.
Put Date—Apr 96
Pub Type—Reports—Evaluation/Feasibility (420) — Information Analyses—ERIC IAPs (071)
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement; Attendance; *Educational Change; Elementary Secondary Education; Participation; *Professional Development; School Restructuring; *School Size; *Small Schools; Student Attitudes; *Urban Schools
Identifiers—*House School

Many educators see school downsizing efforts as the linchpin of school restructuring. Several forms that school downsizing efforts are taking are explored along with a discussion of the reasons for which small schools are being established. The types of schools that may be launched (houses, mini-schools, schools-within-schools) are described. The largely explanatory study is derived from an extensive review of the literature and documentation, evaluation, and policy studies of 22 schools-within-schools and small schools conducted over the past 15 years. Experiences in three cities: New York (New York), Philadelphia (Pennsylvania), and Chicago (Illinois) are highlighted. The evidence suggests that there are multiple reasons for downsizing: notably the enhancement of commitment and performance and the development of teachers and students. A number of subunits in both large and small schools have been quite successful in achieving better attendance, more positive attitudes, and greater achievement. Schools that have been designed and operated as distinctive and autonomous units have had a better chance of success. While downsizing is clearly no magic bullet, it can increase student participation, reduce dropout rates, improve achievement, and enhance teacher effectiveness (contains 23 figures and 136 references) (SLD).
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Adult Learner Retention Revisited. ERIC Digest No. 106. ED 389 880 (CE)

Advertising in the Schools. ERIC Digest. ED 399 473 (PS)

Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111. ED 196 947 (UD)

The American Community College Third Edition. ERIC Digest. ED 389 384 (UC)

Art Education in the Social Studies. ERIC Digest. ED 390 787 (SO)

Assessing Career Certainty and Career Choice Status. ERIC Digest. ED 390 107 (CG)

Assessing Career Development with Portfolio. ERIC Digest. ED 391 110 (CG)

Assessing Employability Skills. ERIC Digest. ED 391 109 (CG)

Assessment and Testing. Measuring Up to Expectations. ERIC Digest. ED 391 559 (IC)

Assessment in Career Counseling. ERIC Digest. ED 389 566 (CG)

Assessment of Abilities. ERIC Digest. ED 389 460 (GC)

Assessment of Counselor Performance. ERIC Digest. ED 388 186 (GC)

Assessment of Preschool Children. ERIC Digest. ED 389 964 (CG)

Assessment of Self-Concept. ERIC Digest. ED 389 962 (CG)

Assessment of Temperament. ERIC Digest. ED 389 963 (CG)

Assessment Skills for School Counselors. ERIC Digest. ED 387 709 (CG)

Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest. ED 387 708 (GC)

Basic Stereotypes for Multiple-Choice Tests. ERIC/AE Digest. ED 398 217 (TM)

Beginning Reading and Phonological Awareness for Students with Learning Disabilities. ERIC Digest #650. ED 392 197 (EC)

Block Scheduling. ERIC Digest Number 104. ED 393 156 (EC)

Briefs for English-Speaking Parents. 1996. ED 392 583 (RC)

Building Civic Education for Democracy in Poland. ED 396 986 (KS)

CACEP Accreditation: Assessment and Evaluation of the Standards and Process. ERIC Digest. ED 388 864 (CG)

Career Development in General Education. ERIC Digest. ED 390 781 (SO)

Career Guidance in a Changing Workplace. Information Series No. 166. ED 396 191 (CG)


Children of La Frontera: Bilingual Efforts to Serve Mexican Migrant and Immigrant Students. ED 393 631 (LC)

Civic Education for Constitutional Democracy: An International Perspective. ERIC Digest. ED 390 781 (SO)

Civic Education through Service Learning. ERIC Digest. ED 390 720 (SO)

Cluster Grouping of Gifted Students: How to Provide Full-Time Services on a Part-Time Budget. ERIC Digest #538. ED 397 618 (EC)

Communication Skills. ERIC Digest. Number 106. ED 396 114 (EA)

Community College Scholarship. ERIC Digest. ED 395 617 (EC)

Community Colleges and Proprietary Schools. Conflict of Convergence? New Directions for Community Colleges. Number 91. ED 387 183 (IC)

Community Colleges International. ERIC Digest. ED 395 504 (IC)

A Community Guide to Multicultural Education Programs. For Parents/About Parents. ED 396 011 (UD)

A Community Guide to Youth Drug and Conflict Resolution Programs. For Parents/About Parents. ED 396 012 (UD)

Computer-Assisted Testing in Counseling and Therapy. ERIC Digest. ED 391 983 (CG)

Computer-Based Career Information Systems. ERIC Digest. ED 395 216 (CE)

Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest. ED 392 463 (IR)

Computers and Assessment in Science Education. ERIC Digest. ED 395 778 (SE)

The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest. ED 395 608 (PS)

Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest. ED 391 968 (CG)

Creating a New View of School Psychology. Emerging Models of Psychological Practice in Schools. ERIC Digest. ED 390 015 (CG)

Creating and Maintaining a Diverse Faculty. ERIC Digest. ED 386 261 (UC)

Cross-Age Tutoring in the Literacy Club. ERIC Digest. ED 386 949 (FL)

Curriculum Models for General Education: New Directions for Community Colleges. Number 92. ED 398 561 (IC)

Database of Teaching Materials on Japan. An Annotated Guide. ED 399 630 (SO)

Differentiation Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest #515. ED 389 141 (EC)

Distance Learning, the Internet, and the World Wide Web. ERIC Digest. ED 395 214 (CE)

Downsizing Schools in Big Cities. ERIC Digest No. 112. ED 393 958 (UD)

Drop-Out Water among American Indian and Alaska Native Students: Beyond Cultural Dis-continuities. ERIC Digest. ED 388 492 (IC)

El Fomento de la Elocuencia en los Niños (Fostering Rhetoric in Children). ERIC Digest. ED 397 591 (PS)

Electronic Portfolios: A New Idea in Assessment. ERIC Digest. ED 390 377 (IR)

Emerging Student Assessment Systems for School Reform. ERIC Digest. ED 389 699 (CG)

Encouraging Creativity in Early Childhood Classrooms. ERIC Digest. ED 397 474 (PS)


Office of Educational Research and 

Essentials of Law-Related Education. ERIC Digest: ED 390 779 (SO) 
Ethical Leadership. ERIC Digest: Number 107. ED 397 463 (EA) 
Ethics in Assessment. ERIC Digest: ED 391 111 (CG) 
European Unification: A Conceptual Guide for Educators. ED 388 606 (SO) 
Evaluating School Guidance Programs. ERIC Digest: ED 388 887 (CG) 
Evaluating Workplace ESL Instructional Programs. ERIC Digest: ED 386 961 (FL) 
Fairness in Performance Assessment. ERIC Digest: ED 391 982 (CG) 
Family Counseling in the Schools: Effective Strategies and Interventions for Counselors, Psychologists and Therapists. ED 393 058 (CG) 
Family Role in Career Development. ERIC Digest: Number 164. ED 389 878 (CE) 
The Field of Educational Technology: Update 1995—A Dozen Frequently Asked Questions. ERIC Digest: ED 387 117 (IR) 
Financing Preschool for All Children. ERIC Digest: ED 389 471 (PS) 
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest: ED 388 489 (RC) 
Fostering Second Language Development in Young Children. ERIC Digest: ED 385 950 (FL) 
Full-Service Schools. ED 390 117 (EA) 
Gender Differences in Adolescent Career Exploration. ERIC Digest: ED 391 108 (CG) 
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest: ED 386 832 (EC) 
Grading Students. ERIC/AE Digest: ED 398 239 (TM) 
A Guide to Assessing and Placing Language Minority Students. For Parents/About Parents. ED 396 016 (UD) 
A Guide to Communicating with Asian American Families. For Parents/About Parents. ED 396 014 (UD) 
A Guide to Community Programs To Prevent Youth Violence For Parent/About Parents. ED 396 009 (UD) 
A Guide to Computer Learning in Your Child's School. For Parent/About Parents. ED 396 010 (UD) 
A Guide to Promoting Children’s Education in Homeless Families. For Parent/About Parents. ED 396 015 (UD) 
A Guide to Teaching English and Science Together. For Parent/About Parents. ED 396 007 (UD) 
Hispanic-American Students and Learning Style. ERIC Digest: ED 393 667 (PS) 
How Can We Help Make Schools Safe for Children? ED 396 606 (PS) 
How To Help Your Child Avoid Violence. For Parents/About Parents. ED 396 008 (UD) 
How To Prepare Your Child for School Work. For Parents/About Parents. ED 396 018 (UD) 
How to Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/About Parents. ED 396 013 (UD) 

The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 109. ED 386 514 (UD) 
Improving Learning in Science and Basic Skills among Diverse Student Populations. ERIC Digest: ED 390 655 (SE) 
Inclusive Adult Learning Environments. ERIC Digest: ED 385 779 (CE) 
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest: ED 386 242 (IC) 
Integrating Technology into Preservice Teacher Education. ERIC Digest: ED 389 699 (SP) 
Instructional Strategies for Migrant Students. ERIC Digest: ED 386 491 (RC) 
Integrating Language and Content: Lessons from Immersion. ERIC Digest: ED 390 284 (FL) 
Integrative Education. ED 390 141 (EA) 
Integrative Education. ERIC Digest: Number 110. ED 390 112 (EA) 
Interest Assessment. ERIC Digest: ED 389 961 (CG) 
Internet Basics: Update 1996. Internet Digest: ED 392 466 (IR) 
Internet Resources for Guidance Personnel. ERIC Digest: ED 391 988 (CG) 
An Introduction to Internet Resources for K-12 Educators: Part II: Question Answering, Listserv, Discussion Groups. Update 1996. ERIC Digest: ED 391 460 (IR) 
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning. ERIC Digest: ED 388 485 (RC) 
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest: ED 393 448 (IR) 
La Participación de los Padres en los Programas Preescolares (Hispanic Parent Involvement in Early Childhood Programs) ERIC Digest: ED 397 993 (PS) 
La Violencia y el Desarrollo de los Niños (Violence and Young Children’s Development) ERIC Digest: ED 397 990 (PS) 
The Learning Organization: Myths and Realities. ERIC Digest: ED 395 902 (CE) 
Library Collection Development in an Electronic Age. ERIC Digest: ED 392 659 (SO) 
The Limits of Shared Decision-Making. ERIC Digest: Number 108. ED 397 457 (IR) 
Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest: ED 387 453 (SO) 
Local Area Networks for K-12 Schools. ERIC Digest: ED 398 277 (IR) 
Local Schools of Thought: A Search for Purpose in Rural Education. ED 391 635 (RC) 
Locating and Evaluating Career Assessment Instruments. ERIC Digest: ED 391 900 (CG) 

Locating Resources on Professional Development Schools. ERIC Digest: ED 398 216 (SP) 
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest: ED 395 215 (CG) 
Mental Health Counseling Assessment: Broadening One’s Understanding of the Client and the Clients Presenting Concerns. ERIC Digest: ED 388 883 (CG) 
Mexican American Women: Schooling, Work, and Family. ERIC Digest: ED 388 490 (RC) 
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest: ED 392 246 (FL) 
More Multiple-Choice Item Writing Do’s and Don’ts. ERIC/AE Digest: ED 398 238 (TM) 
Motivating Low Performing Adolescent Readers. ERIC Digest: ED 396 265 (CS) 
Multicultural Assessment. ERIC Digest: ED 391 112 (CG) 
National Standards for School Health Education. ERIC Digest: ED 387 483 (SP) 
A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6. ED 392 369 (HE) 
A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest: ED 392 368 (HE) 
New Assessment Methods for School Counselors. ERIC Digest: ED 388 888 (CG) 
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/About Parents. ED 396 006 (UD) 
New Ways of Learning in the Workplace. ERIC Digest: Number 161. ED 385 778 (CE) 
Not Just a Number: Critical Numeracy for Adults. ERIC Digest: Number 163. ED 385 780 (CE) 
Numeracy in the Adult: ESL Classroom. ERIC Digest: ED 392 316 (FL) 
Older Workers Myths and Realities. ED 392 894 (CE) 
The Online Classroom: Teaching with the Internet. ED 391 193 (CS) 
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest: ED 395 910 (HO) 
Oral History in the Teaching of U.S. History. ERIC Digest: ED 393 781 (SO) 
Oral Language Development across the Curriculum: K-12. ERIC Digest: ED 398 029 (CS) 
Overview of ADA, IDEA, and Section 504. ERIC Digest: ED 389 537 (CG) 
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest: ED 387 273 (PS) 
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest: ED 386 960 (FL) 
Politically Correct on Campus. ERIC Digest: ED 390 094 (CS) 
Portfolios for Assessment and Instruction. ERIC Digest: ED 388 890 (CG) 
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest: ED 387 794 (CS) 
Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest: ED 395 500 (FL) 
Practical Suggestions for Teaching Global Education. ERIC Digest: ED 395 924 (SP)
Unitd States-Japan Foundation.
Document Resumes for
Adjunct Clearinghouse Publications
(Arranged by Adjunct)

The following resumes represent publications produced by Adjunct ERIC Clearinghouses and announced in 1996. These resumes also appear (and are indexed) in the main section of this bibliography under the Clearinghouse with which they are associated.
Art Education

ED 392 658
Barrett, Terry, Ed. Clark, Gilbert, Ed.
Lessons for Teaching Art Criticism.
Abstract: ERIC Clearinghouse for Art Education, Bloomington, IN; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spot Agency—University of California, Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED 324.028
Price—$1.75
Available from—University Microfilms, 300 N Zeeb Road, PO Box 1346, Ann Arbor, MI 48106.

ESL Literacy Education

ED 386 960
Peso, Joie Crowell, Jack
Philosophies and Approaches in Adult ESL Literacy Instruction, ERIC Digest.
Spot Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED 307 LE-90-06
Date—Apr 95
Price—$0.75
Available from—ERIC/CLEL, 3112 32nd Street, N.W., Washington, DC 20037.

ED 386 961
Burt, Maria B., Maria Todd
Evaluating Workplace ESL: Instructional Program, ERIC Digest.
Spot Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED 307 LE-90-07
Date—Sep 95
Price—$0.75
Available from—ERIC/CLEL, 3112 32nd Street, N.W., Washington, DC 20037.

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Document Resumes
E SL Literacy Education (Cont.)

ED 386 962 FL 801 078
Burt, Miriam Kenan, Fred
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
Sponsoring Agency-Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NCLE-LE-95-08
Pub Date—Sep 95
Note—p. 4; p. 4.
Available from—ERIC/NCLE, 1118 22nd Street, N.W., N.W., Washington, DC 20037.
Pub Type—(071)
EDRS Price—MF$1.00/PC01 Plus Postage.

ED 382 316 FL 801 110
Canzonet, Tom
Numeracy in the Adult ESL Classroom. ERIC Digest.
National Clearinghouse for ESL Literacy Education, Washington, DC.
Sponsoring Agency-Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NCLE-LE-96-52
Pub Date—Feb 96
Note—p. 4; p. 4.
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type—(071) — (142) — (152)
EDRS Price—MF$1.00/PC01 Plus Postage.

A discussion of numeracy (the ability to cope confidently with the mathematical demands of everyday life), focuses on provision of numeracy instruction alongside English-as-a-Second-Language (ESL) instruction for learners with low literacy skills. It looks first at considerations and methods for assessing student numeracy needs, including the nature of adult learning, student preferences and abilities, and differences in the uses of mathematical symbols and forms of computation in the learners' native language and culture. The discussion then turns to the attitudes and approaches to numeracy of ESL and literacy instructors, who may not be familiar with or comfortable with mathematics or mathematics teaching and may see mathematics skills as discrete and separate from literacy rather than as a whole. Recommendations for training to teach adult mathematical literacy, based on recent initiatives, are offered. Specific classroom techniques for effective numeracy teaching and presentation are also outlined. Two numeracy activities, an introductory one and one on metric measurement, are offered as illustrations of effective techniques. (MSE) (Adjacent ERIC Clearinghouse on Literacy Education)
Law-Related Education

ED 388 534 SO 024 996
Lenning, Robert S., Ed. Downer, James, Ed.
American Bar Association Chicago, IL National Law-Related Education Resource Center; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Note—75 p. 75p.; Funding also received from the American Bar Association's Fund for Justice and Education.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2689; 800-421-1400 (fee for copies)
Pub Type—(071) — (111)
EDRS Price—MF-01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Citizenship Education, Curriculum Enrichment, Elementary School Curriculum, Education, Law-Related Education.
Identifiers—American Bar Association, ERIC

ED 390 779 SO 025 722
Lenning, Robert S.
Essentials of Law-Related Education. ERIC Digest.
Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN: American Bar Association Chicago, IL National Law-Related Education Resource Center, Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED-09-93-6
Pub Date—Oct 95
Note—4 p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN: National Law-Related Education Resource Center, Bloomington, IN; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

U.S.-Japan Studies

ED 389 650 SO 023 986
Brooks, Elizabeth
Database of Teaching Materials on Japan: An Annotated Guide.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN; National Law-Related Education Resource Center, Bloomington, IN; ERIC Clearinghouse for United States-Japan Studies, Bloomington, IN.
Sponsoring Agency: Foundation, Tokyo, Center for Global Partnership; Office of Educational Research and Improvement (ED), Washington, DC; United States-Japan Foundation.
Pub Date—94
Note—37 p.
Available from—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2689.
Pub Type—(131) — (071)
EDRS Price—MF-01/PC01 Plus Postage.
Identifiers—Japan

This booklet is the printed version of an on-line database of teaching materials on Japan. The book is divided into four parts. Each part contains bibliographic information on resources for teaching about Japan at specific grade levels or subject areas. Part 1, "Eleven Elementary Schools," includes: (1) "Art Education;" (2) "Geography;" (3) "Global Education;" (4) "Japanese Language;" (5) "Language Arts;" and (6) "Social Studies." Part 2, "Secondary School Materials," contains: (1) "Art Education;" (2) "Economics;" (3) "Geography;" (4) "Global Education;" (5) "Japanese Language;" (6) "Language Arts;" (7) "Social Studies;" and (8) "World History." Part 3, "K-12 School Materials," includes: (1) "An Education;" (2) "Economics;" (3) "Geography;" (4) "Japanese Language;" (5) "Language Arts;" (6) "Social Studies;" and (8) "World History." Part 4, "Appendix A," contains an order form for ERIC Documents.

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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, D.C. 20208-3721
  Telephone: 202-219-2221
  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)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1950
Telephone: 614-292-4353; Toll Free: 800-848-4815
FAX: 614-292-1260
e-mail: ericceve@postbox.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, recreation, 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 education-related research, measurement, and evaluation. The evaluation of educational 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)
405 Hilgard Avenue, 3051 Moore Hall
P.O. Box 951521
Los Angeles, California 90024-1521
Telephone: 310-825-3931; Toll Free: 800-832-8256
FAX: 310-206-8095
e-mail: ericcc@ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions. [Includes input from Adjunct ERIC Clearinghouse on Entrepreneurship Education.]

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)
University of North Carolina at Greensboro
School of Education
201 Fargason
Greensboro, North Carolina 27412
Telephone: 910-334-4114; Toll Free: 800-414-9769
FAX: 910-334-4116
e-mail: ericcs@dukeley.uncg.edu

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

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)
Council for Exceptional Children (CEC)
1920 Association Drive
Reeston, Virginia 22091-1589
Telephone: 703-354-9474; Toll Free: 800-328-0272
FAX: 703-320-2821
e-mail: ericcc@cec.sped.org

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: 541-346-5043; Toll Free: 800-438-8841
FAX: 541-346-2334
e-mail: pple@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 (EC)
University of Illinois at Urbana-Champaign
Children's Research Center: Room 9
51 Garty Drive
Champaign, Illinois 61820-7469
Telephone: 217-333-1386; Toll Free: 800-583-4135
FAX: 217-333-3787
e-mail: ericcele@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. [Includes input from Adjunct ERIC Clearinghouse for Child Care.]

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: 202-452-1844
e-mail: erichel@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 CLEARINGHOUSES

ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR) Syracuse University
Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-1100
Telephone: 315-443-3640 Toll Free: 800-464-9107
FAX: 315-443-5448 e-mail: eric@eric.syr.edu
askERIC@eric.syr.edu

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The role 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 20037-1214
Telephone: 202-426-9292; Toll Free: 800-276-9834
FAX: 202-659-5641 e-mail: eric@cal.org

Languages and language science. All aspects of second language instruction and learning in all communities 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 Clearinghouses 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 47408-2698
Telephone: 812-855-5847; Toll Free: 800-759-4723
FAX: 812-855-4220

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, listening, and learning, identification, diagnosis, and remediation of reading problems. Speech communication (including forensics). Mass communication (including journalism). Intercultural and intergroup interaction. Oral interpretation, rhetorical and communication theory, and theater/drama presentation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)
Appalachia Educational Laboratory (AEL)
303 Quaker Street, Suite 607, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0455; Toll Free: 800-624-9120
FAX: 304-347-0457 e-mail: lamhamb@aol.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 districts wherever located that serve American Indian and Alaska Natives, Mexican Americans, and migrant and/or that have programs related to outdoor education, including the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)
Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1860
Telephone: 614-292-6717; Toll Free: 800-276-0462
FAX: 614-292-0283

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; teacher 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 (SG)
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Social Studies Development Center
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Bloomington, Indiana 47408-2698
Telephone: 812-855-3833; Toll Free: 800-286-3815
FAX: 812-855-0455

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/discrimination topics as they pertain to education. Also covered are music, art, and architecture as related to the fine arts. [Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies, Law-Related Education, International Civic Education, and Service-Learning]

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)
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One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
Telephone: 202-393-2450; Toll Free: 800-822-9229
FAX: 202-877-6095

School personnel at all levels. Teacher recruitment, selection, screening, certification, training, supervision, 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 Clearinghouses on Clinical Schools]

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The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship 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.

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e-mail: agoldstein@scf.dhhs.gov

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National Institute for Consumer Education (NICE)
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Eastern Michigan University
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e-mail: nico@environ.suemich.edu

Ad junct ERIC CH on Entrepreneurship Education
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Los Angeles, California 90095-1521
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FAX: 310-206-2095
e-mail: cece@ucla.edu

Ad junct ERIC CH for ESL Literacy Education
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