

SPECIAL PROGRAMS — IN — REGULAR SCHOOLS

HISTORICAL FOUNDATIONS,
STANDARDS, AND
CONTEMPORARY ISSUES

Sally J. Zepeda Michael Langenbach

Special Programs In Regular Schools Historical Foundations Standards And Contemporary Issues

Christa Boske,Sarah Diem



Special Programs In Regular Schools Historical Foundations Standards And Contemporary Issues:

Special Programs in Regular Schools Sally J. Zepeda, Michael Langenbach, 1999 Here at last is a book that can help principals and school administrators appreciate and successfully supervise the myriad school programs that are offered in addition to the core curriculum Using an innovative approach the authors present the historical rationales for and contemporary issues surrounding diverse special programs ranging from afterschool clubs and intramural sports to alternative education guidance counselling and parental involvement Instructional Supervision Sally J. Zepeda, 2011-01-11 First published in 2012 Routledge is an imprint of Taylor Francis an informa company *Special Programs and Services in Schools* Bonnie Beyer, Eileen S. Johnson, 2014-06-18 New edition of the definitive text thoroughly updated with information on Race to the Top NCLB revisions ESEA Reauthorization federal state and district responsibilities Spells out requirements and legislated mandates for special education ESL food service disability health services gifted education school to work etc For administrators in public private and charter schools Used as a text at Texas A M Houston Michigan and many other universities Created for school administrators in public and private schools this book is an update of the original 2005 volume that organized and explained virtually all federally mandated programs the third curriculum that helps dictate how U S schools are managed Used as a textbook in many universities it lists and explains dozens of new U S laws and amendments from the past decade and situates them in the context of states and districts It investigates the goals and requirements of dozens of education programs and clarifies government regulations affecting students as well as citizens who come in contact with schools e g disabled individuals job seekers employees non English speaking parents and many other groups Encompassing and yet going far beyond special education the text offers pointers and case studies on how programs should be administered to improve learning outcomes as well as heighten a school s community profile The detailed concrete information in this book is indispensable for understanding government requirements accessing the right agencies reducing discrimination and avoiding legal entanglements At the same time the 10 chapters of this volume are readily integrated into a syllabus for courses on special programs in schools Supervision Across the Content Areas Sally J. Zepeda, 2014-05-22 You became a school leader after succeeding in your particular content area and or grade level Now you re responsible for the entire school You are accountable for everything that goes on including results from those who teach outside your areas of original expertise *Supervision Across the Content Areas* provides tools and strategies to help you effectively supervise all of your teachers including those in contents areas or grade levels in which you may not have had personal classroom experience While focusing on four key content areas Mathematics Science English Language Arts and Social Studies this book also provides supervision tools for other content areas foreign languages fine arts physical education etc Also included are tools and strategies to help you supervise teachers who use instructional strategies such as differentiated instruction Socratic Seminars cooperative learning and inquiry apply local and

national standards to frame your instructional program ensure accountability of teachers who use multiple intelligences brain based learning and other innovations *Encyclopedia of Educational Reform and Dissent* Thomas C. Hunt,2010-01-20

The history of American education is replete with educational reform and to a lesser extent educational dissent Consider the present you have various forms of privatization school choice the No Child Left Behind act home schooling value added accountability alternative teacher preparation programs on line instruction etc This range of activity is not exceptional For instance consider the past progressive education open education the junior high school the middle school Life Adjustment education career education vocational education the comprehensive high school school to work year round schooling behavioral objectives proficiency exams high stakes testing whole language learning packages and self paced instruction modular scheduling site based management all presented as the way to reform American schools at least in part Then you have the reformers themselves such as John Dewey George Counts Herbert Kohl John Holt Charles Silberman Admiral Hyman Rickover James Bryant Conant all the way back to Horace Mann himself Dissenters and dissenting movements while not as numerous and certainly not as well known in educational circles count the various faith based schools and individuals such as Archbishop Hughes of New York Clearly this is an area rich in ideas rife with controversy and vital in its outcome for individuals and the nation as a whole And yet strangely enough there exists no major encyclopedia bringing the varied strands together in one place as a ready reference for scholars teachers school administrators and students studying to enter the educational profession This two volume work is intended to be that authoritative resource Key themes and topics include biographies of reformers and dissenters theoretical and ideological perspectives key programs and legislation judicial verdicts impacting educational change in America the politics and processes of educational reform and policy making dissent and resistance to reform technology s impact on educational reform A Reader s Guide in the front matter groups entries around such themes to help readers find related entries more easily *Global Leadership for Social Justice* Christa Boske,Sarah Diem,2012-06-28 Global Leadership for Social Justice **Paradigm Debates in Curriculum and Supervision** Linda Behar-Horenstein,Jeffrey Glanz,2000-01-30 Paradigm debates in the educational research community are a frequent if not common occurrence How do paradigm debates in other educational fields such as curriculum and supervision shape educators understanding and practice In this volume it is suggested that educators adherence to particular views of curriculum and supervision is influential in guiding their beliefs and subsequent actions For example a widely accepted belief is that if an individual adopts a mechanistic view of the curriculum then s he is likely to deliver a curriculum grounded in pre established objectives and evaluate student achievement in relationship to formulated objectives Postmodernists contend that such educators are bound by rigid bifurcation and a constrictive linear logic In supervision educational leaders who favor leadership styles comprised by autocratic behaviors tend to create school climates that favor a top down approach to human relationships Autocratic leaders rely on hierarchical organizational structures and styles that

seek to instill compliance and subordination Yet prospective administrators who want concrete proposals put in practice find modern perspectives of supervision helpful In contrast postmodern supervisors allege that such leaders disallow the emergence of relevant and authentic relationships that might occur when conventional hierarchical structures are diminished and open lines of communication between teachers students administrators become normative The chapters in this book present an in depth analysis of how an individual s predisposition towards modern and postmodern views of curriculum and supervision are likely to influence 1 curriculum development 2 teaching styles 3 leadership styles 4 teacher and student evaluation and 5 the missions intrinsic to the creation of professional preparation programs that serve to promulgate existing practice or create a new order of teachers and administrator

IJER Vol 11-N1 International Journal of Educational Reform,2001-05-09 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world

The Principal as Instructional Leader Sally J. Zepeda,2014-01-09 First published in 2007 Routledge is an imprint of Taylor Francis an informa company

Instructional Leadership for School Improvement Sally J. Zepeda,2013-11-20 This book explores the principal s role in meeting high expectations for student achievement It provides detailed tips and strategies to show you what principals need to do to assess and promote a culture and climate for school improvement build teams and support the work their work create the conditions so that teacher leaders can emerge and monitor school improvement efforts

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