

Decision making in an era of fiscal instability

Daniel Linden Duke

Note: This is not the actual book cover

Decision Making In An Era Of Fiscal Instability Fastback

Tony W. Johnson



Decision Making In An Era Of Fiscal Instability Fastback:

Decision Making in an Era of Fiscal Instability Daniel Linden Duke, 1984-01-01 How schools weather budget reductions shows the difference between effective and less effective school systems Policymakers response to reductions depends on an array of factors general economic conditions access to data about future trends community expectations and myths past records of school effectiveness local education leadership and previous levels of local funding Since so many options are available retrenchment decision making is likely to be highly politicized How decisions are made can be as crucial as the decisions themselves A scheme for decision making is described that includes six areas 1 how decisions will be made 2 general reactions to retrenchment 3 retrenchment goals policies and decision rules 4 general strategies for reducing expenditures 5 specific strategies for effecting program and personnel cuts and 6 ways to stage retrenchment When schools face declining resources their effectiveness depends on the ability of local policymakers to choose between options and anticipate the consequences of those chosen MD **Resources in Education** ,1985 ERS Bulletin Educational Research Service (Arlington, Va.),1983 **Applying Institutional Research in Decision Making** John Losak,1986 **Michigan K-12 Public School Board Members** Cheryl Ann Adamkiewicz,1994 Resources in Education ,1997 **Teaching about Nuclear Disarmament** James M. Becker,1985 Background information to help educators teach about nuclear disarmament is presented There are six sections The first section Nuclear Arms Education Avoiding the Final Catastrophe discusses the national priority of preparing for war militarism as a value and the mushroom cloud and spaceship earth as symbols of a global age The second section Nuclear Arms Education and International Understanding examines peace movement issues earlier peace education efforts the American peace movement in the post World War II era and increasing support for international studies Section III Nuclear Arms Control The Issue of the Eighties deals with peace studies in higher education and the major foundations that support nuclear arms studies Teaching about Peace Arms Control Disarmament and International Understanding is the focus of the fourth section The role schools should play in nuclear arms education and deciding what to teach are discussed The fifth section describes human resources classroom materials and teacher guides The concluding section contains an annotated bibliography RM **Microcomputers and the Classroom Teacher** Gail A. Caissy,1987 This monograph for teachers addresses two emerging areas in the computing field providing inservice training in microcomputer use for the general teaching population and integrating the use of microcomputers into the overall curriculum A brief discussion of why computers should be used in the classroom introduces five chapters which provide overviews of the following topics 1 the use of computers in teaching and learning areas of computer use and using the computer as a teaching learning tool 2 types of software available for schools computer assisted instruction software applications software and databases 3 integrating computers into the classroom 4 developing a plan for using computers in the classroom setting up a classroom computer center and working with only one computer in the classroom and 5 evaluating

educational software general questions questions about instructional design and questions about physical characteristics of the program A concluding statement argues that the key to continued growth and expansion in the educational computing field lies with classroom teachers and urges them to take an interest in computers and begin to use this important new tool in their classrooms A 71 item reference list concludes the document EW

A Model for Teaching Writing Donovan R. Walling, 1987 Intended to help teachers understand the complexities of the writing process this pamphlet offers a model for writing conceptualized in three phases stimulus process and product The process phase is then examined from the perspectives of consciousness speed and elaboration and mental physical interaction The following implications for writing instruction are discussed 1 teachers should not make assumptions about the process characteristics of their students 2 students need to understand their own personal process characteristics 3 teachers can suggest demonstrate and model process options for students and 4 teachers can expand opportunities for students to examine others processes by structuring collaborative writing and editing activities Collaborative writing and editing are also discussed in separate sections Finally the pamphlet describes the benefits of selective correction of student writing and ways to use writing for spelling improvement A list of references and suggested resources is appended SRT

Philosophy for Children Tony W. Johnson, 1984 This document describes curriculum and resources designed to foster and expand the philosophical thinking of elementary and middle school students The booklet begins with excerpts from and a discussion of Matthew Lipman's novel Harry Stottlemeier's Discovery written to help elementary and middle school students discover both formal and informal rules of thought Lipman and his associates established the Institute for the Advancement of Philosophy for Children IAPC at Montclair State College New Jersey in 1974 Subsequent chapters describe the successes and problems of the IAPC programs The Institute continues to develop curricula designed to expand reasoning skills beginning in early childhood education with reasoning in language comprehension and followed by reasoning skills in ethics language arts and social studies It also conducts workshops to prepare teachers and teacher trainers in the use of the materials Also discussed in the booklet are the philosophical foundations of philosophy for children and the significance of dialogue in teaching philosophy to children The booklet concludes with an annotated listing of IAPC curriculum materials and a bibliography RM

Community Education Theodore J. Kowalski, John A. Fallon, John Ambrose Fallon, 1986 This fastback examines the origins and meanings of community education In the first chapter the contemporary conditions that have spawned a renewed interest in the concept of community education are contrasted with the conditions that initiated the movement 25 years ago The second chapter which examines community education as a program discusses the following topics the components of community education programs needs assessment leadership community involvement physical facilities participants and instructors leaders steps in program development assessment planning implementation evaluation and reassessment and community education programs that are currently being offered in four cities Flint Michigan Austin Texas York Nebraska and Elk River Minnesota

Community education is viewed in terms of a process i.e the structure procedures and intent of interaction among individuals organizations agencies and institutions in a community Programs which serve as good examples of process are reviewed in the following areas Birmingham Michigan School District No 2 in New York City and Independence Missouri The potential pitfalls and benefits of community education are outlined in the final chapter A 13 item bibliography concludes the fastback

MN Using Educational Research in the Classroom Barbara Perry-Sheldon,Violet Anselmini Allain,1987 **What**

Educators Should Know about Copyright Virginia M. Helm,1986 Because so many educational materials can be duplicated easily it is imperative that educators be familiar with copyright regulations on the use of technological hardware and software This fastback provides educators with information about the basic aspects of copyright regulations under the following headings 1 The Copyright Law and Fair Use Rights of Copyright Proprietors Limitations on Exclusive Rights Fair Use Statutory Factors Fair Use Other Factors and The Supreme Court and Fair Use 2 Guidelines for Photocopying Single Copying for Teachers and Researchers Multiple Copies for Classroom Use Prohibited Copying Permission from Publishers Copying Music and Photocopying by Library Staff 3 Computers and Copyright Copyright and Software Use Other Questioned Uses and School Libraries and Computer Software 4 Copyright Law and Audiovisual Materials Permissible Uses Prohibited Uses Videotapes The For Home Use Only Warning School Libraries and Videotapes and School Libraries and Other Audiovisual Materials 5 Videotape Recorders Off Air Taping Guidelines for Taping Commercial Broadcasts Guidelines for Taping Public Broadcasting Service Programs and Television Broadcasts Taped by Teachers 6 Live and Transmitted Performances and 7 Penalties for Infringement of Copyright Twelve references are provided KM Pros and Cons of Merit

Pay Susan Moore Johnson,1984 This booklet examines the premises practicalities history and politics of merit pay for teachers A discussion of the current context of the merit pay debate focuses on the claims made for merit pay programs and the assumptions behind the proposals Following an analysis of similarities and contrasts among merit pay plans the author gives special consideration to the issues in selecting outstanding teachers performance criteria quotas per district temporary or permanent awards and the problems of evaluation With the history of merit pay debate as a background arguments for and against the concept are then summarized Since arguments for merit pay are often drawn from the analogy with business a review of the use of merit pay in business and government concentrates on the government's degree of success in adapting merit pay principles to the public sector The characteristics of a school are then compared to those of businesses where merit pay has been successful Finally the author projects the political prospects of merit pay and assesses its worth in school reform JW **The School's Role in Educating Severely Handicapped Students** Barbara L. Ludlow,Richard Sobsey,1984

Bilingual Education Policy Edward R. Beauchamp,1985 Bilingualism and bilingual education in the U S S R the People's Republic of China and Canada are discussed as a context for examining American attitudes toward and the establishment of bilingual education programs Russian and minority languages in the Soviet Union are examined including the early

development of Soviet language policy language policy under Stalin and language policy from Krushchev to the present An exploration of Chinese language policy looks at the situation of Chinese national minorities language policy in Communist China and education in the context of the Four Modernizations Discussion of Canadian language policy focuses on the history of language in that country the quiet revolution in Quebec and the pedagogical dimensions of bilingual education Against this background the following conclusions are stated 1 the United States attempts at bilingual education have been motivated more by political imperatives than educational reasons 2 bilingual education is not a new concept but one that has a long history and 3 we can learn a great deal about what succeeds and what does not by looking at these and other countries experiences MSE

Writing for Professional Publication Kenneth T. Henson, 1987 This fastback offers a plan for a disciplined writing program both for those who have never written for professional journals and for those who have had some initial success in getting published In addition to providing information needed for preparing manuscripts and suggestions for getting them accepted in journals the booklet also includes information to help writers structure a writing program that will achieve their professional goals and accelerate the rate of publishing success emphasizing the positive attitudes of confidence and determination The first two sections of the fastback address the question of why write and discuss the best time to write The third section provides a guide on how to begin writing including choosing a topic the right tools opening sentence and paragraph and manuscript length The fourth section on matters of style focuses on the elements of clarity and conciseness The fifth part supplies information concerning the placement of a manuscript with the right journal and discusses query letters refereed and nonrefereed journals writing for a research journal and the author editor relationship The final section deals with collaborating with a co author A list of resources for the prospective writer is appended MM

Changing Behavior Frank J. Sparzo, 1985 This booklet is about changing human behavior in everyday settings in the school and home The approach to human behavior outlined is called behavior analysis which is based on that approach to psychology called the experimental analysis of behavior The ABC model of behavior is explained In this model the A refers to the antecedent that occasions or cues the behavior B refers to the behavior itself and C refers to a consequent event that increases the likelihood of the behavior occurring again An outline is presented of a general plan for changing behavior Illustrating how the plan works in practice behavior analysis principles are applied to three cases a child who acts aggressively a behavioral excess a student said to be unmotivated a behavioral deficit and an unruly class a group management problem JD

Teaching Mildly Retarded Children in the Regular Classroom Martin Henley, 1985 Although mild retardation is generally assumed to be an inherited trait socio cultural factors such as deprived cultural environment health threatening conditions and school labeling processes exacerbate the problems of the learning disabled child In this booklet the causes of mental retardation are considered and techniques and strategies are recommended for teaching the mildly retarded child in the regular classroom Suggestions are made for effectively diagnosing individual

difficulties and assessing the needs of the student Teaching strategies are described that have proved effective with mildly retarded children Case studies are presented illustrating how these strategies were used to develop the potentials inherent in four different learning disabled students JD *Dealing with Abnormal Behavior in the Classroom* David M. Romney,1986 This booklet discusses four of the more common classroom behavior disorders with which teachers must deal hyperactivity childhood depression extreme shyness and aggressive behavior In the section on hyperactivity three characteristics excessive motor activity inattentiveness and impulsiveness are listed as constituting the hyperactivity syndrome The term Attention Deficit Disorder is explained A case study of a hyperactive child is presented assessment of hyperactivity is discussed causes of hyperactivity are considered treatment is reviewed and the prognosis for hyperactive children is described The section on childhood depression presents a case study of a depressed child and addresses the issues of assessment causes of childhood depression and intervention strategies Case studies assessment techniques causes and intervention strategies are also described for the disorders of extreme shyness and aggressive behavior References are included Author NB

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