

## Report Cards Comments Foreign Language

One of the key planks of conservative Ontario premier Mike Harris's 1990s platform was education reform. Amid a sea of official reports, policy documents and 'expert' opinions on education, however, the voices of actual classroom teachers were difficult to find. This omission is redressed in Lindsay Kerr's *Between Caring & Counting*. Through a focus group of present-day secondary school teachers in Toronto, Kerr delivers a passionate account of the unassailably negative changes affecting secondary education and teachers' work. From a critical feminist perspective and using institutional ethnography, Kerr situates the problem in education squarely as a conflict between an 'accounting logic' and 'an ethic of care at the centre of education practice.' She exposes paradoxes inherent in education reform such as the increase of government control at the same time that government funding for education decreases. She also connects educational restructuring to changes in the power relations of gender, class and race across the public education system. These local changes, she finds, do not reflect sound pedagogy but the imperatives of neoliberal globalization. Counteracting despair with hope, Kerr explores self-reflexive suggestions for teacher-educators to exercise agency in their lives and to continue to work toward a just and equitable public education system.

Written by an experienced school psychologist, this unique resource gives classroom teachers and specialists at all levels the key information and practical strategies they need to recognize and respond effectively to 30 of the most common problems encountered in today's classrooms, including: academic problems, behavioral problems, and physical problems.

The second edition of this textbook provides expanded and updated guidance on the process of psychoeducational assessment and report writing for children in grades K-12. It casts the entire process within a newly proposed evidence-based psychoeducational assessment and report writing framework, and explains how to convey results through detailed, well-written reports. The new edition guides readers, step by step, through the assessment process – collecting data, writing reports, and communicating conclusions – for students with conditions spanning the range of IDEA classifications. Chapters offer a broad understanding of assessment and communication skills as well as the ethical, legal, cultural, and professional considerations that come with psychoeducational evaluation. In addition, chapters significantly expand on the coverage of learning disabilities, autism spectrum, intellectual disabilities, gifted, and other health-impaired and emotional disturbance assessment. The text updates sample reports from the previous edition, offering annotated commentary in the report explaining salient points and major decisions, and incorporates additional report samples to demonstrate fully the assessment and report writing process. Key topics addressed in the revised and expanded edition include: Psychoeducational assessment and report writing in school and clinic settings. Interview formats from various perspectives, including caregivers/parents, teachers, and students. Assessment of culturally and linguistically diverse youth. Assessment of social, emotional, behavioral and mental health difficulties that may affect students' educational functioning. Common academic difficulties, including reading, writing and mathematics. Common recommendations and accommodations for behavioral, social, emotional, and learning needs. Incorporation of response-to-intervention/curriculum based assessment data into the psychoeducational report. *Psychoeducational Assessment and Report Writing, 2nd Edition*, is an essential textbook for graduate students as well as researchers, professors, and professionals in child and school psychology, educational assessment, testing, and evaluation, social work, and related disciplines.

Reading Comprehension and Skills for third grade is designed to help students develop a strong foundation of reading basics so that they will become competent readers who can advance to more challenging texts. It includes engaging passages and stories about a variety of subjects to appeal to all readers. The book also encourages vocabulary development and reinforces reading comprehension through leveled activity pages that target each student's individual needs for support. Kelley Wingate 's Reading Comprehension and Skills series is the perfect choice for both teachers and parents. This valuable reading and comprehension skills practice book provides nearly 100 reproducible pages of exciting activities, 96 durable flash cards, and a motivating award certificate. The differentiated activity pages give students the practice they need at a level that is perfect to help them master basic reading comprehension skills necessary to succeed and are great for use at both school and home.

At last, here is a practical book that gathers time-saving tips from teachers on writing effective report card comments. Packed with advice, this resource will help you collect assessment information easily and describe your students' performances clearly and constructively. You'll find handy lists of phrases that encourage children, words to avoid, and concise advice on how to prompt parents to support learning at home. Book jacket.

Use this six-part strategy for measurable, cross-curricular EL achievement! Expert research, instructive tables and templates, essays, and real-life stories illuminate best practices for cross-curricular, standards-based instruction that gets results. Using the authors' six-part ENGAGE Model, you'll learn to: Establish a shared vision for serving ELs Name the expertise to utilize within collaborative teams Gather and analyze EL-specific data Align standards-based assessments and grading to ELs' linguistic and content development Ground standards-based instruction in both content and language development Examine results to inform next steps Use this groundbreaking guide for measurable EL progress! Collectively, the narratives highlight the importance of recognizing personal experience in settings of higher education. They also present compelling evidence for acknowledging the significance of inquiry, creativity, imagination, dialogue, interaction, and integration in enabling learners to bring the whole of their being to the learning process, to the exploration of the stories by which they live, and to the creation of new narratives for their future lives.

JANET W. LERNER This timely volume explores issues pertinent to the emerging subject of college education for adults with learning disabilities. The inspiration for the book was a conference held at Barat College in Lake Forest Illinois on

April 7, 1990, entitled *College Students with Learning Disabilities: Reviewing the '80s and Planning for the '90s*. The occasion was the celebration of the tenth anniversary of Barat College's program for college students with learning disabilities. Papers presented at this conference, plus several additional invited chapters, and those of the co editors are included in this much needed publication. Only a few years ago, college was out of the question for most adults with learning disabilities. It is heartening to note that this situation has changed substantially over the last 15 or so years, with great strides in opportunities for adults with learning disabilities to acquire a college level education. From a slow beginning with programs such as the one at Barat College, there are today programs and support services in a variety of settings at a growing number of colleges and universities. Many individuals with learning disabilities can look forward to experiencing college and better preparing themselves for the future. The collection of papers in this book offers a comprehensive review of this exciting and challenging field.

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs—who account for more than 9 percent of enrollment in grades K-12 in U.S. schools—are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. *Promoting the Educational Success of Children and Youth Learning English: Promising Futures* examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

The concept and construct of race is often implicitly yet profoundly connected to issues of culture and identity. Meeting an urgent need for empirical and conceptual research that specifically explores critical issues of race, culture, and identities in second language education, the key questions addressed in this groundbreaking volume are these: How are issues of race relevant to second language education? How does whiteness influence students' and teachers' sense of self and instructional practices? How do discourses of racialization influence the construction of student identities and subjectivities? How do discourses on race, such as colorblindness, influence classroom practices, educational interventions, and parental involvement? How can teachers transform the status quo? Each chapter is grounded in theory and provides implications for engaged practice. Topics cover a wide range of themes that emerge from various pedagogical contexts. Authors from diverse racial/ethnic/cultural backgrounds and geopolitical locations include both established and beginning scholars in the field, making the content vibrant and stimulating. Pre-reading Questions and Discussion Questions in each chapter facilitate comprehension and encourage dialogue.

In today's world, teaching English as a Second Language (E.S.L.) is big business. An expanding global communications network has made English the international language of choice. In *Highway to E.S.L.*, authors Rik Ruiter and Pinky Dang provide an easy-to-understand guide, not only for individuals seeking a new and rewarding career teaching English, but also for experienced E.S.L. instructors who wish to improve their classroom skills. Written in a user-friendly format that includes detailed course planning and an appendix containing a variety of useful evaluation forms, *Highway To E.S.L.* supplies readers with valuable information on how to teach the different disciplines of English—a vital component to successful education in both domestic and international markets. Other key topics include:

- Necessary teaching methodologies and approaches
- Innovative personal teaching tips
- Proficient classroom management
- Troubleshooting common classroom problems
- Efficient planning that utilizes timetables
- Stimulating activity suggestions
- Effective curriculum and lesson planning for grammar, reading, writing, listening, and speaking

Incorporating both conventional and non-conventional teaching resources in the classroom In *Highway to E.S.L.*, Ruiter and Dang answer the common "who, where, when, what, why, and how" questions of both experienced and inexperienced E.S.L. teachers, providing teachers with the vital information needed to educate eager minds.

Provides lessons and activities that combine spelling and phonics to create and learn a variety of new words.

Implement standards-based grading practices that help students succeed! Classroom assessment methods should help students develop to their full potential, but meshing traditional grading practices with students' achievement on standards has been difficult. Making lasting changes to grading practices requires both knowledge and willpower. Discover eight guidelines for good grading, recommendations for practical applications, and suggestions for implementing new grading practices as well as:

- The why's and the how-to's of implementing standards-based grading practices
- Tips from 48 nationally and internationally known authors and consultants
- Additional information on utilizing level scores rather than percentages
- Reflective exercises
- Techniques for managing grading more efficiently

More than 200 model narratives help teachers find the words for their report cards—for every situation. Contains comments for student achievement in every content area and language for addressing behavioural and social issues, as well as sentence stems, word lists, and report card writing tips.

With her award-winning debut novel, *Purple Hibiscus*, Chimamanda Ngozi Adichie was heralded by the *Washington Post Book World* as the "21st century daughter" of Chinua Achebe. Now, in her masterly, haunting new novel, she recreates a seminal moment in modern African history: Biafra's impassioned struggle to establish an independent republic in Nigeria during the 1960s. With the effortless grace of a natural storyteller, Adichie weaves together the lives of five characters caught up in the extraordinary tumult of the decade. Fifteen-year-old Ugwu is houseboy to Odenigbo, a university professor who sends him to school, and in whose living room Ugwu hears voices full of revolutionary zeal. Odenigbo's beautiful mistress, Olanna, a sociology teacher, is running away from her parents' world of wealth and excess; Kainene, her urbane twin, is taking over their father's business; and Kainene's English lover, Richard, forms a bridge between their two worlds. As we follow these intertwined lives through a military coup, the Biafran secession and the subsequent war, Adichie brilliantly evokes the promise, and intimately, the devastating disappointments that marked this time and place. Epic, ambitious and triumphantly realized, *Half of a Yellow Sun* is a more powerful, dramatic and intensely emotional picture of modern Africa than any we have had before.

A veteran teacher provides surefire tips on how parent-teacher communication can work for everyone!

*Timesavers for Teachers, Book 2: Report Card and IEP Comments, Substitute Teacher Instructions Kit, and Classroom Awards and Passes* combines three great resources into one that will help all teachers simplify their work, personal organization, record keeping, and classroom management, including: Over 1800 ready-to-use and easy-to-find report

card and IEP comments for any situation A complete substitute teacher instructions kit, with all the forms your substitute might need to keep the class running smoothly A comprehensive set of attractive classroom awards and useful passes Designed with flexibility in mind, the forms come in several versions and can be used in a variety of settings and situations. Simply choose and use the materials that best fit your personal classroom needs. The companion interactive CD makes completing and printing the forms easy.

This book was written for every parent who has ever struggled with that uneasy, anxious, apprehensive gut feeling. You are convinced something is wrong or perhaps different with your child but you just cant put your finger on it. You talk to teachers, administrators, anyone who will listen. They suggest this or tell you to do that. You know deep down inside that it probably isnt the solution, but you are not the expert, so you do what you are told. Slowly, the school year goes by, then the next and the next and nothing changes. Sometimes you start to feel like you are going crazy, that you are obsessing. This book is for any parent, who has lost hope, to know that you are not alone. It is for the parent who needs to ask questions, but does not know where to find answers. Most of all, I hope, through our story, some parents will feel empowered enough to fight for their child, no matter what it takes, without fear of retribution, from their school system. You are your childs best advocate. You need to speak up! Whatever issues you might be having with your child, there is something in our story for everyone. Included are actual emails, transcripts and more. I want to share the pain, the fear, the joy, the uncertainty, some direction and hopefully some insight. You must look beyond the report cards but prepare yourself. You might uncover your own incredible, mind-boggling, unbelievable stories that may seem absurdly unREAL! The Conscious Teacher is about all kinds of strategies and techniques educators might employ to become more effective teachers. In an accessible, conversational style, Deborah Nichols Poulos presents unique approaches to teaching that will inspire new and veteran teachers alike. She begins with her personal story of not being able to read all through elementary school. Her early failures convinced her she was dumb. At first, she struggled, but when she still failed, she adopted an avoidance strategy that served her well until junior high. An experience in the seventh grade flipped a switch and started her on a journey to becoming an outstanding student and, later, to applying the lessons she learned as a child to her own teaching What makes The Conscious Teacher unique are the inspirational lessons that are unlike what most teachers get in their teacher-education courses or student teaching. Ms. Nichols Poulos points out, for example, that from the very first day, it is important that students learn they will be treated with dignity and respect no matter what. And especially helpful are the steps Ms. Nichols Poulos employs to set up a behavior management plan that works. She explains the strategic steps she takes before school starts—how essential it is to get to know each student before they walk into class on that first day. She also illustrates how setting up classroom routines helps students know what to expect and how to make the best use of every minute. And she emphasizes the importance of the parent-student-teacher team and includes many examples of how to communicate with—and involve—parents, even those who may be difficult. Foundational to her program are reading and writing. Among other things, she lays out the steps for students—even as early as fourth grade—to write five paragraph essays and their own student-authored books, and to research and write reports that include bibliographies. When she differentiated curriculum to support all students' needs, she found their learning accelerated. All teachers will appreciate her ideas about how to teach the basics of math, as well as advanced math concepts. And her ideas for teaching the arts are inspirational, as she describes in detail how her fourth graders performed Shakespeare's Hamlet, Macbeth, King Lear, Julius Caesar, and A Midsummer Night's Dream. She also shows how to integrate social studies with literature and writing. Her experiences taught her that young students are much more capable than many people realize. The Conscious Teacher is an indispensable guide for all new teachers. Many of the ideas Ms. Nichols Poulos provides will also be an eye-opener for parents and experienced teachers as well. The Conscious Teacher is simply a must have for anyone truly interested in giving young children a positive and solid foundation for their later schooling.

"This resource supports new and experienced educators who want to prepare for and design purposeful number talks for their students; the author demonstrates how to develop grade-level-specific strategies for addition, subtraction, multiplication, and division. Includes connections to national standards, a DVD, reproducibles, bibliography, and index"--Provided by publisher.

In this new edition of their groundbreaking book *Strategies That Work*, Stephanie Harvey and Anne Goudvis share the work and thinking they've done since the second edition came out a decade ago and offer new perspectives on how to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. Thirty new lessons and new and revised chapters shine a light on children's thinking, curiosity, and questions. Steph and Anne tackle close reading, close listening, text complexity, and critical thinking in a new chapter on building knowledge through thinking-intensive reading and learning. Other fully revised chapters focus on digital reading, strategies for integrating comprehension and technology, and comprehension across the curriculum. The new edition is organized around three sections: Part I provides readers with a solid introduction to reading comprehension instruction, including the principles that guide practice, suggestions for text selection, and a review of recent research that underlies comprehension instruction. Part II contains lessons to put these principles into practice for all areas of reading comprehension. Part III shows you how to integrate comprehension instruction across the curriculum and the school day, particularly in science and social studies. Updated bibliographies, including the popular "Great Books for Teaching Content," are accessible online. Since the first publication of *Strategies That Work*, more than a million teachers have benefited from Steph and Anne's practical advice on creating classrooms that are incubators for deep thought. This third edition is a must-have resource for a generation of new teachers--and a welcome refresher for those with dog-eared copies of this timeless guide to teaching comprehension.

The National Science Education Standards address not only what students should learn about science but also how their

learning should be assessed. How do we know what they know? This accompanying volume to the Standards focuses on a key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and his or her students as interacting participants. As students conduct experiments, for example, the teacher circulates around the room and asks individuals about their findings, using the feedback to adjust lessons plans and take other actions to boost learning. Focusing on the teacher as the primary player in assessment, the book offers assessment guidelines and explores how they can be adapted to the individual classroom. It features examples, definitions, illustrative vignettes, and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process. The volume discusses how classroom assessment differs from conventional testing and grading—and how it fits into the larger, comprehensive assessment system.

Providing a clear framework, this volume helps school leaders align assessment and reporting practices with standards-based education and develop more detailed reports of children's learning and progress.

The critically acclaimed, award-winning, modern classic *Speak* is now a stunning graphic novel. "Speak up for yourself—we want to know what you have to say." From the first moment of her freshman year at Merryweather High, Melinda knows this is a big fat lie, part of the nonsense of high school. She is friendless—an outcast—because she busted an end-of-summer party by calling the cops, so now nobody will talk to her, let alone listen to her. Through her work on an art project, she is finally able to face what really happened that night: She was raped by an upperclassman, a guy who still attends Merryweather and is still a threat to her. With powerful illustrations by Emily Carroll, Laurie Halse Anderson's *Speak: The Graphic Novel* comes alive for new audiences and fans of the classic novel. This title has Common Core connections.

This unique resource lays out everyday challenges and administrative necessities to help you plan strategically for the academic year. A comprehensive approach to accurate ADHD diagnosis In *Essentials of ADHD Assessment in Children and Adolescents*, the authors provide a clear and informative roadmap for practitioners seeking to conduct state-of-the-art assessments for one of the most common disorders of childhood. Drawing upon years of experience in conducting diagnostic evaluations of ADHD following best-practice standards, they emphasize the importance of a comprehensive evaluation, incorporating data from multiple sources, using multiple methods, and interpreting findings within the appropriate developmental and cultural contexts. The major components of an ADHD evaluation (interviews, rating scales, cognitive testing, observation, record review) are reviewed in detail. Expert guidance is provided for resolving the most common challenges in assessing ADHD, including differentiating symptoms from normal development, dealing with discrepant data, differential diagnosis, and considering comorbidity. The latest scholarly literature is integrated with the authors' practical recommendations to provide clinicians with the concepts and tools needed for effective and accurate assessment of ADHD, addressing such topics as: When is inattention ADHD, and when it may be emotional or neurological? Which disorders may masquerade as or present with ADHD? The elements of accurate ADHD testing and the reasons behind them. Integrating results of a multi-modal approach into an ADHD assessment. An indispensable professional resource for practicing clinicians, *Essentials of ADHD Assessment for Children and Adolescents* is a reader-friendly guide to providing a thorough, responsible ADHD evaluation.

Nora Rose Rowley is a genius, but don't tell anyone. Nora's managed to make it to the fifth grade without anyone figuring out that she's not just an ordinary kid, and she wants to keep it that way. But then Nora gets fed up with the importance everyone attaches to test scores and grades, and she purposely brings home a terrible report card just to prove a point. Suddenly the attention she's successfully avoided all her life is focused on her, and her secret is out. And that's when things start to get really complicated....

This is a must-read for those thinking of a career in teaching and for those parents paying for their college students to become teachers. It is a candid look at what being a teacher can really involve, including all those things that are not learned in a class. Be prepared for a rewarding and challenging adventure if you choose this career path. It is seen through the eyes of a veteran educator who dedicated her life to the education of children, families and colleagues.

This book can be used for report card comments (both English and Spanish), notes to parents, parent conference, and telephone communications. \*Save hours of teacher time \*Use for parent conferences and composing report card comments \*Use for notes and phone calls to parents \*Vocabulary lists facilitate substitutions \*Save cost of hiring translators \*

Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are being prepared and how they ought to be prepared. Yet, teacher preparation is often treated as an afterthought in discussions of improving the public education system. *Preparing Teachers* addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The book evaluates the characteristics of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. *Preparing Teachers* also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs. Federal and state policy makers need reliable, outcomes-based information to make sound decisions, and teacher educators need to know how best to contribute to the development of effective teachers. Clearer understanding of the content and character of effective teacher preparation is critical to improving it and to ensuring that the same critiques and questions are not being repeated 10 years from now. "Part comedy of manners, part psychological mystery . . . Issues of nationalism, religion, and passing collide with quickly changing social and sexual mores." —*Boston Globe* From one of the most important contemporary voices to emerge from the Middle East comes a gripping tale of love and betrayal, honesty and artifice, which asks whether it is possible to truly reinvent ourselves, to shed our old skin and start anew. *Second Person Singular* follows two men, a successful Arab criminal attorney and a social worker-turned-artist, whose lives intersect under the most curious of circumstances. The lawyer has a thriving practice in the Jewish part of Jerusalem, a large house, a Mercedes, speaks both Arabic and Hebrew, and is in love with his wife and two young children. In an effort to uphold his image as a sophisticated Israeli Arab, he often makes weekly visits to a local bookstore to pick up popular novels. On one fateful evening, he decides to buy a used copy of Tolstoy's *The Kreutzer Sonata*, a book his wife once recommended. To his surprise, inside he finds a small white note, a love letter, in Arabic, in her handwriting. I waited for you, but you didn't come. I hope everything's all right. I wanted to thank you for last night. It was wonderful. Call me tomorrow? Consumed with suspicion and jealousy, the lawyer slips into a blind rage over the presumed betrayal. He first considers murder, revenge, then divorce, but when the initial sting of humiliation and hurt dissipates, he decides to hunt for the book's previous owner—a man named Yonatan, a man who is not easy to track down, whose identity is more complex than imagined, and whose life is more closely aligned with his own than expected. In the process of dredging up old ghosts and secrets, the lawyer tears the string that holds all of their lives together. A Palestinian who writes in Hebrew, Sayed Kashua defies classification and breaks through cultural barriers. He communicates, with enormous emotional power and a keen sense of the absurd, the particular alienation and the psychic costs of people

struggling to straddle two worlds. *Second Person Singular* is a deliciously complex psychological mystery and a searing dissection of the individuals that comprise a divided society.

*How Students Learn: Science in the Classroom* builds on the discoveries detailed in the best-selling *How People Learn*. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. Organized for utility, the book explores how the principles of learning can be applied in science at three levels: elementary, middle, and high school. Leading educators explain in detail how they developed successful curricula and teaching approaches, presenting strategies that serve as models for curriculum development and classroom instruction. Their recounting of personal teaching experiences lends strength and warmth to this volume. This book discusses how to build straightforward science experiments into true understanding of scientific principles. It also features illustrated suggestions for classroom activities.

Now there are three distinct Reader's Notebooks to help students grades K through 8 become better readers through writing. New! Reader's Notebook: Primary (recommended for Grades K-2) Reader's Notebook (recommended for Grades 2-4) Reader's Notebook: Advanced (recommended for Grades 4-8) Here's an engaging way for primary grade (K-2) students to respond to reading-through thinking, talking, drawing, and writing. Fountas & Pinnell Reader's Notebook: Primary is an 8 1/2 x11 spiral notebook organized into three color-coded tabbed sections: All About Me, Books I Read, and Letters and Words. It is specifically designed for younger children who may not yet be writing, with ample space to respond through both drawing and writing, with room for teacher support. All About Me recognizes the younger child's interest in their own developing identities-as individuals and as readers-with space for them to draw and write about themselves, their friends and family, and the books and authors they love. Books I Read outlines the steps for Readers' Workshop in a simple format that includes illustrations that support the print, and provides space for children to record the titles and authors of books they have read, along with space to draw and write about those books. The helpful Letters and Words section provides children with an alphabet chart, high-frequency words, a chart for children to record words as they encounter them, and an Alphabet Linking Chart. Reader's Notebook: Primary promotes reflection and dialogue about reading and is an excellent assessment tool for documenting reading achievement over time in a readers' workshop that includes independent reading, guided reading, and literature study (book clubs). Used throughout the academic year, the notebook serves as a continual record of one reader's book list, interests, and reading responses. The Reader's Notebook: Primary is also available in 5-packs.

Help ELLs achieve success with an integrated, collaborative program! Teacher collaboration and co-teaching are proven strategies for helping students with diverse needs achieve academically. Now this practical resource provides a step-by-step guide to making collaboration and co-teaching work for general education teachers and English as a second language (ESL) specialists to better serve the needs of English language learners (ELLs). The authors address the fundamental questions of collaboration and co-teaching, examine how a collaborative program helps ELLs learn content while meeting English language development goals, and offer information on school leaders' roles in facilitating collaboration schoolwide. Featuring six in-depth case studies, this guide helps educators: Understand the benefits and challenges of collaborative service delivery Choose from a range of strategies and configurations, from informal planning and collaboration to a fully developed co-teaching partnership Use templates, planning guides, and other practical tools to put collaboration into practice Evaluate the strategies' success using the guidelines, self-assessments, and questionnaires included Collaboration and Co-Teaching helps ESL, ELL, and general education teachers combine their expertise to provide better support for their ELLs!

Lucy Calkins discusses how to teach writing and how children develop as writers; she stresses the importance of staff development for teachers of writing.

What is a rubric? A rubric is a coherent set of criteria for student work that describes levels of performance quality. Sounds simple enough, right? Unfortunately, rubrics are commonly misunderstood and misused. The good news is that when rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide, author Susan M. Brookhart identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the "tasks") that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She outlines the difference between various kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas. In addition, Brookhart addresses \* Common misconceptions about rubrics; \* Important differences between rubrics and other assessment tools such as checklists and rating scales, and when such alternatives can be useful; and \* How to use rubrics for formative assessment and grading, including standards-based grading and report card grades. Intended for educators who are already familiar with rubrics as well as those who are not, this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources. And it makes the case that rubrics, when used appropriately, can improve outcomes by helping teachers teach and helping students learn.

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