

WRITING INSTRUCTION FOR VERBALLY TALENTED YOUTH

The Johns Hopkins Model

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AN ASPEN PUBLICATION

Educating Verbally Gifted Youth Fastback

William M. Bloomfield



Educating Verbally Gifted Youth Fastback:

Educating Verbally Gifted Youth Lynn H. Fox, William G. Durden, 1982 Noting that schools have long neglected the verbally talented student this booklet is designed to stimulate educators first to identify such students and then to develop programs that will meet their needs The first section of the booklet reviews a number of models that have been used to identify students gifted in reading writing foreign languages and other curriculum areas The second section discusses the Johns Hopkins Program for Verbally Gifted Youth emphasizing its writing and etymologies components The third section provides guidelines for implementing programs for the verbally gifted including student selection criteria teacher qualifications and administrative roles The fourth section sets forth criteria for selecting teachers for the program and lists the characteristics that are desirable in such teachers The final section of the booklet stresses the need for long range planning and guidance for students in gifted programs Appendixes contain lists of achievement tests that may be used to identify gifted students names and addresses of people involved in Talent Search and tests for use in identifying verbal talents as well as a teacher checklist for creative writing FL *Resources in Education* ,2001-04 **American Education** ,1983 **Secondary and Middle School Teaching Methods** Leonard H. Clark, Irving S. Starr, 1991 *Gifted Young in Science* Paul Franz Brandwein, A. Harry Passow, Deborah C. Fort, 1989 Thirty four authors have joined to produce this book Among them are natural and physical scientists psychologists historians writers scholars of curriculum and instruction teacher educators and teachers of the young The contributors probe many methodologies including the place of unified concepts and processes the interaction of the certainties of problem doing with the uncertainties of problem solving the hands on approaches coupled with the brains on ones as well as the much needed hands off ones Thus the tools of the student are strengthened with the hard won tools of the scientist The heart of this book opens a variety of opportunities to all who wish to help others press on with the arts of scientific investigation Major areas of study include how science for the gifted should be taught for the future the purpose and principles of teaching the gifted in science basis for planning curriculum and instruction and personal reflections on teaching the gifted The bibliography is structured into four parts 1 general works early and current studies 2 traits of gifted individuals 3 programs strategies tactics and needed research and 4 journals and publications of selected associations MVL Youth Participation for Early Adolescents Joan G. Schine, Diane Harrington, 1982 Children aged 10 14 need to assume responsible and challenging roles as part of their adolescent development Based on the physical social moral and ethical and emotional developmental characteristics of this age adolescents need to discover and test new skills develop a sense of competence socialize to develop close friendships take part in the world of adults test a developing morality and value structure in authentic situations and know that they can speak and be heard that they can make a difference Adolescents can accomplish much more than is usually assumed by participating in actual programs in which they take such roles as community problem solvers peer tutors museum guides and

hospital interns For example a community service program in a Long Island middle school is a successful youth participation program in action For 10 weeks a group of seventh graders spend one morning a week as teachers in a local Head Start program They have responsibility for designing and conducting the lesson gathering materials and evaluating their accomplishments Although there are issues and barriers as teachers and administrators seek to initiate and manage youth participation programs the rewards are worth the efforts as the resources of this early adolescent group are tapped Author

NE **Young Adult Literature** Mary Elizabeth Gallagher,1988 **Promoting Voluntary Reading in School and Home** Lesley Mandel Morrow,1985 This booklet describes methods that teachers can use in recreational reading in early childhood and elementary classrooms and suggests ways to help parents promote voluntary reading in their children The first section deals with Promoting Voluntary Reading through Classroom Library Corners Discussed are the value of classroom library corners their physical features their management books and materials to use and how to integrate instructional activities with the library corner Comments of teachers and students about library corners are included The second section deals with The Teacher as Facilitator of Voluntary Reading Teacher attitudes recreational reading periods and reading activities for children are discussed The third section deals with Promoting Voluntary Reading in the Home Discussed are research on home influence on voluntary reading what teachers can do to promote voluntary reading at home and parents responses to home reading programs Also included is a parents checklist for promoting voluntary reading at home The concluding section discusses Reading by Choice Not by Coercion The booklet concludes with references RM **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

The Uses of Standardized Testing Robert L. Ebel,1977 **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

Master Teachers Richard W. Moore, 1984 A nationwide interest in master teacher plans has arisen as a response to the general malaise in education but the viability of such plans depends on finding answers to certain crucial problems Some basic issues must be addressed before master teachers can even be identified whether a hierarchy of teachers should be established or prior conditions be met for appointing master teachers or a maximum number of master teachers per district be set Master teachers have generally been recognized through their superior knowledge of the subject as well as for their teaching skills and ability to command respect Tests can accurately determine a teacher's knowledge of the subject area teaching skills may be measured against predetermined school objectives with professional teams judging teachers performance ability to work with others command respect can be gauged by a comprehensive file on teachers The much discussed criterion of producing demonstrable results in students is difficult to measure with public school populations and so should be suspended until it can be more accurately and fairly measured Once master teachers are identified local districts must consider contract provisions for special roles in school programs and special compensation Moreover school districts must cooperate with government and university in funding and training for master teacher plans JW

Teacher Preparation and Certification John P. Sikula, Robert A. Roth, 1984 This booklet discusses changes taking place in the four major processes involved in preparing and certifying teachers national accreditation state program approval state certification and teacher preparation Some of the major issues affecting these processes such as teacher competency testing and teaching internships are discussed and the impact of changes in these four processes are examined Three specific areas are identified as in need of strengthening 1 evaluation of teacher preparation programs including national accreditation and state program approval 2 requirements for entering and remaining in the profession including certification regulations and procedures and 3 preparation of teachers including program entrance and exit requirements Case studies are presented of successful reforms in Florida Oklahoma and the University of Louisville Kentucky JD

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

Education Vouchers James S. Catterall, 1984 The education voucher idea is reviewed and comparisons are made among three existing plans The basic idea is that the government issues a voucher of monetary value directly to families to pay for education Existing proposals include the California Coons Sugarman plan from the 1970 s the Friedman plan and the Jencks proposal These plans vary from providing basic subsidies with little regulatory control to providing subsidies that include extra compensations for the poor and slightly more regulatory control over school standards Sponsors of voucher plans believe that choice is a requirement for school improvement and that competition improves school delivery systems They feel the plan s simplicity eliminates complex administrative processes is inherently fair and will add innovation and diversity to schools Critics argue that the plan has uncertainties that the schools could loose their common core curriculum that costs could vary and that it may require added bureaucratic procedures They express concerns that a competitive environment brings potential for abuse increases social stratification and gives public support to religious schools In the 1970 s the Office of Economic Opportunity and the National Institute of Education conducted research on voucher systems but it was unsuccessful and provided little information on whether such systems can work Major questions about voucher proposals remain MD

Career Beginnings William M. Bloomfield, 1989 Career Beginnings CB is a national program begun in 1985 to increase the likelihood of minority and other disadvantaged urban students to participate in postsecondary education or to obtain a good job CB unites high schools businesses and local colleges in working partnerships to develop the potential of moderately achieving high school students and help them overcome their social and educational deficiencies by exposing them to the college environment and the world of work in a personal way The program provides the following services 1 college and career preparation 2 summer and school year work experience 3 academic tutoring 4 counseling and support services and 5 individual guidance and encouragement from adult mentors from the business and professional communities Participants are targeted during the beginning of their junior year in high school and attend a series of structured workshops to assist them make the transition from youth to adulthood Each student is matched with a mentor who meets with the student at least once a month to discuss career and college planning Students have the opportunity to work in entry level jobs with career potential to teach them the demands of the workplace Ongoing advising advocacy and counseling is provided year round to keep the student focused on his her goals In the first three years of the program 95 percent of the participants graduated from high school 65 percent attended college and 80 percent of those students completed their second year of college In October 1988 90 percent of the graduates were either in college enrolled in training programs in the military or on the job A list of 16 references and a list of

titles in the Phi Delta Kappa Fastback Series are appended FMW **How to Start a School/business Partnership** Carol O'Connell,1985 The purpose of this practical guide is to increase the awareness of both educators who are responsible for building school partnerships and corporate leaders as to how school partnerships can contribute to education Kinds of school business partnerships are discussed and the services provided by partners are listed These steps in establishing and maintaining partnerships are then outlined planning organizing implementing and evaluating Samples and examples are provided Organization of an education foundation is also described and sources of more information on organizing and managing them are cited An appendix provides a list of corporations or professional organizations involved in partnerships and their addresses and a brief description of the activities they sponsor A bibliography is included YLB **Community Service Projects** Richard P. Lipka,James A. Beane,Brian O'Connell,1985 This booklet examines the theory and practice of projects that involve secondary students in community services Through such involvement young people will develop positive attitudes toward community participation that will persist throughout their adult lives Community service projects represent an important and exciting way to bring democracy to life for young people and to demonstrate to them that they can solve problems and make vital contributions to improving the quality of life in their communities The booklet begins by discussing the place of community service in the school program The rationale and objectives of a school citizenship program and criteria for community service projects are discussed Some existing community projects involving secondary students are then described Practical matters involved in developing community service programs are discussed These include identifying community needs defining personnel roles scheduling and time considerations financial considerations and project planning The last two sections discuss evaluation of projects and the future with regard to community service education The booklet concludes with a bibliography RM **Teacher Career Stages** Peter Burke,Ralph Fessler,Judith Christensen,1984 Literature on adult life stages and career development is synthesized and placed within the perspective of a career cycle model for teachers as adult learners The teacher career cycle is viewed as a progression affected by personal and environmental factors The stages a teacher s career proceeds through e g preservice entry growing stable exit are described as not necessarily linear but frequently cyclical Scenarios are given of the cyclical development of four teachers each of whom is required by circumstances to change or reverse directions to develop professionally Implications for inservice education include 1 Traditional inservice activities that emphasize improved teaching skills are appropriate at certain points in a teachers career particularly during skill building periods 2 The concept of staff development and professional growth should be broadened to include concern for personal needs and problems of teachers 3 Organizational policies should provide support for teachers at various stages of the teacher career cycle and 4 Approaches to staff development and professional growth should emphasize personalized individualized support systems JD **English Journal** ,1983

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