ASSESSING CANDIDATE DISPOSITIONS: A WORK IN PROGRESS BY BEVERLY D. SHAKLEE. pdf

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What does performance-based assessment in teacher education mean? How can colleges and schools of education bring together faculty across and within programs to develop and implement a performance-based assessment program for their candidates?

The pattern that emerges is one in which different structures dominate in different environments depending on the relative importance of any given column. In highly stable environments where flexibility is not a premium, conditions favor functional hierarchy which enjoys the lowest cost of production. If the environment is stable but coordination costs are high, a product hierarchy might emerge. In constantly churning environments with low coordination costs, decentralized markets appear most attractive since they have the most flexible control structures. If processors fail constantly, then a centralized market with many low cost easily interchangeable processors becomes more attractive. A network structure dominates when the environment favors a combination of flexible control and moderately low cost production -- a finding which is also consistent with "flexible specialization" [,]. The key tension in designing cooperative knowledge structures is balancing flexibility and independence against coordination and coherence [29]. With greater flexibility and local decision authority comes the risk of losing coherence, a supra-regional property of efficiency and clarity in problem solving [45]. Distributed problem solvers need ways to model global behavior to match their performance to goals, recover from error, and reconfigure [45, 98] Coherence may be achieved by devising a global plan centrally or by distributed incremental planning whereby local plans are disseminated and revised to eliminate conflicts [35]. Agents may also synchronize their activities by transferring local knowledge to a global database or "blackboard" visible to other agents [39, 64,]. Central processing heuristics ensure that information is consistent, shared, and ubiquitous even if agents themselves only focus on portions of the entire database. Local projection of distant activities allows agents to model global patterns of system behavior. This avoids overhead and delay since communication tends to be slower than computation [29]. Local adaptation may proceed with minimal communication if one agent can count on another to respond in predictable ways [35]. Agents need explicit representations of goals, interactions, resources, tasks, and success probabilities. Using the problem solving success of scientific communities as an example, Kornfeld and Hewitt [77] combine the programming concept of abstract data types ADT or objects with researcher collaboration to model coordinated problem solving. Agents or "sprites" with prescribed behaviors are "triggered" when task requirements match their capabilities, goals, and resources. With market-like bidding mechanisms for allocating resources, this model achieves coherence by shunting resources to more promising solutions. It can also achieve the combinatorial search implosion noted earlier. Object representations have also been used to model contexts for cooperative problem solving [27]. Contexts are task domains spanning specialized operators or skill sets. A knowledge system is then represented as a collection of smaller knowledge subsystems with specific contexts. Figure 3 -- Manager 1, in context A, allocates subtasks to other managers or to workers depending on his context knowledge of their skills. Manager 2 may then partition tasks in context B. Contexts can be carried to arbitrarily deep levels of abstraction. The system solves problems by managerial migration of successively smaller tasks from context to context until subtasks are finished or alternatives are exhausted. Reintegration of output occurs at the lowest appropriately placed vertical node. Hierarchy follows naturally from centralized control and progressive dilution of top level awareness of bottom level activity; networks follow from decentralized control and fewer layers of dilution. The relevance of such systems for organizational design is that increasing worker contexts, analogous to generalizing their skills, increases their complexity and their workload but reduces hierarchy and the dilution of awareness. One important feature of network organizations, their sensitivity to market conditions [] , falls under the rubric of benefits from distributed sensing. In cooperative problem solving, data from disparate sources must be collected, analyzed, and fused into a plan of action [45]. Recall that in networks, communications channels grow as O N2. Mathematically, this also implies that reducing the communications distance between all pairs of agents by the same amount exponentially reduces sum total distance between all agents. Thus each agent is closer to multiple original sources. When data gathering proceeds in parallel at multiple sites, it provides earlier and more complete detail allowing an organization to respond opportunistically to its environment [64] ; it also encourages "pluralism" or the ability to entertain multiple, possibly incompatible hypotheses [77]. Pluralism generally proves superior in solving ill-structured problems [41]. Conflicting hypotheses incur reconciliation costs but, as in a scientific community, they support a whole system in the difficult task of generating alternatives. The group can then explore more promising solutions, defer apparently barren paths, and not jeopardize the community by eliminating all but one option. As a rule, managing information in distributed systems confronts issues of incompleteness, inconsistency, and incompatibility. These occur when one agent has information unavailable to another, when agents have contradictory information, and when true and complete information is represented in irreconcilable forms respectively [45, 65]. Modularity Modular designs facilitate coordination and reduce the potential for harmful interaction. Given a large volume of messages, for example, organizations can reduce their coordination requirements by creating self-contained tasks that lessen their dependence on interdepartmental communication [44]. Referring to work by Glassman, Weick [] suggests that the degree of coupling, or conversely of self-containment, can be measured on the basis of activity or variable sharing -- the greater the commonality among variables, the greater the degree of coupling. Encapsulation guarantees that responding internally to change leaves external processes unaffected since internal workings are essentially unavailable for external use. Optimizing encapsulated processes can proceed without disrupting parallel processes so long as output is reliable. Similarly, "inheritance" is a way to avoid redefining old attributes and behaviors in new contexts. Using inherited templates economizes on resources and design effort. Loose coupling distinguishes separate conceptual building blocks which can be grafted onto or severed from an ongoing enterprise with minimal disruption to its activities [p. Simon [] suggests that a system is "nearly decomposable" if the interactions between the systems are weak while the interactions within the systems are strong. Near decomposability and loose coupling both lead to graceful degradation of the system should one part of the organization cease to function [44, 86, 98, , ,]. To illustrate the benefits of modularity in complex environments, Simon [] tells the story of Tempus and Hora, two celebrated watchmakers whose part watches were much in demand. Tempus carefully crafted his watches from the many pieces but when interrupted by a customer, would need to start over and could lose almost steps. Hora, on the other hand, crafted his watches from 10 assemblies of 10 subassemblies of 10 components each. Customer interruptions cost him at most 10 steps. The ability to compartmentalize tasks and distribute them in lieu of directing all tasks centrally allows firms to handle greater complexity, to more easily modify tasks, to reuse building blocks, and to isolate components for troubleshooting. As Table 3 suggests, the benefit of the computer processing metaphor concerns multiple design variables for the network organization. Computer metaphors provide precise notions of modularity and loose coupling, reusability, efficiency, skill sets, task division, allocation and reassembly, processor control and coordination, and complexity among others. In the network organization as computer metaphor, the purpose is to coordinate problem solvers. Structural elements address such issues as which processors to choose and which arrangement limits vulnerability while procedural elements address such issues as how to compose and decompose tasks, how to coordinate distributed agents, and how to adapt. It is not from the benevolence of the butcher, the brewer, or the baker that we can expect our dinner, but from their regard to their own interest. Efficiency, in this sense, is maximized when redistributing a trade surplus leaves everyone at least as well off as before. One or another party may exercise guile and deception yet they are at all times assumed to behave rationally and purposefully with respect to their own welfare. Structural variables concern, for example, risk, information asymmetry, transaction costs, and complementary assets. Processes typically seek to align incentives in decentralized systems, to create and capture consumer surplus, and to establish mechanisms through which agents truthfully reveal their hidden information. The principal topics addressed in the economics of network organization span:

Table 3, at the end of this section, summarizes these points. In principal-agency theory, the main issue is whether or not, and under what conditions, the principal or owner of a project can successfully contract with an executor, the agent, to undertake work on his behalf [38, 60]. Moreover when an agent has private or asymmetric information, he can misrepresent the true state of affairs to secure more favorable terms or relative advantage. In the worst cases, for example, would-be partners intend to enter into a joint venture in order to appropriate technology and know-how [53]. In general, reduced surplus appears in the relationship as costs of insuring risk averse agents, as information rents extracted by agents with private knowledge, or as deadweight loss from non-value adding activities such as monitoring. Strategic misrepresentation provides a primary reason for networks to collocate decision rights and local information. It may be more advantageous to "sell the project" to someone with local knowledge because their incentives are better aligned if they own the result they produce. Either at the outset or through the course of executing his duties a local agent may acquire private knowledge of his capabilities or the true difficulty associated with carrying out his tasks. This asymmetry of information works to his advantage insofar as he can misrepresent both problems and his intended efforts in order to increase his compensation. Misleading an associate in advance of a contract is "adverse selection" -- the partner or principal could have chosen a less guileful agent -- while underperforming after a contract is "moral hazard" -- an agent reneges on his commitment of effort shirking his "moral" responsibility to fulfill its terms [38,]. In the context of network organization, partners must be at the same time credible and reliable or they must own the results of their actions. One semiconductor manufacturer lost significant market share due to the delivery failure of one of its two suppliers [20]. Over-optimistic representation of capability is a pitfall of asymmetric information. Risk aversion may also cause firms to form "strategic alliances" or "joint ventures" [53, 76,]. Risk is roughly defined as the need to make decisions in the face of uncertainty. Beyond financial risk, it is variously defined as commercial risk the chances of falling behind or finding a market niche , technology risk the chances of investing in unproven technology or bringing it to market , and strategic risk misapprehension of strategic concepts or venturing into unfamiliar markets [,]. A network both helps to reduce the degree of uncertainty by bringing a greater abundance of more specialized resources to bear on a problem and it reduces possible loss through burden sharing. One measure of network organization is the degree of risk sharing between a buyer and supplier in a subcontracting relationship [70]. If all risk is assumed by the subcontractor, then their association is through a fixed price contract and not a network. If, on the other hand, the buyer assumes all risk then the contract is cost plus, again there is no burden sharing and it is not a network. In either case, one party is fully insured. In networked partnerships, it is relatively more efficient for the less risk averse, typically wealthier, partners to bear more risk. This supports joint control as one of the defining elements of network organizations. Competition and speed requirements are forcing an ever higher degree of local, regional, and niche market responsiveness []. But, rapid decision speed limits firms to on-site supervision as the volume of information flows outstrips their capacity to move local knowledge to central planners. As noted earlier, centralized governance structures are potential bottlenecks. Although generalized knowledge and enduring summary statistics can be conveyed to a central planner, this is not true of specific knowledge of time and place [63]. The need to use unorganized, ephemeral, or specific local knowledge favors the distributed decision making of network organizations. Even if it were possible to communicate voluminous detail, central planners could not control events in each of their markets with the alacrity of managers on the spot. Collocating decision authority with knowledge of local conditions is one advantage networks have over hierarchies. Rather than transferring local data to corporate staff, networks transfer decision rights to line management [6, 97]. Piore [] and Sabel [] refer to this as the reintegration of conception and execution. Handy [56] strengthens this argument, calling it the principle of "subsidarity. Decisions ought to remain in the hands of those most familiar with the issues.

ASSESSING CANDIDATE DISPOSITIONS: A WORK IN PROGRESS BY BEVERLY D. SHAKLEE. pdf

2: Assessing Teacher Performance: Performance-based Assessment in Teacher Education - Google Books

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It consists of modernized databases and related applications that work in conjunction with the IRS Master File system. Our post-implementation review [6] of CADE Release 4 showed that it accurately processes and records tax return and tax account information. The CADE project team successfully implemented Release 4 requirements that enable the system to more successfully accept, record, and process tax return information. This is a significant increase over the 30 million tax returns processed in Calendar Year Account Management Services The Account Management Services system provides IRS employees with the tools to access information quickly and accurately in response to complex customer inquiries. The Account Management Services Release 2. From its February deployment through April , Release 2. Modernized e-File The MeF system streamlines tax return filing processes and reduces the costs associated with paper tax returns. Returns submitted through the MeF system have an average 7 percent processing error rate, compared to 19 percent for transcription-based paper processing. The MeF system offers percent data capture that is available to IRS customer service representatives online and in real time. Individual Income Tax Returns Forms On February 17, , the MeF system began accepting transmissions of the Forms and 22 related individual forms and schedules filed during the Filing Season. As of May 29, , the IRS successfully accepted approximately , individual tax returns transmitted through the MeF system for processing, in addition to the 4. Future releases of the MeF will include tax law changes, hardware installation for full Form implementation, full disaster recovery capability, and the remaining Form related forms approximately Additional modernized systems and applications Additional modernization accomplishments not specifically related to the BSM Program include: Modernization and Information Technology Services organization realignment The Modernization and Information Technology Services organization realigned some program management responsibilities affecting the modernization efforts. The realignment included placing the Modernization Vision and Strategy office under the Strategy and Capital Planning office. The mission of the Strategy and Capital Planning office is to provide investment management services to help ensure value-added information technology products and services, ensure fidelity to investment principles, and fulfill legislative and oversight requirements. The Strategy and Capital Planning office focuses on IRS-wide information technology strategy and capital planning and investment controls. A Pre-Select phase has been developed to establish alignment between strategic priorities of the IRS and the information technology investments approach. In addition, to improve investment decisions and achieve efficiencies in the investment selection process, the Strategy and Capital Planning office developed the Pre-Select phase. The Case for Action document initiates the business investment proposal through the Pre-Select phase. Previously, executive consideration and approval of information technology investments was based on very detailed solution concept descriptions and cost estimations. To alleviate some of the effort relating to information technology investment planning and decision making and to ensure strategic alignment of the investments, the Strategy and Capital Planning office added the Pre-Select phase, which was based upon the use of a business case. Relative to responding to program needs, the IRS Oversight Board noted that the need for the IRS to modernize its information technology systems becomes even greater if it is to effectively manage additional administrative responsibilities being added. The tax code is being used to deliver economic benefits to taxpayers, including efforts for economic relief, to stimulate the automotive and housing market, to deliver unemployment and health insurance assistance to unemployed taxpayers, and to broadly stimulate the economy. Further, with the recent passage of health care legislation, more responsibilities are being placed on the IRS to become more of a program administrator. CMMI is a process improvement maturity model for the development of products and services. CMMI can be used to guide process improvement across a project, a division, or an entire organization. The Modernization and Information Technology Services organization goal is to achieve CMMI Level 3, which shows the organization tailors its work products, measures, and other process improvement information to the organizational process assets. This requires that work must be done across the two environments, increasing the complexity of the filing season and resulting in a greater risk for errors in processing taxpayer account information. In addition, concerns about the increasing complexities and questions of scalability with the existing system led to the development of the new strategy. Transition State 1 will modify the Individual Master File to run daily currently individual taxpayer accounts are processed on a weekly basis and establish a new relational database to store all individual taxpayer account information. Transition State 2 will use a single set of applications and address previously identified financial material weaknesses. The IRS is performing additional analysis to establish an estimated date for the Target State to be implemented. Upon completion of the CADE 2 program, individual tax account processing applications will access and update taxpayer data using the new relational database. The relational database will be the single system of record for all individual taxpayer accounts. Accounts will be updated and settled within 24 hours to 48 hours, and subsequently synchronized with other systems. The system will provide financial management services for all individual taxpayer accounts and mechanisms will be in place to ensure data privacy and integrity. Achievement of the proposed CADE 2 program capabilities will also reduce or eliminate the financial material weakness and will enhance security over taxpayer data. To enable the successful implementation of the new CADE 2 Strategy, the Program Integration Office must effectively manage the risks it has identified. The Program Integration Office has prepared management strategies for each high-level risk. Following are some challenges that we believe the Program Integration Office must address to effectively manage these risks. Ensuring support for the modernization efforts from other critical IRS organizations. Implementing a governance structure for the Program Integration Office to provide oversight and direction for the implementation of the new CADE 2 Strategy. Employing enough competent technical resources to modify the Individual Master File and current CADE programs, while continuing to keep the current system operating. Developing a strategy for addressing potential questions and concerns by Congress, the IRS Oversight Board, and other stakeholder groups about the refocused BSM Program plans and transitional activities. Successful completion of the new CADE 2 Strategy will require a long-term commitment from both current and future IRS executives to maintain the modernization direction and goals. Past attempts by the IRS to modernize its computer systems have been affected by changes introduced by new senior level executives. While some changes are inevitable due to evolving technologies and changing environments, consistency in BSM Program direction and goals is critical for successful completion. However, project development activities have not always effectively implemented planned processes or delivered all planned system capabilities to achieve the BSM Program expectations. Management of the project costs and schedule has improved since the previous year, but requirements development and management continues to need attention. Further, resolution has not yet been completely achieved for security vulnerabilities affecting the CADE and MeF systems. BSM Program cost and schedule management In our assessment of the BSM Program, [8] we reported that 5 29 percent of the 17 project milestones scheduled for completion were significantly over cost estimates. These projects were between 30 percent and percent over budget. In addition, 3 18 percent of 17 milestones were significantly behind schedule. These projects were between 15 percent and 54 percent behind schedule. IRS management subsequently informed us that the variances were revised in July to reflect changes in the baseline figures used to compute the variances. In the past year, progress has been made as project releases delivered after May and currently in progress were delivered on or within the accepted 10 percent variance in schedule. However, 3 projects experienced cost variances in excess of the accepted plus or minus 10 percent variance. Account Management Services Release 2. This realignment was properly documented, controlled, and approved through the Submission Processing Executive Steering Committee. Appendix VI presents the cost and schedule variance for BSM Program project releases delivered from June through May and currently in progress. Requirements development and management continues to need attention During the past year, the TIGTA reported on the adequacy of the development and management of BSM Program and other modernization project requirements. These issues included the adequacy of controls for managing the development of requirements and the documentation and control over requirements testing and traceability. In a prior TIGTA audit report entitled The Modernized e-File Project Can Improve Its Management of Requirements, [10] we recommended Project Teams follow the Enterprise Life Cycle [11] provisions for managing requirements by ensuring planned capabilities were developed by tracing release requirements in the System Requirements Report to the requirements traceability verification matrices. In addition, we recommended the Project Team document implementation of all requirements throughout the project life cycle in the System Requirements Report. The lack of consistent information regarding the effective execution of application requirements could affect the ability of the MeF system to perform the expected capabilities. The report stated that the IRS anticipated processing 9. However, delays in deploying the MeF system for individual tax returns and subsequent problems with the application reduced the number of tax returns processed to only , 8. The TIGTA reported that changing system requirements resulted in increased costs and schedule delays. The Excise Files Information Retrieval System Project Team began a modernization upgrade of two of its six subsystems based on a recommendation from a study conducted by the Unisys Corporation. The Unisys Corporation stated in its report that insufficient information and time were available to complete a detailed study of the new platform. Finally, IRS executives approved the migration of the two subsystems to the new platform. However, the requirements traceability matrix for Health Coverage Tax Credit Release 9 was not all inclusive and needed further development. Without complete traceability, the IRS could not ensure adequate development of requirements and tracing, potentially resulting in requirements not being satisfied. Instead of manually entering their tax return information on the application form, taxpayers can now automatically transfer their tax return data to the application form. While the IRS successfully developed and deployed the Federal Student Aid Datashare application on January 28, , some system development processes needed improvement. Specifically, controls over requirements management needed strengthening to ensure test cases and requirement documents were fully developed, test results should be documented timely and consistently and in a manner that minimizes the potential for manipulation, and project team meetings should be documented to ensure significant decisions and followup action items are tracked and timely completed. The remaining six security vulnerabilities cannot be resolved until actions are completed to ensure controls are effectively in place or have been approved as deviations to IRS policy. Further, we found that the IRS prematurely reported resolution of six vulnerabilities in the Plan of Action and Milestones list before effective corrective actions were taken. Three of these six vulnerabilities were not fully resolved as of the date of our review. We observed that inadequate monitoring of vulnerabilities in the Plan of Action and Milestones list and premature reporting of vulnerabilities as resolved may decrease managerial attention to unresolved problems, prevent allocation of resources required to fix problems, and lead to delays in correcting vulnerabilities. The January Security Test and Evaluation reports show that only 2 of the 13 security MeF system vulnerabilities were actually resolved. The Security Test and Evaluation also identified two failed security controls that were not previously reported as system security weaknesses. The failed controls involved user access limitations and configuration of audit trail record storage capacity. We observed that without proper controls to monitor and resolve the MeF system security vulnerabilities and findings, unauthorized access to taxpayer information would continue to be available and possibly go undetected. Consequently, the confidentiality, integrity, and availability of the taxpayer records maintained by the MeF system could be affected. Also, weak supervision and review of user activities increases the opportunity for a user to perform undesirable actions that could go undetected by organization officials. We recommended that the Chief Technology Officer ensure that the Cybersecurity organization complete implementation of the process to ensure that system owners comply with IRS policy to enter and track all system security weaknesses in IRS control systems this should include all MeF system security issues. The security weaknesses should be monitored and tracked to resolution in either the Plan of Action and Milestones or the Item Tracking Reporting and Control System. The IRS agreed with our recommendation. The Cybersecurity office responded that it has made continuous improvements to the Plan of Action and Milestones process and considers the process complete and implemented as of March In addition to the above issues, we have reported that the IRS continues to face difficulties in capturing, storing, and reviewing audit trail information on many systems, including both the CADE and MeF. They reported that the IRS continues to have weaknesses in information security controls. While the IRS reported that it had corrected about 40 percent of previously reported weaknesses, the Government Accountability Office found that the IRS had not fully implemented the remedial actions it had reported for at least a third of those that it considered corrected. Although the BSM Program has made improvements in business practices with information technology solutions, the development activities experienced difficulties in the process Appendix X presents a synopsis of the issues reported in each of the nine TIGTA annual assessments of the BSM Program. The BSM Program made progress in overcoming aspects of these challenges since their formulation in September and September However, some elements of the challenges and project development activities persistently present barriers to success.

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3: Gateways (volume 28, issue 2) by GATEways - Issuu

Auto Suggestions are available once you type at least 3 letters. Use up arrow (for mozilla firefox browser alt+up arrow) and down arrow (for mozilla firefox browser alt+down arrow) to review and enter to select.

Chair of the session will be Laura Westra. The annual business meeting of ISEE will be held immediately following this session. The Second Session, of contributed papers, will be Saturday, April 25, 7. Are Environmentalists Plant Chauvinists: Must Animal Activists Hate Nature? Outlines of an Environmental Ethics. The Session on May 27 is on the theme aboriginal claims and land use decisions. Examining the Role of Outsiders. The panel will focus on Ecofeminism and Environmental Violence. Laura Westra any Amy Crumpton are organizing a session on codes of ethics in science, which will include biological codes, forestry codes, agricultural codes, codes in toxicology, and animal welfare codes. The moderator was Laura Westra. In general the annual deadlines for paper submissions for the three ISEE sessions regularly held at the three divisional American Philosophical Association meetings are: This was the first academic conference involving ecological philosophy since There were some sixty academic articles presented. Delegates at the meeting cited numerous facts demonstrating a grim situation confronting environmentalism in China. There was discussion of green products and green markets as this applied to Chinese production, to environmental managers, especially as regards developing non-waste technology, non-polluting products, and recycling materials. Theoretical questions hotly debated were: By what mechanisms do the biosphere and ecosystems actually operate influencing social development? Is the society of human beings also secondarily a biospheric system? Is human society a subsystem of the biosphere, or does it operate in independence of the biosphere? What is the object of study of ecophilosophy? What relation does ecophilosophy have with Marxism and with ecology? Is environmental ethics identical with ecophilosophy? What is the theoretical basis of environmental ethics and what is its logical foundation? What is the role of anthropocentrism? Are there wildlife values that are independent of human beings? See below for recent articles on environmental ethics in China. An international seminar, "Ethics and Environment: A Carrying Capacity Network has been established to promote a broad exchange of information on the limits of growth, population trends, resource conservation, and consumption levels. Founders note that the U. Thanks to Mary McAfee. Hagley Museum and Library, P. Box , Wilmington, DE The Centre is to be both an integral part of the University and a focus for international research. It will be concerned with environmental issues as they relate to ethics and society, involving the exploration of the interconnections between the environment and the disciplines of economics, politics, law, human geography, philosophy, and religion. The initial staff is planned as a director and three research officers, with provision for visiting fellows. A workshop, comprising county planning authorities, environmental and animal welfare campaigners, and professors of genetics, ecology, planning, and philosophy, was held at the University of Kent at Canterbury Durrell Institute of Conservation and Ecology from January , , on the theme, "Decision Making and the Environment. Despite initial skepticism, the members of the workshop concluded, by a large majority, that comprehensive weighting was both intellectually satisfactory and capable of implementation, and thus in need of further research. His advisor is Martin Benjamin. The Society for Conservation Biologists is the largest world-wide organization of conservation biologists, with over members. Attendance is expected to exceed Another contact is Bryan G. The conference will be in Porto Alegre, a coastal city about miles south of Rio de Janeiro, and the capital of the state of Rio Grande do Sul. The conference organizer is Dr. Professor Fernando Jose R. Culture, the Environment, and Dependency. Holmes Rolston has been named University Distinguished Professor at Colorado State University, in recognition of his work in environmental ethics. Margaret Mellon is the editor. The inaugural issue will be published Winter Papers are invited for this and subsequent issues. Box 87, New Gloucester, ME For inquiries and subscriptions, contact Dr. Alan Holland, Philosophy, Lancaster University, is the editor. The articles in the opening issue are: In addition to individuals who may wish to subscribe, this new journal belongs in college and university libraries, as well as in many agency libraries, and your librarian may need a reminder to subscribe. Individualistic ethics stresses that the proper object of moral concern is the individual. But this traditional route of ethics is not only environmentally negligent, it is also paradoxical. A solution lies in the land ethic of Aldo Leopold. The Nominations Committee is making the following recommendations this year: Members of the Nominations Committee are: This committee will continue in , when, pending the outcome of the April business meeting, only one officer Miller may need to be replaced. A full financial statement will be presented at the Louisville business meeting. These accounts are used for the distribution of the newsletter in those countries. Robert Elliot is the contact person for Australia and New Zealand. Fax 73 Members and others are encouraged to submit appropriate items for the newsletter to Holmes Rolston, Department of Philosophy, Colorado State University, Fort Collins, CO , who is editing this newsletter. Please note the new fax number, although the previous one is still operational. Items may also be submitted to other members of the Governing Board. Include the name of an appropriate contact person, where relevant and possible. International items are especially welcomed. Jobs in Environmental Ethics, Philosophy, Policy, and Conservation Potsdam College of the State University of New York has listed a faculty position in the School of Liberal Studies in philosophy, "requiring competence in the philosophy of science, environmental ethics, and logic. Northland College, Ashland, WI, listed a faculty position as follows: Northland College is located on the south shore of Lake Superior. There have been at least seven positions advertised in the academic calendar year with mention of specialization in environmental ethics, with four of these positions now filled. See Winter, newsletter for earlier positions. It is now in its fifth year. There are two issues per month, typically about 18 pages in rather small print, listing over a hundred jobs. The editor is Becky Potter. Career offices should be getting it. The Job Seeker, Rt. The editorial and subscription address is the Arcata, CA address. If you are at an academic institution, encourage your school to get one or more copies. The National Association of Interpreters, P. The newsletter features job announcements. These are training positions to organize field campaigns on pressing environmental issues. Gina Collins is director. Oxford University Press, Norton wants to unite environmentalists in the common cause of environmental protection and appreciation, even though the many environmentalists and environmental groups may have multiple and varied value systems. Despite diverging worldviews, there can be converging policies the title of a concluding chapter. There are historical chapter studies of Muir, Pinchot, and Leopold, and issue chapters: Norton is professor of philosophy at the Georgia Institute of Technology. This is the first book in Spanish to treat environmental problems from the standpoint of ethics see Newsletter, Winter, More details are now available. An appendix deals with religious foundations of an environmental ethic. There is also a bibliography. Sosa is professor of moral and political philosophy at the University of Salamanca, Spain. Cooper and Joy A. Includes contributions from the U. Studies on nuclear wastes, rainforests, obligations to future generations, and the nature of technological risk.

4: Archival Collections | Chicago Public Library

Shaklee, B. () Early Assessment for Exceptional Potential in young minority and/or economically disadvantaged students. Ohio Confederation of Teacher Education Organizations. Maumee Bay State Park, Oh.

Biographical information Box 1, Folder 1Overview: PC with MS additions. Box 1, Folder 2Schooling: Grades report cards for Walter Cooper Each report card is for the entire year and went home 3 times for the semester or 6 times for the year. It has teacher name s and grades. Elementary school has A, B, C and number grades and check boxes for "cooperates well with others," etc. Junior high and high school have numbers for academic classes and Good, Pass, Fail for electives. Fifth Street Junior High School. Washington Jefferson student newspaper. Vol 41, No 27, p 2. University of Rochester Chemistry Department. Annabel Muenter at work in lab. Kodak School Services News. Congratulatory notes with newspaper clippings: Frey, Thomas, Assemblyman nd District. Letter of congratulations with attached: PC of "New Trustees Nagle, James F, Assemblyman nd District. Note showing support for re-election. Picture of Cooper on back. Clairton, PA born , photograph taken later; n. Luda Sears and Alonzo Cooper. Plymouth [next line] grad school residence [next line] Son Robert. A Dilemma For Working Women. Walter and Helen Cooper. Cooper, Helen and Walter. Letter post Family Reunion, hosted by the Coopers. Box 1, Folder 9Football and physical fitness Front: Cooper is an inductee, short biographical paragraph. Washington Jefferson Athletic Hall of Fame Contains a biography of Cooper as a inductee yellow marker ; same as previous. Real Fitness for Real People. Cooper picture and quote. Nine Squared Minus One. Picture of Cooper on front, article on p 6. Birthday card plus envelope. C photograph With protective sheet. Box 1, Folder 11Photographs Cooper, speaking, on television. Cooper, walking, on television. Cooper, walking close-up, on television. Cooper receiving an award. Cooper, portrait distinct from previous. Unclear from whom or for what. Vol 38, No 4, p 9. Vol 39, No 3, p 9. Walter Cooper and Dr. Vol 15, No 2, p German ways worth rev[iew]. Cooper, Walter and Helen. Original clipping and PC also have Times-Union article, below, on same page. Cooper For Service to Community. Memo with newspaper clipping attached. Newspaper clipping with MS note. Card with newspaper clipping attached. Horwitz, James, National Clothing Company. Note with newspaper clipping. Note with original clipping. Reminder about the Monday luncheon to give the award. Original and 9 duplicate PC. Thank you to Walter and Helen Cooper. Whole publication, p Came with his diploma and hood. Note with newspaper clipping attached. Congratulatory card to Cooper. Congratulatory card to Cooper from "Your Brother Robert. Letter to Cooper about his receipt of the Distinguished Service Award. Alumni Distinguished Service Award. Brief biography of Cooper stating reasons for his receipt of the award. Box 2, Folder 5Charles T. Note forwarding a photograph of Cooper, Dr. Clipping of above article with MS note. Note with clipping from Kodakery. Note accompanied a full Kodakery. Letter to Cooper of congratulations. PC with original MS. Scott, Bill and Ruth. Congratulatory note sent after the dinner. Letter after the dinner, forwarding telegrams and early notes which had been sent to the Black Political Caucus. Box 2, Folder 8Knight of the the National Order: Mali, Castell, Susan L. Congratulatory note and clipping from Kodakery. Letter to Clarence Tucker. Young, Robert L, Personnel Resources. Vorhees forwarding a presentation for Judith Schwann. Letter to Judith Schwann forwarding presentation. Letter announcing the 10th Annual National Meeting. Forwarding the above materials attached. Congratulatory note to Cooper. Notes on Robert Bell. Candidates for the Executive Board. Candidates for Administrative Offices. Letter to members and prospective members about the status of the local chapter. Cooper giving an award after being Henry A. Nomination form for the Jefferson Award. Filled out by Beverly Davis for Cooper. President of the UR. Letter to Cooper announcing him as the recipient of the Hutchison Medal. Attached is information on Charles Force and Marjorie Smith Hutchison, along a list of past recipients. UR Commencement Ceremonies,

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5: Dr. Walter Cooper Papers | RBSCP

Shaklee, B. (). Early Assessment for Exceptional Potential in Young Minority and/or Economically Disadvantaged Students. NAGC Early Childhood Division Newsletter, 3(1), Shaklee, B. (Spring,). Non-traditional assessment: naturalistic ways to assess student growth. In Cooperative Alliance Quarterly Report. Kent State University.

The candidate, the chair, and the committee. Lit review, theory, variables, and hypotheses. Ethic and research methodology. Data management and analysis. Critical thinking â€" literature review â€" consultation Figure 1. The Doctoral Degree in Social Work Decisions These sequential decisions, according to the decision analysis model, which occur when a future decision depends upon what happened previously, are referred to as dynamic decision situations. The decision to adopt a qualitative approach as the most appropriate to address your research problem leads to other decisions about the specific qualitative approach e. The same is true if a quantitative approach is selected; developing a series of research hypotheses is followed by a series of other decisions, each of which is often contingent upon the previous decisions in the sequence see Fig. Additionally, different information is often available at each decision point, and the decisions may or may not proceed in a linear fashion. In the initial stages of developing your research problem, for example you may begin to conceptualize how you see your research project developing, but your decisions will be shaped and refined as you enter into discussion with your supervisor, and then perhaps again when you receive feedback from your committee. We propose a model for resolving decisions based on the Feynman Problem-Solving Algorithm presented at the head of this chapter. To this model we would add see Fig. The amended Feynman algorithm thus becomes this: We are not suggesting that you invoke your chair and committee for every decision that must be reached or every issue that you must deal with, only for those decisions that you 17 18 The Dissertation cannot resolve without some input. If you engage in organized thinking, consult the literature, and are still unable to resolve an issue, then you will at least be in a position to articulate clearly what the issue is, and what you require from your chair. Uncertain Events Many dynamic decisions in dissertation research have to be made without knowledge of exactly what will happen in the future or what the ultimate outcome of the decision will be. Decision analysis theory stresses that a series of uncertain events that occur between decisions in the sequence compounds the difficulties of decision making. Clarifying what events are unknown and what information is available for each decision in the process is crucial. The capacity to improve decision making is in large measure contingent upon the reduction, to the largest extent possible, of uncertainty. Areas of uncertainty may include information about your own motivation, your skills as a writer, policies and procedures of your department, your specific research question, available resources, committee membership, supervision expectations, and many more. All of these start out with a degree of uncertainty that can be reduced by the use of the critical thinkingâ€"literature searchâ€"consultation model. To function effectively in the role of proactive learner, students require a capacity for critical thinking. These skills are fundamental to social work practice in all spheres, including dissertation research, because they are a prerequisite of good decision making. Unfortunately, the term critical thinking is one of the most common phrases bandied The Doctoral Degree in Social Work about in education generally and social work education specifically. Almost everybody is in favor of critical thinking, often without applying any critical thinking to their support for or application of it. So ubiquitous has the term become that there is a danger of its becoming meaningless. What Is Critical Thinking? The term critical thinking, in its current manifestation, has appeared relatively recently. This relatively new origin for the term does not mean that the skills, habits, and behaviors engendered in the concept are also recent. Other names for critical thinking have been used in the past and are still used todayâ€"for example, clear thinking, scientific thinking, organized thinking, the critical attitude, critical judgment. Indeed, ever since the Milesian philosophers e. Critical thinking has also been defined as the process of figuring out what to believe or not about a situation, phenomenon, problem or controversy for which no single definitive answer or solution exists. The term implies a diligent, open-minded search for understanding, rather than for discovery of a necessary conclusion. To achieve some level of definitional consensus, in , the American Philosophical Association published Critical Thinking: One major underlying theme of all of these definitions is that critical thinking implies organized thinking, which can be reflected in the use of organizing schemata, criteria, or frameworks for the collation, interpretation, evaluation, and presentation of data. Dimensions It is clear from the range of definitions above that there is more to critical thinking than merely a formulaic approach to determining the veracity of statements. Gabennesch describes critical thinking as consisting of three dimensions: The advent of the Internet has made more information available to more people than has been available at any other time in history. For information to become useful knowledge, however, it must be processed. In terms of critical thinking skills we are referring to the complex cognitive operations required to process information by analysis, synthesis, interpretation, evaluation, generalization, and illustration rather than the more mundane processes of information ingestion and regurgitation. The Doctoral Degree in Social Work Traits One of the central features of the expert consensus described above is that predispositions are as important as actual abilities. Such predispositions as openness, truth-seeking, valuing systematic thought, and intellectual maturity are seen as crucial to the critical thinking enterprise. The consensus statement further describe the habits of the ideal critical thinker, who is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fairminded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. American Philosophical Association, , p. Possession of critical thinking skills is a necessary but not sufficient condition to make one a critical thinker. Practice and application are important to ensure that skills, traits, and habits of mind become manifest as behavior, not just in the analysis of the work of others but of our own. Specifically, how can these skills, habits, and traits be useful to you in your dissertation? Use of specific criteria for the analysis of the literature is a reflection of, as well as an aid to, critical thinking. Using specific criteria for evaluation in your literature review, for example, might be aided by tabulating the literature, so that the studies under evaluation are represented in the table columns and the specific components to be analyzed and synthesized are represented in the rows e. In determining how your results fit into what has gone before, especially if they do not accord with previous findings, you will be required to evaluate your own work critically and find the connections with the work of others. Another crucial role fulfilled by use of critical thinking skills is the evaluation and reevaluation of the boundaries of knowledge in social work research. The capacity to recognize changes in the intellectual context of the field also requires the use of critical thinking. Writing is an important element, but to write about a successful study, one must have completed effective, appropriate, systematic, ethical, rigorous research. This book is therefore intended to be read at any stage in the research process, but it will be particularly useful in the early stages of preparation for a dissertation and as a reference resource throughout. Although not intended as a comprehensive textbook covering all aspects of the research process, this book should provide you with a guide to aid you on your dissertation journey. In Chapter 2 we examine the three parties in the management of a dissertation: In addition, we address issues in selecting and working with the dissertation chairperson and committee, as well as the role and tasks of all three parties. The objectives for Chapter 2 include evaluating your own strengths and needs in relation to your dissertation project, the qualities required in the chair and the committee and how they fit with your educational needs, developing a strategy for selecting and working with your chairperson and committee, The Doctoral Degree in Social Work and how to avoid common mistakes in selecting and working with your committee. In Chapter 3 we discuss the literature review; the relevance of theory to social work research; strategies and tips for completing a literature search; analyzing, synthesizing, and integrating the literature; developing the statement of the problem; and finally writing the literature review. In addition, we focus on developing hypotheses and defining and operationalizing measurable variables. In Chapter 4 we describe ethical issues in social research; quantitative, qualitative, and mixed-methods research designs; experimental, explanatory, exploratory, and descriptive research; program evaluation; and the relative merits of disparate models of research, including the requirements of rigor in both quantitative and qualitative studies. By the end of Chapter 4 you should be able to evaluate the fit between research strategies and problems under investigation. In Chapter 5 we discuss sample size and selection and the measurement properties of instruments; we provide general guidelines for identifying, selecting, and describing a study sample as well as issues to consider when identifying, selecting, and developing appropriate measures. In this chapter, we will also discuss sample selection in quantitative and qualitative research as well as statistical power, effect size, and issues in measurement. In Chapter 6 we examine issues related to the analysis of quantitative and qualitative data. In addition, we present the application of social research methods and statistics to social problems and social work research. By the end of this chapter you will be able to develop plans for the management and analysis of both quantitative and qualitative data. In Chapter 7 we discuss strategies to overcome many of the obstacles and issues that make the process of writing seem harder than it should be. By the end of Chapter 7 you will be able to evaluate your writing habits, identify and rectify those that hinder progress on your dissertation, and determine how to organize and present your results A word of caution: Not everything in this book will suit your circumstances, supervisor, committee, institution, project, or learning style. We espouse the fine social work principle of equifinality; there are many ways to get to the same result, and many ways to satisfy the requirements of dissertation research. We recommend that you engage 23 24 The Dissertation your critical thinking skills and experience to evaluate the advice provided in this text, and thus determine the most effective strategies for you to successfully complete your dissertation. The first should contain your values, the second those of social work, the third those of the research enterprise. In relation to your area of interest, where do they overlap? Where are they in conflict? In addition, we address issues in selecting and working with the dissertation chairperson and committee as well as the role and tasks of all three parties. Evaluate the qualities required in the chair and the committee and how they fit with your educational needs. Define a successful strategy for selecting and working with your chairperson and committee. Avoid common mistakes in selecting and working with your committee. The chairperson may or may not be the original advisor, and the original advisor may or may not be a member of your committee. Throughout this text we use the term initial faculty advisor to refer to the faculty person assigned this role. We use the terms advisor, chairperson, chair, and dissertation supervisor interchangeably to refer to the chair of your doctoral committee. We have chosen these pronouns somewhat arbitrarily in an effort to be able to differentiate the chair from youâ€”the student, and for the sake of consistency throughout the text. Seventy-five percent of respondents to a recent survey of social work doctoral students were in some form of employment Anastas, Though the survey did not specify, it is likely and we assume that much of this employment was in a professional social work setting. The good news is that social work supervision, whether managerial or clinical, shares some common features with dissertation supervision see Table 2. First, we will state what they are not. Neither social work supervision nor dissertation supervision is therapy, although they may be therapeutic on occasion. Both types of supervision have administrative, supportive, and educational functions and both should include some form of shared decision making see Kadushin, ; Shulman, There is also an expectation that both parties, the supervisor and supervisee, arrive prepared for the scheduled meeting, with items for discussion, and work products to review. If these are some of the similarities, what are the differences? Generally, as a professional social worker, you would expect to meet with your supervisor at fixed regular intervals Coleman, , p. Moreover, because both you and your chair have multiple other responsibilities, you may need flexibility with scheduling by setting up appointments far 27 28 The Dissertation in advance. Such a process may at times leave you feeling frustrated as you seek to move ahead with your study but find your chair unavailable for extended periods. Of course, you might always view such independence as a sign that you are progressing in your work, transitioning from the student role, and gradually becoming a colleague. Be cautious; completing work that is satisfactory to your chair is an essential component of moving forward. Other differences between job-related supervision and supervision related to your dissertation might arise from the regulated frequency, duration, and amount of supervision in the two models. The NASW Standards for the Practice of Clinical Social Work recommend at least 1 hour of supervision for every 15 hours of faceto-face client contact during the first 2 years of professional experience. After 2 years, a reduction is permitted to a minimum of 1 hour of supervision for every 30 hours of face-to-face contact Coleman, , p.

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6: Obituaries - , - Your Life Moments

Work in Progress Work in Progress is a publication series based on the work of the Jean Baker Miller Training Institute at the Wellesley Centers for Women.

Panel At most universities, Student Evaluations of Instruction SEIs are often the primary metric used to evaluate the quality of an instructor. Although SEIs are reflective of student attitudes towards the class, it is not clear to what extent SEI scores represent the extent to which students learned content in the course. A broader study of faculty by Henderson and Dancy allowed for the solicitation of numerous forms of class artifacts from these faculty including student evaluations of instruction and multiple-choice conceptual survey data. While this data might seem easy to come by, there is almost nothing in the literature that provides a strong signal about the correlation of these two metrics. The data indicate that there is no correlation between SEI ratings and normalized learning gains on the FCI, or other instruments. Thus, it appears that faculty receiving high or low evaluations from their students has no connection to how much conceptual understanding their students developed throughout the semester. Panel Beyond grades and conceptual gains, student attitudes and epistemologies provide an additional measure of success in physics courses. I will discuss a pattern of positive attitudinal shifts recorded over seven years of Modeling Instruction courses at Florida International University. Disaggregated by gender and by ethnic representation, we find that gains are shared across student groups. Panel The Force Concept Inventory and the Force and Motion Conceptual Evaluationare among the most widely used assessments in physics education research. Since the creation of these assessments, more than 50 papers have been published describing student gains by comparing pre-test and post-test data. We have collected and analyzed these papers, representing more than two decades of student data published in Physical Review, the American Journal of Physics, the PERC Proceedings, and other journals. This collection enables us to answer questions such as: Have reported gains historically increased, decreased, or stayed the same? What is the range of gains that can be expected for traditional vs. These results will be useful to teachers as well as researchers. Contributed The University of West Georgia Observatory has been serving the West Georgia students and the surrounding community since it was built in It is used for a mandatory laboratory assignment, a required honors course assignment, optional extra credit regular lecture sections, and student research projects. It is also a resource for the public and broader university community to observe astronomical events. During the last year we have updated and modified several aspects of the observatory to provide better outreach experiences and more comprehensive observations. Contributed With the rise of technology in classrooms, the last few years have seen anincrease in the use of both iPads and electronic textbooks eBooks as instructional tools. However, their effectiveness in the classroom is a topic of widespread debate. We have been engaged in developing an interactive eBook for use in a one-semester introductory astronomy course. An Interactive Introduction, was used as the sole text in the fall astronomy course taught at Davidson College. Students enrolled in this course were provided an iPad containing the eBook and various astronomy-related applications for use throughout the semester. In this talk, I will discuss the use of the iPad and eBook in the astronomy course, as well as present the results of an end-of-semester survey designed to probe student response to the use of this technology in the classroom. Working in interdisciplinary teams, the students should address the IB Aims of developing communication skills, raising awareness of implications of using science and technology, and understanding the relationships between the sciences. We ran a successful and popular project where student groups were assigned a class of extremophile. Each group was tasked with choosing one organism, finding another place in our solar system that has a similar environment, and designing an appropriate probe to collect the needed data to verify whether the lifeform is present. Students found the research question compelling, and enthusiastically designed experiments, instrumentation, and a vehicle capable of reaching the planet or moon, then running the experiment and transmitting the data to Earth. Contributed Students taking an introductory astronomy course often start with little prior knowledge and many misconceptions. Frequently they are taking the course only to meet a science requirement and may not be prepared for the rigors of a college science class. This is particularly true for students taking online courses. Labs are a constant source of difficulty in online instruction because students find paper and pencil exercises boring, may lack proper math skills, and require a significant amount of help. Planetarium software can be used to replace traditional labs with exercises both visual and interactive. This talk will discuss using such software, giving examples based on 14 years of development. Approaches to how to engage students, how to combat misconceptions, and how to develop understanding of difficult concepts. The simulation illustrates how model parameters affect the galactic rotation or circular velocity curve, and also how the rotation curve affects directly observable quantities such as the radial velocities of stars. This connection to observable quantities allows the user to determine the set of parameter values that best fits the data. It is a template curriculum that allows students to take 18 cr. In this communication we will provide a full description of the curriculum. Contributed As part of educational initiatives in the Department of Astronomy at the University of Cape Town, a written instrument, the Introductory Astronomy Questionnaire IAQ , was developed to probe student perspectives on various aspects of physics and astronomy, along with related broader views about science such as astronomy vs. The purpose of the instrument when used as a pre-test is to be able to map out the background characteristics of the student cohort in order to inform teaching, while as a post-test the instrument provides information about the effectiveness of the course. The present talk focuses on the structure and ambit of the IAQ, and acts as an introduction to two related talks that report on findings from studies carried out in South Africa and Norway with pre-service teachers. Contributed The Introductory Astronomy Questionnaire IAQ was translated into Norwegian and given in adapted form to 42 pre-service science teachers at the largest teacher education institution in Norway. The IAQ was administered before and after instruction of a hour astronomy module. The remaining answers were written in an expert voice that did not make reference to the hypothetical students. The pre-service teachers fared better pre-instruction, and also showed more significant gains post-instruction. Mythical â€” pre-scientific, Geocentric, Heliocentric, Sidereal â€” scientific. Each frame offers a different interpretation for astronomical phenomena. A frames of reference survey from was adapted and improved for the research, allowing students to choose their answers according to their preferred frame of reference. This tool was administered pre- and post- an elective astronomy course, studied in an engineering school. Results indicate transition toward a more scientific approach among the students. Consistency of the transition remains to be examined. Here we report on successes and challenges of transforming the lab, where the goal is to explore astronomical content through practical exercises that require students to develop skills needed for professional astronomy. This is achieved in part by: Contributed The Department of Physics at George Washington University GWU has reformed its undergraduate introductory astronomy courses for non-science majors using the model referred to as SCALE-UP Student-Centered Active Learning Environment with Upside-down Pedagogies , where lecture and lab are integrated and students work collaboratively to complete hands-on, computer-rich, interactive classroom activities. In this session, we will discuss the history of course development, current course design, and student outcomes relative to traditional Astronomy courses. Invited We discuss two space imagery projects used in undergraduate courses at CUA. In a "hands-on" physics course designed for education majors, we use imagery from solar space missions, especially that of the Solar Dynamic Observatory. In this case, one has public Internet access, typically within an hour of when images were obtained. Available smartphone applications and supporting information have further increased the usefulness to students. By using simultaneous, multiple bandpass imagery, one can probe temperatures from K to 10,, K. With these capabilities, the possible student activities are almost limitless. We describe a few activities in detail. We briefly describe the status of that experiment and the benefits to the students. Invited Dynamical studies of nearby galaxies have demonstrated that supermassive black holes greater than a million times the mass of the sun lurk in the nuclei of almost all galaxies. Surprisingly, the masses of these black holes appear to be tightly correlated with the mass of their host galaxy bulge. Studying the coevolution of black holes and galaxies over cosmic time is one of the hottest topics in astrophysics. I will highlight some novel ways in which we can probe the demographics of supermassive black holes mass, spin, binarity with time-domain observations. Contributed The foundations of classical mechanics were laid down by Galileo and Newton to explain the motions of the Earth, Moon and planets, and to comprehend our place within the cosmos. The course has an associated textbook, entitled Physics from Planet Earth. Examples from the text including exercises and homework problems which use astronomy and space science to illustrate physical concepts are presented. Contributed I will present a lesson plan for incorporating small radio telescopes SRTs into the physics classroom. The SRTs allow one to address wave topics, including FFT analysis of sound, light, and radio signals as one coherent package. The SRTs are operated in real time over an Internet connection, enabling students to observe live at any time of day or weather. This curriculum has been developed through outreach to local grade and middle schools and has also been used in the undergraduate laboratory, both for physics majors and non-majors. Students first learn how to interpret sound spectra through FFT graphs. Then they explore light spectra, and finally, they use our SRTs to observe the 21 cm emission like from HI clouds. From these observations, they learn that we are in the Galaxy, and that the Galaxy is rotating and not as a rigid object. Contributed Examples from current astronomical research provide unique motivation for the teaching of physics. These extrasolar planetary systems are motivating examples of introductory level mechanics. Students can apply basic physical principles to derive the properties of planets orbiting other stars. More excitingly, students can collect their own data and experience firsthand the fundamentals of astronomical observation and data analysis. Attracting Women to Physics and Girls to Science: Invited While the gender gap in physics participation is a well known problem, practical strategies that may improve the situation are not well understood. As physics education researchers, we draw on evidence to help inform us of what may or may not be working. To this end, physics identity has proven to be a useful framework for understanding and predicting participation. I will discuss these findings as well as possible mechanisms that explain why these experiences and related strategies are important. Perceived mathematical ability is a key barrier keeping girls from pursuing STEM degrees. This mathematics barrier persists even among prior female participants of informal STEM experiences. The SMASH Experience uniquely addresses this mathematics barrier through its focus on mathematical modeling and self- efficacy. In mathematical modeling, real-world situations are described by mathematical equations that both give fundamental insight into the process and predict outcomes. By connecting everyday activities to mathematical thinking, modeling can be particularly attractive to girls. Self-efficacy helps determine effort, persistence, and resilience. Research shows dramatic increases in mathematical success in students with high self-efficacy. In the SMASH Experience, participants reflect on their own sense of competence through self-affirmation activities aimed to increase their confidence in their own ability to do mathematics. Contributed This study examines the perceptions of sixth grade students regarding physics and physics-related careers. The overarching goal of this work is to understand similarities and differences between male and female perceptions about physics and how girl-friendly and integrated STEM strategies might affect these perceptions.

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7: ISEE Newslettter: Vol. 3, No. 1, Spring

Recent Treasury Inspector General for Tax Administration Reports on the Internal Revenue Service's Modernization Program. Table 1 lists TIGTA reports related to the IRS Modernization Program issued from June through July and the associated findings, recommendations, and IRS corrective actions.

Results and reflections on strategies that can be utilized to teach reading from a critical literacy viewpoint were evaluated. Access and Equity in Mathematics for Students with Emotional and Behavioral Disabilities By Barbara Serianni and Lisa Dieker Page 24 Teachers are asked to work in inclusive classrooms where students have a wide range of academic abilities and disabilities, pervasive skill deficits, and unmet social-emotional needs, as well as emotional and behavioral disorders. This article describes how teachers can use a form of blended learning, the Flex Model, to collaborate with co-teachers to support all learners. Huett and Phoebe Balentyne Page 30 Blended and online learning in traditional public school settings is growing rapidly, but many teachers who are expected to implement it are underprepared. This study describes a cohort of teachers engaged in a two-phased online professional development program to grow competency with designing and facilitating blended and online learning for use in their instructional settings. The Path to a Model Curriculum in Clinical Teacher Education By Sylvia Dietrich, Chunling Niu, and Cassie Zippay Page 44 Aiming to better prepare secondary teacher candidates as first-year professionals ready to meet the demands of teaching, this School of Teacher Education designed and implemented a classroombased clinical model that occurs during the two consecutive semesters preceding student teaching. Why then do we not utilize similar approaches in professional learning for teacher education faculty? This article shares how a large EPP designed a professional learning series to promote faculty knowledge and skills related to student learning and program assessment. Tears and Fears â€" Sighs and High Fives: Reading has social, cultural, and political ramifications. When students become aware of the messages about race, gender, and power within the text, they can better connect with their own views about how these issues influence their interpretation of what they read Hall and Piazza, The Problem Students learn how to read, but are not always taught how to analyze the text critically Jones, This can often be attributed to the fact that their teachers may not have learned how to teach students to read texts from a critical perspective Norris, et al. This Teaching and Learning grant-funded initiative fostered meaningful collaboration between the reference and instruction librarian for the College of Education and a Professor of Adult Education and Community Leadership as well as an Assistant Professor of Reading, in addition to providing valuable opportunities for dissemination of lessons learned. This framework will enable students to develop techniques to integrate critical literacy strategies throughout the curriculum of their future classrooms. This is a powerful tool which helps students develop multiple perspectives about their culture and provides them with insights about understanding other cultures and people Iwai, Therefore, undergraduate students enrolled in a course taken prior to applying for admission to College of Education degree programs were chosen to participate in this study. Students in a fall section of EDUC Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts, with a focus of this course centered on utilizing sociocultural perspectives to analyze the nature and function of culture and social class, were introduced to the concept of critical literacy and participated in PAGE 1 GATEways to Teacher Education A journal of the Georgia Association of Teacher Educators an interactive series of faculty-facilitated small group discussions. An additional evaluation measure at the end of the course involved class discussions when students described how critical literacy strategies can be implemented in their future classroom. Participants There were 22 students, including 18 females and 4 males, enrolled in the sophomore level course Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts, which is completed prior to acceptance in the Teacher Education program at a small state university in a southern coastal city. Group members ranged in age from 19 to 57, with 18 They consisted of 7 African American, 1 multi-racial, and 15 Caucasian students. Research Procedures Participants participated in faculty-led discussions on a set number of chapters scheduled every few weeks throughout the fifteen-week semester. During each book discussion session, university faculty introduced various critical reading activities, inviting participant involvement to discuss the work of fiction from these viewpoints. As the semester progressed, an adolescent with the same cultural background as the main character of the book they were reading visited with the participants, providing them with an opportunity to test any bias and stereotypes they might have held. During the final class discussion, faculty asked open-ended questions regarding their experience. Activities and Methods Book description. The text, selected by the librarian, is a young adult novel featuring a seventeen-year-old Australian-Palestinian-Muslim woman who decides to wear her hijab, the traditional head covering worn by Muslims as a part of their faith, on a full-time basis. The story deals with issues that any high school student faces, with the additional pressure that Amal must tackle. She struggles to be authentically herself in an environment that is not always welcoming to anyone who is different. Close reading and critical literacy theory workshop. The Assistant Professor of Reading presented a workshop on close reading strategies to students enrolled in the course at the beginning of the semester. A rationale for the importance of close reading strategies was also presented. This led to a discussion of how the process of close reading can help students concentrate on what is being read, encourages sustained effort to understand the text, and develops critical reading and thinking skills. Students were invited to participate in a close reading demonstration with Avery colored dots. For their first reading of the material, students were invited to overview the article in order to figure out what the text said. During the second reading, they were asked to consider how the text worked. With a pink Avery post-it dot, students recorded a text-to-self connection they generated while reading, along with a short note to remind them about the connection later. Next, they were asked to record a memorable word choice or sentence with an orange Avery post-it dot. Additional close reading strategies were introduced and reinforced throughout the course of the semester. Visual literacy activities with post-it notes were modeled, such as determining important concepts while reading and noting connections with lines, circles, arrows, and symbols to show the relationship between the ideas. Strategies such as re-writing the text as a series of tweets, discussion circle roles, analyzing a text from different viewpoints, and creating studentgenerated discussion questions to accompany a text were also introduced. Critical literacy strategies employed throughout discussions. Students were invited to employ a range of close reading and critical literacy strategies throughout their reading of the book and class discussions. College of Education students were invited to reflect upon how these strategies created a more critical reader. In addition, they were asked to share insights related to how a close reading lens could impact their teaching style as future educators. Student comments from the conclusion of the project yielded valuable data, demonstrating the impact of this project on these future teachers. High School Student Guest Speaker. A local Muslim high school student was invited to visit the course. She shared her personal experience of recently beginning to wear a hijab to school. Stephanie Jones, professor at the University of Georgia in the Department of Educational Theory and Practice, teaches courses on ethnographic- and place-based teaching, feminist theory and pedagogy, social class and poverty, early childhood education, and literacy. Jones delivered a Friday lunchtime lecture to faculty, students, and invited community guests. Her presentation focused on how to implement critical literacy not only in the classroom, but also in everyday life. During her visit, Dr. College of Education Brown Bag Session. A Brown Bag session was held at the conclusion of the project in order to share insights gleaned from the critical literacy project with the College of Education community. The session introduced the context for the project, provided details on the course as well as the guest speaker from the local high school who recently started wearing a hijab, and modeled close reading and critical literacy strategies for attendees. Both students described what they learned from participating in the book discussion and how they will apply critical literacy strategies to their own teaching practices as future educators. The Brown Bag provided a valuable opportunity to disseminate information about teaching critical literacy in the classroom to College of Education faculty and students. Results Many of the students in the course revealed that they learned how to approach reading from a more critical perspective when asked to provide answers to several reflective questions. Those questions were as follows: When responding to the open-ended questions during the classroom discussion component, student responses included the following: What critical literacy strategies have you learned from this initiative? Now I see the importance of writing and connecting to the book. KWL, charts, and using colored dot techniques [were helpful]. Young Muslim females, future educators, and really anyone else. Personally, this text helped me very much. It has helped me see things from a different view. In addition, reading and discussing literature that focuses on the experiences of characters with perspectives different from their own encouraged critical thinking. Students were able to generate authentic connections with the main character, providing a realistic view of a pluralistic society. In addition, teacher candidates learned that incorporating close reading strategies through young adult multicultural literature can facilitate better understanding of the diversity and various perspectives around them, while teaching critical thinking skills that will be used throughout a lifetime. This project served as a meaningful collaboration between a university librarian and two faculty members in the College of Education. Each put forth meaningful contributions to enrich this learning opportunity for students and the larger university community. The book discussion and accompanying critical literacy project addresses the need to bridge theory with practice. In addition, by providing university students who are in the early stages of their degree program within the College of Education with this experience, this project assisted the College of Education with accomplishing its strategic goals of providing transformative student learning experiences and increasing retention. Insights yielded from this initiative have helped us examine how we can better prepare our students for the demands of twenty-first century teaching through a collaborative approach. Does my head look big in this? How we can, why we must. American Association of Colleges and Universities. Reading informational text with pleasure, proficiency, and passion. What students do and how teachers can help. The Reading Teacher 62 1 , International Electronic Journal of Elementary Education, 5 2 , Girls, social class, and literacy: What teachers can do to make a difference. Graduate students tackle twenty-first century literacy challenges in an online environment. The Dragon Lode, 32 1 , Falling in love with close reading: Lessons for analyzing texts â€" and life. Preparing preservice teachers to use critical literacy in the early childhood classroom. Multicultural Education, 19 2 , Enacting critical literacy in English classrooms: How a teacher learning community supported critical inquiry. Technology of books has changed, but bookstores are hanging in there. She is involved in literacy research and community outreach projects in local schools. She enjoys mentoring future educators. She has published and presented on topics related to diversity in education and the development of cultural understanding. Holt teaches EDUC

8: THE STATE OF NETWORK ORGANIZATION

1, Likes, 19 Comments - MIT Architecture (@mitarchitecture) on Instagram: "A quick tour through a review in the Geometric Disciplines course for first year www.enganchecubano.com students, ".

9: Summer Meeting -Meeting Program

k Likes, Comments - DEBI FLÃœGGE (@debiflue) on Instagram: "New York nights ðŸ˜•ðŸ'«miss it so much and wanna go back soon ðŸ™Œð Ÿ•¼ #fashion #outfit #newyork #usa #night".

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