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Examines ways in which computers, video tape recorders, stereos, cameras, modems, and other high technology can help high school students improve their reading, writing, mathematics, communications, and other skills.

In order for some people to be gifted, others have to be average or below average. The teachers do not exist to cater to each student's unique "needs". There needs to be a certain amount of cooperation, meeting in the middle. November 27, at 4: Naturally the better household kid is more likely to get a "gifted" label, grow in self-confidence, and accelerate the gap between them and the other kids as their schooling progresses. November 27, at 2: I was identified as a "gifted" child as a toddler. My parents were emotionally and physically abusive people with nothing higher than a high school diploma. My parents definitely did not read to me every night and were not the ideal parents by any means. Your beliefs on "gifted" children are highly flawed. November 27, at 3: Nothing worse than a snarky post with a typo. There is no hard rule on these things and perhaps you are the reason why. The point of my post was in the majority of cases, what is called "gifted" is in reality nothing more than a child who is a product of a strong, educated, supportive household. Kids who come from hard backgrounds, like yours, may be already too far behind and can never get caught up emotionally or learnedly in school. However, after schooling, effort and luck factor in considerably and change the rules to a slightly more level playing field in the job world. November 27, at 5: My son was tested in the second grade and missed the cutoff in spite of adding columns of 3 digit numbers in his head for fun. He took a standardized IQ test, and based on this was accepted into the gifted program. However it appears that many that enter the program are more likely overachievers than gifted. I eventually obtained a graduate degree in physics. I ended up OK, but I missed out socially and academically due to my inappropriate education. Even with the flaws in his gifted program, my son is far better off. November 27, at 1: I took her out of school at the age of 8, midway through 2nd grade, and gave her an academically rigorous, secular home education, custom tailored to her interests and abilities. At 12 she went back to public school and did two years of middle school. She learned a lot about social drama and helped the teachers teach the other students. Midway through 8th grade she blew the top off the ACT and got her self into a four year university. She is socially well adjusted with many friends her own age and older. One size fits all education does not work, especially with gifted students. They need guidance and freedom. They need to be allowed to work at their level. Whenever possible, parents need to step in and help their child get what they need. Every single person on here is either "gifted" or has a "gifted" kid. November 27, at If it seems as if a disproportionate section of the population comments on something, one ought to at least consider that the "population" is not statistically representative. He was in grade 5. He hated school never wanted to go. Kids teased him teachers expected the most out of him and thus he dropped out of school at 15 because of being teased as a brown noser teachers pet. Afraid of disappointing he introverted. He was a good kid. Never did drugs never drank. Doesn't smoke respects me as his mother and does what I ask without questions. How do I fix it? It breaks my heart to see such a gorgeous blond blue eyed man in a slump because of intelligence. You know him better than anyone and will figure it out. Must get frustrating to live in a world filled with idiots. November 25, at 6: I always read ahead in first grade because I read at a fifth grade level. It was so difficult for me to focus, having the class read aloud was the longest half-hour of my life as it seemed in first grade. You should familiarize yourself with a bell curve. I can tell you this is frustrating. I tested as gifted as a child, IQ of The average IQ is in the US. As an example Forrest Gump was a 76 according to the book. Let me tell you, the average person is not nearly as charming as Forrest Gump. When they have students in the class who barely know their ABCs the kid who can read Harry Potter is not important. Otherwise, too many kids who are advanced in kindergarten are behind by the time they get to junior high. November 23, at 8: I was placed in GT early in elementary school and it was worthless. This would throw a monkey wrench into the entire standardized testing system rendering the results absolutely useless. Districts and schools then have some serious explaining to do when asked why NONE of their GT students tested as proficient. November 22, at 9: The gifted child has been my biggest struggle in school because he is so quiet and well behaved his teachers basically ignored his academic needs.

In first grade he was penalized for not sounding out words even though he tested at a 5th grade level for reading and sounding out "cat" is not relevant at that age. The people who were in the middle all came out on top. November 20, at 7: November 19, at 6: I aim to misbehave November 19, at 4: All student are gifted in their own way, some excel at sports, the arts, math, sciences, english, etc The point of a gifted program at least at my School was for students who grasped the concepts that their teachers within minutes or a single class period, ad simply became bored for the rest of the class. My program was composed of kids in my grade, who tested highly, and were constanlty ahead of their class. I joined Enrichment in 1st grade because my teachers realized that I grew bored from having to sit and wait for my fellow classmates. In the gifted program we learned stuff at a grade level that was higher than our own and applied them into real life situations that were fun and engaging. Model helicopters for enginerring, scale house for physics, stock market game for math. I agree with the authors opinion on most except three. STrating to teach a "gifted child" helps them to develop better esteem a fun enviroment where their "normal" and provides them with an activity instead of string off into space. November 18, at I spent my entire school career in gifted programs. My wife is a teacher, and not one of those notions has ever been presented. I heard all these "myths". Some I heard quite often and by professionals who should have known better. November 21, at Yet so few intelligent adults making scientific discoveries, helping mankind move forward. Personally, I think overbearing parents use the term, "gifted," FAR too much and since these kids grow up to be nothing special, why waste any particular time or funds on them? Let them be the kid everyone goes to for help with their schoolwork. Let them be the ones who never have to study. No need to put them up on a pedestal and give them a swelled head. They;re going to have enough trouble when they get into the real world and realize nothing comes easy any more. November 18, at 1: They got to college and were average. She knows nothing about hard work or perseverance. November 18, at 3: I was smart enough to stay out of trouble but suffered a huge depression in college.. I have three kids now, learned a lot about giftedness. Two of my kids have been tested and their IQs are so high up that I would be embarrassed to post it. We put them in a special school for gifted where they HAVE to work, they HAVE to learn, they HAVE to develop the skills that will help them to be successful in life, because success in life is not about being intelligent. They need to be around other kids who struggle with those issues and they need support to learn to overcome those issues or others which are quite different that the struggles of other kids. We moved our kids from another school to this school and it made a world of difference for them, and for the whole family.

Chapter 2 : High Tech Elementary School - Denver, Colorado - CO | GreatSchools

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Recent Education Reform in the United States I have never let my schooling interfere with my education. On this day, President George W. He came to announce that the school had been named a federal Blue Ribbon School, 1 of 12 in Illinois and nationwide. With Secretary of Education Margaret Spellings by his side, Bush emphasized that this Blue Ribbon honor was not the same as those that might have been given at an earlier time, during what he termed a "kind of a feel-good era. Math scores had increased even more dramatically" up almost 52 percentage points to Bush called Greeley "a center of excellence" and praised the school principal as a person who understood that "we have got to set high standards for our children and work with the teachers to achieve those standards" Bush, Greeley was selected as the site for a reason: It proved, at least in his mind, that NCLB was working well. With a significant Hispanic population and new immigrants among its students, Greeley "is a school that is exceeding expectations because of high standards and using the accountability system as a tool to make sure that no child is left behind" Bush, The Greeley event highlighted the defining characteristics of education reform efforts in the United States during the early years of the 21st century: Although it intends to ensure that every child receives a good education so no child is left behind, its definition of good education is good scores on standardized tests in reading and math. The law requires that all children be given state assessments in reading and math in grades 3 through 8. If a child fails the test, she is judged not to have received a good education from the school. If the school does not make Adequate Yearly Progress AYP on student test scores, the school is considered not providing a good education to its students and is labeled "in need of improvement. Schools that produce good scores are considered good education providers. Those that see significant increases in test scores, such as Greeley, are rewarded and honored. Although the current version of NCLB does not focus on high schools, it requires reading and math to be tested at least once from grades 10 to 12, and testing in science was proposed by the Bush administration. In addition, 22 states have enacted burgeoning high school reforms requiring students to pass a state exit exam to receive their high school diploma. Math, reading, and perhaps science have become the most valued content of education. Students who perform poorly on a state math or reading test are considered at risk, no matter how well they do in other areas. As Bush said during his visit to Greeley, his philosophy started with a "refusal to accept school systems that do not teach every child how to read and write and add and subtract" Bush, The virtually exclusive emphasis on math, reading, and science is also evidenced by the American Competitiveness Initiative ACI Bush proposed in his State of the Union address: Tonight I propose to train 70, high school teachers to lead advanced-placement courses in math and science, bring 30, math and science professionals to teach in classrooms, and give early help to students who struggle with math, so they have a better chance at good, high-wage jobs. The high school reforms in many states show the same tendency. Many states have increased the number of required courses in math, English, and science. And in most states, the high school exit exams are primarily in those three subjects. The almost exclusive emphasis on math, reading, and science is also clearly evidenced by funding appropriations. No other subjects have received the same attention. Department of Education initiative titled Strengthening Education: Department of Education, The High School Reform Initiative will bring high standards and accountability to high schools by aligning their academic goals and performance with the No Child Left Behind Act. Additional Current Math and Science Initiatives: The National Language Security Initiative will address our shortage of people who speak languages critical to our national security and global competitiveness by encouraging earlier and stronger coursework in critical need foreign languages from kindergarten through postsecondary education; increasing proficiency among all speakers; and providing incentives for government service and teaching critical need foreign languages U. Foreign language education is the only other subject mentioned besides reading, math, and science, but it is the last item, and no specific dollar amount or actions are specified.

Standards and Accountability Accountability is an exercise in hope. When we raise academic standards, children raise their academic sights. When children are regularly tested, teachers know where and how to improve. When scores are known to parents, parents are empowered to push for change. When accountability for our schools is real, the results for our children are real. Department of Education to explain NCLB best explains the logic of the reform and underscores the central role of accountability, standards, and testing in the reform efforts. No Child Left Behind required that all states develop rigorous curriculum standards in math and reading following its passage, and in science by Today all 50 states have developed such standards and grade-level expectations. These standards must be reviewed and approved by the U. To ensure implementation of these standards, tests must be developed. Every state has developed standardized tests according to these standards. Some states even prescribed textbooks to go with these standards, requiring publishing companies and authors to include and cover certain topics in depth. No Child Left Behind has also mandated an extensive accountability system involving the state and the local education agency LEA. Specific responsibilities are assigned to the various agencies involved in education, and punitive consequences are explicitly spelled out if the agency fails to fulfill its responsibilities. States and schools have developed elaborate systems to collect, analyze, and report data required by NCLB to show Adequate Yearly Progress. To further hold schools accountable, data on student performance must be published in local papers, and a school report card, with information about school performance as judged by NCLB requirements, must be provided to parents.

Closing the Achievement Gap: Goals of Recent Reform Efforts The massive reform efforts in the United States have been intended to close two types of so-called achievement gaps in order to deliver a better future for America and all Americans. The first is the gap inside the United States and among the different subgroups of the population; the second is the gap between the United States and other countries. As America enters the 21st Century full of hope and promise, too many of our neediest students are being left behind. Today, nearly 70 percent of inner city fourth graders are unable to read at a basic level on national reading tests. Our high school seniors trail students in Cyprus and South Africa on international math tests. For example, results of the National Assessment of Educational Progress NAEP show that 39 percent of white students scored at the proficient level or higher in 4th grade reading, but only 12 percent of black students and 14 percent of Hispanic students did so National Center for Education Statistics, b. The gap in math was even larger, with 42 percent of white 4th graders scoring at the proficient level or above and just 10 percent of black students and 15 percent of Hispanic students achieving the same result. Thirty-eight percent of 4th graders who were eligible for free and reduced lunch scored below basic in math, whereas only 12 percent of those who were not eligible scored at the same level National Center for Education Statistics, c. Similar gaps exist in the dropout rate and the graduation rate. In , the dropout rate for white, African American, and Hispanic youth was 5. A study on high school graduation rates Swanson, shows similar disparities: That rate is well below the national graduation rate of 70 percent, and even falls short of the average for urban districts across the country 60 percent. Only six of these 50 principal districts reach or exceed the national average. In the most extreme cases Baltimore, Cleveland, Detroit, and Indianapolis , fewer than 35 percent of students graduate with a diploma. The sense of an economic threat from other countries has long been associated with the sense that the American education system is much inferior to those of its foreign competitors. The achievement gap between U. In all these tests, the United States has not fared well. On the advanced math test, of the 15 countries participating, the United States was outscored by 11 countries. The PISA results were no better; American year-olds ranked 24th among students in 40 countries that participated in the study Committee on Prospering in the Global Economy of the 21st Century [National Academies], The disappointing news is that between and , U. The gap is also identified in terms of the number of students pursuing degrees in math, science, engineering, and technology. Energizing and Employing America for a Brighter Economic Future, written by a panel of 20 prominent individuals with diverse backgrounds. The panel presented the following information: Estimates of the number of engineers, computer scientists, and information technology students who obtain 2-, 3-, or 4-year degrees vary. One estimate is that in , China graduated about , engineers, computer scientists, and information technologists with 4-year degrees, while the United States graduated about , China also graduated about , with 3-year degrees in these same fields, while the United States graduated about 85, with 2- or 3-year

degrees. Over the past 3 years alone, both China and India have doubled their production of 3- and 4-year degrees in these fields, while the U. To some, these kinds of gaps spell clear danger to the future of the United States. People in China and India are starving. In , Robert Compton, a venture capitalist, produced a documentary film to show how Indian and Chinese students are outdoing their American counterparts in education. The film, *Two Million Minutes: A Global Examination*, compares the lives of six students in China, India, and the United States through their final year of high school. The point of the comparison is clear, at least according to the filmmaker: American students are squandering their precious two million minutes—the estimated time that students spend in high school—playing video games and partying, while their peers in China and India spend more hours studying math and science, with a strong motivation to enter the best colleges because they all aspire to become top scientists and engineers. The filmmaker compares the situation to the context surrounding Sputnik: Are we doing enough with the time we have to ensure the best future for all? The Education for Innovation Initiative, begins as follows: Almost 50 years ago, the Soviet Union shocked Americans by launching Sputnik, the first Earth orbit satellite. Department of Education expressed similar thoughts in in a report titled *Answering the Challenge of a Changing World: Strengthening Education for the 21st Century*: This global challenge requires bold action and leadership. America has done it before. An average of double-digit growth in gross domestic product GDP over two decades propelled China ahead of the United Kingdom, making it the fourth-largest economy in the world, after the United States, Japan, and Germany in And India has become the epicenter of the high-tech boom. Multinational information technology companies have rushed to set up research and development centers in India. It clocked an 8. But more unsettling to the United States is the future. China and India may have found the secret to turning their combined two billion citizens into highly competitive workers:

Chapter 3 : Recent Education Reform in the United States

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