

Chapter 1 : Read About “ Learning Strategies Center

Suggestions for Additional Reading. If you have access to a library or some other means of ordering books, you may want to consider reading any of the following hand/books.

The sensory channel preference is one of several factors the case conference committee should take into consideration when determining literacy medium for a student. Mobility in the classroom as well as throughout the building, independent play and playing with others, learning of new activities, reinforcement of skills already learned, etc. At a minimum, a sensory channel assessment should determine the modality of preference when: The teacher of the visually impaired should also note which modality seems to be the most efficient for a particular task. The modality of preference and the most efficient modality may not always coincide. Appendix B provides additional information on sensory channel assessments. Medium Selection The importance of determining the most productive literary medium for reading, writing , and computing cannot be overstated. It will greatly assist the student to master a literary medium or mediums early in the educational process. When deciding which literary medium is most suited for a student, parents, teacher s , the case conference committee, and the student should not sacrifice future potential, learning ability, or quality of education. Experimentation with Various Mediums When considering the various types of literary mediums available, the teacher of the visually impaired will need to take into account the information gathered thus far in the assessment process. Just as any youngster would doodle and casually explore the literary medium they use, the student with a visual impairment should be given opportunities to play with and manipulate whichever literary medium for which they show preference. Writing is accomplished in a variety of ways including, but not limited to slate and stylus, pen and paper, word processor, laptop computer, electronic note takers, etc. The student should be given ample opportunity to explore various means of writing and select whichever combination best suits his or her needs. It is erroneous to assume that just because a student has a visual impairment large print books will be helpful and should be provided. Large print inherently presents several disadvantages: To merely select large print, without consideration of the effect it does or does not have on the student would be unconscionable. If there is any question that a student may lose additional vision in the future, this should be discussed at the case conference committee meeting, as well. It should be noted that listening skills must be taught, practiced, and refined. As students move on to secondary educational programs, access to braille and large print will be reduced considerably. Post-secondary education students rely heavily on auditory processing skills. Every student should be assessed for using each literary medium. It should not be assumed that a student could best use any one literary medium. Most students will learn best using a variety of literary mediums contingent upon the task they are presented. For each of the following categories, suggestions are given to test the usefulness of particular literary media. When selecting the most productive literary medium consider: Functional Braille In some cases, a basic understanding of braille will allow students in school and as future adults to perform many tasks that would otherwise be impossible. This may be necessary for students with multiple impairments or those for whom reading is not pragmatic. Functional braille is comparable to a student learning survival words or gaining a working knowledge of basic signs and symbols seen in everyday life experiences. When considering the possibility of functional braille for a student, consider: Nonetheless, if a student is visually impaired, the importance of auditory learning should always be stressed no matter which literary medium is selected. This is particularly true when college is an option for the student. Post-secondary students access a vast majority of their course materials through an auditory format. If the student is unable to use either print or braille due to additional disability ies , auditory learning may be the only literary medium used. When looking at the use of auditory medium, consider: Appendix C lists additional information regarding literary medium assessment. Experimentation with Adaptive Equipment or Assistive Technology The world of technology has greatly expanded opportunities and accessibility to information for people with disabilities. There are many types of devices made specifically for use with individuals who are blind or visually impaired, but there are also many types of equipment which may be modified for use with a specific type of visual impairment. The best way to select a piece of equipment

is to try it out with the individual who will be using it to see whether or not it meets his or her individual needs. Whichever type of equipment or technology used, it should permit the student to use it independently while furthering his or her educational goals and keep them on par with their peers. The following questions should be considered when selecting a piece of adaptive equipment or assistive technology. Appendix D lists additional information regarding adaptive equipment and assistive technology. When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us. Helen Keller On-going Assessment of Selected Medium Once a medium has been selected for the student, there should be a continual evaluation of whether it is viable for the student. However, informal assessments may occur throughout the school year.

Chapter 2 : English | Teaching Ideas

Evaluation of Functional Literacy Assessment Guidelines for Students who are Blind or Visually Impaired. This evaluation is being provided to collect input concerning the content and usefulness of this Field Test Edition of the Functional Literacy Assessment Guidelines.

Additional Information In lieu of an abstract, here is a brief excerpt of the content: Nevertheless this blemish does not seriously impair the value of an informative and thorough study. In *British Working Class Movements: Select Documents*, Professor G. Filson illuminate the same and earlier developments. Their documents are drawn from varied sources, including the Home Office Papers at the Record Office, the Place and other collections in the British Museum, the George Howell collection at the Bishopsgate Institute, London, and many special monographs on the period. The selections are grouped into twenty-one chapters which combine a topical and chronological treatment, with appropriate annotations on the contents. The main aim throughout is to illustrate, less the economic facts of the time, than the social movements and the ideas behind them, and, as we might expect from the editors, what is included on politics has a profound social interest. One extract from a labour journal aptly pronounces that "Social and political reforms are so intimately interwoven that it is extremely difficult to distinguish one from the other" pp. But, where necessary, the more factual type of document is included. Thus the opening chapter has extracts from Sir F. Here as in the former book is clearly shown, especially after the failure of Chartism, the close nexus between the workers and the middle class. The argument for democracy which after the middle of the century came to prevail among the influential leaders of the unions was one that repudiated a narrow class doctrine and class rule. George Howell, a spokesman for the unions in , pleaded that "we seek not to overbalance political power by the substitution of one class influence for another. We seek it for all men without distinction; for on the principle of manhood suffrage, protected by the ballot, class legislation as well as class representation will be no more" p. The documents also abundantly illustrate how much after both the Liberal and Conservative parties became anxious to satisfy through the statute book the requests of labour organizations. Collectivism was the price paid for the combined political action of labourers and middle class. University of Chicago Press [Toronto: Gage and Company Limited], Miss Tuvv, who is an able research scholar, suggests at least one variation. This is what she does. All of these figures derive ultimately from the typological interpretation of the Scriptures inherited from the Church Fathers and elaborated by the glossators and schoolmen. Because her book is not just a source-study You are not currently authenticated. View freely available titles:

Chapter 3 : Powering Lives | ComEd - An Exelon Company

Traits pp. , , Character p. Additional Writing and Grammar Reading Lesson 4: Recognizing Main Ideas and Details.

Twitter is a great way of finding inspiring speakers to visit your school, says one teacher. Track the success of sessions: For so many years in schools professional development has been top-led and driven by initiatives that have fallen by the wayside in a short amount of time. The movement towards evidence-based practice in education can only be good. I will have had six Twitter-initiated professional development experiences by the end of this year. At my school, we try to constantly connect back to our own personal beliefs about what great teaching and learning should look like – sessions are about fundamental values as well as day to day practice. Many of our staff are engaged in their own research and professional reading is part and parcel of the way we keep ourselves informed. I feel it is an empowering way of moving forward. Follow-up on how people found sessions: I know everyone hates filling in questionnaires, but they are really useful, including anonymous ones where people can be honest and up front. A quick feedback session at the beginning of subsequent training can work well and provide the basis for follow-up sessions. Ross Morrison McGill, assistant headteacher Allocate adequate time and pick delivery days carefully: The key to engaging professional development sessions is giving staff the time to take part in something meaningful for their own development and balancing this with school priorities. This cannot be achieved in five inset days throughout the year. The schools with outstanding professional development models encourage tailored CPD pathways for the individual teacher and support members of staff throughout the year in dropdown sessions and after-school groups. Voluntary sessions work best after school hours and on Saturday mornings, whereas formal training tends to be best in the afternoons. Be creative when buying-in speakers: The best CPD providers and the most engaging are when you go searching for them yourself, or when you receive a recommendation. Every single penny was well-spent and staff left feeling inspired time and time again. Thomas Starkey, contributor Let teachers drive training: Would I be too obvious if I said that organised CPD sessions should be chosen and instigated by the teachers themselves? I believe that much of the disconnect teachers feel during development days is because they are told what it will be about by senior management. A more collaborative approach when planning sessions could be mutually beneficial. Development by teachers for teachers may lead to greater investment and raise the chance of follow-up implementation. Kate Oakley, senior early years practitioner Survey staff needs: My staff are asked to fill out a training needs analysis form at least once a year and have plenty of opportunities to suggest continuing professional development CPD training, resource or visit ideas. This ensures that any resulting sessions are targeted, relevant and make the best use of limited time. Susie Arnott, contributor Take charge of your own training: Loads of conferences, teachmeets, eTwinning and British Council events are advertised on Twitter. Professional development will be the most engaging when you follow your interests. This content is brought to you by Guardian Professional. Looking for your next role? Take a look at Guardian jobs for schools for thousands of the latest teaching, leadership and support jobs.

Chapter 4 : Functional Literacy Assessment Guidelines for Students who are Blind or Visually Impaired

Reading Lesson Plans & Activities. The resources provided by The Teacher's Corner cover a variety of literacy-focused topics such as: comprehension, word lists, centers, reading skills, vocabulary, and more.

Chapter 5 : Classroom Activities – Free Classroom Activity Ideas - JumpStart

10 professional development ideas for teachers Once you've been to a session, follow up with reading, trying things out in your classroom and joining subject groups.

Chapter 6 : About - Texas Library Association

DOWNLOAD PDF SUGGESTIONS FOR ADDITIONAL READING (P. 200-203)

Additional activities help students organize, summarize, and analyze the content in the Read to Learn section. Reading Essentials utilizes reading strategies throughout the interactive textbook.

Chapter 7 : 10 professional development ideas for teachers | Teacher Network | The Guardian

*www.nxgvision.com Distinguish long and short vowels when reading regularly spelled one-syllable words.
www.nxgvision.com Know spelling-sound correspondences for additional common vowel teams.*

Chapter 8 : Phonological Awareness Assessment - Reading A-Z

Award-winning reading solution with thousands of leveled readers, lesson plans, worksheets and assessments to teach guided reading, reading proficiency and comprehension to K-5 students Search Reading A-Z Teacher Resources - Reading A-Z.

Chapter 9 : Search Reading A-Z Teacher Resources - Reading A-Z

Tips for Writing During The Holidays (Christmas, Kwanzaa, Hanukkah, Mothers Day, Father's Day) The holidays, especially Christmas, are usually when we feel obligated to write.