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Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are being prepared and how they ought to be prepared. Yet, teacher preparation is often treated as an afterthought in discussions of improving the public education system. Preparing Teachers addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The book evaluates the characteristics of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. Preparing Teachers also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs. Federal and state policy makers need reliable, outcomes-based information to make sound decisions, and teacher educators need to know how best to contribute to the development of effective teachers. Clearer understanding of the content and character of effective teacher preparation is critical to improving it and to ensuring that the same critiques and questions are not being repeated 10 years from now.

Published by OpenStax College, U.S. History covers the breadth of the chronological history of the United States and also provides the necessary depth to ensure the course is manageable for instructors and students alike. U.S. History is designed to meet the scope and sequence requirements of most courses. The authors introduce key forces and major developments that together form the American experience, with particular attention paid to considering issues of race, class and gender. The text provides a balanced approach to U.S. history, considering the people, events and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience).

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. Communities in Action: Pathways to Health Equity seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

College-for-all has become the new American dream. Most high school students today express a desire to attend college, and 90% of on-time high school graduates enroll in higher education in the eight years following high school. Yet, degree completion rates remain low for non-traditional students—students who are older, low-income, or have poor academic achievement—even at community colleges that endeavor to serve them. What can colleges do to reduce dropouts? In Bridging the Gaps, education scholars James Rosenbaum, Caitlin Ahearn, and Janet Rosenbaum argue that when institutions focus only on bachelor's degrees and traditional college procedures, they ignore other pathways to educational and career success. Using multiple longitudinal studies, the authors evaluate the shortcomings and successes of community colleges and investigate how these institutions can promote alternatives to BAs and traditional college procedures to increase graduation rates and improve job payoffs. The authors find that sub-baccalaureate credentials—associate degrees and college certificates—can improve employment outcomes. Young adults who complete these credentials have higher employment rates, earnings, autonomy, career opportunities, and job satisfaction

than those who enroll but do not complete credentials. Sub-BA credentials can be completed at community college in less time than bachelor's degrees, making them an affordable option for many low-income students. Bridging the Gaps shows that when community colleges overemphasize bachelor's degrees, they tend to funnel resources into remedial programs, and try to get low-performing students on track for a BA. Yet, remedial programs have inconsistent success rates and can create unrealistic expectations, leading struggling students to drop out before completing any degree. The authors show that colleges can devise procedures that reduce remedial placements and help students discover unseen abilities, attain valued credentials, get good jobs, and progress on degree ladders to higher credentials. To turn college-for-all into a reality, community college students must be aware of their multiple credential and career options. Bridging the Gaps shows how colleges can create new pathways for non-traditional students to achieve success in their schooling and careers.

The Public Health Foundation (PHF) in partnership with the Centers for Disease Control and Prevention (CDC) is pleased to announce the availability of Epidemiology and Prevention of Vaccine-Preventable Diseases, 13th Edition or "The Pink Book" E-Book. This resource provides the most current, comprehensive, and credible information on vaccine-preventable diseases, and contains updated content on immunization and vaccine information for public health practitioners, healthcare providers, health educators, pharmacists, nurses, and others involved in administering vaccines. "The Pink Book E-Book" allows you, your staff, and others to have quick access to features such as keyword search and chapter links. Online schedules and sources can also be accessed directly through e-readers with internet access. Current, credible, and comprehensive, "The Pink Book E-Book" contains information on each vaccine-preventable disease and delivers immunization providers with the latest information on: Principles of vaccination General recommendations on immunization Vaccine safety Child/adult immunization schedules International vaccines/Foreign language terms Vaccination data and statistics The E-Book format contains all of the information and updates that are in the print version, including: · New vaccine administration chapter · New recommendations regarding selection of storage units and temperature monitoring tools · New recommendations for vaccine transport · Updated information on available influenza vaccine products · Use of Tdap in pregnancy · Use of Tdap in persons 65 years of age or older · Use of PCV13 and PPSV23 in adults with immunocompromising conditions · New licensure information for varicella-zoster immune globulin Contact bookstore@phf.org for more information. For more news and specials on immunization and vaccines visit the Pink Book's Facebook fan page

What does formative assessment look like, and when should I use it? What kind of planning does it require, and what kinds of data does it generate? How will formative assessment improve my teaching and help my students succeed in a standards-based environment? How does it relate to my application of multiple intelligences theory, to differentiated instruction, and to everything else I'm already doing in my classroom? In this volume, author Laura Greenstein has gathered what you really need to know in order to make formative assessment a seamless part of your everyday practice. Emphasizing formative assessment application in secondary schools but applicable to teachers of all grade levels and all subject areas, this book provides * Straightforward answers to teachers' most frequently asked questions * Dozens of strategies for measuring student understanding and diagnosing learning needs before, during, and after instruction * Illustrations of formative assessment across the content areas, from math to language arts to science to social studies to health and physical education * Guidance on making data-informed instructional adjustments * Sample templates for organizing assessment data to track both whole-class and individual progress toward identified goals * Case studies to illustrate effective and ineffective formative assessment and deepen your understanding If you're looking to take formative assessment from theory to practice—and from practice to genuine learning improvement—this is the place to begin.

Educators know it's important to get students to engage in "higher-order thinking." But what does higher-order thinking actually look like? And how can K-12 classroom teachers assess it across the disciplines? Author, consultant, and former classroom teacher Susan M. Brookhart answers these questions and more in this straightforward, practical guide to assessment that can help teachers determine if students are actually displaying the kind of complex thinking that current content standards emphasize. Brookhart begins by laying out principles for assessment in general and for assessment of higher-order thinking in particular. She then defines and describes aspects of higher-order thinking according to the categories established in leading taxonomies, giving specific guidance on how to assess students in the following areas: * Analysis, evaluation, and creation * Logic and reasoning * Judgment * Problem solving * Creativity and creative thinking Examples drawn from the National Assessment of Educational Progress and from actual classroom teachers include multiple-choice items, constructed-response (essay) items, and performance assessment tasks. Readers will learn how to use formative assessment to improve student work and then use summative assessment for grading or scoring. Aimed at elementary, middle, and high school teachers in all subject areas, How to Assess Higher-Order Thinking Skills in Your Classroom provides essential background, sound advice, and thoughtful insight into an area of increasing importance for the success of students in the classroom--and in life.

This volume focuses on the events from the Civil War through today. The text includes a substantive review unit early American history to facilitate a quick, effective start to the study of modern times.

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