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and her colleagues advocate an approach to practice-based teacher education that identifies “core practices” of teaching and supports novice teachers in learning how to enact them competently. Examples of core practices include facilitating whole-class discussion, eliciting student thinking, and maintaining classroom norms. The contributors argue that teacher education needs to do more to help teachers master these professional skills, rather than simply emphasizing content knowledge. *Teaching Core Practices in Teacher Education* outlines a series of pedagogies that teacher educators can use to help preservice students develop these teaching skills. Pedagogies include representations of practice (ways to show what this skill looks like and break it down into its component parts) and approximations of practice (the ways preservice teachers can try these skills out as they learn). Vignettes throughout the book illustrate how core practices can be incorporated into the teacher education curriculum. The book draws on the work of a consortium of teacher educators from thirteen universities devoted to describing and enacting pedagogies to help novice teachers develop these core practices in support of ambitious and equitable instruction. Their aim is to support teacher educator learning across institutions, content domains, and grade levels. The book also addresses efforts to support teacher learning outside formal teacher education programs. Contributors Chandra L. Alston Andrea Bien Janet Carlson Ashley Cartun Katie A. Danielson Elizabeth A. Davis Christopher G. Pupik Dean Brad Fogo Megan Franke Hala Ghousseini Lightning Peter Jay Sarah Schneider Kavanagh Elham Kazemi Megan Kelley-Petersen Matthew Kloser Sarah McGrew Chauncey Monte-Sano Abby Reisman Melissa A. Scheve Kristine M. Schutz Meghan Shaughnessy Andrea Wells

Building Support for Scholarly Practices in Mathematics Methods is the product of collaborations among over 40 mathematics teacher educators (MTEs) who teach mathematics methods courses for prospective PreK-12 teachers in many different institutional

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Contexts and structures. Each chapter unpacks ways in which MTEs use theoretical perspectives to inform their construction of goals, activities designed to address those goals, facilitation of activities, and ways in which MTEs make sense of experiences prospective teachers have as a result. The book is organized in seven sections that highlight how the theoretical perspective of the instructor impacts scholarly inquiry and practice. The final section provides insight as we look backward to reflect, and forward with excitement, moving with the strength of the variation we found in our stories and the feeling of solidarity that results in our understandings of purposes for and insight into teaching mathematics methods. This book can serve as a resource for MTEs as they discuss and construct scholarly practices and as they undertake scholarly inquiry as a means to systematically examine their practice.

This one-of-a-kind resource will be invaluable to every teacher educator, every curriculum director, and every literacy coach, whether or not they must meet Common Core Standards. Bringing together perspectives from literacy luminaries, each addressing their specialty, this book offers an accessible fund of rich practices in literacy instruction. The book serves two purposes: First, it assembles a body of knowledge and wisdom from leading literacy researchers who each draw from a long career in the field to address topics of central importance to good literacy instruction. Second, these research-to-practice leaders connect established best practices and foundational research to the current challenge of instruction to meet Common Core Standards and other rigorous curriculum guidelines. The contributors point out strengths of the Common Core as well as issues and oversights that educators should be aware of. Closing chapters situate the Common Core within a continuum of educational policy and legislation. Contributors: Richard L.

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Allington, Monica T. Billen, Jay S. Blanchard, Robert Calfee, Gina N. Cervetti, Michael F. Graves, John T. Guthrie, Elfrieda H. Hiebert, James V. Hoffman, Rosalind Horowitz, Michael L. Kamil, Barbara Kapinus, Richard Long, Leigh Ann Martin, Kimberly McCuiston, James Nageldinger, David Paige, P. David Pearson, Timothy Rasinski, S. Jay Samuels, Barbara Taylor, Joanna P. Williams, Kathleen Wilson “Pearson and Hiebert have long advocated for children in schools, and this volume is no exception. They and their chapter authors situate the CCSS within the historical and policy context in which it was written and support the literacy education community as we wrestle with the implications the standards have for research, for teachers, for teaching, and for learning.” —Sharon Walpole, University of Delaware “This book gets way beyond generalities and polemics about the Common Core, taking a deep and measured dive into a wide range of essential topics within the standards. I read a lot, and I can't think of the last time I read anything about the CCSS as engaging and thought provoking as this.” —Nell K. Duke, University of Michigan

In *Rehearsal* is a clear and accessible how-to approach to the rehearsal process. Author Gary Sloan brings more than thirty years' worth of acting experience to bear on the question of how to rehearse both as an individual actor and as part of the team of professionals that underpins any successful production. Interviews with acclaimed actors, directors, playwrights, and designers share a wealth of knowledge on dynamic collaboration. The book is divided in to three main stages, helping the reader to refine their craft in as straightforward and accessible manner as possible: In the world: A flexible rehearsal program that can be employed daily, as well as over a typical four week production rehearsal. In the room: Advice on working independently and productively with other members of a company, such as directors, playwrights, designers and technical crew; how your personal creative process varies depending on the role, be it Shakespeare, musicals, film, television or understudying.

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On your own: Creating your own rehearsal process, exploring original and famous rehearsal techniques, breaking through actor's block and how to practice every day. In *Rehearsal* breaks down the rehearsal process from the actor's perspective and equips its reader with the tools to become a generous and resourceful performer both inside and outside the studio. Its independent, creative and daily rehearsal techniques are essential for any modern actor.

In the course of a teaching and writing career cut too short, Mark Searle (1941-1992) provided a worthy contribution to the study of liturgy. The breadth of his liturgical interests and his desire to integrate a wide range of academic areas with the study of liturgy mark this scholar as a gifted thinker and author, arguably a pioneer. In *Rehearsing God's Just Kingdom*, Stephen S. Wilbricht explores Searle's basic conviction that liturgy represents, rehearses, and forms in its participants the essential commitments of the Christian community. Searle called for the church's liturgy to be embraced as a rehearsal that is performed over and over, again and again, until it is practiced perfectly in the kingdom of heaven. In an age when so much depends on instant gratification and in which institutional commitment is often held in contempt, Searle's thinking provides an avenue for liturgical renewal that hinges upon a respect for and trust in ritual forms and behavior.

"The Common Core State Standards (CCSS) are the first academic standards to be independently adopted by almost every state in the country. The purpose and intent of the Common Core standards for English Language Arts (ELA), as well as Literacy in History/Social Studies and Science education, are the focus of this book. This volume is aimed at educators, administrators, graduate students, university professors, and others who deal with students in grades 3 through 5. Each of the chapters addresses one of the major English Language Arts domains: literature, informational texts, foundational skills, writing, speaking and listening, language, technology, and

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Key assessment. They contain invaluable information, insight, and research from literacy leaders in their respective fields. Their objective is twofold: to provide a theoretical background and detailed explanation of each of the CCSS/ELA standards, as well as practical suggestions, classroom vignettes, models, instructional resources, and unit ideas to implement the standards"--

Rehearsing Shakespeare offers a dynamic guide to practice in rehearsals and workshops for actors, directors and trainers in a UK and global context. The book analyses the roots and development of modern-day approaches to Shakespeare and applies theory of verse analysis to practical work, ranging from the drama student to the highest professional level in major global theatres. At the heart of the book are a series of carefully tested acting exercises, worked with professional actors and drama students across the world, both in English and in translation. Featuring several case studies from the author's own work and the work of others, it explores how acting and directing relate to design and other forms of artistic collaboration during Shakespeare production. An excellent resource for students and teachers of acting and directing courses, drama and English literature students at all levels, new professional actors and professional actors undertaking the exciting task of acting and directing Shakespeare at an international level, Rehearsing Shakespeare offers practical approaches to cutting and editing through to the core challenges of any Shakespearian play.

This book examines the idea of 'good education' which is thought to include a scientific and technical component, a mathematical component, a writing component, and an ethical and aesthetic component. Bunn proposes a new three-way intersection in these teachings: the basic sciences and mechanics of levering on a seesaw, the basic formulations of patterning an algebraic equation,

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Key and the basic rules for writing a sentence in English. In all three forms of inquiry, balance is the mainstay through which problems in US middle school education are brought together and analyzed.

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