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Autore	Delumeau, Jean <1923- >
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2. Record Nr.	UNINA9910797315003321
Autore	Keeley Page
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>""Cover""; ""Contents""; ""List of Curriculum Topic Study Guides""; ""Foreword""; ""Preface""; ""Overview""; ""Need""; ""Audience""; ""Organization""; ""How to Use This Book""; ""Acknowledgments""; ""About the Authors""; ""Chapter 1 - Introduction to Curriculum Topic Study""; ""What is Curriculum Topic Study?""; ""Why Study a Curriculum Topic?""; ""Why Focus on Topics?""; ""The Underlying Knowledge and Research Base""; ""The Origin of Curriculum Topic Study: From Science to Mathematics""; ""National, State, and Local Standards""; ""Cognitive Research""; ""Effective Professional Development""</p> <p>""Research on Readersa€? Interaction with Text""""Mathematics Teachers and Teaching""; ""Content Knowledge""; ""Pedagogical Content Knowledge""; ""Beliefs about Teaching and Learning""; ""Having a Professional Knowledge Base""; ""The Teacher Professional Continuum""; ""Chapter 2 - Examining the Components of a Curriculum Topic Study Guide""; ""The CTS Guide""; ""Sections and Outcomes""; ""Selected Readings""; ""CTS Supplementary Material""; ""Common Resources for Study and Reflection""; ""Building a Professional Collection: Experts at Your Fingertips!""</p> <p>""Descriptions of the Common Resources Used in CTS""""Chapter 3 - Engaging in Curriculum Topic Study""; ""Getting Started""; ""Gathering Your Resources""; ""Becoming Familiar with the CTS Guides and Resources""; ""Defining Your Purpose and Choosing Your Outcomes""; ""Processing Information from CTS Sections""; ""Activation and Processing Strategies""; ""Reading the CTS Sections""; ""Guiding Questions for Individual Sections of a CTS Guide""; ""The CTS Learning Cycle: Inquiry, Study, and Reflection""; ""Topic Engagement""; ""Topic Elicitation""; ""Topic Exploration""; ""Topic Development""</p> <p>""Topic Synthesis""""Topic Application""; ""Study Reflection and Self-Assessment""; ""Using CTS Alone or with a Group""; ""Using CTS on Your Own""; ""Group Use of CTS""; ""Chapter 4 - Contexts for Using Curriculum Topic Study""; ""CTS and Mathematics Content Knowledge""; ""Using CTS to Identify the Knowledge Needed to Teach a Topic""; ""Using CTS to Examine the Structure of Conceptual Knowledge in a Topic""; ""CTS and Curriculum""; ""Curriculum Selection""; ""Supporting Curriculum Implementation""; ""CTS and Instruction""; ""Reviewing and Modifying Lessons""</p> <p>""Developing a Standards- and Research-Based Lesson""""CTS and Mathematical Inquiry""; ""Time for Using CTS in Instructional Planning""; ""CTS and Assessment""; ""Designing Assessment Probes""; ""Developing Culminating Performances""; ""CTS and Preservice and Novice Teacher Support""; ""CTS and Leadership Development""; ""CTS and Professional Development""; ""Embedding CTS in a Variety of Professional Development Strategies""; ""Facilitating Professional Development""; ""Chapter 5 - Images from Practice: Curriculum Topic Study (CTS) Vignettes""</p> <p>""Vignette 1: A Team of Primary Teachers Uses CTS to Clarify District Curriculum Goals for Addition and Subtraction Concepts""</p>
Sommario/riassunto	The Curriculum Topic Study (CTS) process provides a professional development strategy that links mathematics standards and research to curriculum, instruction, and assessment.