

1. Record Nr.	UNINA9910465053503321
Autore	Zepeda Sally J. <1956-, >
Titolo	Supervision across the content areas / / Sally J. Zepeda and R. Stewart Mayers
Pubbl/distr/stampa	New York : , : Routledge, , 2013
ISBN	1-315-85261-6 1-317-91922-X
Descrizione fisica	1 online resource (225 p.)
Collana	An Eye On Education Book
Altri autori (Persone)	MayersR. Stewart <1959->
Disciplina	371.2/03
Soggetti	School supervision - United States Curriculum planning - United States Educational accountability - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published 2004 by Eye On Education.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Cover; Title Page; Copyright Page; Acknowledgments; Table of Contents; About the Authors; 1 The Context of Teaching, Learning, and Instructional Supervision; Why Supervision Across the Content Areas; Accountability and Standards; Standards; The Context of Teaching and Learning; Framing Supervision in a Context; Embed ""Learning Opportunities with Others"" into Everyday Work; Sustain Relationships; Recognize the Adult Learner; Suggested Readings; 2 Instructional Supervision; Instructional Supervision; Informal and Formal Supervision; Informal Classroom Observations Formal Classroom Observations Clinical Supervision; Conducting the Pre-Observation Conference; Conducting Classroom Observations- Tracking Data; Conducting Post-Observation Conferences; Differentiated and Developmental Supervision; Developmental Supervision; Peer Coaching; Administrative Support; Action Research; Portfolio Development; Pulling Together Differentiated Supervisory Practices; Suggested Readings; 3 Supervising the Curriculum; Defining Curriculum; Real Curriculum, Written Curriculum, and Tested Curriculum; Curriculum Alignment; Auditing Curriculum and Instruction; Audits

Curriculum Mapping/Instructional Pacing; Suggested Readings; 4 Linkages Among Curriculum, Learning, and Instruction; Linkages to Learning; The Teacher-Centered Paradigm; Student-Directed Learning and Constructivism; Differentiated Instruction; Instructional Methods; Socratic Seminars; Cooperative Learning; Types of Cooperative Learning; Assessing Cooperative Learning; Supervision and Cooperative Learning; Simulations; Inquiry; The Teacher's Role in the Inquiry Model; The Phases of the Inquiry Model; Teaching Inquiry: What Teachers Need to Know; Supervision and the Inquiry Method

Enhancing Instructional Methods

Learning Centers; Technology-Based Lessons; Puzzles, Games, and Manipulatives; Differentiated Assessment; Portfolios; Demonstrations; Research Projects; Suggested Readings; 5 Brain Research, Multiple Intelligences, and Learning Styles; What Is Differentiated Instruction?; The Human Brain: Cultivating the Potential for Learning; Relevant Findings from Brain Research; The Changing Brain; The Development of Intelligence; Windows of Opportunity; Emotion and Learning; Recommendations for Teaching and Learning; Multiple Intelligences; Linguistic Intelligence

Musical Intelligence

Logical-Mathematical Intelligence; Spatial Intelligence; Bodily-Kinesthetic Intelligence; Interpersonal Intelligence; Intrapersonal Intelligence; Learning Styles; The Development of Learning Styles Theory; Models of Learning Styles; Using Brain Research, Multiple Intelligences, and Learning Styles to Differentiate Instruction; Supervision to Support the Use of Brain Research, Multiple Intelligences, and Learning Styles; Suggested Readings; 6 Students as Learners; Theories of Psychological, Social, and Emotional Development; Elementary School Learners

Learners in Middle Schools

Sommario/riassunto

You became a school leader after succeeding in your particular content area and/or grade level. Now you're responsible for the entire school. You are accountable for everything that goes on, including results from those who teach outside your areas of original expertise. Supervision Across the Content Areas provides tools and strategies to help you effectively supervise all of your teachers, including those in contents areas or grade levels in which you may not have had personal classroom experience. While focusing on four key content areas - Mathematics, Science, English/Language Arts, and So

2. Record Nr.	UNINA9910139562103321
Titolo	Between stillness and motion [[electronic resource]] : film, photography, algorithms / / edited by Eivind Røssaak
Pubbl/distr/stampa	Amsterdam, : Amsterdam University Press, 2011
ISBN	1-283-33443-7 9786613334435 90-485-1209-3
Descrizione fisica	1 online resource (245 p.)
Collana	Film culture in transition
Altri autori (Persone)	RøssaakEivind
Disciplina	791.43 796.8/155
Soggetti	Quietude Silence in motion pictures
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Between Stillness and Motion; Contents; Acknowledgements; Introduction; The Still/Moving Field: An Introduction; Philosophies of Motion; The Play between Still and Moving Images: Nineteenth-Century "Philosophical Toys" and Their Discourse; Digital Technics Beyond the "Last Machine": Thinking Digital Media with Hollis Frampton; The Use of Freeze and Slide Motion; The Figure of Visual Stand still in R.W. Fassbinder's Films; The Temporalities of the Narrative Slide Motion Film; The Cinematic Turn in the Arts; Stop/Motion; After "Photography's Expanded Field" On Otto: Moving Images and the New CollectivityThe Algorithmic Turn; Mutable Temporality In and Beyond the Music Video: An Aesthetic of Post-Production; Algorithmic Culture: Beyond the Photo/Film Divide; Archives in Between; "The Archives of the Planet" and Montage: The Movement of the Crowd and "the Rhythm of Life"; General Bibliography; Contributors
Sommario/riassunto	New technological media such as film, photography and computers have altered the way we perceive possible relations between stillness and motion in the visual arts. Traditionally, cinema theory saw cinema and especially the 'illusion of motion' as part of the ideological swindle

of the basic cinematic apparatus. This collection of essays by acclaimed international scholars including Tom Gunning, Thomas Elsaesser, Mark B.N. Hansen, George Baker, Ina Blom and Christa Blumlinger, starts out from a different premise to analyse stillness and motion as part of a larger ecology of images and media. T

3. Record Nr.	UNINA9910717435803321
Autore	Burns Erick R.
Titolo	Evaluation of long-term water-level declines in basalt aquifers near Mosier, Oregon / / by Erick R. Burns [and four others]
Pubbl/distr/stampa	Reston, Virginia : , : U.S. Department of the Interior, U.S. Geological Survey, , 2012
Descrizione fisica	1 online resource (viii, 133 pages) : color illustrations, color maps
Collana	Scientific investigations report ; ; 2012-5002
Soggetti	Aquifers - Oregon - Mosier Groundwater recharge - Oregon - Mosier Water-supply - Oregon - Mosier Aquifers Groundwater recharge Water-supply Oregon Mosier
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Prepared in cooperation with the Wasco County Soil and Water Conservation District."
Nota di bibliografia	Includes bibliographical references (pages 61-62).