1.

Record Nr.	UNINA9900004506560403321
Autore	Frugoni, Arsenio <1914-1970>
Titolo	Arnaldo da Brescia nelle fonti del secolo XII / Arsenio Frugoni
Pubbl/distr/stampa	Roma : Istituto storico italiano per il Medio Evo, 1954
Descrizione fisica	X, 200 p. ; 23 cm
Collana	Studi storici / Istituto storico italiano per il Medio Evo ; 8
Disciplina	270.5092 850.1
Soggetti	Arnaldo da Brescia, d. 1155
Locazione	FLFBC
Collocazione	270.509 FRU 1 270.509 FRU 1 BIS
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

2.	Record Nr.	UNINA9910823163803321
	Autore	Taylor Rosemarye <1950->
	Titolo	The K-12 literacy leadership fieldbook / / Rosemarye T. Taylor, Glenda A. Gunter ; cover designer, Michael Dubowe
	Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, , 2006 ©2006
	ISBN	1-4833-6175-6 1-4833-6392-9
	Descrizione fisica	1 online resource (161 p.)
	Disciplina	428.4/071
	Soggetti	Language arts (Elementary) - United States Language arts (Secondary) - United States Educational leadership - United States
	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 and index.
	Nota di contenuto	Cover; Contents; Preface; About the Authors; Chapter 1 - Schools and Districts Committing to Fail-Safe Literacy Leadership; Achieving Commitment; Fail-Safe Literacy Leadership; Review and Reflection; Helpful Terms; Further Reading and Resources; Chapter 2 - Collaborating Based on Research; NCLB's Five Elements of Reading; The Fail-Safe Literacy Point of View; Fail-Safe Literacy Leaders Collaborating Across Content Areas; Review and Reflection; Helpful Terms; Further Reading and Resources; Chapter 3 - Developing the Literacy System through Collaboration Step 1: Committing to Fail-safe Literacy LeadershipStep 2: Agreeing on a Common Language to Drive Instruction; Step 3: Agreeing on Nonnegotiable Expectations of Daily Practice; Literacy Leadership Teams in Action; Review and Reflection; Helpful Terms; Further Reading and Resources; Chapter 4 - Using Exemplars to Kick up Literacy Learning a Notch; Step 4: Creating Exemplars and Nonexemplars; Step 5: Clarifying Roles and Responsibilities; Review and Reflection; Helpful Terms; Further Reading and Resources; Chapter 5 - Using Data to Drive Fail-Safe Literacy Learning Step 6: Asking What is Working and What is Not?Step 7: Asking is There

Anything Else?; Review and Reflection; Helpful Terms; Further Reading and Resources; Chapter 6 - Enhancing Reading, Writing, and Content Learning with Technology; 21st-Century Skills; What is Technology Integration?; Literacy Leadership and Technology; Integration of Technology into the Fail-Safe Literacy System; Technological Devices; The Internet and the World Wide Web; Review and Reflection; Helpful Terms; Further Reading and Resources; Chapter 7 - Completing the Fail-Safe System of Literacy
Step 8: Creating a Support SystemStep 9: Communicating the Fail-Safe Literacy System; Step 10: Monitoring the Fail-Safe Literacy System; Step 11: Celebrating Successes; Continuing to Kick it up a Notch; Review and Reflection; Helpful Terms; Further Reading and Resources; Appendix A: APEL Template; Appendix B: The Fail-Safe Literacy System Planning Process; References; Index

Sommario/riassunto	This fieldbook provides a plan for improving literacy for all students; students who enjoy reading become better writers, more involved learners, and joyful readers!