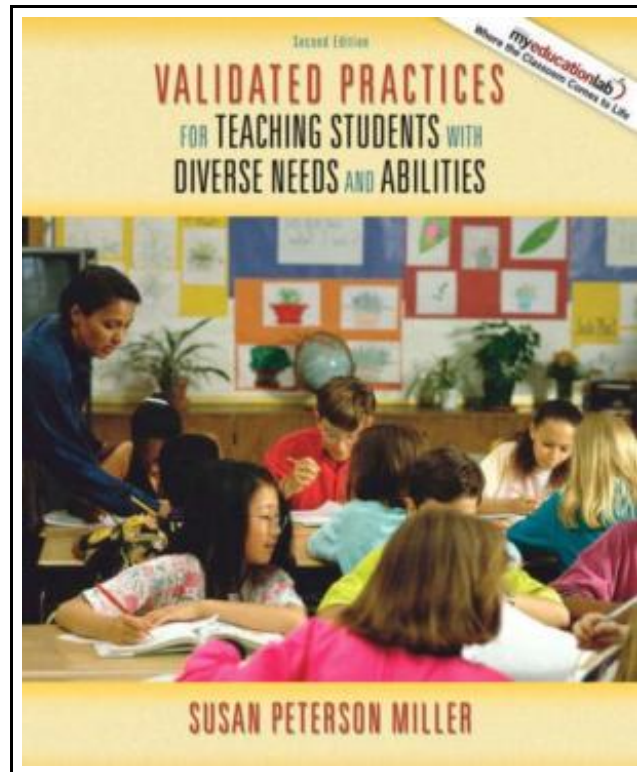# Validated Practices for Teaching Students with Diverse Needs and Abilities

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Reviews

It in a of the best book. Indeed, it really is play, nevertheless an amazing and interesting literature. It is extremely difficult to leave it before concluding, once you begin to read the book.
(Sofia Yundt)

VALIDATED PRACTICES FOR TEACHING STUDENTS WITH DIVERSE NEEDS AND ABILITIES

To save **Validated Practices for Teaching Students with Diverse Needs and Abilities** eBook, make sure you click the link listed below and download the file or have access to additional information that are highly relevant to VALIDATED PRACTICES FOR TEACHING STUDENTS WITH DIVERSE NEEDS AND ABILITIES ebook.

Pearson Education (US), United States, 2008. Paperback. Book Condition: New. 2nd Revised edition. 226 x 190 mm. Language: English . Brand New Book. Dedicated to evidence-based practices (as opposed to opinion-based practices), this text provides in-depth coverage of validated methods that may be applied to teaching across all the content areas. This text helps bridge the research-to-practice gap, and includes: Less is More Approach - Limiting content to validated practices results in more thorough descriptions of the selected practices than what is typically found in methods books. Models - The organizational structure of the text reflects the sequential process involved in effective teaching and learning (i.e., Planning Instruction, Delivering Instruction, and Evaluating Student and Teacher Performance). Formative review questions are provided after Chapters 3, 7, and 10, and a summative review is provided after Chapter 10 to promote synthesis and retention of important concepts. Each chapter is organized to model effective pedagogy. Overarching Themes - The content is grounded in overarching themes (i.e., student diversity, importance of quality instruction, technology applications, and career-long learning among teachers) that reflect accurate understandings of current school contexts. HIGHLIGHTS OF WHAT S NEW IN THE SECOND EDITION: *Three new content area chapters are added: (a) Teaching Mathematics, (b) Teaching Reading, (c) Teaching Handwriting, Spelling, and Written Expression. These chapters are framed around state-of-the-art and evidence-based practices supported at the national, state, and local levels (e.g., NCTM standards, The National Reading Panel). Each of these chapters includes discussion related to: instructional frameworks, types of content knowledge and the importance of balancing instruction across the various types, assessment procedures to plan instruction, general guidelines for instruction, evidence-based methodology, and motivating instructional activities. These new chapters inform students and instructors of current best practice within the content areas most frequently used to assess adequate yearly progress among...

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