Attained curriculum pdf

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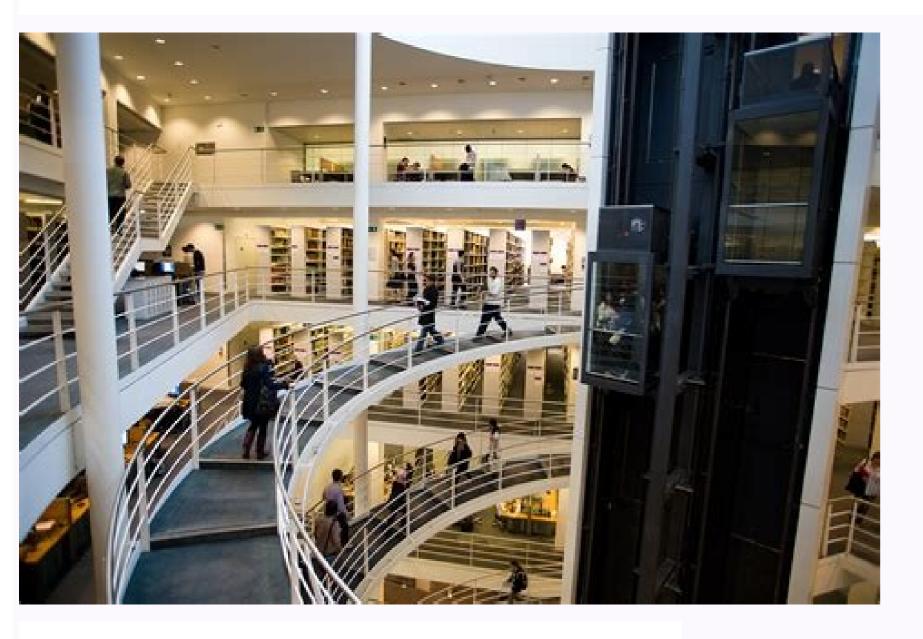
classrooms – so that these can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research.

In addition, there is a need to innovate with different models of teacher education. Institutional capacity and capability to innovate and create are pre-requisites for the pursuit of excellence. These are facilitated when the inputs to the institution are of high quality. In teacher education, the reality on the ground rarely reflects this. Curriculum innovation at the institutional level gets restricted to its transaction within the institution. At the state level, there is a trend of applying standard solutions and common strategies to many a problem of teacher education. The central admission procedure, common curriculum, centralized examination and evaluation system have stifled institutional initiatives in admission, curriculum design and evaluation and very little space is left for institutional self-expression. There is a need to facilitate a space for such innovations to take place so that the policy can draw from them.

In spite of these constraining conditions, there are and have been a number of initiatives that could be drawn from. A case in point is the four-year integrated Bachelor of Elementary Education (B.El. Ed.) programme for the preparation of elementary school teachers offered by select affiliated colleges of the University of Delhi. NCERT's experiments with the four-year integrated programme leading to the degree of B. Sc. Ed., two-year B. Ed. programme and integrated M.Sc. Ed. are other examples. Similar innovations are also being tried out in other institutions across the country. Several initiatives for providing academic support to in-service teachers include the setting up of resource centres. Programmes and activities of such centres include organization of workshops, provision of research fellowships and study sessions.

1.11 Open and Distance Learning (ODL) in Teacher Education

Open Education as a concept, coupled with modalities associated with Distance Education, does not stand as an exclusive transactional modality. There are several aspects of ODL which will get meaningfully translated only if the boundaries between direct human engagement and ODL tend to get diffused to the extent possible and perhaps, desirable. A modular approach to the development of teacher education curriculum along with a focus on independent study and on-line offering involving interactive modes of learning and the consequent modification in the approaches to assessment



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Ethical Standards in Pain Management and Research

Correct

Know the Back officed standards in pain management and responds (United Science Office of the High-Commissioners for Herman Rights 1968; International Association for the Stady of Pain 1963, 1995; American Medical Association, Council on Ethical and Judicial Affairs 2001; National Comprehensive Casses Network 2001; Council for International Organizations of Medical Sciences 2002; Institute of Medical 2002; World Medical Association 2004).

A. Philosophical so supple

- Understand the concepts of subjective experience of pain and objective assessment of pain, and mays those condivious have contributed to problems in concepts and gractice (Versicies 1989; Bollin 1990; Max. 1992; Currunglians 1993; Birch 2000s.
 Understand the distinction between the concepts of pain and suffering, and ways this distinction.
- may or may not give scientific and moral status to the emotional oderposent of pain (Boy. 1992; Shapero 1995).

 3. Be searce of ways to which scientific and climical attention to individual and group differences in the emotiony and meaning of pain may conflict with the scientific ideal of prolitorable, universal causes and markets of pain (Verancium 1989; Rich 2000).
- B. Ethical obliquious
 - Be aware of the importance of individual entraces, besic feature rights and responsibilities, and the need for constant arrises of current practices (Council for International Organizations of Medical Sciences 2002).
 - Linders and that witnesses to parients' infliring of unnecessary pain have a second exponeithility tothose parients, even if the witnesses are not dissically responsible for that pain (Hilberg 1992).
 Enders and the potential month difficulties associated with professionals' development of ensorand diseases from parients in pain (Shapian and Fernill 1992; Curving have 1990; Shapian 1905; Such 2000).
 - 3. Understand that any pain above moderate levels can be physically and psychologically hamital. Browning or alleviating such pain is not morely a matter of charity or diving good thereforement. Instruments a duty to prevent havin (commodelectrics) (Melanck, 1988, Cast 1993). Water et al. 1988; it is persent that patients in pain may be or good risk for in lary to their dignity, as well as to their nanoscopy, patients whose pain has been ignored, especially languages pain, may experience their pain in the same way as do victors of network (Enandall and Latz 1991). International declarations prostribe torture or other degrading treatment (United Nations Office of the High Commissioner).
 - for Human Biglim. 1948).

 5. Understand, the principle of justice as a may apply to all individuals and groups of paractes in areas of pain poweration, assessment, and taranteess (Roley 1995). Defending content patience tailodly by pointing to historical or exceed standard practice may be a form of false justice (Curreingham 1991). Walco et al. 1994: International Association for the Study of Pain 1993).
- B. Closed care
 - A. Professional power and responsibility

CARY M. THOMPSON, IT DIRECTOR

Communication

Commu

Curriculum Modifications & Adaptations | TOOLS FOR TEACHERS | 23

Vays to Adapt Familiar Lessons - Elementary

1. Select the supper area tails grade every to be taught:
earling math science social studies writing music health P.E. art
Grade Level:

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

6. Now use "Nine Types of Adaptations" as a means of thinking about some of the ways you could adapt wh
or how you teach to accommodate this learner in the classroom for this lesson.

Difficulty Level of Support Size

Degree of Participation Alternate Goal Substitute Curriculum

Crotes for School & Community Date gration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN

Disadvantages of attained curriculum. Attained curriculum examples. Attained curriculum disadvantages and disadvantages of attained curriculum meaning. Intended implemented and attained curriculum. Attained curriculum in education.

In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation. Alemu, M. and Kind, V. and Tadesse, M. and Tad challenges for future development.', Compare: a journal of comparative and international education., 51 (1). pp. 81-98. This investigation of physics knowledge of pre-service teachers (PSTs) attained during training and that of the intended curriculum setting out expectations for their knowledge. Data were obtained by a test probing PSTs' physics knowledge (attained curriculum); analysis of lectures delivered to pre-service teachers at four Colleges of Teacher Education (implemented). These illustrate that implementation focuses on high-level, abstract knowledge delivered mainly via mathematical approaches, offering limited opportunities for learning basic concepts by debate. An outcome of current practice is that physics teachers lack the necessary subject knowledge to teach effectively, leading successive generations of Ethiopian students to underachieve. The paper argues for change to enable Ethiopia to achieve its aim of raising educational achievement and societal productivity to become a low-middle income nation by 2025. Item Type: Article Full text: (AM) Accepted Manuscript of an achieve ment and societal productivity to become a low-middle income nation by 2025. Item Type: Article Full text: (AM) Accepted Manuscript of an achieve ment and societal productivity to become a low-middle income nation by 2025. Item Type: Article Full text: (AM) Accepted Manuscript of an achieve ment and societal productivity to become a low-middle income nation by 2025. Item Type: Article Full text: (AM) Accepted Manuscript of an achieve ment and societal productivity to become a low-middle income nation by 2025. 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Item Type: Article Full text: (AM) Accepted Manuscript of an achieve ment and societal productivity to become a low-middle income nation by 2025. Item Type: Article Full text: (AM) Accepted Manuscript of an achieve ment and societal productivity to become a low-middle income nation by 2025. Item Type: Article Full text: (AM) Accepted Manuscript of achieve ment and achieve ment and achieve ment and ach article published by Taylor & Francis in Compare : a journal of comparative and international education on 8th April 2019Date of first online: accepted:23 February 2019Date deposited:09 April 2019Date deposited:09 April 2019Date of first online: accepted:23 February 2019Date of first online: accepted:23 Fe YARTE 2. deItennd CrrucmuliuIntended Curriculum • refers to a set of objectives 3. Examples of the questions: • Are the within the learners' developmental levels? ojbceitves developmental levels? ojbceitves achievable 4. • Can the objectives? recourseservoces resources 6. • Are the objectives cifiespc and arleac? 7. Implemented Curriculum 8. Implemented Curriculum 7. Implemented Curriculum 8. Implemented Curriculu addressed: 1. Are the learning activities congruent with the stated objectives? 2. Are the materials and method appropriate for the objective set? 3. Does the teacher utilize the various ways of doing to complement the learning styles of the students? 5. Are there alternative provide maximum learning experiences? 6. Are there activities provided to address individual differences? 11. 7. Do the activities provide maximum learning experiences? 8. Do the activities provide maximum learning experiences? 10. Do the activities address multiple intelligences of the learners? 12. Achieved Curriculum 13. What is achieved curriculum outcomes based on the first two types of curriculum is now considered the product. It can be the learning outcomes, or a material product itself, like book, module or instructional material. 14. To measure achieved by the learning outcomes achieved higher or lower than the objectives set? 15. 3. Do the achieved learning outcomes reflect the knowledge, skills attitudes and skills intended to be developed? 4. How many percent of the learners in the same class perform higher than the level set at the beginning? 5. Do the curricular outcomes reflect the goals and the aspirations of the community where the curriculum was implemented. 16. Each type of curriculum can be assessed independently and in comparison with the other three components. Intended Curriculum: Intended Curriculum the quality of Filipino learners and graduates who will become lifelong learners. 19. 2. To decongest the curriculum in order that the teachers and learners will be able to contextualize it 20. 3. To use innovative, interdisciplinary and integrative modes of instructional delivery whenever possible and appropriate 21. 4. To make values development integral to all learning areas in high school 5. To increase time for tasks in order to gain mastery of competencies determine the content which focuses on learning how to learn. 23. Implemented Curriculum- refers to the various activities conducted for the purposes of accomplishing the objectives. BEC- Basic Education Curriculum 24. a) Araling Panlipunan or Social Studies (Sibika at Kultura for Grade 1 and 2 and Heograpiya, Kasaysayan at Sibika (HeKaSi) for Grade 4, 5 and 6) b)Edukasyong Pantahanan at Pangkabuhayan (EPP) for Grade 5 and 6 c)Musika, Sining at Edukasyong Pangkatawan (MSEP) for Grade 4 to 6 while for grades 1-3, MSEP is integrated in Sibika and Kultura. d)Good Manners and Right Conduct (GMRC) is integrated in Sibika and Kultura. area are as follows: a)Araling Panlipunan (AP) or Social Studies is composed of Philippine History, 3rd Year and Economics, 4th year. b)Technology and Home Economics c)Physical Education, Health, Music, and Arts (PEHMA) d)Edukasyon sa Pagpapahalaga (EP) or Values Education e)The school year 2002-2003 was declared as the pilot year in the public schools. Private basic education schools were encouraged to join in the implementation of the BEC in the later years. 26. Question 3- What has the BEC achieved? (Achieved Curriculum) 27. • From its pilot implementation, several monitoring and evaluation processes were made the National Education Testing and Research Center (NETRC), the Bureau of Elementary Education (BEE) and the Bureau of Secondary Education of the BEC. 28. initial achievements of the BEC. 28. init students to go to school Increased level of performance in the tool subject areas. 29. Change in teacher paradigm from a dispenser of knowledge to facilitators of learning and learning 30. Increase in the in-service training of teachers More opportunities of learners to learn on their own Use of varied teaching strategies to complement the learning styles of the students 31. More involvement of other stakeholders in the education of the children More involvement of the school officials. The field of curriculum studies is cluttered by an array of dissimilar definitions of the term curriculum. In empirical studies, definitions of curriculum run the gamut from those that restrict its meaning to only the topics that are defined as instructional requirements in the official policy of an educational system. There are also those that limit the definition of curriculum to only those topics actually taught by teachers. In 1979, during the development of the Evaluation of Educational Achievement (IEA), Curtis C. McKnight proposed a model that subdivides the curriculum into three components: the intended, the implemented, and the attained (see Figure 1). The intended curriculum is understood to be what an official educational agency (most often a ministry, secretariat, or other national or subnational agency responsible for guiding and articulating the educational intent of a system) expects to be taught or holds as learning goals in its educational system. The intended curriculum-which is therefore embodied in classroom instruction, and the attained curriculum is understood to be the skills, knowledge, and dispositions that students effectively acquire as a result of their schooling. This model subdivides the curriculum for purposes of analysis, and the different levels are not considered wholly independent. This discussion makes use of this model, focusing primarily on the intended curriculum. The intended curriculum acquired special prominence in educational policy in the latter half of the twentieth century. Many of the world's education policies during that period. Whereas the stress had traditionally fallen on improving material investments and guaranteeing universal access to public education, the 1980s and 1990s brought a stronger emphasis on the conceptual understandings, procedural knowledge, and other academic objectives to be met by all students in primary and secondary education-and thus a renewed interest in the intended curriculum as a critical policy instrument. The movement toward the development of educational standards in many educational systems reflects this emphasis on the quality of the content of the intended curriculum, as policymakers and educational leaders have favored the development of official curricula and a variety of implementation tools in order to ensure the delivery and attainment of socially significant disciplinary content. Most new curricula stipulate the acquisition of higher-order knowledge by all students, and such prescription tends to be informed by the type and amount of knowledge that is perceived to be critical for students to function effectively in society and in the economy. A considerable body of work has been contributed to support the use of educational policy programs focused on the quality of the content of schooling in what has been termed content-driven systemic reform. It is stated that ambitious curriculum intentions must be formulated and subsequently appropriate mechanisms must be designed to implement these curriculas of achievement. Content-driven reform. holds that a core specification of curriculum goals provides the basis for setting up a policy structure designed to enhance the achievement of pupils. Thus, the intended curriculum is intended to directly influence teacher training and certification, school course offerings, instructional resources, and systems of accountability. Curriculum reform policy, as espoused in these reform theories, assigns to standards documents, curriculum guides, frameworks, programs of study, and the like a primary role in defining potential educational experiences of students in classrooms. Certainly high expectations concerning the role of policies regarding curriculum intentions have been held in many countries. In a survey of thirty-eight nations conducted as a part of the Third International Mathematics and Science Study (TIMSS) the majority reported a number of reforms and managed changes in the content, pedagogy, and technology prescribed in national curriculum policy for school mathematics and science. Authority and FunctionAt the time TIMSS curriculum data were collected (1990-1992), curriculum guides published by national or subnational governmental bodies existed in all TIMSS countries with the exception of Iran. The guides all carried some degree of official status, although status and authority varied among countries and occasionally within a country in the case of subnational or regional guides. The significance of these documents varied substantially by country. Curriculum guides in Australia, for example, had titles such as "Course Advice," whereas in Japan they were known as "National Courses of Study" and in Norway as "Curriculum Guidelines." These diverse titles suggest different statuses and functions. Some guides specified how teachers might pursue their goals and what types of instructional methods and assessment strategies might be appropriate. Still others left most implementation details to teachers and attempted to achieve their purpose solely by stating shared objectives. These documents that set forth the intended curriculum for entire educational systems varied in the type of strategic elements they used to present policy and shape its enactment. Specifically, some strategic elements were more prescriptive than others were; they stated policies, formal objectives for instruction, and so on. Other elements were more facilitative; they included such information as suggested strategies for teachers, examples, and assessment ideas. The TIMSS analysis of intended curricula, however, revealed that there was a highFIGURE 1level of cross-national agreement on the use of a prescriptive approach to setting forth curriculum guides, over the use of material that facilitated implementation through the suggestion of appropriate pedagogy, the use of exemplars of particular curriculum elements, or recommendations regarding appropriate ways to assess whether or not goals have been reached. In fact, the countries that exhibited the highest levels of mean student achievement on the TIMSS mathematics and science tests commonly had intended curricula with the heaviest reliance on the prescription of an inventory of skills and contents to be mastered by pupils, grade by grade, throughout primary and secondary schooling. Policy instruments balancing facilitative and prescriptive approaches were rare. This finding, coupled with earlier secondary analysis of SIMS data-which found that countries with the mostly highly centralized forms of curriculum policy structures were the most effective ones in guaranteeing the enactment of a given intended curriculum-provided evidence contradictory to policies intended to promote decentralized decision-making regarding educational goals or standards. Curriculum and Globalization problem for educational policymakers advocating content-driven reform has been the increasingly international character of discussions on the intended curriculum. Curriculum experts, professional associations, and policymakers became concerned with how standards defined in their own country compared to those in other countries, especially the countries they regarded as their most important economic competitors. Most traditional cross-national research provided little guidance here, as three associated theoretical work was done in the 1970s, and this work largely concentrated on the structure of social and economic relationships that curricula were thought to promote or reproduce. This aspect of the intended curriculum was often termed the "hidden" curriculum, and many theoreticians in the Marxist tradition devoted their attention to describing its nature and its function in perpetuating the class struggle in the world's most developed capitalist economies. Other theorists used dependency theory, another variant of the Marxist tradition that arose mostly from work done in political economic and Africa, to develop accounts of the imposition of curricula from the great economic and Africa, to develop accounts of the imposition of curricula from the great economic and Africa, to develop accounts of the imposition of curricula from the great economic and Africa, to develop accounts of the imposition of curricula from the great economic and Africa, to develop accounts of the imposition of curricula from the great economic and Africa, to develop accounts of the imposition of curricula from the great economic and Africa, to develop accounts of the imposition of curricula from the great economic and Africa, to develop accounts of the imposition of curricula from the great economic and Africa, to develop accounts of the imposition of curricula from the great economic and Africa, to develop accounts of the imposition of curricula from the great economic and africa, to develop accounts of the imposition of curricula from the great economic and africa, to develop accounts of the imposition of curricula from the great economic and africa, to develop accounts of the imposition of curricula from the great economic and africa, to develop accounts of the imposition of curricular from the great economic and africance and metropoles to the periphery was a particular instance of cultural domination within the framework of an international division of labor. A third tradition, largely influenced by "world systems" theories, studied aspects of curriculum associated with the worldwide expansion of enrollments in schooling. Theories, studied aspects of curriculum associated with the worldwide expansion of enrollments in schooling. 1950s the "Western" model of schooling has spread throughout the world as part of a pervasive phenomenon of the emergence of an increasingly integrated world economic and social systems. This was considered to have resulted, for example, in virtually all of the world's educational systems according similar importance to mathematics and science education in their curricula. But what of policymakers and curriculum designers who wished to find information to guide their efforts in promoting educational opportunities that would enhance national economic competitiveness? Increasingly, regardless of their specific economic circumstances, many countries developed a consensus in according much importance to prescribing rigorous curricula in academic disciplines, despite a paucity of strong empirical evidence at the time connecting achievement in these disciplines with economic benefits (subsequently some evidence at the time connecting achievement in these disciplines with economic benefits (subsequently some evidence at the time connecting achievement in these disciplines with economic benefits (subsequently some evidence at the time connecting achievement in these disciplines with economic benefits (subsequently some evidence at the time connecting achievement in these disciplines with economic benefits (subsequently some evidence at the time connecting achievement in these disciplines with economic benefits (subsequently some evidence at the time connecting achievement in these disciplines with economic benefits (subsequently some evidence at the time connecting achievement in these disciplines with economic benefits (subsequently some evidence at the time connecting achievement in the early 1990s that the early 1990s that 19 individual income levels, and that increases in hours allocated to elementary instruction in the sciences is associated with increases in national standards of living). Despite the apparent international variation in the specific topics that were taught as part of these disciplines and the specific sets of skills and dispositions that were promoted in regard to these topics. Interest groups in educations of educations of educations are disciplines and the specific sets of skills and dispositions that were promoted in regard to these topics. Interest groups in education across the world, such as governments, the business community, professional associations of educations of educations are disciplines and the specific sets of skills and dispositions that were promoted in regard to these topics. standards" and were preoccupied with formulating rigorous and meaningful intended curricula that compare favorably with that elusive standards. But what precisely are "world-class" standards? What expectations do, for example, high-achieving countries have regarding essential knowledge and skills that children must acquire in order to meet the goals held for them by the educational system? As the attention to the intended curriculum increased among educational application of another instrument that-like the idea of "standards" themselves-arose from modern business management strategies: international benchmarking. Benchmarking originated in efforts of business firms to identify external points of reference for their business practices in order to achieve continuous improvement. As such, the selection of the "point of reference" is central to determining how benchmarking studies can be used. From the perspective of educational systems, this choice is in effect a selection of the school systems from which they would like to learn. As the concern regarding the "international competitiveness" of intended curricula and the interest in benchmarking has increased, consequently so has interest in cross-national studies of student achievement. These have become of critical importance to policymakers, which explains the high levels of participation in the original TIMSS in the 1990s-and in subsequent endeavors conducted, most notably by the Organisation for Economic Co-operation and Development (the Programme for International Student Assessment-PISA) and the IEA (through the continuation of TIMSS by way of the Trends in Mathematics and Science Study and PIRLS-Progress in International Reading Literacy Study). The first published reports from the original TIMSS constituted important milestones in curriculum studies. In a pair of companion volumes the U.S. TIMSS research team used the first large-scale cross-national empirical study of the intended curriculum (termed the TIMSS Curriculum Analysis) to identify those curricular standards that are most common to TIMSS countries. These standards were then compared to standards were the c objective was for U.S. schoolchildren to be "first in the world" in mathematics and science-and on the other hand, mean student performance on the TIMSS assessment at the close of the twentieth century proved the nation to be quite distant from that objective. Prior to the TIMSS curriculum analysis, no comprehensive effort to empirically measure and specify intended curricula using a large sample of countries and representative samples of curricular materials had ever been attempted. These studies uncovered notable differences between the intended curricular materials had ever been attempted. These studies uncovered notable differences between the intended curricular materials had ever been attempted. achievement levels. Focusing on the exhaustive characterization of the disciplinary content and expectations for student performance contained in standards documents and student textbooks, these studies resulted in findings with important implications for the development of curriculum policy. These findings point to a variety of elements common among most high-achieving countries that are not shared by most low-achieving countries in the TIMSS had curricula that emphasized the coverage of long lists of topics. Conversely, highest achieving countries intended the teaching and learning of a more focused set of basic contents, to be explored in depth and mastered. The unfocused curriculum of broad-ranging lists of topics to be covered is also typically a curriculum of very little coherence. TIMSS studies reveal that attempting to cover a large number of topics results in textbooks, and teaching methods, that are disjointed and episodic. That is, textbooks and teachers present items from the long lists of topics prescribed by these curricula one after the other, in an attempt to cover them all before the school year runs out with little or no effort invested in exploring the relationships between these topics or in fundamental unifying ideas or themes. Loss of these relationships between ideas appears to encourage students to regard these disciplinary whole. Learning goals. These benchmarking studies also reveal important differences in how school systems define learning goals. In a number of low-achieving countries-with the most relevant example being the United States-there is an extremely static definition of fundamental throughout schooling, requiring repetition in many grades. Arithmetic, for example, is a set of contents and skills prominent in curricular focus on algebra and geometry, arithmetic is a major part of schooling in the United States. In high-achieving TIMSS countries concentrate their curricular focus on algebra and geometry, arithmetic, for example, is a set of contents and skills prominent in curricular focus on algebra and geometry, arithmetic, for example, is a set of compulsory schooling. achieving nations, when goals first enter the curriculum they receive concentrated attention with the expectation that they can be mastered and that students can be prepared to attain a new set of different priority goals in ensuing grades. Focused curricula are the motor of a dynamic definition of curricular objectives. In most of the highest achieving countries, each new grade sees a new set of curricular goals receiving concentrated attention to prepare for and build toward mastering more challenging goals yet to come. The consequence of lack of focus and coherence, and the static approach to defining what is basic, is that these types of curricular are undermanding compared to those of other countries. Materials intended for students in these countries cover a large array of topics, most of which are first introduced in the elementary grades. This cursory treatment does not include much more than the learning of algorithms FIGURE 2 and simple facts. Demanding standards appear to require more sophisticated content taught in depth, as students progress through the grades. Rigorous standards are a result of a dynamic process of focused and coherent transitions from more simple to increasingly more complex content and skills. Figure 2 presents an illustration of the Contrast between the static curriculum of the United States-a country that showed mediocre mean student achievement in TIMSS-and the dynamic curriculum of a significantly higher achieving Japan. Curriculum is that the intended curriculum serves to support the creation of opportunities for students to learn. This is to say that the faith placed in standards-world-class or otherwise-is derived from the assumption that standards are associated with learning. This premise, until recently, had little empirical support. The original TIMSS study, however, by including comprehensive integrated data on all three levels of curriculum, provided an unprecedented opportunity to test this assumption in a number of ways. Results from these tests indicate clearly that the intended curriculum-oftentimes as mediated through textbooks-is significantly related to specific learning opportunities (that is, the pedagogical decisions of teachers) and consequently to the growth in knowledge and skills that students are able to demonstrate in achievement tests. It is also clear from this work that there are identifiable structural relationship among subareas in mathematics and science curricula that intensify their relationship with learning-such that aspect but also to opportunities to learn other aspects of the discipline that are structurally related. Further, there is evidence that the enactment of the amount of time devoted to teaching them. Clearly there are pedagogies that are more appropriate to achieve the levels of rigor and cognitive demand promoted by many of the world's most ambitious curricula. Thus, there is evidence that it has enjoyed over the past decades. It is a key instrument in assuring access to rich and meaningful educational experiences. New methods have been developed to characterize and benchmark curricular material. These have resulted in the specification of many of the key features of curricular material work remains, however, particularly in the area of determining whether it is possible to reconcile these most recent findings with the movement toward decentralized systems of curriculum policy formulation and enactment. Future scholarship must focus on the cultural traditions, policy instruments, and other formal and informal processes that determine how power over the intended curriculum is exercised at various levels in different educational systems; how different educational stakeholders interact in these processes; and how decisions regarding curricular objectives are made-with an eye to gauging their influence on the quality of educational Assessments. Bibliography Benavot, Aaron. 1992. "Curricular Content, Educational Expansion, and Economic Growth." Comparative Education Review 36:150-174. Kamens, David H., and Benavot, Aaron. 1991. 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