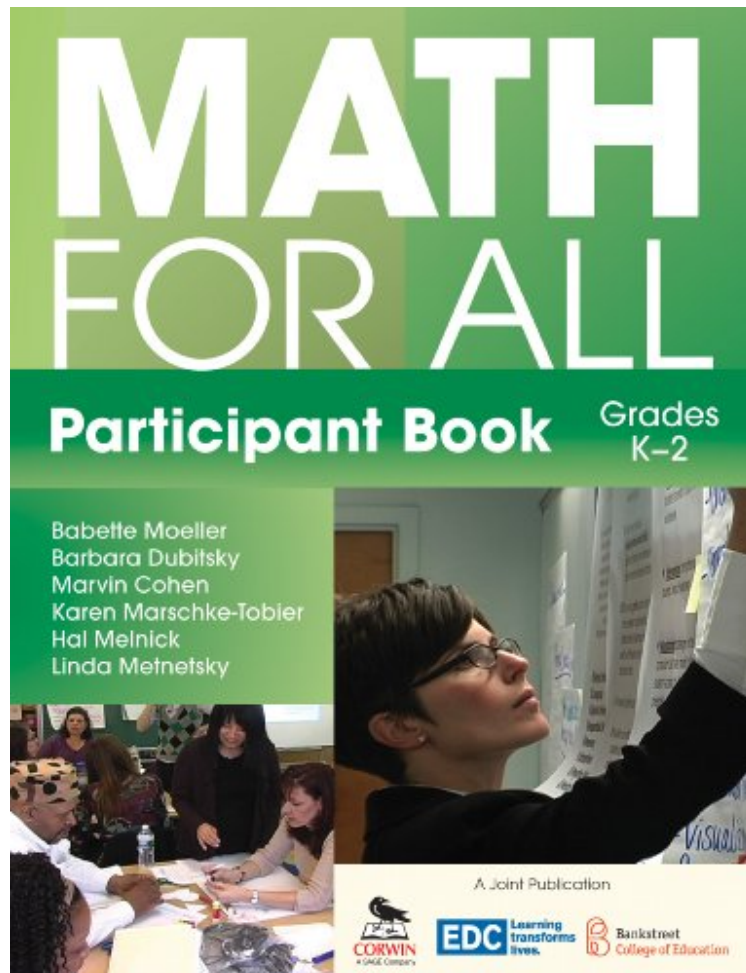


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Babette Moeller, Barbara Dubitsky, Marvin Cohen, Karen Marschke-Tobier, Hal R. Melnick, Linda Metnetsky

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Babette Moeller, Barbara Dubitsky, Marvin Cohen, Karen Marschke-Tobier, Hal R. Melnick, Linda Metnetsky : **Math for All Participant Book (Kndash;2)** before purchasing it in order to gage whether or not it would be worth my time, and all praised Math for All Participant Book (Kndash;2):

Develop new skills and strategies for inclusive mathematics teaching!The highly acclaimednbsp;Math for Allnbsp;workshop program helps general and special education teachers collaborate to reach all students with standards-based mathematics lessons. This participant book is the companion to thenbsp;Math for All K-2nbsp;facilitatorrsquo;s guide, and includes all the reproducibles, plus classroom assignments that extend learning between workshop sessions. Participants will find: A user-friendly overview of the eight neuro-developmental functions that shape mathematics learning Hands-on activities and tools that help teachers accurately identify

students' strengths and challenges, then adapt instructional strategies accordingly Techniques for reaching ELLs and students with disabilities

"Math For All is a necessary comprehensive tool for all teachers grappling with the challenges of delivering quality mathematics instruction in an engaging and meaningful way." -- Lena Kim, Instructional Specialist "Math For All will directly impact the way teachers observe, reflect, and support students who struggle with some aspect of math learning. It is a multi-layered book that will appeal to facilitators of professional development and teachers, because it is grounded in everyday practice." -- Claire Wurtzel, Director of Professional Development "Math For All is a brilliant, timely and much-needed publication that will go a long way in developing the capacity of teachers to meet the mathematical needs of all students. This book emphasizes collaborative lesson planning - a powerful practice for improving teachers' capacity to design rigorous lessons that positively impact student learning." -- Lucy West, Author and Consultant "Math For All is a brilliant, timely and much-needed publication that will go a long way in developing the capacity of teachers to meet the mathematical needs of all students. This book emphasizes collaborative lesson planning - a powerful practice for improving teachers' capacity to design rigorous lessons that positively impact student learning." (Lucy West, Author and Consultant 2011-03-21) "Math For All will directly impact the way teachers observe, reflect, and support students who struggle with some aspect of math learning. It is a multi-layered book that will appeal to facilitators of professional development and teachers, because it is grounded in everyday practice." (Claire Wurtzel, Director of Professional Development 2011-03-22) "Math For All is a necessary comprehensive tool for all teachers grappling with the challenges of delivering quality mathematics instruction in an engaging and meaningful way." (Lena Kim, Instructional Specialist 2011-03-22)

About the Author Babette Moeller is a senior research scientist at the Center for Children and Technology of the Education Development Center. She brings more than 25 years of experience researching and developing technology-enhanced programs in mathematics and science to help ensure that students with disabilities and those from other traditionally underrepresented groups will be included in and benefit from educational reform efforts. As project director of numerous research and development projects, Moeller has had extensive experience in designing and implementing technology-supported programs in general and special education, providing professional development for teachers and administrators in a variety of settings, and conducting formative and summative evaluation research. She also has taught courses in technology integration, media research, and child development at Fordham University's Graduate School of Education and the New School for Social Research. She currently serves as adjunct faculty in the Mathematics Leadership Program at Bank Street College of Education. She holds a PhD in developmental psychology from the New School for Social Research.

Dr. Barbara Dubitsky, a faculty member of the Graduate School at Bank Street College of Education, is the Director of the Mathematics Leadership Program, a program she developed in collaboration with a team of colleagues. Dr. Dubitsky has been a member of the Graduate School at Bank Street College for more than 30 years, and has worked extensively in public and private schools to help teachers build their capacity to teach mathematics. One of her major focuses is the use of technology in education, and especially how it can be used for online education. Recently she taught two short mathematics courses online. Dr. Dubitsky has worked with technology since the Bank Street College began to use computers with children in 1980, playing a key role in the Center for Children and Technology housed at Bank Street from 1980 to the early 90s. She was Chair of Computer Programs in the Graduate School. Previously, she worked for many years as a public school teacher in grades 4 through 6, and went on to become a middle school math teacher and math coordinator. Dr. Dubitsky holds an Ed.D. in Mathematics, Statistics, and Computing Education from Teachers College, Columbia University.

Dr. Marvin Cohen is a Senior Faculty member (Niemeyer Chair, 2005) at Bank Street College of Education and a member of the Mathematics Leadership Program (MLP) faculty. He teaches both mathematics pedagogy and content classes and advises in the MLP. Dr. Cohen, with his colleagues, helped to develop the ten video case studies that are the foundation of this Math for All curriculum, aimed at increasing access to meaningful mathematics for all children K-5. Dr. Cohen was a Scholar in Residence at the Ben Franklin International School in Barcelona Spain in the spring of 2010. Dr. Cohen has also been Director of Instructional Technology at Bank Street and has been director of a variety of technology-based projects that focus on building a technology-using environment at Bank Street. He has coordinated collaborations with Vanderbilt University and the University of Virginia. He was a co-designer of the Mathematics Learning Forums (Annenberg, 1994), a distance education project and was a co-founder of Bank Street's Center for Minority Achievement (a middle school reform project) and the Mathematics Leadership Program.

Dr. Karen Marschke-Tobier (1942-2008), was the Director of the Early Childhood Special Education Program and a faculty member of the Graduate School at Bank Street College of Education. In addition to her appointment at Bank Street, Dr. Marschke-Tobier worked as a child therapist in private practice and served as a psychology consultant at the Corlears School for 20 years. She received her training in child psychoanalysis at the Hampstead Child Therapy Clinic in London run by Anna Freud. Dr. Marschke-Tobier also had experience as an early childhood teacher, Head Start consultant, and school social worker. Her special interests included the influence of emotions and the role of play in development and learning as well as school and family connections. Throughout her career she remained deeply committed as an advocate for children, the

environment, and public education as a means of fostering change. Dr. Harold R. Melnick is a faculty member of the Leadership in the Math Education program at Bank Street College of Education in NYC. He teaches courses in Math Education for new and tenured teachers and for math coaches. Dr. Melnick began his career as an elementary school teacher in the New York City public schools where he studied in and taught Madison Project courses for NYC teachers across the city. Today he enjoys working as a mathematics professional developer in public and private schools both in the U.S. and internationally. His focus is on developing professional learning communities in schools, enlarging teachers' pedagogical content knowledge as they teach mathematics and on helping teachers reflect on their own beliefs about mathematics teaching and its affect on student learning. Currently he is engaged in consulting for the NYC Dept. of Education's Early Childhood Assessment in Math Professional Development effort. Dr. Melnick holds a Ph.D. in Mathematics Education from the Union Institute and a Masters Degree from Bank Street College. Linda Metnitsky is a faculty member of Bank Street Graduate School of Education and advisor with the Leadership in Mathematics Program. At present Linda teaches Math for Teachers, Diagnosis in Mathematics, and Integrated II. She worked extensively in New York City public schools as a math coach and in other professional development capacities at the local and district level. She continues to work with a small public school supporting teachers in their professional development in mathematics. In addition to her involvement in the "Math For All" NSF Research Grant, she works with New York City math coaches to train teachers in ECAM, an early childhood assessment tool, and is working to create a portfolio system, a tool for formative assessment, for elementary schools.