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Dr. David Armstrong is an international expert on the diabetic foot and wound care. He is the director of research in the Department of Surgery at the Southern Arizona V.A. Medical Center and a professor at the University of Arizona. Dr. Larry Lavery is an expert in diabetes-related foot complications, is an associate professor in the Department of Surgery at the Texas A&M Health Science ...

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Dr. Armstrong was selected as one of the first six International Wound Care Ambassadors and is the recipient of numerous awards and degrees by universities and international medical organizations including the inaugural Georgetown Distinguished Award for Diabetic Limb Salvage. In 2008, he was the 25th and youngest-ever member elected into the Podiatric Medicine Hall of Fame. He was the first ...

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Curriculum work is a complex and sophisticated endeavor. This authoritative new book explores the subject not only by examining the theoretical foundations and principles of curriculum development, but also by considering its political context and the collaborative nature of much of curriculum work. It also provides numerous practical ideas for engaging in the work of curriculum development and implementation. Comprehensive and scholarly, it explores influences from history and tradition, learning theory, philosophy, and sociology; introduces validated approaches to design and prioritizing; offers guidelines for assessing documents; and provides a wealth of information on implementation. For teachers of Kindergarten through 12th grade, and other school personnel with classroom curriculum input.

An introduction to education and teaching covers such topics as classroom management, discipline, assessing learning, philosophical foundations of education, school reform, and curriculum.

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Teaching in the Secondary School, Seventh Edition, utilizes using a reflective approach to learning and prepares secondary school teachers, in an era of change, for the realities of teaching in today ' s classrooms . Highlighting critical issues such as diversity, differentiated instruction, cooperative learning, direct instruction, higher-level thinking, assessment, planning, classroom management, legal issues that teachers may confront, and career-long professional development, this thoroughly updated and revised text equips teachers with the tools they need to successfully face the day-to-day classroom environment, and the real challenges facing today ' s secondary school students and educators. This edition features all new information on: education reform proposals, such as: Race To The Top and Breaking Ranks, and how the role of secondary teachers is changing; diagnostic, formative, and summative assessments, and a new emphasis on planning assessment prior to planning instruction, outlined in the " Backward Design " model; writing across the curriculum and the increase in integrating literacy across the curriculum in all secondary classes; bullying, cyber-bullying, school violence, and drug abuse, including legal issues and school responsibility alerts teachers to the serious misbehaviors that exist in today ' s schools and one of the most common and pressing concerns of new teachers; and the tremendous opportunities the internet provides for professional development purposes, such as using webinars, podcasts, and e-workshops.

This indispensable book critically sets out the skills and knowledge required by a specialist educator for students who present with dyslexia. The British Dyslexia Association Professional Criteria (BDA, 2012) provides an anchor throughout for this book ' s content. Chapters are explicitly mapped to specific professional criteria, offering the reader confidence that guidance in Key Perspectives on Dyslexia is underpinned by this internationally recognised professional framework. Key issues in the education and care of those affected by dyslexia are critically explained and explored in this publication, using both author ' s years of specialist experience in this field. As established scholars both authors also suggest how research can inform and enrich how an educator responds to these issues. The content of this book includes: Detailed case studies disclosing how dyslexia presents in different individuals and which richly illuminate the issues considered by each chapter A concise examination of reading instruction in the context of typically-developing students and in relation to those who present with dyslexia: this incorporates an expert but accessible review of international policy and educational practice, including influential findings from research Detailed guidance on how to identify possible dyslexia and key issues to consider in referral and assessment of those affected, including associated models here such as Response to Intervention (RTI) Consideration of intelligence and in how this figures in relation to assessment for dyslexia, including the possible role of intellectual disability (ID). Comprehensive evaluation of the role of behaviour in relation to dyslexia, with guidance on how this can be used to inform a programme of support for students with social, emotional or behavioural difficulties (EBD/SEBD). Consideration of how the professional role of a specialist educator might travel across the English speaking world and also beyond in China or India. Key Perspectives on Dyslexia is an essential text for educators and will become a landmark guide for educational practice and policy.

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are no longer the only – or even the most important - determinants of those political, economic and social developments and dynamics that shape the modern world. Many issues, including the environment, health, crime, drugs, migration and terrorism, can no longer be contained within national boundaries. As a result, it is not always possible to identify the loci for authority and legitimacy, and the role of governments has been called into question. *Civil Society and International Governance* critically analyses the increasing impact of nongovernmental organisations and civil society on global and regional governance. Written from the standpoint of advocates of civil society and addressing the role of civil society in relation to the UN, the IMF, the G8 and the WTO, this volume assesses the role of various non-state actors from three perspectives: theoretical aspects, civil society interaction with the European Union and civil society and regional governance outside Europe, specifically Africa, East Asia and the Middle East. It demonstrates that civil society's role has been more complex than one defined in terms, essentially, of resistance and includes actual participation in governance as well as multi-faceted contributions to legitimising and democratising global and regional governance. This book will be of interest to students and scholars of political science, international relations, civil society, sociology, European politics and global governance.

Adopting a reader-oriented approach, this text prepares teachers for their varied roles in education reform.

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