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Paths to College and Career Jossey-Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts (ELA) curriculum and professional development resources for grades 6–12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6–12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes: Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation. Study & Master Agricultural Sciences Grade 12 has been especially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Agricultural Sciences. Study & master English grade 12 has been especially developed according to the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in English first additional language. The series Tools for Instructions and Reading

Assessment is a companion piece to Dr. Jennifer Katz's book *Teaching to Diversity*. The series, which supports the three-block model of universal design for learning, offers two instructional guides, *A Model Unit* and *Reading Assessment Program Guide* for each grade from 1 to 12. The *Reading Assessment Program Guide* includes: 1. A guide that focuses on how to assess students' progress in reading comprehension and fluency/decoding 2. Accompanying blackline masters and grade-specific rubrics 3. Four levelled Reading Passages to use for assessment throughout the school year

Study & Master Life Sciences was developed by practising teachers, and covers requirements per NCS. The *Pre-K–Grade 12 Gifted Education Programming Standards* should be part of every school district's repertoire of standards to ensure that the learning needs of advanced students are being met. The new edition of this popular book helps schools understand the updates to the standards, which have a renewed emphasis on equity and inclusion. The six standards focus on student outcomes in learning and development, assessment, curriculum planning and instruction, learning environments, programming, and professional learning (updated from professional development used in the 2010 version). This book details these standards and provides suggestions for implementing each one. It also includes sample assessments of student products and performances, which will assist schools in developing program and service evaluation benchmarks. This book is a must-have for school leaders and gifted education professionals who want to offer the most effective services for gifted and advanced students. It is a service publication of the National Association for Gifted Children (Washington, DC). This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship, research, and practice.

Patterns and trends in the vocational-technical course taking of public high school graduates between 1982 and 1998 were examined in a study of high school transcripts for the graduating classes of 1982, 1990, 1992, 1994, and 1998. The source data came from the following five studies: (1) *High School and Beyond Sophomore Cohort, First Follow-up Survey*, (2) *High School Transcripts Study, 1982*; (3) *National Education Longitudinal Study of 1988, Second Follow-up Survey*; (4) *High School Transcript Study, 1992*; and (5) *High School Transcript Studies of 1990, 1994, and 1998*. The analysis revealed differences in participation in vocational-technical education based on the following variables: race/ethnicity; sex; disability status; English proficiency; academic achievement; and school urbanicity and poverty level. Generally, graduates took fewer vocational courses between 1982 and 1998, although their occupational course taking was relatively steady. Graduates with disabilities as of grade 12 took more vocational and occupational course work by the end of the period studied. Asians and Pacific Islanders and high academic achievers did not exhibit the declines in vocational course taking that were observed for other groups. (Fifty-four tables/figures are included. The bibliography lists 22 references. Appendixes constituting approximately 80% of the document contain the following items: 52 standard error tables; a glossary; and technical notes and a description of the study methodology.) (MN).

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ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation. ABOUT PCG EDUCATION
PCG Education, a division of Public Consulting Group, works with schools, districts, and state education agencies to build their capacity for instructional and programmatic improvements. We provide curriculum development, coaching, professional development, and technical assistance services. Our work alongside educators and policy makers ensures effective implementation of both the Common Core State Standards and state-specific standards for college and career readiness. National teacher preparation standards in gifted and talented education provide the foundation for research-based practices in gifted education and identify what teachers should know and be able to do to ensure that students with gifts and talents realize their full potential. Because the responsibility for teaching gifted learners and those with potential to achieve at high levels is often shared between gifted education program leaders and teachers in general and special education classrooms, this book shows Pre-K-12 education leaders how to develop partnerships, identify professional development outcomes, design learning activities, plan and implement comprehensive training programs, and evaluate the effectiveness of professional development activities. Special attention is paid to effecting change within a state and school system. Tools provided include sample needs assessments, student and teacher observation instruments, and a sample professional development plan.

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