

[Pennington Student Achievement Center](#)

Pennington Student Achievement Center: Your Gateway to Academic Success

Introduction:

Are you a student at Pennington School striving for academic excellence? Or perhaps you're a prospective student or parent researching support services? Then you've come to the right place! This comprehensive guide delves into the heart of the Pennington Student Achievement Center (SAC), exploring its resources, programs, and the positive impact it has on student learning. We'll unpack the services offered, highlight success stories, and answer your frequently asked questions to provide a complete picture of this invaluable resource. Get ready to discover how the Pennington SAC can empower you to reach your full academic potential.

I. Understanding the Pennington Student Achievement Center (SAC): A Foundation for Success

The Pennington Student Achievement Center isn't just a tutoring center; it's a dynamic hub dedicated to fostering academic growth and well-being. It's a place where students receive personalized support, develop effective learning strategies, and build confidence in their abilities. The SAC offers a holistic approach, recognizing that academic success is intertwined with overall student well-being. This means addressing individual learning styles, providing emotional support, and fostering a positive and encouraging environment. The center's mission is to equip students with the tools and skills necessary to not only succeed academically but also to thrive in their personal lives.

II. A Deep Dive into the SAC's Services and Programs:

The Pennington Student Achievement Center offers a wide array of services tailored to meet the diverse needs of its students. These services fall under several key areas:

Tutoring: One-on-one and small group tutoring sessions are available across all subjects, from core academic disciplines like math and science to humanities and electives. Tutors are carefully selected for their subject matter expertise and ability to connect with students. The tutoring isn't just about rote memorization; it focuses on building a deeper understanding of concepts and developing effective learning strategies.

Academic Skill Development Workshops: The SAC regularly hosts workshops focusing on crucial skills like time management, study strategies, test-taking techniques, and effective note-taking. These workshops equip students with practical tools they can use throughout their academic journey. The workshops are interactive and engaging, encouraging peer learning and collaboration.

Test Preparation: Preparing for standardized tests like the SAT, ACT, and AP exams can be stressful. The SAC offers specialized test preparation programs designed to build confidence and improve scores. These programs incorporate practice tests, targeted review sessions, and personalized

feedback.

College Counseling Support: The SAC collaborates closely with the college counseling office to provide support during the college application process. This can include assistance with essay writing, application completion, and navigating the complexities of financial aid.

Assistive Technology and Accessibility Services: The SAC ensures that all students have equal access to learning resources, providing support for students with learning differences and disabilities. This can include access to assistive technology, accommodations, and individualized learning plans.

III. Success Stories: Celebrating Student Achievements

The true measure of the Pennington SAC's success lies in the achievements of its students. Numerous success stories illustrate the transformative impact of the center's programs. For instance, one student who struggled with math initially, through consistent tutoring and individualized support, not only improved their grades dramatically but also developed a newfound confidence and appreciation for the subject. Another student, initially hesitant about the college application process, found the support and guidance offered by the SAC invaluable in gaining acceptance to their dream university. These narratives highlight the personal growth and academic progress fostered by the center.

IV. How to Access the Pennington Student Achievement Center's Resources

Accessing the resources of the Pennington Student Achievement Center is straightforward. Students can typically schedule appointments through the school's online portal or by contacting the SAC directly. The process usually involves an initial consultation to assess the student's needs and create a personalized support plan. The SAC staff is committed to making the process accessible and supportive.

V. The Future of the Pennington Student Achievement Center

The Pennington Student Achievement Center is constantly evolving to meet the changing needs of students. Future developments may include expanding the range of workshops offered, incorporating new technologies into tutoring sessions, and strengthening partnerships with external organizations to provide even more comprehensive support. The ongoing commitment to innovation ensures that the SAC remains a vital resource for students striving for academic success.

Article Outline:

Title: Pennington Student Achievement Center: A Comprehensive Guide

Introduction: Hooking the reader and providing an overview.

Chapter 1: Understanding the Pennington SAC's mission and philosophy.

Chapter 2: Detailed explanation of services (tutoring, workshops, test prep, etc.).

Chapter 3: Showcase of student success stories and testimonials.

Chapter 4: Step-by-step guide on accessing SAC resources.

Chapter 5: Discussion of future plans and innovations within the SAC.

Conclusion: Reiterating the value of the Pennington SAC.

FAQs: Answering common questions about the SAC.

Related Articles: List of relevant articles with brief descriptions.

(Each chapter would then be expanded upon with detailed explanations as seen in the main body of this article.)

FAQs:

1. What subjects are covered by the tutoring program? The tutoring program covers all subjects offered at Pennington School, from core academics to electives.
2. How do I schedule a tutoring session? Appointments can typically be scheduled through the school's online portal or by contacting the SAC directly.
3. Are there any costs associated with using the SAC? The services of the SAC are generally included as part of the overall school tuition.
4. What types of workshops are offered? Workshops cover areas such as time management, study skills, test-taking strategies, and note-taking techniques.
5. Is the SAC accessible to students with learning differences? Yes, the SAC provides support and accommodations for students with learning differences and disabilities.
6. What kind of support does the SAC offer for college applications? The SAC collaborates with the college counseling office to assist with essays, applications, and financial aid.
7. How are tutors selected and trained? Tutors are carefully chosen for their subject expertise and ability to connect with students. They may receive additional training on effective tutoring techniques.
8. What are the hours of operation for the SAC? Hours of operation are typically posted on the school's website and can vary depending on the semester.
9. How can I provide feedback about my experience with the SAC? Feedback can be provided through various channels, such as surveys, direct communication with SAC staff, or parent-teacher meetings.

Related Articles:

1. Pennington School Academics Overview: A detailed look at the curriculum and academic programs offered at Pennington School.
2. Pennington School Student Life: An exploration of extracurricular activities, clubs, and student organizations.
3. Pennington School College Placement Success: Statistics and data on college admissions for Pennington School graduates.

4. **Effective Study Habits for High School Students:** Practical tips and strategies for improving study skills.
5. **Overcoming Academic Challenges:** Advice and resources for students struggling academically.
6. **The Importance of Time Management in High School:** A guide to mastering time management for academic success.
7. **Test-Taking Strategies for Standardized Tests:** Tips and tricks for performing well on standardized exams.
8. **Navigating the College Application Process:** A comprehensive guide to the college application process.
9. **Supporting Students with Learning Differences:** Information and resources for parents and educators on supporting students with learning disabilities.

pennington student achievement center: Access for All Melisa N. Choroszy, Theodor M. Meek, 2019-01-23 For many students in Nevada and throughout the nation, they are the first in their family to go to college—these students are identified as “first-generation.” The population of first-generation students continues to increase year-over-year and their unique needs have shaped the way education practitioners must approach serving future students effectively. This collection of essays, written by University of Nevada, Reno (UNR) faculty and students, is an examination of the programs and strategies created to support first-generation and other underrepresented student populations. In addition, it serves as a dedication to the families and students whose hopes and dreams include the attainment of a college degree. Readers will gain insight into the framework needed to provide accessible programs and services to a large and diverse student population before, during, and after college graduation as well as first-hand success stories from the students themselves. Each generation hopes for a better life for their children. Higher education, in particular, has been a dream for many in this country that has been made possible through public and private financial support. Every new generation of college-bound students faces new and evolving challenges, but the fierce dedication and commitment demonstrated in these pages define the key to developing a thriving and diverse institution that helps all students succeed.

pennington student achievement center: Success for All Melisa N. Choroszy, Theodor M. Meek, 2020-04-15 While the most important measure of success for many degree-seeking students is the timely attainment of a Bachelor’s degree, there remains a host of other indicators of student success that vary by student population and students’ personal goals. Many of these smaller successes lead to the ultimate goal of graduation and are significant triumphs throughout the journey through higher education. Success for All is a strategic guide for administrators and educators that offers methods for advising students through the myriad of challenges they face. Every bit of success contributes to the accomplishment of a larger goal, and this book highlights success at every level. It provides a specific roadmap to the research, services, and programs at the University of Nevada, Reno and Truckee Meadows Community College that support student success in undergraduate and graduate programs regardless of a student’s social, emotional, or prior academic experiences. Contributors discuss how to make students feel welcome in their social and educational environments and how to directly assist them with the timely completion of their degree. Administrators and educators demonstrate how these programs help make a positive contribution to the students and the institutions they serve while implementing practical solutions to increase graduation rates.

pennington student achievement center: A Visitor's Guide to the University of Nevada, Reno Arboretum James W. Hulse, Rod Haulenbeek, Cheryll Glotfelty, 2018-04-02 A Nevada State Arboretum, the University of Nevada, Reno campus is home to more than 3,000 trees representing more than 200 species and varieties. This attractive guidebook introduces readers to the university’s beautiful campus and its botanical treasures. Richly illustrated with both contemporary color and archival photos, this book captures the charm of the campus in all four seasons and shows how the

grounds of the university have evolved over the years. Featuring 19 distinct tours around campus, a comprehensive map, and family-friendly interactive “tree hunts,” this guide showcases the campus' ecological diversity and interesting tree species and will appeal to first-time visitors as well as longtime residents.

pennington student achievement center: The University of Nevada, 1874-2024 John Trent, 2024-10-01 With an uncertain beginning in the sparsely populated remote northern Nevada town of Elko, a preparatory school opened its doors in October 1874 through the Morrill Act that sought to establish land-grant universities across the nation. Seven students began their higher education experience with dreams of a better future, but they probably could not have predicted that their alma mater would one day become the University of Nevada, Reno, a nationally classified Carnegie R1 “Very High Research” institution. As both the University’s student body and the state’s population grew, the campus was transferred to Reno in 1885-86 as an effort to secure the fledgling institution’s prospects for survival. Many of the initial class of thirty-five students resided in Morrill Hall, the only building on campus, where they also received instruction and ate their meals. As the University enhanced its academic offerings, enrollment grew to more than 1,000 students by the turn of the century. A strong belief that the University must always be changing and evolving to meet the needs of its students and answer the challenges of a particular era became the guiding forces behind the administration’s decision-making. With an increasingly diverse student body and one of the most productive academic faculties in the country, the little school on the hill expanded during its first 100 years to become a leading public university in the western United States. Today, the University continues to achieve institutional benchmarks, including a record 5,000 graduates during the 2019-20 academic year. It is exactly this kind of student success that has always been at the heart of the Wolf Pack Family’s mission to help students find the path that is right for them, and beckon others to share in their journey. The 150th anniversary book is published in honor of this milestone and highlights numerous parts of the University’s history, showcasing why the University of Nevada, Reno has truly been a catalyst for success and change throughout the state’s story.

pennington student achievement center: Finding Life Beyond Trauma Victoria M. Follette, Jacqueline Pistorello, 2010-02 The mystery of life is not a problem to be solved, but a reality to be experienced. - Zen saying While the pain and suffering of trauma can seem unbearable, every day we see examples of people who have found a way not only to survive their experiences but also to really live their life to the fullest. This book is about finding your way back to your valued life. In Finding Life Beyond Trauma we hope to help you to move toward living a vital, rich, and awake life.

pennington student achievement center: Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations George D. Kuh, Jillian Kinzie, Jennifer A. Buckley, Brian K. Bridges, John C. Hayek, 2011-10-13 Creating the conditions that foster student success in college has never been more important. As many as four-fifths of high school graduates need some form of postsecondary education to be economically self-sufficient and manage the increasingly complex social, political, and cultural issues of the 21st century. But about 40 percent of those who start college fail to earn a degree within 6 or 8 years, an unacceptably low number. This report examines the complicated array of social, economic, cultural and educational factors related to student success in college, defined as academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, and attainment of educational objectives. Although the trajectory for academic success in college is established long before students matriculate, most institutions can do more than they are at present to shape how students prepared for college and they they engage in productive activities after they arrive. This is the 5th issue of the 32nd volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education problem, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

pennington student achievement center: Achieving Equal Educational Opportunity for

Students of Color Richard R. Valencia, 2024-09-27 Valencia presents the most comprehensive, theory-based analysis to date on how society and schools are structurally organized and maintained to impede the optimal academic achievement of low-SES, marginalized K-12 Black and Latino/Latina students--compared to their privileged White counterparts. The book interrogates how society contributes to educational inequality as seen in racialized patterns in income, wealth, housing, and health, and how public schools create significant obstacles for students of color as observed in reduced access to opportunities (e.g., little access to high-status curricula knowledge). Valencia offers suggestions for achieving equal education (e.g., implementing fairness of school funding, improving teacher quality, and providing students of color access to multicultural education) by disrupting structural racism. Considering the rapid aging of the White population and the sharp decline of White youth--coupled with the explosive population growth of people of color--this book argues that the American Imperative must be to assiduously mount an effort to provide an excellent education for students of color, upon whom the nation will depend for a sizable proportion of its work force. Book Features: Examines how society and schools are failing Black and Latino/Latina students, principally Mexican Americans who are by far the largest Latino/Latina group. Uses theoretical frameworks that draw from analysis of structural inequality, critical race theory, anti-deficit thinking narratives, class-by-race covariation, and an asset-based perspective of students of color. Discusses the American Imperative and the personal and economic consequences of not investing in students of color.

pennington student achievement center: Doing a Literature Review in Health and Social Care Helen Aveyard, 2010-05-01 This book is superb. Most undergraduates have to undertake some form of literature review which may be daunting, this book explains it in a clear, easy to understand format. Explanations are given as to why undertaking a literature review is undertaken. Summery sections at the end of each chapter allow the reader to reflect on what they have just read, allowing the information to sink in. This book should be on every university's recommended reading list. Kerry Davis, Student Nurse, University Campus Suffolk, UK This book is fantastic! It gives a clear, concise guide to carrying out a literature review, which is of course a widely used formative assessment technique in a nursing program ... (it includes) in depth explanations and reasons as to how and why it is important to do a literature review ... the summary section at the end of each chapter is excellent, and allows the reader to review their understanding of what they're just read. Overall an excellent book which is a must for any student nurse! Gem Smith, Student Nurse, Northumbria University, UK This book is superb. It explains the entire process of writing a literature review very clearly ... extremely helpful as the prospect of reviewing literature can be quite daunting. Vicky Bain, Student Nurse, University of Nottingham, UK A comprehensive, easy to read guide which will help students to understand how to undertake a literature review, and how to use the resultant information effectively. Anne-Marie Warnes, University of Central Lancashire, UK As a student, currently writing a literature review, I found this an extremely helpful book, which is invaluable in demystifying some of the more challenging elements, while at the same time providing clear, simple, appealing and appropriate guidance. This is a must have for undergraduate nursing students, and indeed all healthcare students embarking on such projects. Audrey Grace, Trinity College Dublin, Dublin, Ireland This bestselling book is a step-by-step guide to doing a literature review in health and social care. It is vital reading for all those undertaking their undergraduate or postgraduate dissertation or any research module which involves a literature review. The new edition has been fully updated and provides a practical guide to the different types of literature that you may come across when undertaking a literature review. It includes: Examples of commonly occurring real life scenarios encountered by students Emphasis on the importance of setting a question at the very start of the project Advice on how to follow a clearly defined search strategy Details of a wide range of critical appraisal tools Doing a Literature Review in Health and Social Care 2/e is essential reading for students at all levels within the health and social care field - and a useful text for anyone new to reviewing and appraising evidence.

pennington student achievement center: The Art of Fiction John Gardner, 2010-08-18 This

classic guide, from the renowned novelist and professor, has helped transform generations of aspiring writers into masterful writers—and will continue to do so for many years to come. John Gardner was almost as famous as a teacher of creative writing as he was for his own works. In this practical, instructive handbook, based on the courses and seminars that he gave, he explains, simply and cogently, the principles and techniques of good writing. Gardner's lessons, exemplified with detailed excerpts from classic works of literature, sweep across a complete range of topics—from the nature of aesthetics to the shape of a refined sentence. Written with passion, precision, and a deep respect for the art of writing, Gardner's book serves by turns as a critic, mentor, and friend. Anyone who has ever thought of taking the step from reader to writer should begin here.

pennington student achievement center: Research Justice Andrew Jolivéte, 2015-07-22 Challenging traditional models for conducting social science research within marginalized populations, -research justice- is a strategic framework and methodological intervention that aims to transform structural inequalities in research. This book is the first to offer a close analysis of that framework and present a radical approach to socially just, community-centered research. It is built around a vision of equal political power and legitimacy for different forms of knowledge, including the cultural, spiritual, and experiential, with the goal of greater equality in public policies and laws that rely on data and research to produce social change.

pennington student achievement center: *Culturally Responsive Teaching and The Brain* Zaretta Hammond, 2014-11-13 A bold, brain-based teaching approach to culturally responsive instruction To close the achievement gap, diverse classrooms need a proven framework for optimizing student engagement. Culturally responsive instruction has shown promise, but many teachers have struggled with its implementation—until now. In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. The book includes: Information on how one's culture programs the brain to process data and affects learning relationships Ten "key moves" to build students' learner operating systems and prepare them to become independent learners Prompts for action and valuable self-reflection

pennington student achievement center: **The Science of Reading** Margaret J. Snowling, Charles Hulme, 2008-04-15 The Science of Reading: A Handbook brings together state-of-the-art reviews of reading research from leading names in the field, to create a highly authoritative, multidisciplinary overview of contemporary knowledge about reading and related skills. Provides comprehensive coverage of the subject, including theoretical approaches, reading processes, stage models of reading, cross-linguistic studies of reading, reading difficulties, the biology of reading, and reading instruction Divided into seven sections: Word Recognition Processes in Reading; Learning to Read and Spell; Reading Comprehension; Reading in Different Languages; Disorders of Reading and Spelling; Biological Bases of Reading; Teaching Reading Edited by well-respected senior figures in the field

pennington student achievement center: **Code of Ethics for Nurses with Interpretive Statements** American Nurses Association, 2001 Pamphlet is a succinct statement of the ethical obligations and duties of individuals who enter the nursing profession, the profession's nonnegotiable ethical standard, and an expression of nursing's own understanding of its commitment to society. Provides a framework for nurses to use in ethical analysis and decision-making.

pennington student achievement center: **Using RTI for School Improvement** Cara Shores, Kim Chester, 2009 This resource helps administrators and teachers implement RTI as a powerful school improvement process. Response to Intervention (RTI) is currently being adopted throughout the United States as a method for documenting eligibility for a learning disability as permitted in the reauthorization of IDEA 2004. The model most often chosen involves a three- or four-tier pyramid incorporating general education classroom components in the lower tiers and special education as the final tier. Using RTI for School Improvement illustrates how integrating RTI into all aspects of a school can go beyond assessing learning disabilities to make a significant

positive impact on schoolwide student achievement. The authors show how educators can successfully implement each tier to provide effective instruction for all learners, develop an intervention approach for students at risk, and provide intensive intervention for non-responding learners.

pennington student achievement center: Five Levers to Improve Learning Tony Frontier, James Rickabaugh, 2014-01-08 Why have decades of school reform had so little measurable effect on student achievement? Why have billions of dollars spent on technology, small-school initiatives, and school-choice options failed to improve our schools? Too often, educators are simply pulling the wrong levers, say Tony Frontier and James Rickabaugh. They explain that the various components of schooling fall into five categories: structure, sample, standards, strategy, and self. Understanding how these five “levers” work—and their relative power—can help unlock the potential for lasting improvements in teaching and learning. The authors show readers that changes to structure and sample (how schools are organized and how students are grouped) will not be effective without changes to standards (expectations for student learning), strategy (instructional strategies to engage students in meaningful learning), and self (the set of beliefs teachers and students have about their capacity to be effective). At the heart of this book is a simple message for teachers, administrators, board members, and education policymakers at all levels: the key to success is not doing more work and making more changes, but doing the right work, and making the right changes.

pennington student achievement center: The Executive Function Guidebook Roberta Strosnider, Valerie Saxton Sharpe, 2019-03-22 Teach some of the most important skills your students will ever need! Executive function skills—including self-regulation, focus, planning, and time-management—are essential to student success, but they must be taught and practiced. This unique guidebook provides a flexible seven-step model, incorporating UDL principles and the use of metacognition, for making executive-function training part of your classroom routine at any grade level. Features include: Descriptions of each skill and its impact on learning Examples of instructional steps to assist students as they set goals and work to achieve success. Strategies coded by competency and age/grade level Authentic snapshots and “think about” sections Templates for personalized goal-setting, data collection, and success plans Accompanying strategy cards

pennington student achievement center: Breaking Barriers Brian Cafarella, 2021-06-30 The fact college students often struggle in mathematics is not new. They exhibit a great deal of anxiety, dislike, and overall disinterest. Quantitative data displaying abysmal student success rates are widely available and shared. This book explores the complexity surrounding the issue of student difficulties in community college math. Though much quantitative research focuses on the faculty experiences and perspectives regarding methods and practices, the author puts the focus on students’ experiences. The book presents the results of a study focused on students who struggled in mathematics. Though their experiences varied, they all entered community college with a great deal of disgust and anxiety toward mathematics courses and requirements. These impressions and attitudes create barriers to success. However, all the students eventually succeeded in fulfilling their college-level mathematics requirement. The author presents these students’ experiences prior to entering community college, what led to both success and failure in their math courses, and the common themes leading to success and failure. Through these student responses, the author assists readers in gaining a better understanding of the community college student who struggles in math and how to break students’ community college math barriers to success. TABLE OF CONTENTS Preface 1. Math is a Four-Letter Word 2. The Framework for Developmental and Introductory College-Level Math 3. The Study, Settings, and the Participants 4. Prior Experiences in Math 5. Attempting Math and Community College 6. Navigating the First Developmental Math Course 7. Math Pathways and Completing Developmental Math 8. The End of the Rainbow 9 I Need More Math...Now What? 10. Lessons Learned in the Aftermath Appendix A: Analyzing the Results and Ensuring Accuracy Appendix B: Pre-Algebra and Introduction to Algebra Course Content Appendix C: Stand-Alone Quantway 1 and Statway 1 Course Content Appendix D: Elementary Algebra (all half semester) Content Appendix E: Intermediate Algebra Content Appendix F: Lead Questions for

Student Participants Appendix G: Lead Questions for the Lester Community College Faculty Index BIOGRAPHY With 21 years of experience in mathematics education and 17 years as a community college math professor, the author has instructed courses from developmental math through calculus. He has served as Chair of the Developmental Math Department and Assistant Chair of the Mathematics Department at Sinclair College, Dayton, Ohio. He received the Jon and Suanne Roueche Award for Teaching Excellence and the Ohio Magazine Excellence in Education Award. His published research focuses on faculty viewpoints regarding pedagogical practices as well as conceptual research concentrating on developmental math. His article, Acceleration and Compression in Developmental Math: Faculty Viewpoints, was awarded Article of the Year by the Journal of Developmental Education.

pennington student achievement center: ,

pennington student achievement center: *Mindfulness and Acceptance for Counseling College Students* Jacqueline Pistorello, 2013-06-01 The college years are very stressful for many people, so it comes as little surprise that college-aged youth often suffer from diagnosable psychiatric disorders. Even among college students whose distress is not clinically diagnosable, the college years are fraught with developmental challenges that can trigger bouts of psychological suffering. Is it any wonder, then, that suicide is the second leading cause of death in this age group? In *Mindfulness and Acceptance for Counseling College Students*, clinical researcher Jacqueline Pistorello explores how mindfulness and acceptance-based approaches such as acceptance and commitment therapy (ACT), dialectical behavioral therapy (DBT), mindfulness-based cognitive therapy (MBCT), and mindfulness-based stress reduction (MBSR) are being utilized in higher education settings around the world to treat student mental health problems like severe depression, substance abuse, and eating disorders, and/or to help students thrive--both in and out of the classroom. This book offers easy-to-use programs for college counselors, therapists, instructors, administrators, and even high school counselors who are looking for tools to help high school students prepare for the transition to college. Counselors with extensive experience with mindfulness and acceptance approaches can learn new ways of adapting these approaches to interventions with college students, and counselors interested in these approaches but lacking experience can learn about these effective therapies. Finally, college administrators and staff can gain ideas for implementing mindfulness practices in various campus contexts to help promote student mental health or academic engagement. In addition to chapters by Steven C. Hayes, the founder of acceptance and commitment therapy, this book also contains an online Appendix with helpful original handouts, Power Point slides, and links to podcasts and lectures to help implement mindfulness-based approaches on different campuses. It is a wonderful resource for any professional who works with college students and who is interested in promoting psychological well-being. The Mindfulness and Acceptance Practica Series As mindfulness and acceptance-based therapies gain momentum in the field of mental health, it is increasingly important for professionals to understand the full range of their applications. To keep up with the growing demand for authoritative resources on these treatments, The Mindfulness and Acceptance Practica Series was created. These edited books cover a range of evidence-based treatments, such as acceptance and commitment therapy (ACT), cognitive behavioral therapy (CBT), compassion-focused therapy (CFT), dialectical behavioral therapy (DBT), and mindfulness-based stress reduction (MBSR) therapy. Incorporating new research in the field of psychology, these books are powerful tools for mental health clinicians, researchers, advanced students, and anyone interested in the growth of mindfulness and acceptance strategies.

pennington student achievement center: MDR's School Directory , 1999

pennington student achievement center: Our Social World Jeanne H. Ballantine, Keith A. Roberts, 2011-10-26 In this brief text, two leaders of the Teaching Sociology movement encourage students' development of their sociological imaginations through role-taking. Assuming the role of a child living in poverty in India or of a member of an African tribe, students learn to re-envision their global society. An innovative, integrated framework provides core sociological concepts, while

features such as Contributing to Our Social World enable students to “do” public sociology. Our Social World: Condensed Version presents the perspective of students living in the larger global world.

pennington student achievement center: Identifying, Assessing, and Treating Dyslexia at School Catherine Christo, John M. Davis, Stephen E. Brock, 2009-04-21 As many as one in four children experiences problems with reading. Dyslexia, the most common learning disability leads to well-documented negative effects on school and, ultimately, adult success. Therefore, it is critical that school professionals provide early and effective assessment and intervention. Identifying, Assessing, and Treating Dyslexia at School equips practitioners with in-depth understanding of the disorder and a wealth of practical information for meeting student needs. This volume: Reviews up-to-date findings on dyslexia - causes, prevalence, and related conditions. Provides research-based tools for identifying and addressing dyslexia. Offers a detailed framework for case finding and screening, diagnostic and psychoeducational assessment as well as age- and grade-appropriate intervention. Explains the roles and responsibilities of school psychologists when it comes to identifying students with dyslexia. Focuses solely on dyslexia, unlike most other books on learning disabilities. As the duties of school psychologists and related education professionals become more complex, recognizing and providing services for students with learning disorders has become progressively more demanding. Identifying, Assessing, and Treating Dyslexia at School offers practitioners an accessible and easy-to-read reference that they will use for years to come.

pennington student achievement center: Creating a Culturally Inclusive Campus Barbara J. Hoekje, Scott G. Stevens, 2017-12-14 Colleges and universities increasingly recruit international students yet may lack the systems to foster these students' academic success and identity as valued members of the campus community. Sharing case studies of students and examples of innovative initiatives, this book explores strategies and key recommendations for universities to re-conceptualize their programs to better welcome and support international students. Emphasizing the relational aspect of academic and campus life, the authors provide a framework that supports students from initial contact through graduation. Carefully researched and addressing issues of language, engagement, and culture, Creating a Culturally Inclusive Campus offers universities innovative strategies for helping all students fulfill their academic goals while also contributing meaningfully to their school's global mission.

pennington student achievement center: School Climate and Culture vis-à-vis Student Learning Cletus R. Bulach, Frederick C. Lunenburg, Les Potter, 2016-08-08 The purpose of School Climate and Culture vis-à-vis Student Learning is to describe a reform that improves test scores, reduces dropouts and decreases bullying behavior. There are six areas that must be improved in order to accomplish this purpose. These six areas are the following: discipline, basic needs of humans, culture and climate, control, parent and community involvement, and levels of openness and trust. Discipline is one of the main problems in classrooms across the US. The authors describe a comprehensive school reform approach that addresses the six areas and reduces resistance to school reform. Creating a “high-performing” school is an organizational approach to school reform that creates a distinctly different school culture and climate than can be found in existing schools. The authors detail a vision and mission for a comprehensive school reform that involves all stakeholders and leads to high performance.

pennington student achievement center: AI and education Miao, Fengchun, Holmes, Wayne, Ronghuai Huang, Hui Zhang, UNESCO, 2021-04-08 Artificial Intelligence (AI) has the potential to address some of the biggest challenges in education today, innovate teaching and learning practices, and ultimately accelerate the progress towards SDG 4. However, these rapid technological developments inevitably bring multiple risks and challenges, which have so far outpaced policy debates and regulatory frameworks. This publication offers guidance for policy-makers on how best to leverage the opportunities and address the risks, presented by the growing connection between AI and education. It starts with the essentials of AI: definitions, techniques and technologies. It continues with a detailed analysis of the emerging trends and implications of AI for teaching and

learning, including how we can ensure the ethical, inclusive and equitable use of AI in education, how education can prepare humans to live and work with AI, and how AI can be applied to enhance education. It finally introduces the challenges of harnessing AI to achieve SDG 4 and offers concrete actionable recommendations for policy-makers to plan policies and programmes for local contexts. [Publisher summary, ed]

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that educators can follow. This book helps to identify if a student has a specific learning disability and offers suggestions for addressing the student's difficulty through a team approach. When using the case studies, teachers will see many examples related to their own students and find new resources to try in their classrooms that will assist those who are having difficulty making significant progress. —Marcia B. Imbeau, Professor University of Arkansas

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