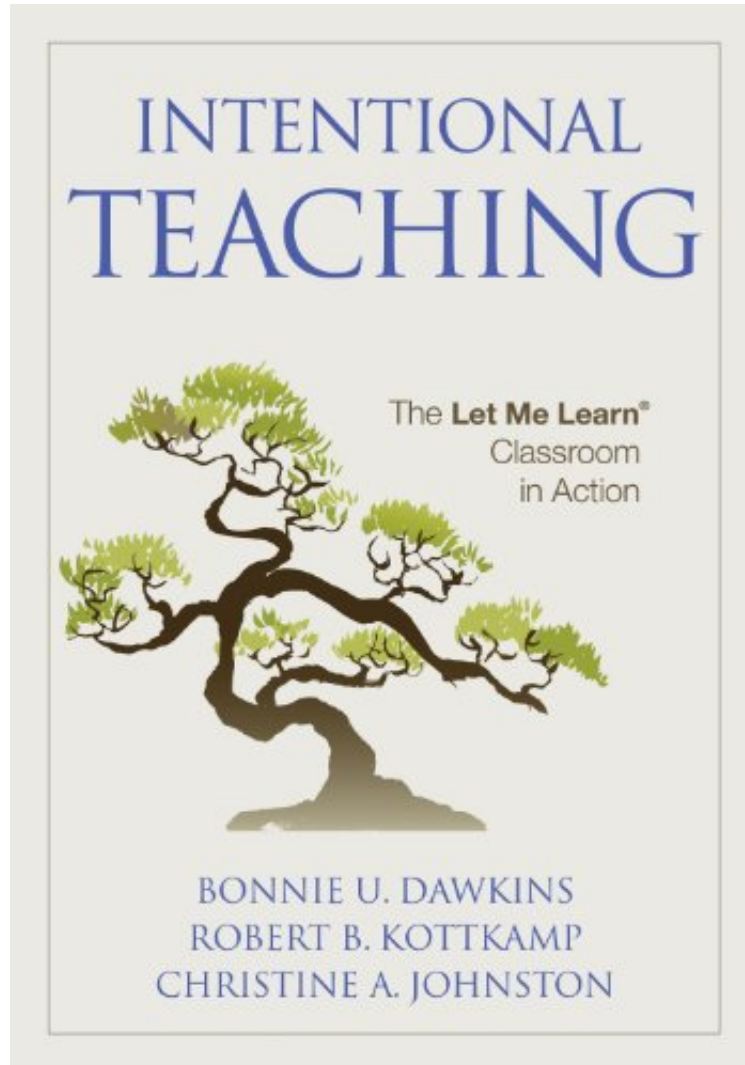


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Intentional Teaching: The Let Me Learnreg; Classroom in Action

From Corwin

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From Corwin : Intentional Teaching: The Let Me Learnreg; Classroom in Action before purchasing it in order to gage whether or not it would be worth my time, and all praised Intentional Teaching: The Let Me Learnreg; Classroom in Action:

Follow a teacherrsquo;s year-long journey to create a student-centered classroom!When learners understand how to use their unique learning processes with intention, they open a whole new world of learning. This inspiring book focuses on the Let Me Learnreg;nbsp;(LML) system, a student-centered teaching method that transforms learning differences into strengths. This resource offers: One teacherrsquo;s experience with this cutting-edge approach in her

classroom A widely researched approach that gives students metacognitive skills for life Five essential tools of the LML Advanced Learning system Voices of students as they discover their own and others' ways of learning

Teachers need to begin viewing themselves as facilitators for learning. This book addresses this need. (Patti Grammens, Teacher 2009-12-03) Teachers need to begin viewing themselves as facilitators for learning. This book addresses this need. (Patti Grammens, Teacher 2009-12-03) About the Author Dr. Bonnie U. Dawkins is an elementary school teacher with 24 years experience in public education. She received her Ed.D. from Hofstra University in 2008, her Ed. M. from Harvard University, and her B.A. from The Catholic University of America. Dr. Dawkins is lead teacher in her school and regularly conducts professional development workshops on learning, teaching, and curriculum. Her research interests include reflective practice and teacher and student learning. Her certification in the LML Process equips her as a LML consultant and mentor. Robert B. Kottkamp is Professor Emeritus, Department of Foundations, Leadership and Policy Studies, Hofstra University. He received his BA from DePauw University and both MAEd and PhD from Washington University. Dr. Kottkamp has coauthored five books, the latest being, *Reflective Practice for Educators: Professional Development to Improve Student Learning* (2nd Edition) with Karen F. Osterman. His chapter with Edith A. Rusch, *The Landscape of Scholarship on the Education of School Leaders, 1985–2006*, is forthcoming in the *Handbook of Research on Leadership Preparation*. He maintains a keen interest in the continuing development of the Let Me Learn Process, and in researching its processes and effects. Professor Kottkamp is fortunate to have chaired the doctoral research of coauthors, Dr. Chris Johnston and Dr. Bonnie Dawkins; creating this book together as peers has been a wonderfully fulfilling learning experience. Dr. Christine Johnston is the former Director of the Center for the Advancement of Learning, Rowan University where she headed-up research inquiries studying the effects of the Let Me Learn Process on teacher-student interaction, student learning outcomes, literacy, and student persistence. For the past eleven years she has engaged in studies on the Let Me Learn Process including work with 19 universities within the US and abroad, and 38 US school districts including a two-year consultancy to the EU's Grundtvig Project working with participants from Italy, Spain, the UK, the Czech Republic, Slovenia, Malta, and Holland. Dr. Johnston received her Ed.D. from Rutgers University in 1985, her M.A. from the University of Wisconsin-Milwaukee, and her B.A. from the University of Wisconsin-Eau Claire. Dr. Johnston currently serves on the external advisory board to the University of Wisconsin-Eau Claire's College of Education and Human Sciences. She has authored and co-authored five books and numerous articles and chapters on the Let me Learn Process. She has been the recipient of a Ford Foundation Educational Internship, an NSF Graduate Fellowship, a Department of Education, State of New Jersey, education-innovation grant, and a Corporate DuPont Education grant.