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Discipline means living the life with proper rules and regulations. 2) It includes rules, regulations, manners and etiquettes which shape our life. 3)

Discipline in life helps us to improve our habits and personality.

Research reports and papers prepared for the Commission as part of its research program. The Commission's official conclusions and recommendations are fully presented in: Report of the National Commission on Judicial Discipline and Removal, submitted August 2, 1993.

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The National Science Foundation funded a synthesis study on the status, contributions, and future direction of discipline-based education research (DBER) in physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding.

Discipline-Based Education Research

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is based on a 30-month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources required to further develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite, if not assist, post-secondary

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institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum developers, research sponsors, and education advocacy groups.

Educators remove over 3.45 million

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students from school annually for disciplinary reasons, despite strong evidence that school suspension policies are harmful to students. The research presented in this volume demonstrates that disciplinary policies and practices that schools control directly exacerbate today's profound inequities in educational opportunity and outcomes. Part I explores how suspensions flow along the lines of race, gender, and disability status. Part II examines potential remedies that show great promise, including a district-wide approach in Cleveland, Ohio, aimed at social and emotional learning strategies. Closing the School Discipline Gap is a call for action that focuses on an area in which public schools can and should make powerful improvements, in a relatively short period of time. Contributors include

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Robert Balfanz, Jamilia Blake, Dewey Cornell, Jeremy D. Finn, Thalia González, Anne Gregory, Daniel J. Losen, David M. Osher, Russell J. Skiba, Ivory A. Toldson "Closing the School Discipline Gap can make an enormous difference in reducing disciplinary exclusions across the country. This book not only exposes unsound practices and their disparate impact on the historically disadvantaged, but provides educators, policymakers, and community advocates with an array of remedies that are proven effective or hold great promise. Educators, communities, and students alike can benefit from the promising interventions and well-grounded recommendations." —Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Stanford

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University ¶For over four decades school discipline policies and practices in too many places have pushed children out of school, especially children of color. Closing the School Discipline Gap shows that adults have the power¶and responsibility¶to change school climates to better meet the needs of children. This volume is a call to action for policymakers, educators, parents, and students.¶ ¶Marian Wright Edelman, president, Children¶s Defense Fund

Comprehensive, timely, and relevant, this text offers an approach to discipline-specific literacy instruction that is aligned with the Common Core

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State Standards and the needs of teachers, students, and secondary schools across the nation. It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills, and aims at reducing student achievement gaps. Building on the research-supported premise that discipline-specific reading instruction is key to achieving these goals, this text provides practical guidance and strategies for prospective and practicing content area teachers (and other educators) on how to prepare all students to succeed in college and the workforce. Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts: Classroom Life (real 6-12 classroom scenarios and

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interviews with content-area teachers)
Common Core State Standards
Connections College, Career, and
Workforce Connections Applying
Discipline-Specific Literacies Think
Like an Expert ("habits of thinking and
learning" specific to each discipline)
Digital Literacies Differentiating
Instruction Reflect and Apply
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