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Nikolai Chernyshevsky, What is to be Done?, Chapter 3, Sections 1-6

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Yes, if the acquiring insurer is a controlled insurer, then the Superintendent's prior approval must be obtained and a Form A must be completed by the holding company that controls the acquiring insurer. Facts. A non-New York domiciled property/casualty insurer, authorized in New York to do an insurance business, seeks to purchase all of the ...

Form A filing under Article 15 | Department of Financial ...

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New York General Municipal Law Section 858 - Purposes and ...

6-c. Pursuant to the authority provided in subdivision six of this section, for the purchase of commodities that are food, including milk and milk products, grown, produced or harvested in New York state, where such commodities exceed fifty thousand dollars in value, state agencies must advertise the discretionary purchase on the state agency ...

New York Consolidated Laws, State Finance Law - STF §163 ...

Self-Guided Search Close Guided Search. The Guided Search helps you find long term services and supports in your area. A set of questions will help you identify services and supports that may meet your needs.[NEWLINE]See the FAQs to learn how to save and organize your search results.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Researchers, historians, and philosophers of science have debated the nature of scientific research in education for more than 100 years. Recent enthusiasm for "evidence-based" policy and practice in educationâ€"now codified in the federal law that authorizes the bulk of elementary and secondary education programsâ€"have brought a new sense of urgency to understanding the ways in which the basic tenets of science manifest in the study of teaching, learning, and schooling. Scientific Research in Education describes the similarities and differences between scientific inquiry in education and scientific inquiry in other fields and disciplines and provides a number of examples to illustrate these ideas. Its main argument is that all scientific endeavors share a common set of principles, and that each fieldâ€"including education researchâ€"develops a specialization that accounts for the particulars of what is being studied. The book also provides suggestions for how the federal government can best support high-quality scientific research in education.

Meant to aid State & local emergency managers in their efforts to develop & maintain a viable all-hazard emergency operations plan. This guide clarifies the preparedness, response, & short-term recovery planning elements that warrant inclusion in emergency operations plans. It offers the best judgment & recommendations on how to deal with the entire planning process -- from forming a planning team to writing the plan. Specific topics of discussion include: preliminary considerations, the planning process, emergency operations plan format, basic plan content, functional annex content, hazard-unique planning, & linking Federal & State operations.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

Recently, the Army forecast that it would experience a 4.5-million-acre training land shortfall by 2013 and proposed to purchase additional land adjacent to certain existing training ranges. This report reviewed the Army's approach for acquiring training; it: (1) evaluates the Army's approach to the acquisition of training land; (2) describes the Army's consideration of alternatives and assessment of the environmental and economic effects; and (3) analyzes the Army's effectiveness in communicating its approach for making decisions to pursue these acquisitions. This report focused on all 5 land acquisitions since 2002 at Fort Irwin, Calif.; 3 training sites in Hawaii; and the proposed expansion of the Pinon Canyon Maneuver Site in Colorado. Charts and tables.

The Air Force and Navy are developing the Joint Air-to-Surface Standoff Missile (JASSM) to attack, at nearly any time, high-value, well-defended targets while allowing the launch aircraft to stay outside the range of enemy defenses. We reviewed the JASSM acquisition plan under our basic legislative responsibilities because (1) the program has congressional interest, (2) it is a major acquisition program, and (3) we wanted to determine how the Air Force plans to overcome the difficulties in meeting stringent requirements similar to those of the canceled Tri-Service Standoff Attack Missile (TSSAM). This report, which contains a matter for congressional consideration, is addressed to you because your committees have jurisdiction over this area. This report discusses (1) the Air Force's plan to use a new acquisition process that balances capability and affordability requirements for acquiring JASSM, (2) schedule and cost risks because of the immaturity of essential technology and the complexity of integrating JASSM with multiple aircraft, (3) the Air Force's plan to acquire 35 pilot production missiles early in development that may not be needed, and (4) the need to strengthen the Navy's commitment to the program.

This pragmatic guide provides concrete, detailed strategies for co-teachers looking to expand their instructional methods and involvement beyond the One Teach, One Support model. Including step-by-step examples, practical scenarios, and visuals of successful implementations to help you quickly and effectively put these tools into practice, each chapter also highlights specific tensions that can arise in your co-teaching partnership and frames effective solutions to move beyond them efficiently and effectively. While designed for both teachers in a co-teaching pair, the book's tools can easily be applied on your own, making this an ideal resource for co-teachers with limited common planning time.

Written & approved by a multidisciplinary group of content-area experts incl. rep's. of law enforcement, the prosecution, the defense, & forensic science. Eyewitnesses frequently play a vital role in uncovering the truth about a crime. The evidence they provide can be critical in identifying, charging, & convicting suspected criminals. That is why it is absolutely essential that eyewitness evidence be accurate & reliable. Chapters:

initial report of the first responder; mug books & composites; interviewing the witnesses by the followup investigator; field identification procedure; & procedures for eyewitness identification of suspects.

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