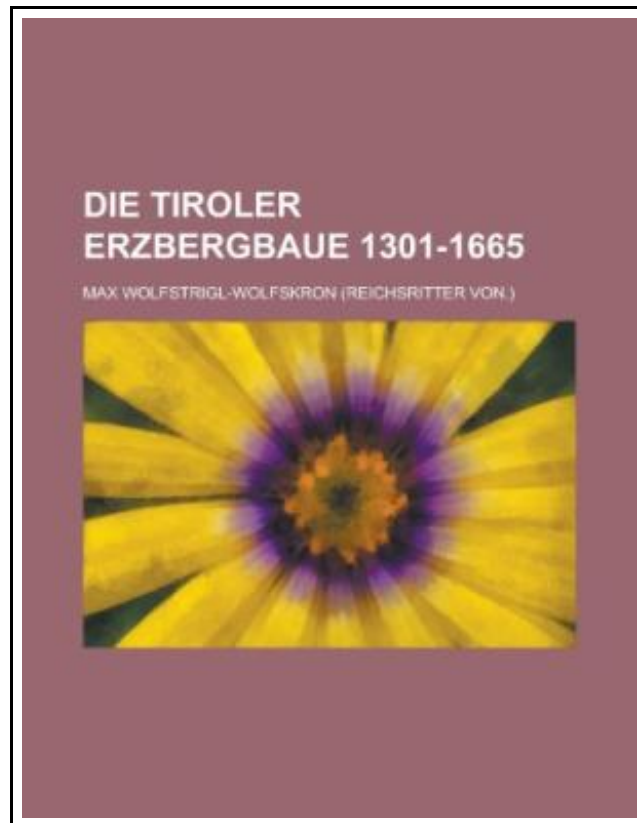


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Reviews

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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 76 pages. Original publisher: Washington, DC: U. S. Dept. of Education, Office of Educational Research and Improvement, National Center for Education Statistics: Supt. of Docs. , U. S. G. P. O. , distributor, 2000 OCLC Number: (OCoLC)44508545 Subject: Nutrition -- Study and teaching (Elementary) -- United States -- Statistics. Excerpt: . . . The level of support for nutrition education at the school (0-3 resources, 4-6 resources), and The type of nutrition education training the teacher has received (none, research on own, inservice, college coursework). The classification variables level of support for nutrition education at the school and type of nutrition education training the teacher has received were constructed from information reported by teachers on their questionnaires. The level of support variable was constructed from responses to six questions asking about the availability of specific resources and policies in support of nutrition education at the school. Teachers reporting zero to three resources available to them were categorized as being in low-support schools; those reporting four to six resources were in high-14 support schools. The training variable was constructed from responses to four questions asking about participation in various types of training. Teachers could report participation in more than one type of training when responding to the question. Responses were recoded to the most formal type of training. From most to least formal, the categories used are college coursework, inservice professional development training, research and reading on own, and none of these types. Data have been weighted to national estimates of public elementary school teachers. All comparative statements made in this report have been tested for statistical significance through chi-square tests or t-tests adjusted for multiple comparisons using Bonferroni adjustments and are significant at the...



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