Instructional Rounds In Education A Network Approach To Improving Teaching And Learning Elizabeth City

Every teacher seeks to be an effective teacher. Every teacher wants to have a positive, remarkable, and lasting influence on students' lives. But what makes for an effective teacher? What role does teacher preparation play in teacher effectiveness? What do effective teachers do during planning, instruction, and assessment? How do they create a learning environment that engages and supports students? And how do effective teachers interact with their students to promote the best opportunities and results for all? In Qualities of Effective Teachers, 3rd edition, James H. Stronge explores these questions and more as he synthesizes the literature on teacher effectiveness. The result? A research-based framework for effective teaching that addresses: • Professional knowledge • Instructional planning • Instructional delivery • Assessment • Learning environment • Professionalism Stronge also examines characteristics of effective teachers of at-risk students and high-ability students. To bridge the gap between research and practice, he includes checklists of skills and positive qualities associated with effective teacher performance as well as red flags that indicate that teachers may not be reaching their full potential in the classroom. This resource is for any educator interested in improving teaching. It offers research-based advice for teachers who wish to improve their own performance, as well guidance for teacher leaders and supervisors, school administrators and department heads, staff development specialists, teacher and administrator educators, human resource specialists, and education policymakers and their staffs. Anyone who has a vested interest in students and their success can gain valuable insight and practical tools to ensure positive outcomes for all students. New to the 3rd edition: • Introduction of the Framework for Effective Teaching and its six domains—professional knowledge; instructional planning; instructional delivery; assessment; learning environment; professionalism • Chapter vignettes updated to illustrate the domains of the Framework for Effective Teaching • Updated reference charts at the end of chapters, keyed to the subdomains of the Framework for Effective Teaching and expanded to include references for 21 century teachers • Twenty-nine sidebars interspersed throughout chapters that provide state-of-the-art supplementary text on effective teaching practices and research findings • Updated Teacher Skills Assessment Checklist, keyed to the domains of the Framework for Effective Teaching • Updated Part 2 presents positive qualities and red flags associated with effective teachers, keyed to the domains of the Framework for Effective Teaching • More than 1,000 entries in the References

With the future of education being disrupted and the onset of day-to-day uncertainties and challenges that have to be solved quickly, teachers are now turning to professional development communities/support communities where they can share and learn about effective practices to use in the classroom. While transitioning to blended or online learning and keeping up with the technological advances in education, these communities provide an essential backbone for teachers to rely on for support and updated knowledge on what educational practices are being utilized, how they are working, and what solutions have been found for the ever-changing climate of education. Research on the benefits and use of these communities, as well as on the latest educational practices, is essential in teacher development and student learning in the current culture of a rapidly changing educational environment. The Research Anthology on Facilitating New Educational Practices Through Communities of Learning contains hand-selected, previously published research that provides information on the communities of learning that teachers are currently involved in to seek the latest educational practices. The chapters cover the context of these communities, the benefits, and an overview of how this support is a necessary tool in today's practices of teaching and learning. While highlighting topics such as learning communities, teacher development, mentoring, and virtual communities, this book is essential for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students who are interested in how communities of practice tie into professional development, teacher learning, and the online shift in teaching.

This book highlights school/university partnerships, specifically Professional Development Schools' focus on collaborative activities that endeavor to promote social justice in and across P-12 and university classrooms, educational institutions, and communities. The chapters provide concrete examples of instructional and curricular methods used to engage all the stakeholders within a Professional Development School model —university educators, school leaders, teachers, and teacher candidates— with social justice ideals.

In School-Based Instructional Rounds, Teitel offers detailed case studies of five different models of school-based rounds and investigates critical learning from each. Instructional rounds--one of the most innovative and powerful approaches to improving teaching and learning--has been taken up by districts across the country and around the world. Now Lee Teitel, an originator of this transformative practice, explores one of the most promising ways in which it is being adapted in the field: implementing instructional rounds networks within, rather than across, K-12 schools. In School-Based Instructional Rounds, Teitel offers detailed case studies of five different models of school-based rounds and investigates critical learning from each. Expanding rounds to include teachers, for instance, offers opportunities for a more direct connection to instructional improvement. Other areas of experimentation include increasing the frequency of visits, engaging participants across diverse roles, and modifying the structure or focus of rounds work. School-Based Instructional Rounds represents an invaluable resource for educators involved in instructional rounds. It marks a significant addition to the literature on this evolving practice.

Instructional Rounds in EducationA Network Approach to Improving Teaching and Learning

Instructional rounds is a powerful form of professional learning aimed at helping schools and systems develop the capacity to educate all children to high levels. In this practical book, Thomas Fowler-Finn, an experienced consultant who has worked closely with the Harvard team that pioneered instructional rounds, discusses how facilitators can skillfully guide a network of educators through the rounds process. He shows how to scaffold participant learning, model effective teaching practices, and gradually transfer agency to the network. Leading Instructional Rounds is an invaluable resource for advancing the work of all facilitators, whether novice or experienced.

A new paradigm for teachers to open their classrooms and cultivate deep professional learning Teaching is an isolating profession. Most educators receive minimal feedback on their craft, typically limited to one or two short visits from the administrator each year. While some schools do encourage their teachers to observe peers, the usual protocol is for new teachers to watch the veteran, exemplary educators, but those less experienced educators could benefit immensely from having peers observe them in action. Teacher-Driven Observation is unique in that it places the observed teacher as leader of the work, the one who identifies a personal area for development, engages her colleagues in the collection of classroom data, and utilizes the data collected to inform her ongoing instruction. Offers a new model for collecting data to inform and improve individual instruction Includes a step-by-step process for implementing Teacher-Driven Observations Contains a comprehensive case study that clearly demonstrates the value of the Teacher-Driven Observation model This book outlines and illustrates a step-by-step process for breaking down professional isolation and cultivating opportunities for meaningful learning through the Teacher-Driven Observation process.

"Bringing together leading experts, this book presents the principles of effective literacy leadership and describes proven methods for improving instruction, assessment, and schoolwide professional development. The book shows how all school staff--including reading specialists and coaches, administrators, teachers, and special educators--can play an active role in nurturing a culture of collaboration and promoting student achievement. Best practices are identified for creating strong elementary and secondary literacy programs, differentiating instruction, supporting English language learners, utilizing technology, building home-school partnerships, and much more. User-friendly features include case examples, guiding questions, and engagement activities in each chapter"-- Provided by publisher.

Because equity and instruction are inextricably bound Why are equity visits such a critical first step to increasing opportunity and access for our under-served students? Because they take instructional rounds to a new level, providing a powerful lens for investigating the intersections of equity and instruction. After all, how can we possibly deliver equitable learning experiences, opportunities, and outcomes for our students, without first pinpointing problems of practice? That's where Equity Visits will prove absolutely indispensable to district and school administrators. It details how to combine a strong focus on instruction with explicit, intentional efforts to address systemic inequities. Inside you'll find A range of data collection activities and tools to target central issues of equity in your school Clear guidelines on how to investigate the ways instructional practices, structures, and beliefs lead to inequitable educational experiences—and how these are often masked in the day-to-day life of schools and districts A frank discussion of how to make race and racism an explicit part of investigating and addressing educational inequities Voices of school and district leaders who have taken crucial first steps to become "equity warriors" Recommendations on how to develop policies, initiatives, and practices to confront those inequities Few dispute that instructional improvement must be a central focus of educational leadership, but for too long achieving educational equity has been absent from the conversation. Here is your opportunity to ensure equity occupy a central spot in data collection and analysis, and be explicitly discussed at all levels of your school or district organization. In short, essential reading and doing for all administrators!

The concept of 'Multiliteracies' has gained increasing influence since it was coined by the New London Group in 1994. This collection edited by two of the original members of the group brings together a representative range of authors, each of whom has been involved in the application of the pedagogy of Multiliteracies.

Instructional Rounds in Action is an invaluable guide for those involved in implementing instructional rounds as the foundation and framework for systemic improvement in schools. Over the past few years, districts across the United States, Canada, and Australia have begun implementing "instructional rounds," a set of ideas and practices for advancing systemic, district-wide improvement. But as they do so, practical and theoretical questions arise. Roberts offers a powerful analysis of how instructional rounds can work "on the ground." His book weaves together the voices of stakeholders at all levels—teachers, principals, and district personnel—and presents a number of protocols to support instructional rounds.

This text prepares pre-service teachers to best meet the needs of students entering the challenging middle years of their education.

Michael Fullan's New Meaning of Educational Change is the definitive textbook on the study of educational change. Based on practical and fundamental work with education systems in several countries, the text captures the dilemmas and leading ideas for successful large-scale systemic reform. This updated edition includes decisionmakers at all levels, from the local school community to the state and national level, and introduces many new and powerful ideas for formulating stategies and implementing solutions that will improve educational systems. Widely used by university professors, policy makers, and practitioners throughout North America and in many other countries this perennial bestseller shows us how to: develop collaborative cultures at the school level, while avoiding superficial versions of professional learning communities; foster district wide success in all schools illustrating how state and national systems can achieve total system transformation based on identifying and fostering meaning for education at every level; and integrate individucal and systemic success, a rare feat in today's school reform efforts.

The definitive, step-by-step guide for conducting teacher rounds! With teacher rounds, educators benefit from the observant peer learning that's common in other demanding fields. From practical strategies to ready-to-use templates, this invaluable book offers a complete toolkit for leading a thriving teacher rounds program. Readers will learn how to: Create positive, empowering teams that lift both instruction and student performance Link teacher rounds with Common Core implementation Develop rounds facilitation skills through vignettes, video clips, and group learning exercises Lead productive year-end program reviews Understand how principals and department chairs can best support the rounds program

Part of a series on Learning Forward's seven Standards for Professional Learning, this volume offers creative strategies for prioritizing, monitoring, and coordinating the resources required for educator learning and student success. This book includes: An original essay on how school systems can reconfigure people, time, technology, and money to improve and sustain educator growth Implementation strategies, practical tools, and specific examples for maximizing resources—especially time—for teacher learning A case study of how Dearborn Public Schools, Michigan, shifted existing resources to drive professional learning despite tough economic times

A practical guide to instructional rounds for educators Isolation is a pervasive characteristic of life for a teacher in a modern school. Teachers meet in professional learning communities, attend trainings, and are even observed by administrators while they teach, but they rarely get the chance to see what other teachers do in the classroom. When the bell rings, they find themselves alone with their students. Instructional rounds can counter that isolation. The idea itself--centered around teachers observing and providing feedback on each others' teaching--is relatively simple, but as Vicki Wilson shows, the effects are profound: Observing educators pick up new ideas. Observed teachers experience a confidence boost. New school-wide instructional initiatives can be adopted more quickly. And broader school-improvement goals can be supported with concrete examples. Most important of all, instructional rounds rescue teachers from isolation by fostering a shared sense of mission and growing trust between fellow educators, who realize they have a team that supports and values them. Wilson's willingness to be honest about the process she implemented in her own school--the moments of doubt, the ups and downs, the mistakes and successes--transforms this practical book into something inspiring. "A powerhouse guide for all educators. Wilson fills a gap in the field with this brilliant, practical godsend of a book that can be implemented at your school starting right now." --Rick Jetter, PhD, author, keynote speaker, and cofounder of Pushing Boundaries "Lead with Instructional Rounds offers the what, why, and how to bring teachers within a building together to learn from one another in a safe and positive environment." --Connie Hamilton, author of Hacking Questions and curriculum director in Saranac Community Schools "In Lead with Instructional Rounds, Vicki Wilson eloquently shares her vast experiences and provides a blueprint for getting educators into each others' classrooms, all while being intentional and hyperfocused on high-quality instruction throughout the process." --Thomas C. Murray, author of Personal & Authentic: Designing Learning Experiences that Impact a Lifetime and director of innovation for Future Ready Schools

With the right plan, video observation and video coaching can be a high-impact lever for accelerating teacher growth. This playbook, from the makers of Edthena, draws from researcher and practitioner advice to offer twelve video-based strategies that readers can implement in their own context for facilitating professional development: • Classroom Tour • Self-interview • Example Analysis • Pre-teach • Self-

Reflection • Partner-Supported Reflection • Skill Building Sequence • Video Learning Community • Virtual Walk-through • Video Rounds • Longer-Range Reflection • Iterative Investigation • Online Lesson Study Plus, read about putting video evidence at the center of professional learning, focusing techniques for analyzing video, and guidance about recording and sharing video, and a framework for facilitation of video-based discussion. Afterword by Jim Knight.

In School-Based Instructional Rounds, Teitel offers detailed case studies of five different models of school-based rounds and investigates critical learning from each. Instructional rounds—one of the most innovative and powerful approaches to improving teaching and learning—has been taken up by districts across the country and around the world. Now Lee Teitel, an originator of this transformative practice, explores one of the most promising ways in which it is being adapted in the field: implementing instructional rounds networks within, rather than across, K–12 schools. In School-Based Instructional Rounds, Teitel offers detailed case studies of five different models of school-based rounds and investigates critical learning from each. Expanding rounds to include teachers, for instance, offers opportunities for a more direct connection to instructional improvement. Other areas of experimentation include increasing the frequency of visits, engaging participants across diverse roles, and modifying the structure or focus of rounds work. School-Based Instructional Rounds represents an invaluable resource for educators involved in instructional rounds. It marks a significant addition to the literature on this evolving practice."

Engaging Teachers in Classroom Walkthroughs is a practical guide to planning and implementing brief but focused classroom observations that involves teachers in every step of the process. Drawing from their study of 40 schools in the United States and Canada, the authors show how administrators and teacher leaders moved teachers from resisting to embracing the practice. Readers will learn how to * Foster a school culture that supports walkthroughs. * Implement the components of successful walkthroughs, such as focus and "look-fors," data collection methods, and meaningful follow-up strategies. * Get all teachers involved and actively participating. * Evaluate the walkthrough process and measure its effectiveness. * Use walkthroughs to support professional development related to the Common Core State Standards. This book demonstrates that when teachers learn from one another in a cycle of continuous professional growth--through observation, shared inquiry, dialogue, and follow-up--they develop a sense of collegiality and a common mission. By opening their doors to their peers, they also contribute to broader school improvement efforts that positively affect teaching and learning throughout the school.

The Internal Coherence Framework presents a system of research-based practices for assessing and developing the conditions that support adult and student learning in schools. Internal coherence is defined as the ability of educators in a school or system to connect and align resources to carry out an improvement strategy, engage in collective learning, and use that learning to provide students with richer educational opportunities. The internal coherence framework featured in the book brings together three important domains of research: leadership for learning, organizational improvement, and instructional efficacy. School or system leaders who progress through this book with colleagues will develop a shared vision for ambitious teaching and learning anchored in the instructional core; organize the work of the leadership and teacher teams to advance this vision; and build psychologically safe team, school, and system cultures to support the risk taking and constructive challenges necessary to move schools or systems to the next level of performance. At the heart of the book is a survey and rubric that can help schools better understand their strengths and weaknesses and the kinds of resources they need to support student learning. The book blends theory and practice to bring tested wisdom to bear on critical issues of education leadership and professional learning.

"You won't find a better book on whole-system change that covers so much ground in such an accessible form than Leading Educational Change!" —From the Foreword by Michael Fullan, Professor Emeritus, OISE, University of Toronto "This book tackles critical issues and conundrums about how to create productive educational systems by a group of exceptionally knowledgeable thought leaders from the U.S. and around the world. Both policymakers and practitioners will benefit from these valuable insights." —Linda Darling-Hammond, Charles E. Ducommun Professor of Education at Stanford University, author of The Flat World and Education "A well-edited and fascinating anthology with a wide variety of prescriptions, from the powerful to the improbable." —Sir Michael Barber, Chief Education Advisor, Pearson "This book provides exactly what we need at this moment in the education enterprise: clear-eyed and far-reaching analyses from our brightest minds on the problems and potential solutions to delivering better educators and education amid a vastly changing, globally competitive, and interconnected 21st century." —Gregory A. Patterson, Managing Editor, Phi Delta Kappan Magazine This collection features original essays from international superstars in the field of educational change. Each "think piece" draws on the latest knowledge from research, policy, and practice to provide important insights for creating systemic, meaningful reform. The authors directly address contemporary challenges, misconceptions, and failed strategies, while also offering solutions, ideas, and guiding questions for examination. Unique in its breadth of ideas and diversity of voices, Leading Educational Change is must-reading for education decision makers on all levels, frontline practitioners, and everyone involved with children and adolescent learning. Together with the online companion Instructor's Guide, this is also a perfect text for educational leadership and policy courses. Contributors: Mel Ainscow, Stephen E. Anderson, Rukmini Banerji, Gabriel Cámara, Maria Helena Guimarães de Castro, Madhav Chavan, Amanda Datnow, Sherry L. Deckman, Lorna Earl, Patrick Griffin, Silvina Gvirtz, Andy Hargreaves, Alma Harris, Jonathan D. Jansen, Elena Lenskaya, Ann Lieberman, Helen Janc Malone, Barry McGaw, Pak Tee Ng, Pasi Sahlberg, Andreas Schleicher, Dennis Shirley, James P. Spillane, Louise Stoll, Esteban Torre, Yong Zhao Helen Janc Malone, Ed.D., is an educational researcher dedicated to connecting research, policy, and practice in support of student learning and positive development. Her work centers on educational change, whole-system reform, expanded learning, and K–16 pathways.

Applies the concept of medical rounds to solving instructional problems and outlines the process of planning, organizing, facilitating, and implementing this innovative way to improve teaching and learning by having groups of teachers and administrators observe classrooms.

Strategies for Developing and Supporting School Leaders assists personnel in school districts to deliver appropriate development and support practices for aspiring and current school leaders. This book explores a variety of research-based and best-practice processes that can be implemented in school districts to prepare leaders to meet the technical and adaptive demands of school leadership and the needs of a diverse student population. Sanzo lays out a cohesive framework of key processes and activities that range from the very simple and immediately implementable, to the more complex and nuanced. Providing both the "how," and "why," this important resource shares ideas, strategies, tools, and systems to develop effective and meaningful professional learning opportunities to help promote highly effective schools and districts.

This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view.

Secrets to supervising for instructional improvement! More than ever, effective supervision is vital to instructional improvement and this new edition of a bestseller pinpoints the process and techniques that matter most. Featuring 42 qualitative and quantitative observation tools, this new edition includes: New observation tools centered on diversity New case studies on alternative approaches to supervision A new chapter on creating transformational change More on technology topics such as blogs and online courses New scenarios highlighting English Language Learners and exceptional students Emphasis on empowering teachers to reflect and improve upon instruction

An authoritative guide to educational supervision in today's complex environment The Wiley Handbook of Educational Supervision offers a comprehensive resource that explores the evolution of supervision through contributions from a panel of noted experts. The text explores a wealth of topics including recent and dramatic changes in the complex context of today's schools. This important resource: Describes

supervision in a historical context Includes a review of adult learning and professional community Reviews new teacher preparation and comprehensive induction systems Contains perspectives on administrative feedback, peer coaching and collaboration Presents information on professional development and job-embedding learning Examines policy and implementation challenges in teacher evaluation Written for researchers, policy analysts, school administrators and supervisors, The Wiley Handbook of Educational Supervision draws on concepts, theories and research from other closely related fields of study to enhance and challenge our understanding of educational supervision.

Educators play a significant role in the intellectual and social development of children and young adults. Thus, it is important for next-generation teachers to have a strong educational background, as it serves as the foundation to their understanding of learning processes, leadership, and best practices in the field of education. Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs presents critical and relevant research on methods by which future educators in high-level courses are equipped and instructed in order to promote the best experience in academic scholarship. Featuring discussion on a diverse assortment of topics, such as social justice for English language learners, field-based teacher education, and student satisfaction in graduate programs, this publication is directed at academicians, students, and researchers seeking modern research on the approaches taken by instructors to qualify and engage future educators.

This book defines over 3,000 terms from the field of education to assist those charged with teaching students to become global citizens in a rapidly changing, technological society. • 3,050 A–Z entries, including over 400 new and revised definitions • 128 contributors from a variety of specialized areas related to education • Three tables and graphs to illustrate specific aspects of mathematics and evaluation in education • An introduction on education terminology by editors John W. Collins and Nancy Patricia O'Brien, distinguished librarians in the study of education • Author attributions for each definition • An extensive, updated bibliography of sources that identify and explain terms used within education

Focusing on what can be done to promote equity within education systems, what the barriers to progress are and how these barriers might be overcome, this book provides detailed examples of strategies that have proved to be effective in addressing this challenge. Built on the work of the authors over the last three decades, the book presents an approach to educational change that will be relevant to different countries. The authors argue that there is untapped potential for promoting progress towards greater equity within schools and the communities they serve. They also show how this potential can be mobilised by using forms of collaborative action research to stimulate the development of more inclusive ways of working. Central to this approach is the use of evidence collected by practitioners with the support of university researchers, drawing on the human resources that are there in every school. Grounded in research, evidence and experience in the field, this book is ideal reading for a wide audience of practitioners and policy makers globally, including senior staff in schools, as well as post-graduate students, researchers and academics who are focusing on educational improvement.

This integrated collection of perspectives on the spaces of teaching and learning uses 'learning space' to place educational practice in context. It considers the complex relationships involved in the design, management and use of contemporary learning spaces. It sheds light on some of the problems of connecting the characteristics of spaces to the practices and outcomes of teaching and learning. The contributions show how research into learning spaces can inform broader educational practices and how the practices of teaching, learning and design can inform research. The selection of chapters demonstrates the value of gathering together multiple sources of evidence, viewed through different epistemological lenses in order to push the field forward in a timely fashion. The book provides both a broad review of current practices as well as a deep-dive into particular educational and epistemological challenges that the various approaches adopted entail. Contrasts and commonalities between the different approaches emphasise the importance of developing a broad, robust evidence-base for practice in context. This is the inaugural book in the series Understanding Teaching-Learning Practice.

The effective use of school resources is a policy priority across OECD countries. The OECD Reviews of School Resources explore how resources can be governed, distributed, utilised and managed to improve the quality, equity and efficiency of school education.

The classic personal guide for principals, updated to address today's challenges Of all the elements needed for a successful school, a competent, responsive and visionary principal may be the most important. And for over a decade, principals of all experience levels have turned to The Principal's Companion for ideas, techniques and reflective opportunities that help them do their jobs better. The thoroughly updated fourth edition covers big-picture strategies and day-to-day tactics such as: The principal's many roles Critical skills for effective leadership Honoring the school's mission Working together to build a learning community Starting effectively and staying the course

As principals, we push ourselves to learn, grow, and innovate because our role remains in a state of flux. When it comes to leadership, though, it's imperative that we focus on growing the most important resource in the school--our teachers. Igniting Teacher Leadership is written for busy school leaders who want to foster learning and growth not only for students but also for teachers. Effective leadership is vital in creating a culture of collaboration, modeling continuous improvement, and developing enhanced engagement throughout the building. In short, effective leadership leads to better teachers, who in turn design more powerful learning experiences, empower students, and create better schools. Experienced school leader and author William Sterrett offers strategies and examples for fostering teacher leadership, facilitating professional learning, and promoting "growing habits" to help translate key points into practical action steps. Sterrett has also written Insights Into Action: Successful School Leaders Share What Works and Short on Time: How do I make time to lead and learn as a principal?

Urban school superintendents face unprecedented challenges. They must ensure that all students achieve a high level of performance despite a lack of resources, the intractable problems of race and poverty, a chaotic governance structure, and the often conflicting demands of teachers, parents, unions, and the community. This important book, edited by the co-directors of the prestigious Harvard Urban Superintendents Program (USP), explores the ways in which superintendents can make a difference in the lives of each child, every day, by being knowledgeable about and driven by what happens in the classroom. The editors and distinguished contributors cover a wide range of vital topics that superintendents face from the day they are hired to the day they retire, such as how superintendents can most effectively communicate their vision, plan strategically, institute instructional reform, engage the community, and allocate resources. The book is filled with illustrative examples of well-known superintendents who are trailblazing new means to achieve educational fairness for all children and are changing the landscape of urban school systems today. In addition, Every Child, Every Classroom, Every Day highlights the Urban Superintendents Program's Leadership Framework, which is designed to aid administrators and educators in decision making and achieving equity. An ancillary CD containing teaching notes and exhibits is also included (in the print edition only) as an aid to teachers who wish to scaffold material discussed in the text. Note: CD-ROM/DVD

and other supplementary materials are not included as part of eBook file. These materials will be made available for download upon purchase of the digital edition Co-published with Education Week and the American Association of School Administrators.

Inspiration and Guidance to Develop Collective Teacher Efficacy Collective efficacy, or a shared belief that through collective action educators can positively influence student outcomes, has remained at the top of a list of influences on student achievement in John Hattie's Visible Learning research. Collective efficacy has been embodied by many educators, though collaboration tends to be focused on building community and relationships, which alone are not enough to move the needle on student achievement. This book contains stories of collective efficacy in schools where it has been actualized in practice, and includes: • Real-world case studies of teams who have fostered and sustained collective efficacy • Practical guidance for building collective efficacy through professional learning designs • Tools that can be adapted for specific needs or local contexts

A new edition - revised and updated with over 100 pages of new material - of the groundbreaking book that brings the principles of organizational learning to today s schools and classrooms.

This book provides new perspectives on Assessment for Learning (AfL), on the challenges encountered in its implementation, and on the diverse ways of meeting these challenges. It brings together contributions from authors working in a wide range of educational contexts: Australia, Canada, England, Germany, New Zealand, Norway, Israel, Philippines, Scotland, Spain, Sweden, Switzerland, the United States. It reflects the issues, innovations, and critical reflections that are emerging in an expanding international network of researchers, professional development providers, and policy makers, all of whom work closely with classroom teachers and school leaders to improve the assessment of student learning. The concept of Assessment for Learning, initially formulated in 1999 by the Assessment Reform Group in the United Kingdom, has inspired new ways of conceiving and practicing classroom assessment in education systems around the world. This book examines assessment for learning in a broad perspective which includes diverse approaches to formative assessment (some emphasizing teacher intervention, others student involvement in assessment), as well as some forms of summative assessment designed to support student learning. The focus is on assessment in K-12 classrooms and on the continuing professional learning of teachers and school leaders working with these classrooms. Readers of this volume will encounter well documented accounts of AfL implementation across a large spectrum of conditions in different countries and thereby acquire better understanding of the challenges that emerge in the transition from theory and policy to classroom practice. They will also discover a wealth of ideas for implementing assessment for learning in an effective and sustainable manner. The chapters are grouped in three Parts: (1) Assessment Policy Enactment in Education Systems; (2) Professional Development and Collaborative Learning about Assessment; (3) Assessment Culture and the Co-Regulation of Learning. An introduction to each Part provides an overview and presents the suggestions and recommendations formulated in the chapters.

JSL invites the submission of manuscripts that contribute to the exchange of ideas and scholarship about schools and leadership. All theoretical and methological approaches are welcome. We do not advocate or practice a bias toward any mode of inquiry (e.g., qualitative vs. quantitative; empirical vs. conceptual; discipline-based vs. interdisciplinary) and instead operate from the assumption that all careful and methodologically sound research has the potential to contribute to our understanding of school leadership. We strongly encourage authors to consider both the local and global implications of their work. The journal's goal is to clearly communicate with a diverse audience including both school-based and university-based educators. The journal embraces a board conception of school leadership and welcomes manuscripts that reflect the diversity of ways in which this term is understood. The journal is interested not only in manuscripts that focus on administrative leadership in schools and school districts, but also in manuscripts that inquire about teacher, student, parent, and community leadership.

Well established as a definitive text--and now revised and updated with eight new chapters--this book translates cutting-edge research into effective guidelines for teaching writing in grades K–12. Illustrated with vivid classroom examples, the book identifies the components of a complete, high-quality writing program. Leading experts provide strategies for teaching narrative and argumentative writing; using digital tools; helping students improve specific skills, from handwriting and spelling to sentence construction; teaching evaluation and revision; connecting reading and writing instruction; teaching vulnerable populations; using assessment to inform instruction; and more. New to This Edition *Chapters on new topics: setting up the writing classroom and writing from informational source material. *New chapters on core topics: narrative writing, handwriting and spelling, planning, assessment, special-needs learners, and English learners. *Increased attention to reading–writing connections and using digital tools. *Incorporates the latest research and instructional procedures. See also Handbook of Writing Research, Second Edition, edited by Charles A. MacArthur, Steve Graham, and Jill Fitzgerald, which provides a comprehensive overview of writing research that informs good practice.