Making a Positive Impact in Rural Places

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, 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.

School-Based Instructional Rounds

Grounded in the theory of sociologist Karl Weick, this edited volume explores key concepts of educational leadership and organizational learning. Chapter authors analyze and reflect on the implications of Weick’s thinking on leadership preparation and development. Providing a thorough understanding of the influence of his ideas in education, this volume unpacks the ways in which Weick’s ideas influence and shape organizational learning and educational leadership and policy today.

The Power of Teacher Rounds

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 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 helped the Harvard team that created the 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.

**School-Based Instructional Rounds**

Die Frage danach, wie Schulen in ihrer Entwicklungsarbeit gelingend unterstützt werden können, ist vielfach Gegenstand in Diskursen um die schulische Qualitätsentwicklung. Einhergehend mit den bildungspolitischen Bemühungen um die Reduzierung bildungsbezogener Ungleichheiten rücken zunehmend auch die Schulen in den Blick, die u.a. aufgrund ihrer Lage in benachteiligten Quartieren in besonders herausfordernden Handlungskontexten agieren. Der Sammelband setzt an diesem Themenkomplex >Schulentwicklungsarbeit in herausfordernden Lagenwissenschaftlichen Erkenntnisstand hierzu, stellt konkrete aktuelle Ansätze und Projektabeispiele vor und arbeitet vorhandene empirische Erkenntnisse und praktische Erfahrungen auf. Mit dieser thematischen Vielfalt lassen sich Ansatzpunkte für den weiteren fachlichen Diskurs identifizieren und Impulse für das Bemühen, Schulentwicklungsarbeit in herausfordernder Lage zu unterstützen, gewinnen.

**Instructional Rounds in Education**

This inspirational and reader-friendly guide offers school leaders six quick and achievable steps for transforming teaching and learning into a high-impact action plan. Author Karen Goeller shows how effective curriculum, instruction, and assessment work can help students overcome college, career, and life challenges. With its clear steps and concrete advice, this text will help school leaders in any district ignite passion for continuous school improvement and sustain a culture of ongoing and collaborative learning. Topics include: • crafting a purpose statement that will rally students, teachers, and families around an essential focus; • using data to boost school improvement and student performance; • streamlining curriculum and instruction; • building meaningful relationships among students, teachers, and families; • leveraging instruction strategies to improve student engagement; and • energizing staff and students with networking strategies and transition activities. Each chapter offers research tips, guides to action, numerous examples, reflection questions, immediate take-aways, and downloadable tools. Karen Goeller is Deputy Superintendent for the Vigo County School Corporation in Indiana and Adjunct Instructor of Educational Leadership at Indiana State University.

**Leading Instructional Rounds in Education**

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. Robert 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.

**Bridging the Progressive-Traditional Divide in Education Reform**

“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.

**A "Round" about way to collaborate**

This book features a clear how-to process for bridging the teaching gap between the kinds of teaching needed for the 21st century and that which is found in most schools.

**Instructional Rounds in Action**

How can we systemically improve the quality of classroom instruction and the learning and achievement of students? In an era when isolated examples of excellence are not good enough, we need systems that support improvement and excellence for all. This book describes how systems can effectively engage in this complex, challenging, and crucial work. The authors explore three core competencies of high-performing school systems: (1) understanding what the work is—a deep understanding of the core business of facilitating learning, a vision of what that looks like, and an awareness of where the system is in relation to that vision; (2) knowing how to do the work—a theory of action for improving instruction, a focus on key strategies, and effective alignment of resources; and (3) building the individual and organizational “habits of mind” that foster continuous improvement. Each chapter includes examples that illustrate key concepts in action, questions to spur self-assessment in key areas of competence, and tools and resources for building capacity at different levels and stages of development.
The New Meaning of Educational Change, Fifth Edition

The Futures of School Reform represents the culminating work of a three-year discussion among national education leaders convened by the Harvard Graduate School of Education. Based on the recognition that current education reform efforts have reached their limits, the volume maps out a variety of bold visions that push the boundaries of our current thinking. Taken together, these visions identify the leverage points for generating dramatic change and highlight critical trade-offs among different courses of action. The goal of this book is not to present a menu of options. Rather, it is to surface contrasting assumptions, tensions, constraints, and opportunities, so that together we can better understand and act on the choices that lie before us.

Best Practices of Literacy Leaders

Instructional rounds is a powerful form of professional learning aimed at helping schools and systems develop the capacity to educate all students to high levels. In this practical book, Dr. Mike Riehl, the network’s lead facilitator, provides tools, techniques, best practices, and examples to help any school or district initiate and sustain a program. Riehl, a veteran learning leader who has trained thousands of school leaders, presents a process that develops the capacity and confidence of school leaders to observe, facilitate, and coach teachers, both the network’s facilitators and all of the district’s teachers.

Six Steps to Boost Student Learning

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 growth: • 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 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.

Strategy in Action

As the sixth volume in the International Research on School Leadership series, the contributing authors in this volume consider the history, challenges, and opportunities of the field of research and practice in educational leadership and administration in schools and districts. Ten years after the work of Firestone and Riehl (2005) and their contributing authors, our aim with the present volume was to summarize and update the work of the field, and provide a space to consider the multiple futures of educational leadership in schools and districts, as both challenges and opportunities. The first decade of the twenty-first century brought significant critiques, challenges, and competition to the research and practice of training leaders and administrators of schools and districts around the world. Congruently, the field experienced significant growth and change, as multiple new subdomains flourished and were founded. Thus, in this volume we were delighted to include excellent chapters from multiple authors that considered the duality of the challenges and opportunities of: • The field of educational leadership and administration research to date. • The opportunities and challenges of new visions of leadership in traditional and nontraditional schools. • The evolving state of research evidence in educational leadership and the increasing sophistication of multiple methodologies, including qualitative research, quantitative modeling, the ability to test theory, and the increasing opportunities brought on by the intersection of data, research, and practice. • The preparation of educational leaders. • And the emerging trends in the professional development of school leaders. The authors of the nine chapters in the present book volume took on this challenge of confronting the duality of not only including the past as we look to the future, but also the duality of the critique of the field in the midst of exciting and significant progress in our knowledge and understanding of leadership in schools. In the first section of the book (Chapters 2, 3 and 4), the authors examine the interplay of educational leadership research and theory as it relates to reform in schools, especially as it relates to serving historically underserved populations globally. In section 2 (Chapters 5 and 6), the authors highlight the importance of methodological considerations in school leadership research as a means to understand theory and practice as well as providing interesting avenues that point to multiple exciting future possibilities through relying on current innovations noted within the chapters. Section 3, (Chapters 7 and 8) examine the research and practice of school leadership preparation, especially as it relates to university-district partnerships and nontraditional school settings. And in the final chapter, (Chapter 9), our capstone contributor provides a means to link the present volume with the past writings on these topics, while also providing a lens to view the exciting possibilities and promises of the multiple futures of the field of educational leadership research and practice.

Unstuck

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

The eCoaching Continuum for Educators

Michael Fullan’s New Meaning of Educational Change is the definitive textbook on the study of educational
Engaging Teachers in Classroom Walkthroughs

In an era of curricular changes, experiments, and high-stakes testing, educational measurement and evaluation are more important than ever. In addition to expected entries covering the basics of traditional theories and methods, The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation also covers important sociopolitical issues and trends influencing the future of that research and practice. Textbooks, handbooks, monographs, and other publications focus on various aspects of educational research, measurement, and evaluation, but to date, there exists no major reference guide for students new to the field. This comprehensive work fills that gap, covering traditional areas while pointing the way to future developments. Key Features: * Nearly 700 signed entries are contained in an authoritative work spanning four volumes and available in electronic and/or print formats. * Although organized A-to-Z, content matter includes a Reader’s Guide grouping entries thematically to help students interested in a specific aspect of education research, measurement, and evaluation to more easily locate directly related entries. Back matter includes a Chronology of the development of the field; a Resource Guide to classic books, journals, and associations; and a detailed Index. Entries conclude with Further Readings and cross-references to related entries. The Index, Reader’s Guide themes, and cross-references combine to provide a robust search-and-browse in the electronic version.

Engaging Teachers in Classroom Walkthroughs

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 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.

Teacher Rounds

Following on from the preceding volume in this series that focused on innovation and implementation in the context of school-university-community collaborations in rural places, this volume explores the positive impact of such collaborations in rural places, focusing specifically on the change agency of such collaborations. The relentless demand of urban places in general for the food and resources (e.g., mineral and energy resources) originating in rural places tends to overshadow the impact of the inevitable changes wrought by increasing efficiency in the supply chain. Youth brought-up in rural places tend to gravitate to more populated areas in the national consciousness has been described as “urbanormativity”—a sense that what happens in urban areas is the norm. By implication, rural areas strive to approach the norm. On the other hand, a mythology of rural places as repositories of traditional values, while flattering, fails to take into account the inherent complexities of the rural context. The chapters in this volume are grouped into four parts—the first three of which explore, in turn, collaborations that target instructional leadership, increase opportunities for underserved people, and target wicked problems. The fourth part consists of four chapters that showcase international perspectives on school-university-community collaborations between countries (Australia and the United States), within China, within Africa, and within Australia. The overwhelming sense of the chapters in this volume is that the most compelling evidence of impact of school-university community collaborations in rural places emanates from collaborations brokered by schools—communities to which universities bring pertinent resources.

Lernen sichtbar machen für Lehrpersonen
Closings The Teaching Gap

This book brings together a variety of connected voices which consider potential ways forward for school reform. In one instance, however, the "subject-centered" and "student-centered" models of education coexist and have been working together in various contexts. This text sets out a compelling case for an emerging movement that unites the ideologies and pedagogical traditions which have traditionally been considered to be at odds with one another. In drawing from historical sources, the full range of contemporary research, and a series of investigations led by the authors, this book documents the deep back-story of school reform, and explains how the phenomenon that constitutes excellence in teaching and learning. This book will be of great interest to researchers, academics, and postgraduate students in the fields of school reform and educational leadership. It will also appeal to graduate students, researchers and postgraduates in the fields of history of education, educational leadership, teaching and learning, and curriculum studies.

Challenges and Opportunities of Educational Leadership Research and Practice

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 their classrooms. When the bell rings, they find themselves alone with their students. 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 "guide for all educators. Wilson fills this brilliant, practical goodwill 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 together in a building environment 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 Leading with Instructional Rounds, Vicki Wilson eloquently shares her vast experiences and provides a blueprint for getting educators into each other's 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

Educational Leadership, Organizational Learning, and the Ideas of Karl Weick

Research has shown that teacher isolation is a continuing obstacle in the education field. As schools of today grow and change, it is important to have professional development that can evolve as well. This project looks to the literature and case study work to talk about how to get educators to talk to each other and share implications for classroom practice and professional learning. The distinct roles of teachers, reading/literacy specialists, literacy coaches, special educators, and principals are explored, with an emphasis on fostering a culture of collaboration. Chapters highlight the standards that apply to each component of a schoolwide literacy program, give examples of what they look like in schools, and share implications for classroom practice and professional learning. Pedagogical features include guiding questions, case examples, vignettes, engagement activities, and annotated resources for further learning. New to This Edition: "Now copublished with the International Literacy Association (ILA) and grounded in ILA's updated Standards 2017; expanded grade range includes PreK. *Chapters on new topics: writing instruction, sustaining schoolwide improvements, and collaborative leadership. *New chapters on core topics: the principal's role, assessment, middle and high school literacy programs, special education, and culturally responsive instruction. *Vignettes from leaders in diverse roles. "Think About This" questions for discussion/reflection, and end-of-chapter annotated resources.

The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation

This authoritative text and practitioner resource has now been extensively revised and expanded with 70% new material covering new topics and standards in literacy leadership. Prominent experts present research-based strategies for building a culture of learning experiences in schools. The distinct roles of teachers, reading/literacy specialists, literacy coaches, special educators, and principals are explored, with an emphasis on fostering a culture of collaboration. Chapters highlight the standards that apply to each component of a schoolwide literacy program, give examples of what they look like in schools, and share implications for classroom practice and professional learning. Pedagogical features include guiding questions, case examples, vignettes, engagement activities, and annotated resources for further learning. New to This Edition: *Now copublished with the International Literacy Association (ILA) and grounded in ILA's updated Standards 2017; expanded grade range includes PreK. *Chapters on new topics: writing instruction, sustaining schoolwide improvements, and collaborative leadership. *New chapters on core topics: the principal's role, assessment, middle and high school literacy programs, special education, and culturally responsive instruction. *Vignettes from leaders in diverse roles. "Think About This" questions for discussion/reflection, and end-of-chapter annotated resources.

Schools That Learn

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...
Evidence of Practice

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.

Schulentwicklungsarbeit in herausfordernden Lagen

This book provides a critical overview of evidence-based teaching, with balanced and reflective consideration given to arguments supporting various approaches to increasing the use of evidence in teaching and arguments that raise doubts about, or problems with, these approaches. It offers practical advice on how to implement evidence-based teaching and help with reflectively evaluating its success.

Transformational Professional Learning

Emerging from an education world that sees professional learning as a tool to positively shape teaching practice in order to improve student learning, Transformational Professional Learning elucidates professional learning that is transformational for teachers, school leaders, and schools. Written from the unique ‘pracademic’ perspective of an author who is herself a practising teacher, school leader, and researcher, this book articulates the why and the what of professional learning. It acts as a bridge between research and practice by weaving scholarly literature together with the lived experience of the author and with the voices of those working in schools. It covers topics from conferences, coaching, and collaboration, to teacher standards and leadership of professional learning. This book questions the ways in which professional learning is often wielded in educational settings and shows where teachers, school leaders, system leaders, and researchers can best invest their time and resources in order to support and develop the individuals, teams, and cultures in schools. It will be of great interest to teachers, leaders within schools, staff responsible for professional learning in school contexts, professional learning consultants, professional learning providers, and education researchers.

Unterrichtsbezogene Führung durch "Classroom Walkthrough"

The Futures of School Reform


Lead with Instructional Rounds

For sustained success, educators must commit to their own lifelong improvement. A clear correlation exists between level of focus on teacher professional development (PD) and student success. In this book, John Murray identifies the characteristics of effective professional learning, detailing eight strategies for planning, and executing, and evaluating PD programs. Content includes: The proven “backward” approach to articulating the goals of your PD program Descriptions of innovative and effective designs for professional learning such as Lesson Study and Instructional Rounds Powerful approaches to designing and implementing online PD

Leading Instructional Rounds in Education

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.

Designing and Implementing Effective Professional Learning

Teacher Rounds: Powerful peer-to-peer teacher professional development! Teachers are ready to be in the driver’s seat as leaders of their own learning—and their best professional development resources may be their own classrooms and colleagues. With Teacher Rounds methodology, teachers learn with and from each other through classroom observation and inquiry and develop a trusted community of practice. Scholar-teacher Thomas Del Prete outlines every aspect of this ongoing, collaborative approach: Step-by-step guidance and tools for implementing Teacher Rounds Insights on creating a positive environment for honest feedback A wealth of examples from a high-performing school and across all grade levels and disciplines

Evidence-based Teaching

At the heart of the effort to enact and scale up successful school reforms is the need for more robust links
between research and practice. One promising approach is design development, a methodology widely used in other fields and only recently adapted to education, which offers a disciplined process for identifying practical problems, assessing evidence of outcomes, accounting for variability in implementation and results, and establishing a foundation for broader understanding of the problem and proposed solutions. This exciting new book provides a practical guide for education leaders who are seeking to address issues of equity in their schools and want to pursue this approach. The book provides a step-by-step description of the process, augmented by case studies of four education leaders: Christine, a middle school principal who is concerned with the volume of disciplinary referrals in her school; Michelle, an elementary school principal who wants to address achievement gaps; Eric, an assistant superintendent who wants to improve the quality of principals’ instructional feedback to teachers; and Nora, a high school principal who is concerned about the use of racial and homophobic slurs in the hallways. The book follows each of these leaders as they formulate and refine interventions to address these problems. Design-Based School Improvement also includes a series of “excursions into theory” that discuss the research basis for design-based improvement. The author—a leading thinker about policy implementation and school reform—shows a profound appreciation for the complexity of work in schools and the deep and sustained thinking entailed in undertaking productive change. By bringing theory to life and putting it in the hands of skilled practitioners, this book promises to become an invaluable resource for education leaders seeking to solve problems of equity and social justice in schools.

Using Data to Focus Instructional Improvement

In this book, eCoaching pioneer Marcia Rock draws on best-practice research and decades of experience to offer a blueprint for professional development that maximizes teacher and student growth. The eCoaching Continuum for Educators provides teachers, administrators, and other school professionals a step-by-step guide to the four connected, coordinated components of technology-enabled professional development: (1) studying theory and practice to build knowledge of specific content and pedagogy; (2) observing theory and practice to aid in the transfer of new knowledge to classroom practice; (3) one-on-one coaching to give teachers the feedback they need to improve classroom practice; and (4) group coaching to build capacity for identifying and solving problems of professional practice. Rock offers a practical approach for putting professional development where it can do the most good—in the classroom. You’ll learn why technology is so well suited for authentic, job-embedded professional development; how to cultivate a culture in which the eCoaching continuum can have the greatest impact; which technologies are the most useful for carrying out eCoaching in a variety of settings; how to capture and evaluate the impact of eCoaching on teachers and students; 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.

Instructional Rounds

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

The Internal Coherence Framework

Data. Does the word make you cringe? Does it evoke feelings of guilt? Are you unsure how to distill it and use it effectively? Grab this book and learn how to empower yourself and your school community with information gleaned from your school’s data. Experienced educators and authors offer simple instructions that can help focus school improvement efforts and result in increasing teacher expertise—a factor that positively affects the quality of life for students long after they have left the classroom. Accepting responsibility for such far-reaching influence requires educators to adopt instructional improvement as a standard by which a school needs to operate and as a means to collaborate and interact with one another. More than that, though, instructional improvement is an important component of successful schools.

Teacher Education Policy and Research

If there is one common theme of school reform in America, it’s that we have been largely unsuccessful at improving whole systems of schools across large cities and regions. Any successes have typically been limited to temporary, fleeting gains in student achievement, while excellence remains isolated in pockets of those systems, and our nation. This pattern is the most consistent result of school improvement efforts in America over the past 30 years, but the reasons for it remain controversial and constantly shifting beneath the feet of educators. This study provides an account of a school system in the midst of an improvement process called instructional rounds. The lesson of their experience is straightforward: When used frequently enough, the rounds process reveals previously unaddressed, systemic problems. In trying to solve these problems, educators can learn something from each other, and this learning is a leading indicator of an improving organization. Recognizing and addressing these systemic problems is an essential step and precedent for school reform.

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