

Eyes on the Child: Three Portfolio Stories (Series on School Reform)

Jervis, Kathe

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Eyes On The Child Three Portfolio Stories

Alisa Bates, Mary D. Burbank



Eyes On The Child Three Portfolio Stories:

Assessing Student Learning David Allen, 1998 Featuring contributions from some of today's leading educators this resource provides a range of practical replicable processes for collaboratively examining student work including writing samples visual work portfolios and exhibitions This uniquely practical text presents vivid descriptions of teachers engaged in collaborative processes in actual school settings from early elementary through high school Reporting on the work of several of the most important school change networks and institutes and incorporating the perspectives of education researchers teacher educators administrators and teachers this volume builds a powerful argument for refocusing professional development on the collaborative and reflective examination of authentic student work rather than relying on representations of student learning such as test scores and grades

Building School-Based Teacher Learning Communities Milbrey W. McLaughlin, Joan E. Talbert, 2006 Building on extensive evidence that school based teacher learning communities improve student outcomes this book lays out an agenda to develop and sustain collaborative professional cultures McLaughlin and Talbert foremost scholars of school change and teaching contexts provide an inside look at the processes resources and system strategies that are necessary to build vibrant school based teacher learning communities Offering a compelling straightforward blueprint for action this book Takes a comprehensive look at the problem of improving the quality of teaching across the United States based on evidence and examples from the authors nearly two decades of research Demonstrates how and why school based teacher learning communities are bottom line requirements for improved instruction Outlines the resources and supports needed to build and sustain a long term school based teacher professional community Discusses the nature of high quality professional development to support learning and changes in teaching Details the roles and responsibilities of policymakers at all levels of the school system This book offers vivid examples of how teacher learning communities are formed and sustained A must read for educators at all levels who are serious about enacting change Amy M Hightower Assistant Director American Federation of Teachers

Mobilizing Citizens for Better Schools Robert F. Sexton, 2004-03-20 Tired of the complacent attitudes Kentucky politicians showed toward education the Prichard Committee formed as an organization to galvanize the citizens of Kentucky to attack the state's historic educational deficits The committee's campaigning helped prepare the way for the passage of the Kentucky Education Reform Act in 1990 and continues to work for school reform today Based on his wealth of experience and success with the Prichard Committee for Academic Excellence Sexton provides invaluable guidance for citizens of all states who are interested in implementing school reform

Failing at School Camille A. Farrington, 2014-02-14 About half of all incoming ninth graders in urban districts will fail classes and drop out of school without a diploma Failing at School starts with the premise that urban American high schools generate such widespread student failure not because of some fault of the students who attend them but because high schools were designed to stratify achievement and let only the top performers advance to higher levels of

education This is particularly true for low income racial ethnic minority students To get different results Farrington proposes fundamental changes based on what we now know about how students learn what motivates them to engage in learning and what kinds of educational systems and structures would best support their learning *Teaching in Common* Anne DiPardo, 1999 Despite frequent calls for increased collaboration among teachers we know very little about what this means for real educators in real schools *Teaching In Common* offers vivid richly textured portraits of four collaborations tracing complex connections across school culture pedagogic innovation and teachers lived experience The text discusses the demands of the public school workplace and the challenges and benefits of collaboration providing valuable insights for preparing the next generation of teachers for collaborative activity The absorbing portraits of teachers will help practitioners to contemplate this recent school reform push as it relates to other issues and pressures in their professional lives DiPardo explores the kinds of conditions that best support collaboration and proposes new ways of thinking about the relationship between teachers joint work and school culture **Inside the National Writing Project** Ann Lieberman, Diane R. Wood, 2003 The National Writing Project has become one of the most influential and longest lasting professional development programs in the history of the United States With 175 school university sites in 49 states it has the reputation of being a career altering professional development experience This volume looks at the National Writing Project analyzes what makes it so successful and shows how other professional development efforts can learn from it Managing to Change Thomas Hatch, 2015-04-18 This book shows how school improvement efforts are often undermined by the changing conditions around schools as well as by some of the very policies and programs designed to help them make improvements Hatch argues that schools cannot wait around for conditions to improve or policymakers to figure out how to provide the right support Schools need to create the conditions for their own success To help them accomplish that the A01thor describes a small set of key practices that schools can use to get resources manage external demands and build their capacity to make and sustain improvements over time Taking Charge of Curriculum Jacob Adams, 2000 How do teachers adapt to the demands of curriculum change and new educational standards How do they learn what is expected of them In this pathbreaking work Jacob Adams examines how a promising new professional structure the teacher network helped teachers implement a novel and challenging high school mathematics curriculum and how it fostered teachers determination and ability to get the job done when traditional staff development supports did not Beginning with an in depth examination of the demands of policy on practice the author concludes with a practice based model for professional development and curriculum implementation An important contribution to the discourse on standards school improvement and professional development this volume covers timely topics that are crucial to the understanding of how teachers can work most effectively in this time of curricular change This important book engages us in many of the crucial educational issues of our day Readers will find themselves asking What is the relationship between policy and practice and how does it get played out over time How do teacher

professional networks provide important alternatives to traditional staff development strategies What are the connections among state district school and teachers classrooms and what forms do they take when curriculum implementation is the goal From the Foreword by Ann Lieberman **Central Park East and Its Graduates** David Bensman,2015 In 1974 Central Park East Elementary School CPE in East Harlem opened its doors with a mission to provide inner city children with the finest educators and pedagogy available Instead of saying that the old neighborhood had to be torn down and students more rigidly tracked the reformers dared to ask the question What would happen if we gave inner city students the best education the country has to offer The results of this bottom up reform were astounding and to this day Central Park East is known as one of the most academically enriching schools in the United States David Bensman gives voice to the extraordinary young adults who emerged from poverty as a result of the powerful educational experiences they received at CPE A rich compilation of stories this account establishes the power of public schooling and the value of community With rich data Bensman carefully details for us what it means to be respectful thoughtful democratic and intellectually demanding what it means in short to be a good school This is the story of CPE but for anyone willing to see beyond the particulars it is also a map of possibility a guide to what our schools could be Mike Rose author Possible Lives The Promise of Public Education in America This is that rare thing a long term study of the graduates of a first rate inner city elementary school This is a school in which democracy and the life of the mind are inseparably intertwined Policymakers write that last sentence down one hundred times Joseph Featherstone Michigan State University Was the fame of CPE due to hype or yet another example of wishing trumping realities This conceptually and procedurally honest research effort clearly answers the question in the negative We have very good reason to be grateful to Debbie Meier her CPE colleagues and of course to Dr Bensman for this remarkable follow up study Seymour Sarason Professor Emeritus Yale University Revisiting "The Culture of the School and the Problem of Change" Seymour B. Sarason,1996 Revisiting The Culture of the School and the Problem of Change provocatively and seamlessly joins Seymour Sarason s classic landmark text on school change with his own insightful re ections on those same issues in the face of today s crisis in public schools This is an extensive monograph length revisiting Part I of this book reproduces the second edition of Sarason s ground breaking work The Culture of the School and the Problem of Change in which he detailed how change can affect a school s culturally diverse environment either through the implementation of new programs or as a result of federally imposed regulations Throughout many of the major assumptions about change in institutions are challenged Specific events and examples demonstrate that any attempt to implement change involves some existing regularity within the school Dr Sarason also takes a close look at government involvement in change efforts in schooling and includes a detailed examination of current efforts to implement PL 94 142 into public schools He presents compelling evidence that the federal effort to change and improve schools has largely been a failure Also included are investigations into the purposes of schooling and how these purposes can be affected by change and the process by which

educators and administrators formulate intended outcomes of change efforts In Part II Dr Sarason revisits the text and the issues 25 years after the original publication As he explains in his preface to him the word crisis means a point in time when a dangerous situation contains conflicting forces of an intensity or seriousness that in the near term will be dramatically altered depending on which forces win out When I wrote the book a quarter century ago I did not regard our schools as in crisis though my intuition was that a crisis would come sooner or later It has in my opinion come Believing that what happens in our cities and our schools will determine the fate of our society Dr Sarason is deeply concerned that the reform arena is being manipulated by forces that are at best untroubled by and at worst intent on the dismantling of the public school system That coupled with his fear that even the system's defenders are not focusing on the real issues has infused Dr Sarason's return to the topic of educational change with a great sense of urgency The important things he has to say will be welcomed by all who truly care about the state of the public schools that America's children attend Agency in Teacher Supervision and Mentoring Alisa Bates, Mary D. Burbank, 2019-01-22 Offering an in depth examination of field supervision and the role of the university supervisors in preparing teachers this book addresses the challenges of providing novice teachers with quality supervision through the support and guidance of teacher education programs Through a research based lens Bates and Burbank discuss the role responsibilities and opportunities of the university supervisor Critically examining the supervisor as an agent of change who is positioned to empower early career teachers the authors dissect the necessary preparation and support new teachers need in contemporary K 12 classrooms **The Competent Classroom** Allison Zmuda, 2001-01-01 Describes the cross disciplinary journey of two high school teachers trying to align curriculum assessment and performance standards in their classrooms With a focus on the importance of constantly inspiring students the authors troubleshoot issues surrounding content standards instructional objectives and the aims of curriculum Guiding School Change Frances O'Connell Rust, Helen Freidus, 2001 Drawn from the real life and work of practitioners committed to change this narrative sheds light on the role and work of change agents *The Mindful Teacher* Dennis Shirley, Elizabeth A. MacDonald, 2016 This new and expanded edition of the bestselling *The Mindful Teacher* provides educators everywhere with practical ideas for improving teaching and learning Dennis Shirley and Elizabeth MacDonald have created Mindful Teacher seminars that enable teachers to focus their craft so that students can learn with dignity and purpose This updated second edition includes completely new sections on the promise of teacher leadership the strengths and perils of technology and schools in the midst of change *The Mindful Teacher* is an indispensable and timely resource for all educators who seek to transform schools into places of learning and joy *The Mindful Teacher* describes real educators in real schools working with real students It bridges the rapidly evolving field of mindfulness studies with educators' life long quests for substantial and sustainable improvements in the education we provide our students This updated and expanded second edition of *The Mindful Teacher* presents a truly inspiring vision of educational change It is essential reading for all who agree that it is time to spark a quiet revolution of

learning in which teachers and their students can truly flourish Michael Schratz president of the International Congress of School Effectiveness and Improvement When reforms in some education systems result in alienated teaching rather than improved learning it takes a book like *The Mindful Teacher* to remind all that education has deeper meaning and substance than merely achieving performance indicators This book has a very important message for all educators Pak Tee Ng National Institute of Education Singapore author of *Educational Change in Singapore* *Teachers Caught in the Action* Ann Lieberman, Lynne Miller, 2001-04-27 Because what we do in staff development can best be understood in terms of Contexts Strategies and Structures the remainder of the book features distinguished educators who write from their own unique experiential and theoretical stances Jacqueline Ancess describes how teachers in New York City secondary schools increase their own learning while improving student outcomes Milbrey W McLaughlin and Joel Zarrow demonstrate how teachers learn to use data to improve their practice and meet educational standards Lynne Miller presents a case study of a long lived school university partnership Beverly Falk recounts stories of teachers working together to develop performance assessments to understand their student s learning to re think their curriculum and much more Laura Stokes analyzes a school that successfully uses inquiry groups There are further contributions including some from novice teachers by Anna Richert Ershler Ann Lieberman Diane Wood Sarah Warshauer Freedman and Joseph P McDonald These powerful exemplars from practice provide a much needed overview of what matters and what really works in professional development today

Teacher Practice Online Désirée H. Pointer Mace, 2015-04-25 Teachers know how complicated their work is They constantly balance considerations of individual students with those of the group they think about how past events affect today s lessons and they constantly adapt and revise for future lessons But few people ever get to see teachers work in this way The most energizing relational complicated inspiring disheartening parts of teaching remain largely invisible Over nearly a decade at the Carnegie Foundation for the Advancement of Teaching D sir e Pointer Mace worked with dozens of teachers across the country to open their doors by creating multimedia web based representations of teaching practice This book describes how such multimedia representations are envisioned documented created and shared and how others might engage in this process This practical book Examines the cutting edge of electronic media documentation of teaching practice Features cases studies that represent diverse grades cultures and contexts with both novice and veteran teachers Provides clear examples of how multimedia representations of teaching can be used as alternative texts in teacher learning environments Describes the positive outcomes for teachers and learners when teaching is made public Includes screen images of teachers websites as well as classrooms and children participating in projects This book is a rare find We not only learn from Pointer Mace s examples but also get inside what we need to know to learn the power and possibilities of making our own websites to learn from our own practice and to secure a position in the conversation about learning from one s own teaching From the Foreword by Ann Lieberman Senior Scholar Carnegie Foundation for the Advancement of Teaching D sir e

Pointer Mace is in the vanguard of a new generation of teacher educators This volume will become a classic reference in the emergence of a new signature pedagogy for the initial preparation and professional development of teachers Lee S Shulman Charles E Ducommun Professor of Education Emeritus Stanford University The practices discussed in this book are at the cutting edge of current efforts to preserve and learn from the wisdom of expert teachers This book is must reading for teacher educators at all levels of the teaching career Ken Zeichner Hoefs Bascom Professor of Teacher Education University of Wisconsin Madison Pointer Mace creates a community of teacher scholars with an important story to tell us about their lives in the classroom Teachers researchers doctoral students parents and yes students will be changed by reading this book Ricki Goldman New York University

Resources in Education ,1999-10 **Looking Together at Student Work, Third Edition** Tina Blythe,David Allen,Barbara Schieffelin Powell,2015-04-17 This bestseller provides teachers and administrators with strategies for examining and discussing student work such as essays math problems projects artwork and more New for the Third Edition The Microlab Protocol a relatively quick and easy way to introduce groups to protocol guided conversation a new case focused on understanding the Common Core and more detailed notes and strategies for facilitators Tina Blythe develops and facilitates online professional development courses for Harvard Project Zero and consults for schools districts and organizations both nationally and internationally David Allen is an assistant professor at the College of Staten Island City University of New York Barbara Schieffelin Powell is a national and international educational consultant in curriculum development teacher education and evaluation

Portfolio Practices Steve Seidel,1997 The Power of Portfolios Elizabeth A. Hebert,2001-08-27 This book offers an approach for using portfolios with elementary level students and shows how the portfolio process can serve as a powerful motivational tool by encouraging students to assess their own work set goals and take responsibility for future learning Throughout the book there are stories that illuminate the lessons learned by students teachers and the principal at a school in Winnetka Illinois that has used portfolios for more than a decade The 11 lessons provide vignettes of school life 1 Children Can Assess Their Own Learning 2 Children Learn All the Time 3 Teachers Learn All the Time Too 4 Getting Clear on Portfolio Purpose Ownership and Content 5 Portfolios Encourage Children to Think about Their Learning 6 Portfolios Respond to the Individual Needs of Students 7 Designating a Space and Place for Gathering Memories 8 A Celebration Connects Child Portfolio and Audience 9 Teaching Parents How to Be Part of the Portfolio Conference 10 Listening for Children s Meaning and 11 Creating a Language for Portfolios An appendix presents the philosophy of the Winnetka Illinois public schools Contains 68 references SM

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