

A PLACE FOR TEACHER RENEWAL

Challenging the Intellect, Creating Educational Reform

Edited by
Anthony G. Rud Jr.
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FOREWORD BY MAXINE GREENE

Place For Teacher Renewal Challenging The Intellect Creating Education Reform

A. G. Rud, Walter P. Oldendorf



Place For Teacher Renewal Challenging The Intellect Creating Education Reform:

A Place for Teacher Renewal Anthony G. Rud, 1992 The focus of this case study is the North Carolina Center for the Advancement of Teaching a state funded organisation designed to renew and retrain teachers of all kinds As an exemplary teacher renewal and staff development programme NCCAT aims to strengthen teachers commitment to their practice by offering outstanding teachers the opportunity for intensive hands on study in topics inside or outside of their specialities

A Place For Teacher Renewal Anthony G. Rud, Walter P. Oldendorf, 2008-03-01 Originally Published with Teachers College Press in 1992 Foreword by Maxine Greene Are teachers ever given the credit and respect they deserve Is there a place where they can go to be treated as intelligent professionals rather than as underpaid tools of school administrations or the government For some teachers the answer to these questions is finally yes The focus of A Place for Teacher Renewal is the North Carolina Center for the Advancement of Teaching a statefunded university based program located in the Western North Carolina mountains and designed to renew and retain teachers of all kinds As an exemplary teacher renewal and staff development program NCCAT strengthens teachers commitment to their practice by offering outstanding teachers the opportunity for intensive personal investigation into topics inside or outside of their specialties This hands on study extensive concrete and engaging is just what many teachers need After the tediousness and hectic pace of classroom life they need a chance to use their intellect just for themselves Teachers given a chance to express their full adult selves a chance to be renewed by intellectual challenge a chance to be valued as competent professionals are more likely to stay in the profession Chapters provide the reader with an historical perspective on the Center arguments for the rationale of the Center an overview of the programs offered the roles of administration and evaluation in the creation and continued success of the Center and NCCAT s future role in teacher renewal Many chapters are written by NCCAT staff members all of whom are also experienced educators A foreword by Maxine Greene and a chapter by Gary Griffin as respected educators not affiliated with NCCAT offer objective and very supportive comments on an idea and a program that is long overdue Staff developers and anyone interested in teacher retention and renewal will find this case study of the finest teacher renewal program in the nation to be an invaluable resource

A Place for Teacher Renewal Anthony G. Rud, Walter P. Oldendorf, 1992 The focus of this case study is the North Carolina Center for the Advancement of Teaching a state funded organisation designed to renew and retrain teachers of all kinds As an exemplary teacher renewal and staff development programme NCCAT aims to strengthen teachers commitment to their practice by offering outstanding teachers the opportunity for intensive hands on study in topics inside or outside of their specialities

Journey to the Ph.D. Anna L. Green, LeKita V. Scott, 2023-07-03 As a new generation of African Americans completes college an increasing number of students are aspiring to the Ph D as a stepping stone to a career in the academy and to fully participate in shaping our society Most African Americans are conscious that they are the first in their families to embark on this journey They are aware they will meet barriers and

prejudice are likely to face isolation and frustration and find few sources of support along the way This book by twenty four Black scholars who have been there offers a guide to aspiring doctoral students to the formal process and to the personal emotional and intellectual challenges they are likely to face The authors come from a wide range of disciplines from computing education and literature to science and sociology Although their experiences and backgrounds are as varied as they are as individuals their richly diverse chapters cohere into a rounded guide to the issues for those who follow in their footsteps From questioning the reader about his or her reasons for pursuing a doctorate offering advice on financial issues the choice of university and doctoral program and relocation through the process and timetable of application interviews acceptance and rejection the authors go on to describe their own journeys and the lessons they have learned These men and women write candidly about their experiences the strategies they used to maintain their motivation make the transition from HBCUs to PWIs balance family and work make the right choices and keep focussed on priorities They discuss how to work effectively with advisors and mentors make all important connections with teachers and build professional and personal support networks They recount how they dealt with tokenism established credibility handled racism maintained their values and culture and persuaded supervisors to legitimize their research interests in African American issues This is both an inspirational and practical book for every African American considering pursuit of a doctoral degree *Leading Learning* Tom O'Donoghue, Simon Clarke, 2009-10-16 This book draws on this key and developing notion of distributed leadership and focuses on the relationship between leadership and learning in educational settings *Unfolding Afterglow* Brooke A. Hofsess, 2016-07-27 This title examines professional learning in the contemporary milieu of public education considering the impact of No Child Left Behind and Race to the Top on such encounters for art educators Drawing from prominent scholars of philosophy and education Greene Dewey Gadamer aesthetic experiential play is theorized as a catalyst for teacher renewal through the embodied intensities Merleau Ponty Deleuze it prompts an aesthetic swell and afterglow The swell is conceptualized as a movement that unmoors teachers as learners setting them adrift towards unanticipated surprising possibilities Afterglow is an illuminated space that unfolds with a commitment and openness to move in swell towards the ever expanding new This text invites readers into the findings of a qualitative research inquiry by unfolding a yearlong correspondence of letterpress printed postcards and hand rendered letters exchanged between the author and a cohort of K 12 art teachers The innovative epistolary form evokes the relational and arts based educational research methodologies that informed this lively aesthetic inquiry providing new directions and possibilities for both art educators and arts researchers to explore Advocating for more complex understandings regarding how educators become renewed as artists and as teachers this poetic and pictorial text provokes an expanded vision for what counts as professional learning and the processes by which teacher renewal is nourished and experienced Theorists pedagogues methodologists and researchers alike will find themselves in aesthetic play as they experience the flows swells and intensities that Hofsess beautifully crafts A brilliant

piece of art Mark D Vagle The University of Minnesota Hofsess refocuses our attention to what really matters in education how as Elliot Eisner said the teaching of art is more than the teaching of art Richard Siegesmund Northern Illinois University Title illuminates the challenges and possibilities of maintaining transformative experiences in the everyday practice of K 12 art education Tracie Costantino Rhode Island School of Design Brooke Hofsess Assistant Professor at Appalachian State University received her MA in Art Art Education from Teachers College Columbia University and her PhD in Art Education from The University of Georgia She comes to academia with seven years of professional experience as a K 12 art educator Her research on teacher education and renewal has received honors including the Elliot Eisner Doctoral Research Award in Art Education from the National Art Education Association and the Outstanding Dissertation Award from the Arts Based Educational Research special interest group of the American Educational Research Association

Ten Traits of Highly Effective Teachers Elaine K. McEwan, 2001-09-21 Discover the qualities that yield exceptional performance and far reaching success As all educators increasingly face the pressures of accountability filling our schools with effective teachers skilled at fostering outstanding academic achievement has never been more important In this quick read resource Elaine McEwan explores the ten characteristics that lead to success in the classroom increased school morale satisfied parents and eager high achieving students This highly organized and user friendly guide shares practical insights into these ten crucial traits through real life examples experiences research and personal reflections from students parents and educators at all levels Administrators will value the numerous tools that Ten Traits of Highly Effective Teachers provides for hiring coaching mentoring and motivating effective teachers while new and experienced teachers will be inspired to fully embody the ten traits and renew their zeal for teaching Special features include Numerous graphic organizers to clearly illustrate the ten traits More than 50 interview questions based on the ten traits to help administrators and teachers prepare for the all important interview process Dozens of exercises for principals to use to energize experienced teachers empower new teachers and nurture the ten traits Examples from research that highlight the relationship between the traits and student achievement

Albert Schweitzer's Legacy for Education A. Rud, 2011-01-03 This is the first book devoted to the study of the thought of Albert Schweitzer as it relates to educational theory and practice Rud argues that Schweitzer's life and work offer inspiration and timely insights for both educational thought and practice in our new century

A Place for Teacher Renewal Anthony G. Rud, Jr., Walter P. Oldendorf, *A Place for Teacher Renewal* A. G. Rud, Walter P. Oldendorf, 2008-02-05 This book focuses on the North Carolina Center for the Advancement of Teaching a program designed to renew and retain teachers It offers intensive personal investigation opportunities historical perspectives program overviews and insights from experienced educators

The Educational Conversation Jim Garrison, Anthony G. Rud Jr., 1995-07-01 This book brings together a distinguished group of philosophers of education dealing with important thought often neglected ideas and concerns in teaching learning and teacher education The authors engage in an extended discussion of the moral dimensions

of teaching that leads in a fresh direction distinct though related to the important work of Goodlad and others in recent years Nel Noddings's foreword places the book firmly in current debates about teaching and learning particularly stressing its importance to teacher education in difficult times Contributors include Nicholas C Burbules Sophie Haroutunian Gordon James W Garrison Anthony G Rud Jr Shirley Pendlebury Alven Neiman Leonark Waks C J B Macmillan and Daniel P Liston

Strategies for Career-Long Teacher Education D. John McIntyre, David M. Byrd, 1998-01-08 This book considers this question How can schools of education be redesigned to provide continuing education that spans teachers entire careers In this the sixth Teacher Education Yearbook the authors examine the current standard practice of confining teacher preparation to four years of coursework They take a close look at the growing interest in career spanning teacher education The chapter authors and contributors offer research discussion and various points of view on how ongoing sustained professional development can enrich teachers worklives and increase their students learning McIntyre and Byrd examine past current and proposed methods of teacher education from different perspectives and viewpoints They offer the reader insights into how Teachers learn about teaching and learning Teachers develop their own professional education plans and goals Universities and schools collaborate on career long teacher education through professional development schools Teacher education courses provide or fail to provide necessary training This book confirms the importance of several ideas in the concept of teacher education Ongoing dialog is crucial there must be continuous feedback and fine tuning of teacher education programs Discussions of case studies can be powerful tools for critical reflection by students They can learn to identify more easily with others perspectives Teacher education programs need to individualize to increase effectiveness Students own beliefs and attitudes greatly affect how they respond to learning to teach In order to prepare teachers who continue to learn who stimulate motivate and teach their students schools of education must change And the chapter authors and respondents in this yearbook offer pragmatic ideas on how to begin this change For anyone interested in teacher education or ongoing professional development

Ethics and Decision Making in Local Schools James L. Paul, 1997 The current school reform movement presents several unique opportunities to come to grips with equity and excellence issues in our society If these opportunities are addressed with thoughtfulness and high moral standards there is the possibility that the many conflicting legitimate demands inherent in a pluralistic democracy can be addressed with justice and compassion Ethics and decision making in local schools offers a unique perspective on how local schools can engage in democratic dialogue within an ethical framework to respond to these demands Eugene Edgar This is a challenging and provocative treatise in applied ethics It challenges law and policy on inclusion initiatives in school reform and research data finding each to be wanting as a sole basis for decision making It provokes the reader to consider how best to decide what is best for all children and it answers this question by relying on an ancient yet paradoxically contemporary response Welcome the stranger welcome the presence of disability That advice affirms the value of inclusion but does so on different grounds than previously

adduced the grounds of ethics This book is for the thoughtful reader patently it is aimed at and will benefit those who believe in yet still search for the ethics of inclusion Overall it is an ambitious and satisfying into relatively unexplored territory Rud and Ann Turnbull *The Cumulative Book Index* ,1992 A world list of books in the English language **The North Carolina Historical Review** ,1993 **Annual Meeting Program** American Educational Research Association,1992
 Subject Guide to Books in Print ,2001 **Bibliographic Guide to Education 1992** G. K. Hall and Co. Staff,1993-06
 Whitaker's Books in Print ,1998 **American Book Publishing Record** ,1999

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