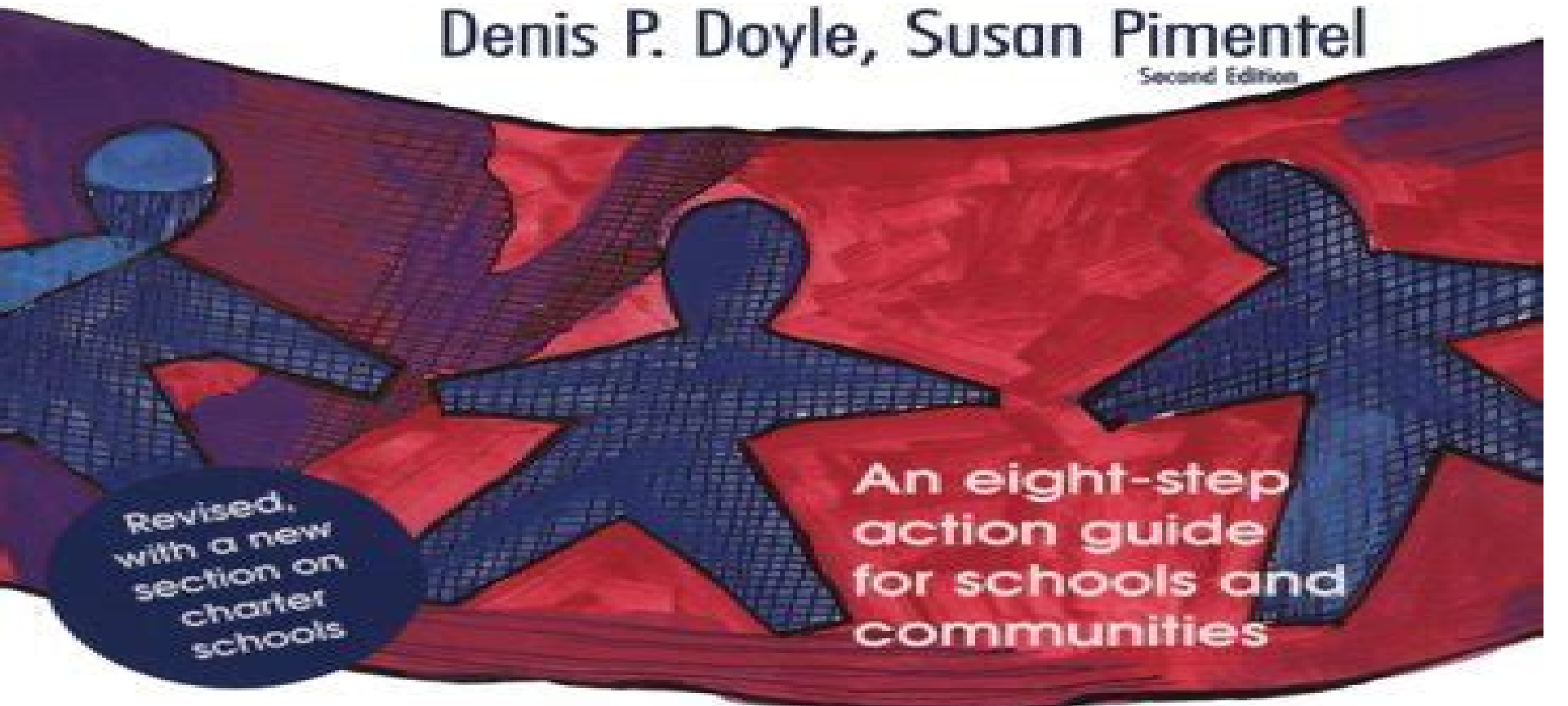


# RAISING THE STANDARD

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Second Edition



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# Raising The Standard An Eight Step Action Guide For Schools

**Paul Preuss**



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*Raising the Standard* Denis P Doyle, Susan Pimentel, 1999-07-16 Learn how to transform your school through an effective standards based system This straightforward action guide now in its second edition is about real day to day practice not theory It tells the story of reform through the hard work of actual districts ordinary communities that have made an extraordinary commitment to world class schools and translates their success into a series of steps every school can follow

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*Resources in Education*, 2001-10 [ENC Focus](#), 2001 *Passing the Superintendent TExES Exam* Elaine L. Wilmore, 2009-11-24 Elaine L Wilmore guides superintendents in Texas and elsewhere through the certification test in *Passing the Superintendent TExES Exam* the sequel to her best selling *Passing the Principal TExES Exam* This comprehensive resource is a must have for anyone taking the superintendent TExES exam but it will also be useful to others across the nation and around the world as the Texas standards are closely aligned with those of the Educational Leadership Constituent Council ELCC By breaking down the domains and competencies of the test into manageable components Wilmore guides readers through personal success plans to superintendent certification **Schools That Change** Lew Smith, 2008 *Schools That Change* integrates equal parts passion and intellect A well crafted contribution to the literature on successful reform and a sophisticated and nuanced book that should be read with care From the Foreword by Michael Fullan Schools have shown themselves to be gifted and talented at resisting and subverting change Lew Smith hands us the keys to the storehouse of insights about how schools can change really change Roland Barth Founder The Principals Center Harvard University Author *Lessons Learned* Learn from schools that have made meaningful positive and lasting changes With an in depth look at eight schools across the nation winners of the National School Change Awards this illuminating resource shows how schools can transform themselves from low performing into exemplary national status Qualitative research specific examples and portraiture offer an inside view of the day to day dynamics of change in schools This insightful book examines questions such as Why are some schools able to change while other schools cannot Why are people challenged by change

What is the best way to measure change What professional characteristics must principals develop to bring about significant and sustainable change Learn how your school can realize substantive change that supports a culture of learning teacher development and enhanced student achievement *Standards and Schooling in the United States* Joe L. Kincheloe, Danny Weil, 2001-12-07 In this definitive three volume set top scholars illuminate the historical social cultural political administrative psychological and philosophical issues behind the standards debate The nation s demand for more sophisticated knowledge workers who can easily access information using computers requires that they be able to interpret that information judge and assess it and give it meaning In short students must be taught how to think Is education as it now exists in the United States a mere memorization and regurgitation of facts If so is this a pseudo education In this three volume encyclopedia a 100 page introductory overview and 41 essays by top scholars present a new vision of education and educational rigor in a variety of classroom contexts and subject areas Essays cover the most important issues in education today the purpose of education regulating teachers school accreditation testing nontraditional schools bilingual education justice and education the politics of education learning theory and cognition and opposition to standards and more The encyclopedia also includes a historical timeline of educational reform and an annotated bibliography **Improving Student Achievement Through Technology** United States. Congress. House. Committee on Education and the Workforce. Subcommittee on 21st Century Competitiveness, 2001 **Teacher Professional Development for Improving Quality of Teaching** Bert Creemers, Leonidas Kyriakides, Panayiotis Antoniou, 2012-11-05 This book makes a major contribution to knowledge and theory by drawing implications of teacher effectiveness research for the field of teacher training and professional development The first part of the book provides a critical review of research on teacher training and professional development and illustrates the limitations of the main approaches to teacher development such as the competence based and the holistic approach A dynamic perspective to policy and practice in teacher training and professional development is advocated The second part of the book provides a critical review of research on teacher effectiveness The main phases of this field of research are analysed It is pointed out that teacher factors are presented as being in opposition to one another An integrated approach in defining quality of teaching is adopted The importance of taking into account findings of studies investigating differential teacher effectiveness is argued Another significant limitation of this field of research is that the whole process of searching for teacher effectiveness factor was not able to have a significant impact upon teacher training and professional development For this reason it is advocated that teacher training and professional development should be focused on how to address grouping of specific teacher factors associated with student learning and on how to help teachers improve their teaching skills by moving from using skills associated with direct teaching only to more advanced skills concerned with new teaching approaches and differentiation of teaching The book refers to studies conducted in different countries illustrating how the proposed approach can be used by policy and practice in teacher education Specifically the

book provides evidence supporting the validity of the theoretical framework upon which this approach is based. Moreover, experimental and longitudinal studies supporting the use of this approach for improvement purposes are presented and suggestions for further research utilising and expanding the Dynamic Approach for teacher training and professional development are provided.

**A Legacy of Learning** David T. Kearns, James Harvey, 2010-12-01 What's wrong with America's schools? Why can't we fix them? How did we wind up with dropout rates of 25 percent and graduates who can barely read and write? Why does the United States spend twice as much on education as the international average and wind up near the bottom of the barrel in global comparisons of student achievement? Why do we lag behind nations such as South Korea, Hungary, and Singapore? And how should we go about improving the situation? Answers to these questions lie at the heart of this volume. David T. Kearns and James Harvey contend we are fine-tuning failure. We have yet to break with the past in order to face a different and challenging future. Despite worshipping at the altar of local control, we have managed to create cookie-cutter schools across the country. We have been sidestepping the transparent need for common expectations about what students should know and be able to do. Standards, the authors say, are not clear enough or high enough. Above all, we have met the enemy and it is us—all of us support change as long as someone else is changing. This book is a fascinating and provocative analysis of where we went wrong and what we need to do to get American education back on track. It defines the kind of education our kids deserve. It calls for a new definition of public education in which choice is taken for granted. And it outlines an action agenda to help parents and citizens make first-class schools truly their own. In the future, the authors argue, we should think of a public school as any other non-profit entity capable of operating in the public interest, free of the red tape now strangling public education. It should be paid for by the public and accountable to the public with its charter or contract routinely revoked when it stops serving public purposes or fails to meet its performance goals.

**Superintendent Leadership** Elaine L. Wilmore, 2008-02-13 Targeted to meet the needs of superintendents or those aspiring to the position. The stories, vignettes, and reflective exercises for the reader are major strengths. Dan Lawson, Superintendent, Tullahoma City Schools, TN. This is the first professional book that I have found exciting to read in a long time. I really couldn't put it down. It made me immediately want to gather my leadership team together to devise our own plan. A terrific discussion starter as well as a step-by-step plan for implementing and assessing new programs. Marie Blum, Superintendent, Canaseraga Central School District, NY. Maximize districtwide performance through realistic standards-based practice. Written by the past president of the National Council of Professors of Educational Administration, this valuable resource examines the knowledge, skills, and dispositions that superintendents must develop to effectively manage change in today's schools. Elaine L. Wilmore examines the Educational Leadership Constituent Council (ELCC) standards, the new benchmarks established by NCATE and ISLLC for a highly effective superintendency, and shows how administrators can incorporate each standard into their global vision and everyday practice. Through case studies, problem-based learning, an assessment model, and reflective questions and activities.

this reader friendly handbook discusses ways for superintendents to Attain proficiency in each ELCC standard Develop a positive district culture Manage operations resources and community involvement Superintendent Leadership is ideal for the development of future superintendents and the continuous professional learning of current administrators as leaders of the learning community

**Preparing Teachers for a Changing World** Linda Darling-Hammond, John Bransford, 2017-07-27 Based on rapid advances in what is known about how people learn and how to teach effectively this important book examines the core concepts and central pedagogies that should be at the heart of any teacher education program Stemming from the results of a commission sponsored by the National Academy of Education Preparing Teachers for a Changing World recommends the creation of an informed teacher education curriculum with the common elements that represent state of the art standards for the profession Written for teacher educators in both traditional and alternative programs university and school system leaders teachers staff development professionals researchers and educational policymakers the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the classroom Preparing Teachers for a Changing World recommends that in addition to strong subject matter knowledge all new teachers have a basic understanding of how people learn and develop as well as how children acquire and use language which is the currency of education In addition the book suggests that teaching professionals must be able to apply that knowledge in developing curriculum that attends to students needs the demands of the content and the social purposes of education in teaching specific subject matter to diverse students in managing the classroom assessing student performance and using technology in the classroom

**Principal Leadership** Elaine L. Wilmore, 2002-03-26 Certification assessment and standards for school principals are here to stay Elaine Wilmore takes a fresh and innovative look at how standards for school administration are tied to the very core of educational leadership A must read for all aspiring and practicing school leaders Bravo Theodore Creighton Executive Director National Council of Professors of Educational Administration This book informs school leaders how they can carry out critical leadership responsibilities that will lead to ever higher levels of academic achievement for all students John H Stevens Executive Director Texas Business and Education Coalition and Chairman of the Board Texas Principals Leadership Initiative Principal Leadership is the first book on the market that provides you with the new ELCC standards in a cohesive easy to follow manner Finally the new joint Interstate School Leaders Licensure Consortium ISLLC and the National Council for the Accreditation of Teacher Education NCATE standards now recognized as the Educational Leadership Constituent Council ELCC standards are at your fingertips ready to be applied by principals as well as administrator preparation programs This is first book to make the connection between the new standards and the principal s leadership role in creating and sustaining a school s culture and values Its simple consistent format includes Meeting the standards for the learning community Creating developing and implementing school vision and culture Organizing learning community resources Establishing collaborative partnerships within the school community Dealing with

the dilemmas politics and professional development in school communities Transforming the learning community In addition to a thorough discussion of the new standards each chapter includes easy to use learning tools that include Activities for Professional Development and reflective questions to help individuals groups or classes get the most from the book s practical insightful and easy to read format Principal Leadership is a must read for current and future school leaders who recognize the increasing complexity of the principal s role in our ever changing complicated world *Cultural Proficiency* Randall B. Lindsey, Kikanza Nuri Robins, Raymond D. Terrell, 2009-06-24 This powerful third edition offers fresh approaches that enable school leaders to engage in effective interactions with students educators and the communities they serve

**El-Hi Textbooks & Serials in Print, 2005** ,2005 **Holding Schools Accountable Toolkit** Valaida Fullwood, 2000

Education in the United States: Continuity and Change , Public Relations in Schools Theodore J. Kowalski, 2008 With chapter contributions by leading experts Public Relations in Schools 4 e provides a comprehensive view of how community relations affect organizational behavior and the effective management of districts and schools With a focus on communication alternatives in modern technology and political demands for change it offers an integrated foundation of theory and craft to help practitioners facilitate a positive change in public relations Beginning with the organizational characteristics of public relations this text offers coverage of specific duties assumed by administrative personnel in planning collecting and analyzing data media relations funding campaigns evaluating public relations activities and responding to crisis situations Features of the fourth edition include NEW Greater focus on principals and their role in public relations NEW Greater attention throughout the text on the use of technology in practice NEW Greater attention to understanding and dealing with emerging school reform trends NEW A new chapter Chapter 10 on communicating with parents and the community NEW Chapter 7 is a revision distilled from chapters 7 and 8 of the previous edition combining the coverage of districts and schools Case Studies with end of chapter questions confront the reader with real life situations designed to promote critical thinking in problem solving Related books from Merrill Education The School Finance First Edition Craig E Richards Bruce D Baker and Preston Green ISBN 0 13 098458 2 Human Resources Administration Fifth Edition L Dean Webb and M Scott Norton ISBN 0 13 239771 4 The Human Resource Function in Educational Administration Ninth Edition Phillip Young ISBN 0 13 243541 1

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