


Looking Together at Student Work



*A Companion Guide to
Assessing Student Learning*

Tina Blythe • David Allen
Barbara Schieffelin Powell

Looking Together At Students Work A Companion Guide To Assessing Student Learning

Susan B. Neuman, David K. Dickinson



Looking Together At Students Work A Companion Guide To Assessing Student Learning:

Looking Together at Student Work Tina Blythe, David Allen, Barbara Schieffelin Powell, 1999 The authors have created a practical guide to provide teachers with strategies and resources for working together to examine and discuss student work such as science projects essays art work math problems and more Written for teachers administrators curriculum coordinators staff developers and researchers this book offers a clear process for starting and sustaining collaborative discussions of student work and student learning detailed descriptions of two kinds of structured conversations the Tuning Protocol and the Collaborative Assessment Conference that guide discussion of student work and real examples from schools that have developed their own ways of looking collaboratively at student work Leveraging and Assessing Student Thinking Stacey Pylman, Developing Learning Communities Through Teacher Expertise Giselle O. Martin-Kniep, 2003-10-14 No book I have read in the past ten years has made clearer to me the difference between what I am doing as a professional developer and what I should be doing It is so unremittingly honest about the difficulty of our work and yet so rich in practical examples that I cannot help but feel inspired to move forward and change the way I teach and learn with teachers Richard W Strong Vice President Silver Strong however this book is concise provides excellent templates and is backed by real experiences and expertise Suzanne C Fonoti Principal Flagstaff Arizona Unified School District Forget expensive consultants use the expertise within your own school for quality professional development Martin Kniep offers practical methods for developing a reflective collaborative environment where teachers and administrators work together to enhance teachers practices increase student learning and produce valuable school processes Developing Learning Communities Through Teacher Expertise includes frameworks templates and examples that can be employed to determine the value and implications surrounding the use of teacher designed standards based curriculum and assessment data driven inquiry and professional portfolios Based on work completed at the nonprofit Center for the Study of Expertise in Teaching and Learning this innovative volume includes Examples of teachers reflections portfolio artifacts and student work Sample standards based curriculum units for different content areas and grade levels Discussion questions and recommended readings Sample worksheets and self assessments Standards based curriculum and assessment design tools Sample rubrics for student and teacher development Developing Learning Communities Through Teacher Expertise offers step by step instructions for developing an action plan for incorporating learning communities into a school Providing numerous real life examples Martin Kniep includes three specific teaching units and supporting material which illustrate how to identify and capitalize on teachers existing expertise **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 **A New Teacher's Guide to Best Practices** Yvonne S. Gentzler, 2015-09-22 New teachers begin their careers with great enthusiasm and purpose but often face many challenges in their first years of teaching A New Teacher's Guide to

Best Practices supports new teachers with guidelines for applying best teaching practices to improve their professional effectiveness. Organized around the Interstate New Teacher Assessment and Support Consortium INTASC standards, this reflective workbook is full of best practice tools and strategies. Each chapter focuses on a different teaching challenge, practical problems that teachers face daily, and offers research-based solutions along with teacher tips and student perspectives from across the country. An invaluable resource for new teachers to use at their own pace or for staff developers presenting teacher induction workshops, this richly detailed text invites new teachers to Record their present beliefs, Outline their aspirations, Define their goals and objectives, Set a course of action to reach those goals and objectives, Enter into dialogue with colleagues and mentors for continued professional growth. Through planning, self-reflection, and dialogue, new teachers can enrich their teaching experience, expand their personal and professional goals for success, and shape the way they view their practice and profession.

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 students' 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.

Standards of Mind and Heart Peggy Clohessy Silva, Robert A. Mackin, 2002-04-05 This is the remarkable story of the creation of a new kind of high school that truly aspires to educate all students to high standards. Believing that a deeply personalized culture can prevent the senseless violence that has invaded many public schools, educators at Souhegan High School in Amherst, New Hampshire, set out to create a safe, caring, and academically rigorous school. In this volume, Silva, a teacher, and Mackin, a principal, chronicle their experiences as they worked through the many challenges that ultimately resulted in this extraordinarily successful school. Featuring their honest reflections and the voices of other participants, this book portrays a real public high school, not a small alternative school that is successfully implementing most of the reform practices recommended by national reform models. It demonstrates how schools can strike a balance between the need for stricter safety measures and the social and emotional needs of each student, thus avoiding violent outbursts in schools. Details the school's structure, curriculum, professional culture, and systems of accountability for all students in a heterogeneous, inclusionary setting. Describes the use of teaming, advisory groups.

exhibitions and senior projects Provides a working model of the Breaking Ranks recommendations including the importance of personalization and democracy in education Handbook of Reflection and Reflective Inquiry Nona Lyons,2010-04-07

Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it is necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau's wide awakeness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times **The Teaching Career** John

Goodlad,Timothy McMannon,2014-04-15 Featuring a group of expert contributors this book details the complexities of not only preparing teachers for the classroom but also helping them to succeed in the profession itself Addressing topics of vital importance to new and veteran teachers this authoritative volume Explains how to build a strong sense of self to help teachers weather the inevitable storms they face in the field such as state mandates district directives and parental pressures Investigates highly regarded programs for new teachers analyzing orientations seminars and mentorship programs Discusses how to bring together stakeholders to renew teacher preparation induction and professional development Addresses the crucial role of teacher unions and how they are helping to make teaching a more attractive career And much much more Contributors Richard E Barnes Sheldon Berman Sharon Feiman Nemser Thomas Gillett John I Goodlad Paul E Heckman Daniel Katz Corinne Mantle Bromley Nancy Jean Sahling Roger Soder Adam Urbanski Patricia A Wasley Betty Lou Whitford Richard Wisniewski These thoughtful and provocative essays contribute to our understanding of ways to renew and sustain good teaching Anyone interested in matters of teacher induction professional development college school partnerships and the role of higher education in teacher development will find these essays a necessary read David G Imig President and CEO American Association of Colleges for Teacher Education John Goodlad and Timothy McMannon have captured many of the issues state board members are grappling with as they pursue the goal to have a highly qualified teacher in every classroom

every day As states track and modify policies on program approval licensure recruitment and retention this work will help to inform their deliberations Brenda Welburn Executive Director National Association of State Boards of Education

The Comprehensive High School Today Floyd M. Hammack, 2004 Hammack has gathered a distinguished group to assess current reform efforts in their sociological and historical context taking into account the vision of James B Conant the major proponent of the comprehensive high schools Contributors are Mary Erina Driscoll Joseph P McDonald Jeannie Oakes John L Rury Roger Shouse Amy Suart Wells

Mentors in the Making Betty Achinstein, Steven Z. Athanases, 2006 In response to a growing interest in mentoring and new teacher induction the authors offer a unique view of developing quality mentors Drawing on empirical research practitioner action inquiry and field tested practices from induction programs they explore effective mentoring in diverse educational contexts With richly contextualized and thoughtfully analyzed excerpts from actual mentoring conversations and powerful examples of practice the volume offers educators researchers and policymakers a reform minded vision of the future of mentoring Challenging conventional wisdom this essential resource Argues that mentors are not born but developed through conscious deliberate ongoing learning Provides a needed link between research and practice in the field of new teacher mentoring to define a knowledge base for effective mentoring Documents induction and mentoring practices that focus new teachers on individual learners equity oriented curriculum and pedagogy and the educator's role in reforming school culture Highlights problems and complexities of enacting mentor knowledge and learning in diverse contexts

Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration Judy F. Carr, Nancy Herman, Douglas E. Harris, 2005 Learn what steps you can take to develop a collegial culture that will improve morale expand professional opportunities and raise student achievement

Answers to Your Biggest Questions About Teaching Secondary Math Frederick L. Dillon, Ayanna D. Perry, Andrea Cheng, Jennifer Outzs, 2022-03-02 Designed for just in time learning and support this practical resource gives you brief actionable answers to your most pressing questions about teaching secondary math

The Networked Teacher Kira J. Baker-Doyle, 2011 New teachers need support from their peers and mentors to locate resources information new ideas emotional support and inspiration This timely book explains the research and theory behind social networks face to face and online describes what effective social networking for educators looks like reveals common obstacles that new teachers face in establishing support networks and offers valuable practical advice The author follows the stories of four first year teachers illustrating the significant impact that social support networks can have on teachers lives and challenging common misconceptions of professional support This book offers action guides to help teachers become intentional networkers including a companion website with tools for networking and collaboration This is a must have resource for pre and in service teachers Book Features Research based frameworks on teachers social networks and professional support Suggestions for mentors teacher educators and school administrators on how to help new teachers to effectively develop their social networks A companion website that will offer discussion forums resources and networking

tools Dr Baker Doyle's book adds an interesting and timely facet the role of social networks to the always important discussions about how new teachers can excel in their work Her research will be of value to those who do professional development with educators and to practitioners alike Susan Fuhrman President of Teachers College Columbia University and the National Academy of Education Without question this book is a major contribution to the public and academic conversation on school reform and teacher development But more importantly it is destined to improve the professional life of any teacher that reads it Marc Lamont Hill Teachers College Columbia University [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 [Teachers Bringing Out the Best in Teachers](#) Jo Blase,Joseph Blase,2014-09-02 Boost teacher to teacher collaboration and learning as a means of informal but powerful professional development Most teachers have experienced some kind of formal mentoring or induction program What these programs can miss is the meaningful daily interaction with peers that builds mutual trust and instructional collaboration Based on a unique investigative study of nearly 300 teachers this powerful new resource provides informative teacher perspectives of informal naturally occurring teacher to teacher professional development The authors identify the following five teacher behaviors that can positively influence other teachers morale teaching skills and professional growth Building healthy relationships by communicating caring and developing trust Using five guiding principles for structuring learning experiences Planning and organizing for learning Showing and sharing Guiding for classroom management This excellent resource helps school leaders promote a culture that encourages lasting professional development In each chapter educators share specific experiences and examples showing each skill in action School leaders will learn what strong teacher peer consultants actually do that leads to improved teacher confidence and motivation enhanced trust and mutual respect and reflective instructional behavior among their colleagues These cost effective authentic strategies will build camaraderie and leadership in your school engaging colleagues as a team in the vital mission of all schools educating our youth **What We Know About Mathematics Teaching and Learning** McREL,2011-09-20 This book supports mathematics education reform and brings the rich world of education research and practice to pre K 12 educators Designed for accessibility each chapter is broken down into important questions For each question the authors provide background information from a research perspective offer implications for improving classroom instruction and list resources for further reading **Handbook of Early Literacy Research, Volume 1** Susan B. Neuman,David K. Dickinson,2017-05-08 Current research increasingly highlights the role of early literacy in young children's

development and facilitates the growth of practices and policies that promote success among diverse learners The Handbook of Early Literacy Research presents cutting edge knowledge on all aspects of literacy learning in the preschool years Volume 1 covers such essential topics as major theories of early literacy writing development understanding learning disabilities including early intervention approaches cultural and socioeconomic contexts of literacy development and tutoring programs and other special intervention efforts

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

Teacher-Centered Professional Development Gabriel Diaz-Maggioli, 2004-05-15 Teacher Centered Professional Development is a hands on guide to collaborative skill building for educators It introduces the Teacher s Choice Framework a model that empowers teachers by helping them choose and initiate professional growth activities according to their schedules strengths and needs The book describes a wide variety of professional development strategies including mentoring journal writing peer to peer coaching and seminars For each strategy the author provides A brief history of the research base A step by step guide to implementing the strategy Sample handouts and assessment forms Examples from the field of the strategy in practice With this book teachers at all levels can quickly learn how to set up development teams conduct action research and engage in other activities to further their skills In addition the Teacher s Choice Framework helps educators prioritize their needs and choose the strategies that best suit those needs Teacher Centered Professional Development offers both a perfect introduction to staff development options and

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