



Looking In Classrooms

**David Clarke, Christine Keitel, Yoshinori
Shimizu**



Looking In Classrooms:

Looking in Classrooms Thomas L. Good, Jere E. Brophy, 2008 Presents research reviews in several areas including student motivation classroom instruction and student learning classroom management and adapting instruction to the needs of individual students

Looking in Classrooms Thomas L. Good, Jere E. Brophy, 1984 This classic book provides a balanced research based overview of the most effective teaching methods and guides teachers to select appropriate methods by intelligent observation in their classrooms Widely considered to be the most comprehensive and authoritative source available on effective teaching Looking in Classrooms synthesizes the knowledge base on student motivation classroom teaching teacher expectations and adapting instruction for individual learners This book represents state of the art research reviews in several areas including student motivation classroom instruction and student learning classroom management and adapting instruction to the needs of individual students K 12 educators administrators and superintendents

Looking in Classrooms Thomas L. Good, Jere E. Brophy, 2003 This textbook and guide presents information on student motivation classroom teaching teacher expectations and the adaptation of instruction to meet individual needs

Looking in Classrooms Thomas L. Good, Alyson L. Lavigne, 2017-12-15 Looking in Classrooms uses educational psychological and social science theories and classroom based research to teach future classroom teachers about the complexities and demands of classroom instruction While maintaining the core approach of the first ten editions the book has been thoroughly revised and updated with new research based content on teacher evaluation self assessment and decision making special emphases on teaching students from diverse ethnic cultural class and gender identity contexts and rich suggestions for integrating technology into classroom instruction Widely considered to be the most comprehensive and authoritative source available on effective successful teaching Looking in Classrooms synthesizes the knowledge base on student motivation classroom management teacher expectations teacher effectiveness adaptive instruction for individual learners and informative observational techniques for enhancing teaching It addresses key topics in classroom instruction in an accessible fashion promoting easy interpretation and transfer to practice and articulates the roles of teacher centered pedagogy student centered instruction and project based learning in today's classroom Guided by durable historical knowledge as well as dynamic emerging conceptions of teaching this text is ideal for undergraduate teacher training programs and for masters level courses for teachers administrators and superintendents

Looking in Classrooms Thomas L. Good, Alyson Lavigne, 2017-12-13 Looking in Classrooms uses educational psychological and social science theories and classroom based research to teach future classroom teachers about the complexities and demands of classroom instruction While maintaining the core approach of the first ten editions the book has been thoroughly revised and updated with new research based content on teacher evaluation self assessment and decision making special emphases on teaching students from diverse ethnic cultural class and gender identity contexts and rich suggestions for integrating technology into classroom instruction

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Looking in Classrooms, MyLabSchool Edition Thomas L. Good, Jere E. Brophy, 2004-12 Synthesizes the knowledge base on student motivation classroom teaching teacher expectations and adapting instruction for individual learners This text addresses the core topics of classroom instruction and provides information about how to use quantitative and qualitative observational techniques for describing and improving instruction

Effective Learning in Classrooms Chris Watkins, Eileen Carnell, Caroline Lodge, 2007-03-12 The book is at once accessible evidence based practical and eminently readable Readers will find in this book a treasury of learners voices guiding us towards the goal of more effective learning in classrooms International Network for School Improvement This book promotes an ambitious and inspiring conception of meaningful pedagogy and works to applaud those teachers who are determined to reflect upon enquire into and then facilitate effective learning A coherent and structured case is made for the primacy of learning over work Learning Collaborative Learning Learner driven Learning and Learning about Learning Evidence from practising teachers in the form of case studies and examples and evidence from international research in the form of useful ideas and frameworks is included

Classroom Communication and Diversity Robert G. Powell, Dana L. Powell, 2010-06-10 Addresses ways in which culture influences communication in the classroom provides teachers with information they need to meet the needs of students in multicultural classrooms This title is suitable for students scholars in instructional communication

Mathematical Tasks in Classrooms Around the World, 2010-01-01 Mathematical tasks have long been recognized as crucial mediators between mathematical content and the mathematics learner For many people the mathematics classroom is defined by the type of tasks one finds there and this is appropriate Mathematical tasks are the embodiment of the curricular pretext that brings each particular set of individuals together in every mathematics classroom In other contexts individuals come together to engage in musical performances or dramatic performances The performances of the mathematics classroom are largely the performance of mathematical tasks and if we are to understand and facilitate the learning that is the purpose of such settings then we must understand the nature of the performances that we find there The classroom performance of a task is ultimately a unique synthesis of task teacher students and situation Of particular interest are differences in the function of mathematically similar tasks when employed by different teachers in different classrooms for different instructional purposes

with different students By making comparison possible between the classroom use of mathematical tasks in different classrooms around the world the analyses reported in this book reveal the profound differences in how each teacher utilises mathematical tasks in partnership with their students to create a distinctive form of mathematical activity The Learner s Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants The LPS research design documents sequences of at least ten lessons using three video cameras supplemented by the reconstructive accounts of classroom participants obtained in post lesson video stimulated interviews and by test and questionnaire data and copies of student written material In each participating country data generation focuses on the classrooms of three teachers identified by the local mathematics education community as competent and situated in demographically different school communities within the one major city The large body of complex data supports both the characterisation of practice in the classrooms of competent teachers and the development of theory

Deviance in Classrooms (RLE Edu M) David Hargreaves, Stephen Hester, Frank Mellor, 2012-06-14 When originally published this book reported the first major application of labelling theory to deviance in classrooms The authors explore the nature of classroom rules show how they constitute a pervasive feature of the classroom and examine the ways in which teachers use these rules as grounds for imputing deviance to pupils A theory of social typing is developed to show how teachers come to define certain pupils as deviant persons such as troublemakers and several case studies are used to document this analysis Finally the teachers reactions to disruptive classroom conduct are examined as complex strategic attempts at social control in the classroom The book has a double focus on deviance theory and the process of teaching

Mathematics Tasks for the Thinking Classroom, Grades K-5 Peter Liljedahl, Maegan Giroux, 2024-05-27 Practical and proven math tasks to maximize student thinking and learning Building upon the blockbuster success of Building Thinking Classrooms in Mathematics Peter Liljedahl has joined forces with co author Maegan Giroux to bring the Building Thinking Classrooms BTC framework to life in this new book Mathematics Tasks for the Thinking Classroom Grades K 5 But this book is so much more than simply a collection of good thinking tasks It delves deeper into the implementation of the 14 practices from the BTC framework by updating the practices with the newest research and focusing on the practice through the lens of rich math tasks that address specific mathematical learning outcomes or standards Across the 20 non curricular tasks and 30 curricular tasks used as models this book Helps you choose tasks to fit your particular math standards goals and the competencies you want your students to build Walks you through all the steps and scripts to launch facilitate and consolidate each task Shares examples of possible student solutions along with hints you might offer to help their thinking along Offers tasks for consolidation example notes to my future forgetful self and mild medium and spicy check your understanding questions CYUs for every thin sliced sequences of curricular tasks Imparts reflections from the authors on each task The book closes with specific guidance on how to find more tasks or craft your own non curricular and curricular tasks along with answers to

educators frequently asked questions It includes access to a companion website that includes downloadables and a task template for creating your own tasks Whether you are new to BTC or a seasoned user Mathematics Tasks for the Thinking Classroom Grades K 5 will help teachers coaches and specialists transform traditional math classrooms into dynamic and thought provoking learning spaces

Leadership for Learning Carl D. Glickman, 2002 In a follow up to his earlier book *Developmental Supervision* distinguished educator and author Carl D Glickman provides instructional leaders supervisors principals and teachers with practical guidance and thoughtful insight to help them succeed as they work with teachers to improve classroom teaching and learning In a straightforward and easy to read manner Glickman discusses Structures of classroom assistance clinical supervision peer coaching critical friends and action research groups Formats for observations frameworks for teaching open ended questionnaires samples of student work and student achievement on high stakes tests and Approaches to working directly with teachers directive collaborative and nondirective Scenarios that describe interactions with teachers of diverse backgrounds and skill levels bring the various approaches to life The author also provides useful information on summative and formative evaluation of teachers In addition to forms and examples that readers can duplicate or adapt to their own situation the book includes an extensive list of resources on the topics of looking at student work professional development and instructional leadership and educators ethnic cultural and personal diversity

Leadership for Learning goes beyond the basics of supervision to place the work of instructional leadership within the context of whole school improvement Drawing on his years of experience in working with schools in varied settings Glickman offers both advice and inspiration to instructional leaders who strive toward the ultimate goal of providing the best possible classroom experience for every student

Growing and Sustaining Student-Centered Science Classrooms David Stroupe, 2023-03-24 AACTE 2024 Gloria J Ladson Billings Outstanding Book Award A wealth of practical tools and guidance for rooting out injustice and creating science learning spaces in which students feel valued safe and eager to engage In *Growing and Sustaining Student Centered Science Classrooms* David Stroupe promotes powerful conversation and action around knowledge building practices in science education The book takes readers into inspiring classroom communities in which all students are invited and encouraged to engage in the work of science An illuminating series of real time classroom scenes demonstrate flexible teaching approaches and instructional pivots that Stroupe calls talk moves and shows how they foster inclusive collaboration and participation to create a more expansive and better version of science education Even as Stroupe champions student centered science education he acknowledges that common obstructions to knowledge sharing or epistemic injustices can often prevent this student led ideal from materializing He calls attention to four types of injustices that frequently stifle student voice and access in science learning communities testimonial injustice hermeneutical injustice intrapersonal injustice and hierarchical injustice Recounting real life examples of these individual and systemic injustices Stroupe gives educators the tools to both identify and eradicate them This thought provoking book sets forth ambitious

tactics for educators to audit assumptions and biases in science promote student agency and conduct action research to document change Using Stroupe s accessible methods teachers teacher educators and administrators can design immediate and long term instructional practices to disrupt injustices in STEM classroom communities and support student learning

Inside Japanese Classrooms Nancy Sato,2003-12-16 This detailed ethnographic study of fifth and sixth grade classrooms offers new insights into Japanese culture as many aspects of daily social life are embedded in the educational system Additionally this book provides new perspectives on educational reform in the U S since many current issues and programs focus on notions of community collaboration and systemic reform all of which are central to understanding Japanese teaching learning processes in schools Researching IT in Education Anne McDougall,John Murnane,Anthony Jones,Nick Reynolds,2010-01-21 Serious criticisms of research on IT in education have been published recently in both the UK and the USA Researching IT in Education aims to provoke thought and discussion among practising researchers by considering a range of approaches to undertaking quality research Establishing priorities and directions for future research in the sub discipline of IT in education the book is structured around five foci theory history research directions methodology research topics This book argues for the enormous power of IT to enable fundamental research that both refines and develops theory and practice in education High quality research that advances knowledge and educational practice in this area will generally require longer timelines and more complex data collection and analysis methods The authors draw attention to the value of theoretical frameworks used in mainstream educational research and highlight the early theoretical work on the subject of IT in education Researching IT in Education is the only book in its area to focus on methodological and research design issues The individual chapters are contributed by expert researchers and leaders in the field from ten countries thus providing an unusually broad but coherent international set of perspectives for the issues examined in the book This book will benefit anyone interested in or undertaking research on IT in education including academics research students teachers and policy makers **Outlines and Highlights for Looking in Classrooms by Thomas L Good, Isbn**

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community as competent and situated in demographically different school communities within the one major city The large body of complex data supports both the characterisation of practice in the classrooms of competent teachers and the development of theory

Multiple Intelligences in the Classroom Thomas Armstrong, 2009 To respect the many differences between people this is what Howard Gardner says is the purpose of learning about multiple intelligences MI theory which holds that the human mind is composed of eight intelligences linguistic logical mathematical spatial bodily kinesthetic musical interpersonal intrapersonal and naturalistic plus a possible ninth existential This updated 3rd edition of *Multiple Intelligences in the Classroom* Thomas Armstrong's bestselling practical guide for educators includes two new chapters that address the worldwide reach of MI and rebut some common criticisms of the theory This new edition includes updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development lesson planning assessment special education cognitive skills educational technology career development educational policy and more The book includes dozens of practical tips strategies and examples from real schools and districts Armstrong provides tools resources and ideas that educators can immediately use to help students of all ages achieve their fullest potential in life

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Literacy Look-Fors Elaine K. McEwan-Adkins, 2011-11-01 Through a unique seven step process administrators and literacy leaders will gain a solid understanding of how to assess and build instructional capacity overcome roadblocks develop professional growth opportunities and create a balanced literacy program Learn how to identify the look fors that provide evidence of effective literacy instruction and bring all students to grade level or well above

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