

William A. Firestone
and Beth D. Bader

Redesigning Teaching

Professionalism
or Bureaucracy?

Redesigning Teaching Professionalism Or Bureaucracy Suny Series On Teacher Preparation And Development

ML Morrison



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Redesigning Teaching William A. Firestone, Beth D. Bader, 1992-01-01 Redesigning Teaching provides concrete case studies of school districts implementing teacher reforms The cases describe the changes give the history and dynamics of each project examine how teachers respond to new policies and procedures and tell how state policy affects local efforts to change teaching The book also suggests that while short term improvements can be accomplished through bureaucracy serious reform requires professionalization The authors identify challenges that state governments school administrators and teachers associations must face if they really want to professionalize teaching **A Knowledge Base for Teacher**

Education and Development Man Tak Chan, Yin Cheong Cheng, Kwok Tung Tsui, 2002 **Forthcoming Books** Rose Army, 1992-10 *Resources in Education*, 1996 American Book Publishing Record, 1992 **Subject Guide to Books in Print**, 2001 **Bibliographic Guide to Education**, 1993 lists publications cataloged by Teachers College Columbia

University supplemented by The Research Libraries of The New York Public Library Professionalization, Partnership, and Power Hugh G. Petrie, 1995-08-31 The concept of professional development schools PDS has recently emerged as one of the most exciting possibilities for systematic educational reform These teaching hospitals of the education profession typically are real schools in a district that take on with a cooperating institution of higher education special responsibilities for inquiry and professional preparation Although still in their infancy PDSs as places for professional preparation and of inquiry into teaching learning and teacher education have major policy potential *SUNY Series in Teacher Preparation and Development*, 19?? **Suny Series, Teacher Preparation and Development**, 19?? The Politics of Teacher

Professional Development Ian Hardy, 2012-07-26 The Politics of Teacher Professional Development Policy Research and Practice provides innovative insights into teachers continuing development and learning in contemporary western contexts Rather than providing a list of how tos and must dos this volume is premised on the understanding that by learning more about the current conditions under which teachers and other educators work and learn it is possible to understand and consequently improve the learning opportunities teachers experience Teacher professional development is not simply construed as an isolated series of events such as day long workshops marking the beginning of each school year or term or individualistic one off activities focused on new teaching approaches curricula or assessment strategies Rather through application of sociologist Pierre Bourdieu's understanding of social practices as contested teacher professional development is revealed as a complex social practice which exists as policy as a research product and process and as an important part of teachers work The book reveals how PD as policy research and teachers work are inherently contested An extended series of case studies of teacher professional development practices from Canada England and Australia are employed to show how these tensions play out in complex ways in policy and practice **Professional Development Schools** Linda Darling-Hammond, 1994 The American Association of Colleges for Teacher Education AACTE presents the Adjunct ERIC

Clearinghouse on Clinical Schools Clinical Schools Clearinghouse The clearinghouse provides materials and data on professional development schools and clinical schools Users may access the full text Educational Resources Information Center ERIC digests AACTE ERIC publications and a database of professional development schools

Handbook of Research on Professional Development for Quality Teaching and Learning Petty, Teresa, Good, Amy, Putman, S. Michael, 2016-06-16 As educational standards continue to transform it has become essential for educators and pre service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations However there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process Focusing on teacher effectiveness and support provided to current and pre service educators this publication is a comprehensive reference source for practitioners researchers policy makers graduate students and university faculty

Powerful Professional Development Diane Yendol-Hoppey, Nancy Fichtman Dana, 2010-02-09 I love love love this book This smorgasbord of professional development strategies maximizes time and on site expertise From the perspective of educators hungry for cost effective proven ways to promote ongoing job embedded professional learning this is an la carte menu for building healthy professional development meals based on specific needs and available resources Gail Ritchie Instructional Coach Fairfax County Public Schools VA This book offers a menu of practical integrated research based tools and processes that engage and empower teachers and administrators in co constructing a powerful form of job embedded professional development that is relevant focused and organic and allows schools to transform themselves into a self sustaining learning organization Pedro R Berm dez Professional Development Support Ready Schools Miami FL Achieve effective on site teacher development without breaking the budget This essential guide to job embedded staff development helps schools and districts move away from reliance on outside expertise instead drawing on and developing the experience and skills of their own faculty The authors provide a complete toolbox of school based professional development PD strategies with recommendations on which tools to use for different times and settings guidelines for implementation and extended examples of each tool in action for a full spectrum of proven cost effective PD models including Book study and lesson study Action research and professional learning communities Coaching and co teaching Webinars podcasts Open Space Technology online communities and much more

Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs Polly, Drew, Putman, Michael, Petty, Teresa M., Good, Amy J., 2017-12-15 Educators play a significant role in the intellectual and social development of children and young adults Thus it is important for next generation teachers to have a strong educational background as it serves as the foundation to their understanding of learning processes leadership and best practices in the field of education Innovative Practices in Teacher Preparation and Graduate Level Teacher Education Programs presents critical and relevant

research on methods by which future educators in high level courses are equipped and instructed in order to promote the best experience in academic scholarship Featuring discussion on a diverse assortment of topics such as social justice for English language learners field based teacher education and student satisfaction in graduate programs this publication is directed at academicians students and researchers seeking modern research on the approaches taken by instructors to qualify and engage future educators *Teacher preparation and professional development 2000* , **Reimagining Professional Development in Schools** Eleanore Hargreaves,Luke Rolls,2020-09-09 This fascinating and vital book seeks to challenge the effectiveness of current practices in professional development by urging educators to rethink professional learning for teachers and teaching assistants It importantly brings together ideas about teacher professionalism and how to build creative and trusting cultures in which high expectations are not compromised Throughout teachers describe significant professional learning and growth often through dynamic partnerships with others that allows them to inspire imaginative possibilities different and creative ways to ignite hope and opportunity for children Four key themes guide the reader through the collection of chapters professional capital learning communities teachers as researchers and subject specific professional development They explore The types of professional development approaches that support teachers to make meaningful changes within their practices The conditions and school cultures that are needed for teachers to meaningfully prosper from professional development The impact that unintended consequences of system accountability drivers and funding have on teachers experiences of professional development The ways in which the development of curriculum and pedagogy can be integrated with models of professional development particular in the creative arts Packed with innovative ideas and practical suggestions and co written by researchers and practitioners this book highlights the importance of using research evidence to develop teachers practice within the realities of their own classrooms and schools This will be a key read for teachers school leaders teaching assistants and student teachers **Practice-Based Professional Development in Education** Loose, Crystal,2020-04-10 Teachers as life long learners engage in professional development to deepen their understanding of content and instructional methods Teacher professional development is a form of adult education and adults learn best if they are actively involved in their own learning and see it relative to their own needs Grounding professional development in actual classroom practice is a highly powerful means of fostering effective teachers Research has shown that for professional development to be effective several components of instruction should be considered reflection on practice problems arising in practice subject matter content and principles of adult learning Practice Based Professional Development in Education is a cutting edge research publication that explores both effective and ineffective professional development practices and presents arguments for why adult learning theory should be considered when designing a professional development session Highlighting a range of topics including social media education reform and teacher learning this book is essential for teachers academicians education professionals policymakers curriculum

designers researchers and students *Designing Professional Development for Teachers of Science and Mathematics* Susan Loucks-Horsley, Katherine E. Stiles, Susan Mundry, Nancy Love, Peter W. Hewson, 2009-11-24 The classic guide for designing robust science and mathematics professional development programs This expanded edition of one of the most widely cited resources in the field of professional development for mathematics and science educators demonstrates how to design professional development experiences for teachers that lead to improved student learning Presenting an updated professional development PD planning framework the third edition of the bestseller reflects recent research on PD design underscores how beliefs and local factors can influence PD design illustrates a wide range of PD strategies and emphasizes the importance of Continuous program monitoring Combining strategies to address diverse needs Building cultures that sustain learning **Teacher Preparation and Professional Development, 2000** Basmat Parsad, 2001

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