

# *Redefining* Staff Development

*A Collaborative  
Model  
for Teachers  
and Administrators*

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Laura  
*Robb*

# Redefining Staff Development A Collaborative Model For Teachers And Administrators

**Linda E. Martin, Sherry Kragler, Diana J.  
Quatroche, Kathryn L. Bauserman**

## **Redefining Staff Development A Collaborative Model For Teachers And Administrators:**

*Redefining Staff Development* Laura Robb, 2000 In *Redefining Staff Development* Robb advocates for meaningful change that takes into account the culture of the school community and the diversity among its members **Handbook of Professional Development in Education** Linda E. Martin, Sherry Kragler, Diana J. Quatroche, Kathryn L. Bauserman, 2015-10-13 This comprehensive handbook synthesizes the best current knowledge on teacher professional development PD and addresses practical issues in implementation Leading authorities describe innovative practices that are being used in schools emphasizing the value of PD that is instructive reflective active collaborative and substantive Strategies for creating measuring and sustaining successful programs are presented The book explores the relationship of PD to adult learning theory school leadership district and state policy the growth of professional learning communities and the Common Core State Standards Each chapter concludes with thought provoking discussion questions The appendix provides eight illuminating case studies of PD initiatives in diverse schools **Differentiated Professional Development in a Professional Learning Community** Linda Bowgen, Kathryn Sever, 2009-10-21 If differentiated instruction works for diverse student learning needs why not apply it to teacher learning The authors draw from real experience and PLC concepts to support the value of differentiated professional development A practical guide for designing school or district professional development plans this book explains a three step model that is core to the differentiation process [The Literacy Principal, 2nd Edition](#) David Booth, Jennifer Rowsell, 2007 As the education community struggles with literacy achievement skillful leadership has emerged as a distinguishing feature of successful schools Since *The Literacy Principal* was first published it has helped shape the discussion around accountability and successful practices that support both teachers and students This revised and expanded second edition challenges principals to become even more involved in championing literacy in their schools It examines the role of school leaders at both the elementary and secondary levels Commentaries from teachers principals and consultants who have been involved in developing strong school wide and district wide literacy programs are included to demonstrate the strides that many schools have made in the last few years The increasingly important role of school literacy coaches and mentoring teams are presented as models of the power of cooperative approaches to successful literacy programs David Booth and Jennifer Rowsell offer an overview of the most successful strategies for creating a support network that will nurture and build a powerful reading environment They help administrators introduce and support cooperative approaches to literacy that involve coaches and mentoring teams understand exemplary reading and writing programs and school wide strategies for promoting literacy growth among students demonstrate a commitment to literacy among teachers parents students and the community appreciate the many forms of assessment and evaluation including intervention programs for improving student performance Rooted in the latest research and real world experience this new edition provides tried and true frameworks that principals can use in their quest to create schools where literacy thrives

Designing Teacher Study Groups Emily Cayuso, Carrie Fegan, Darlene McAlister, 2004 Recipe for a Successful Study Group 6 12 highly motivated teachers 1 efficient and confident facilitator 10 inspiring open ended questions and 2 buckets of smiles laughter optional Directions Mix all ingredients Liberally sprinkle with positive attitude Enjoy When you re working with a study group you re not just having fun You re furthering your professional development in the best possible way Research shows that your professional development is best handled by you with other teachers at your school site in a cooperative environment of trust and support Having a forum for the exchange of ideas gives you the power to expand your expertise through observation discussion and application and allows you to better meet the needs of your students This resource shows you how to design a study group that fits your goals and schedules Learn how to get your study group started and keep it going with tips on everything from how to recruit members what materials to discuss and how to generate stimulating dialogue Included are recipes for tasty snacks to keep your colleagues satisfied on track and coming back for more With a variety of flexible group formats and activities to choose from you re sure to develop a program of creativity and growth that fits your agenda no matter how hectic your calendar

**Teacher Education Yearbook XXVI Building upon Inspirations and Aspirations with Hope, Courage, and Strength** Nancy P. Gallavan, LeAnn G. Putney, 2018-12-28 The Association of Teacher Educators ATE Teacher Education Yearbook XXVI is a second volume dedicated to building upon inspirations and aspirations with hope courage and strength relative to teacher educators commitment to today s teachers and tomorrow s leaders While the first volume Yearbook XXV presented chapters focused on teacher candidates and educator preparation programs this second volume is focused on educational leadership in classrooms and schools These chapters take us beyond the university classroom that involves teacher and administrator candidates and moves us into preK 12 classrooms and schools to see educational theory taken into practice

**The Learning Communities Guide to Improving Reading Instruction** Valerie Hastings Gregory, Jan Rozzelle Nikas, 2017-02-14 The themes of attending to individual needs providing assessment driven instruction and creating long term focused professional development plans are solid and consistent throughout

**The Principal as Instructional Leader** Sally J. Zepeda, 2014-01-09 First Published in 2013 Routledge is an imprint of Taylor Francis an informa company

**The Reading Intervention Toolkit** Robb, Laura, 2017-03-01 In this must read book Laura Robb uses what she s learned from her vast teaching experience to provide the research based tools needed to improve students reading comprehension This practical resource offers classroom tested interventions to use with struggling readers provided in 5 10 to 15 and 30 to 40 minute settings It provides support for everything from assessment to management and implementation to support students comprehension of both literary and informational text This book also demonstrates how teachers can learn about students reading needs through their writing about reading and offers practical suggestions for differentiating reading instruction to reach the needs of all readers The Reading Intervention Toolkit offers student work examples prompts and sample think alouds fiction and nonfiction text

passages data collection observation forms and scaffolds to use with each intervention      Metacognition in Literacy Learning Susan E. Israel, Cathy Collins Block, Kathryn L. Bauserman, Kathryn Kinnucan-Welsch, 2006-06-17 This volume provides the first comprehensive research based examination of metacognition in literacy learning Bringing together research findings from reading linguistics psychology and education it is logically organized as follows Part I provides the theoretical foundation that supports the teaching of metacognition Parts II and III provide new methods for metacognitive assessment and instruction in literacy contexts at all grade levels and Part IV provides new information on integrating metacognition into professional development programs Key features include Chapter Structure Teacher reflections at the beginning of each chapter illustrate teacher thinking about the chapter topic and metacognitive connections at the end of each chapter link its content with that of the preceding and following chapters Contributor Expertise Few volumes can boast of a more luminous cast of contributing authors see table of contents Comprehensiveness Twenty chapters organized into four sections plus a summarizing chapter make this the primary reference work in the field of literacy based metacognition This volume is appropriate for reading researchers professional development audiences and for upper level undergraduate and graduate level courses in reading and educational psychology

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