

TAKING CHARGE OF CURRICULUM

TEACHER NETWORKS
AND CURRICULUM
IMPLEMENTATION

Jacob E. Adams, Jr.

Foreword by Ann Lieberman

Taking Charge Of Curriculum Teacher Networks And Curriculum Implementation

Jacob Adams



Taking Charge Of Curriculum Teacher Networks And Curriculum Implementation:

Taking Charge of Curriculum Jacob E. Adams, 2000 Describes a case study involving a radical change in the teaching of mathematics in California's public schools and shows how teachers can facilitate this kind of change through professional networks

Taking Charge of Curriculum Jacob Adams, 2000 How do teachers adapt to the demands of curriculum change and new educational standards How do they learn what is expected of them In this pathbreaking work Jacob Adams examines how a promising new professional structure the teacher network helped teachers implement a novel and challenging high school mathematics curriculum and how it fostered teachers determination and ability to get the job done when traditional staff development supports did not Beginning with an in depth examination of the demands of policy on practice the author concludes with a practice based model for professional development and curriculum implementation An important contribution to the discourse on standards school improvement and professional development this volume covers timely topics that are crucial to the understanding of how teachers can work most effectively in this time of curricular change This important book engages us in many of the crucial educational issues of our day Readers will find themselves asking What is the relationship between policy and practice and how does it get played out over time How do teacher professional networks provide important alternatives to traditional staff development strategies What are the connections among state district school and teachers classrooms and what forms do they take when curriculum implementation is the goal From the Foreword by Ann Lieberman

Preparation, Practice, and Politics of Teachers Mark Ginsburg, 2013-02-11 This edited volume based on papers presented at the World Congress of Comparative Education Istanbul 2010 presents research examining pre service teacher education in service teacher development and the politics of teachers work in a variety of geographical regions including Asia Africa Eurasia Europe Latin America and North America More specifically the chapters examine the situations activities and education of teachers in the societal contexts of Cuba Equatorial Guinea France Germany Ghana Hong Kong Ireland Lithuania The Netherlands Scotland Spain Turkey and the United States The authors address a variety of important questions related to a group of employees who are key actors in determining the quality of education How can pre service teacher education best be organized for different purposes in various settings What kinds of activities should be organized and who should be involved in in service professional development to promote teacher capacity and commitment to perform their roles in classrooms and communities What kinds of incentives can motivate teachers engagement with various aspects of their work How do certain educational policies and reforms promote the professionalization or the deprofessionalization and proletarianization of teaching What are the opportunities and constraints for teachers as they seek to operate within themicro politics of schools and the macro politics of society The book thus contributes to refining our understanding of the critical theoretical issues in the field of comparative and international education as well as calling attention to dynamics that should be considered in developing and implementing as well as critiquing and resisting educational policies in varying

contexts *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 **Asia's High Performing Education Systems** Colin Marsh, John Chi-Kin Lee, 2014-07-17 Education officials specialist leaders and teachers have all been involved in different ways to bring about school reform in Hong Kong This book is a very current and relevant analysis of this reform highlighting the way in which agencies have cooperated in bringing about change over the last several decades Through a process of wide ranging decision making collaboration and consensus among key bodies and agencies of change some important developments have occurred The reforms collectively have had and are continuing to have a major impact upon schooling in Hong Kong This volume represents a range of authors and specialists involved in a number of different reforms covering themes such as historical policy contexts new curriculum approaches changing pedagogies school leadership implementation and change and assessment and evaluation This is a very topical book which provides a probing analysis of how an Asian education system has been able to reach and maintain a very high performing level *A Teacher's Guide to Change* Jan Stivers, Sharon F. Cramer, 2009-07-30 Coping with change is perhaps the most fundamental aspect of life and certainly critical for successful teaching This book provides an essential guide to how teachers might successfully address the ongoing and expected change associated with effective teaching Sharon Vaughn H E Hartfelder Southland Corp Regents Chair University of Texas Perhaps no other job in our society today experiences as much change as classroom teaching Stivers and Cramer are two experts with tremendous insight and experience in both the theoretical and practical

dimensions of personal organizational and systemwide change Heartwarming insightful stories explore how dozens of teachers overcome the challenges of living and leading through change every day blended with rock solid theory and extensive research on how to live through change successfully Chris Edgelow Founder and President Sundance Consulting Inc Energize your learning community by transforming change into opportunity Throughout their careers teachers will face a myriad of inevitable changes both inside and outside the classroom Ideal for use both in professional development settings and as a personal resource A Teacher s Guide to Change engages K 12 teachers in the process of anticipating and responding to change Through a step by step approach teachers can learn to prepare for change which enhances their career satisfaction and effectiveness as professionals Emphasizing that change is something teachers can understand manage become invested in and even champion the authors provide practical skills for facing and adjusting to change whether it is mandated or chosen Offering a wealth of conceptual reflective interpersonal and strategic tools this guide also includes Survey results from more than 100 teachers who share not only their experiences with change but also advice and encouragement inviting educators to learn from each other Reflective exercises to help teachers understand and approach change A five step process for initiating and implementing plans for change Systematic strategies for leading change both in smaller and larger spheres of influence Vivid school based examples that can be directly applied to personal experience This accessible resource is invaluable for all teachers Whether or not change is voluntary opportunities for professional growth are abundant leading to improved student learning and greater teacher retention

The Supportive Learning

Environment Jennifer Hindman,Leslie Grant,James Stronge,2013-10-02 This entry in the James H Stronge Research to Practice Series focuses on the characteristics of teachers who create supportive learning environments for their students By conveying a sense of immediacy credibility and caring they communicate to students in both verbal and nonverbal ways that are essential to cultivating a positive and productive learning community In this book Stronge Grant and Hindman provide a comprehensive overview of the qualities of a supportive teacher They offer a bridge between research based theories and practical classroom applications with templates planning forms and other reproducibles The authors help teachers move toward establishing a learning environment that contributes to effective instructional practices Topics include engaging students and their families effective communication student ownership of the learning environment and much more

Network Logic Helen McCarthy,Paul Miller,Paul Skidmore,2004

The SAGE Handbook of Research on Teacher Education

D. Jean Clandinin,Jukka Husu,2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political

and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies

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

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