

**Students! Do Not Push
Your Teacher Down
the Stairs on Friday: A
Teacher's Notebook**

Jones, Alan

Note: This is not the actual book cover

Students Do Not Push Your Teacher Down The Stairs On Friday A Teachers Notebook

Alan Jones



Students Do Not Push Your Teacher Down The Stairs On Friday A Teachers Notebook:

Students! Do Not Push Your Teacher Down the Stairs on Friday Alan Jones, 1972 **Teaching Matters Most** Thomas M. McCann, Alan C. Jones, Gail A. Aronoff, 2012-06-05 A laser beam focus on improving instruction to improve learning Saying teaching matters most is easy and seems obvious Making it the top priority for school leaders and staff is not so easy in fact it is messy If we want to change how students write compute and think then teachers must change how they teach They must transform the old assign and assess model into engaging compassionate coherent and rigorous instruction The authors show school leaders how to make this happen amidst myriad distractions initiatives and interruptions Unlike other books that stop at evaluating teachers and instruction this work demonstrates how to grow schools instructional capacities with a three step process that involves Envisioning what good teaching looks like Measuring the quality of current instruction against this standard Working relentlessly to move the quality of instruction closer and closer to the ideal The authors provide helpful guidance on issues such as hiring induction professional development mentoring and teacher evaluation Each chapter offers specific action steps toward building the blueprint for improvement Also included are frameworks for completing instructional audits in schools and probes instruments and protocols for measuring and tracking the quality of instruction Leaders will find excellent guidance for spearheading and sustaining a focused and aligned effort to improve the quality of teaching to impact all learners **Standout School Leaders** Alan C. Jones, 2025-03-27 Bridge the gap between managing well and leading for impact In this must read guide for education leaders Alan C Jones expertly distinguishes between Administrators Good at their Jobs AGJs and Standout School Leaders SSLs by exploring the qualities that make select leaders truly exceptional While AGJs focus on maintaining effective school operations SSLs address the gaps within institutional systems to create environments that foster genuine learning and growth balance institutional demands with innovative educational approaches and align day to day operations with the deeper mission of schooling You ll find chapter openers that contrast how SSLs and AGJs approach fundamental administrative functions and closing questions to support personal reflection and application of the concept at your school site Additional features include Vignettes that illustrate daily challenges faced by administrators and contrasting leadership responses SSL Tips to offer insights into how SSLs think differently about schooling goals End of Chapter Resources to deepen understanding of key concepts Jones empowers education leaders with the knowledge and tools to integrate innovative practices into their roles Whether you re a principal department head or district leader this book provides the guidance needed to transition from managing to leading by fostering environments where both educators and students can thrive *The American School Board Journal* William George Bruce, William Conrad Bruce, 1973 American Book Publishing Record Cumulative, 1950-1977 R.R. Bowker Company. Department of Bibliography, 1978 **The First 100 Days in the Main Office** Alan Jones, 2017-12-01 This book presents a series of cultural situations that could occur within the first one hundred days of a school year responding to

entrenched vocabularies and behaviors addressing professional and instructional bad habits enacting alternative teaching scripts leveraging a policy blindside redefining the goals and practices of teams and implementing outside the box programs Each cultural situation offers a new school leader the opportunity to redefine the goals values and practices of an entrenched school culture the Central High way Administrators reading the title of this book may view one hundred days as an arbitrary number picked out of administrative thin air I argue that disrupting and replacing organizational and instructional routines is a race against time Every school day that goes by without some sign of creative destruction is one more day that comfortable organizational and instructional routines live on in main offices and classrooms The idea for this book originated from a question I asked a former student of mine who had just signed a contract to become the principal of a high school We were discussing the complexities of changing a school culture when I asked the following question What would you do on the first day in your new office to change your school s culture The response to that question described a series managerial routines that all new administrators have learned to perform as they move from the classroom to the main office organize the office meet staff tour the building write a newsletter examine data and visit community venues Nothing in this conversation described strategies for redefining the beliefs and values of an entrenched school culture With this conversation in mind I made it a point in my formal and informal contacts with school administrators to always ask the question What would you do in the first day in your new office to change your school s culture The most common responses involved reviewing district documents touring facilities meeting staff listening to stakeholders and managing systems In each conversation school leaders populated their responses with the current jargon of school reform learning communities data mining standards based curriculum differentiated learning common core standards formative assessment race to the top continuous improvement etc While these responses encompass reasonable behaviors on the first day in the main office not one of these actions possesses the capacity to connect educational values expressed in school mission statements why are we here to daily organizational and instructional routines Each activity gives the appearance of leading but produces no connections between beliefs values and practices Although none of these responses would make or break a school culture they do represent a pattern of thinking and behaving that holds out little possibility of fundamentally changing a school s culture

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