

the series on school reform

# Surviving School Reform

A Year in the Life  
of One School

Laraine K. Hong

foreword by Patricia A. Wasley  
afterword by Deborah Meier

# Surviving School Reform A Year In The Life Of One School

**Grace Hall McEntee**



## **Surviving School Reform A Year In The Life Of One School:**

**Surviving School Reform** Laraine K. Hong, 1996 This text provides a portrait of change within the unique context of the elementary school while suggesting issues and complexities inherent in any significant institutional change It focuses on issues surrounding curriculum decision making the roles of teacher and parent and school culture *Resources in Education*, 1999

*Teachers Caught in the Action* Ann Lieberman, Lynne Miller, 2001-04-27 Because what we do in staff development can best be understood in terms of Contexts Strategies and Structures the remainder of the book features distinguished educators who write from their own unique experiential and theoretical stances Jacqueline Ancess describes how teachers in New York City secondary schools increase their own learning while improving student outcomes Milbrey W McLaughlin and Joel Zarrow demonstrate how teachers learn to use data to improve their practice and meet educational standards Lynne Miller presents a case study of a long lived school university partnership Beverly Falk recounts stories of teachers working together to develop performance assessments to understand their student s learning to re think their curriculum and much more Laura Stokes analyzes a school that successfully uses inquiry groups There are further contributions including some from novice teachers by Anna Richert Ershler Ann Lieberman Diane Wood Sarah Warshauer Freedman and Joseph P McDonald These powerful exemplars from practice provide a much needed overview of what matters and what really works in professional development today

**At the Heart of Teaching** Grace Hall McEntee, 2003-01-01 Featuring engaging narratives this how to book delves into reflection as a concept and provides specific replicable tools for professional practice Each chapter draws on a particular school situation demonstrating the value of teacher reflection and describing the nuts and bolts of the process including protocols for handling many different circumstances Written by public school teachers who offer lessons learned and strategies that work this volume provides insights to help teachers build reflective practice with their students including protocols for classroom problem solving presents scenarios for individual students their parents and teachers to talk together about a student s performance including protocols for conducting family meetings shows what can happen when teachers come together to share stories of their daily lives including protocols for conducting a focus group and offers advice for reflecting alone and with a group including protocols for both types of reflection

*Teacher Practice Online* Désirée H. Pointer Mace, 2015-04-25 Teachers know how complicated their work is They constantly balance considerations of individual students with those of the group they think about how past events affect today s lessons and they constantly adapt and revise for future lessons But few people ever get to see teachers work in this way The most energizing relational complicated inspiring disheartening parts of teaching remain largely invisible Over nearly a decade at the Carnegie Foundation for the Advancement of Teaching D sir e Pointer Mace worked with dozens of teachers across the country to open their doors by creating multimedia web based representations of teaching practice This book describes how such multimedia representations are envisioned documented created and shared and how others might

engage in this process This practical book Examines the cutting edge of electronic media documentation of teaching practice Features cases studies that represent diverse grades cultures and contexts with both novice and veteran teachers Provides clear examples of how multimedia representations of teaching can be used as alternative texts in teacher learning environments Describes the positive outcomes for teachers and learners when teaching is made public Includes screen images of teachers websites as well as classrooms and children participating in projects This book is a rare find We not only learn from Pointer Mace s examples but also get inside what we need to know to learn the power and possibilities of making our own websites to learn from our own practice and to secure a position in the conversation about learning from one s own teaching From the Foreword by Ann Lieberman Senior Scholar Carnegie Foundation for the Advancement of Teaching D sir e Pointer Mace is in the vanguard of a new generation of teacher educators This volume will become a classic reference in the emergence of a new signature pedagogy for the initial preparation and professional development of teachers Lee S Shulman Charles E Ducommun Professor of Education Emeritus Stanford University The practices discussed in this book are at the cutting edge of current efforts to preserve and learn from the wisdom of expert teachers This book is must reading for teacher educators at all levels of the teaching career Ken Zeichner Hoefs Bascom Professor of Teacher Education University of Wisconsin Madison Pointer Mace creates a community of teacher scholars with an important story to tell us about their lives in the classroom Teachers researchers doctoral students parents and yes students will be changed by reading this book Ricki Goldman New York University

**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

*Standards of Mind and Heart* Peggy Clohessy Silva,Robert A. Mackin,2002-04-05 This is the remarkable story of the creation of a new kind of high school that truly aspires to educate all students to high standards Believing that a deeply personalized culture can prevent the senseless violence that

has invaded many public schools educators at Souhegan High School in Amherst New Hampshire set out to create a safe caring and academically rigorous school In this volume Silva a teacher and Mackin a principal chronicle their experiences as they worked through the many challenges that ultimately resulted in this extraordinarily successful school Featuring their honest reflections and the voices of other participants this book Portrays a real public high school not a small alternative school that is successfully implementing most of the reform practices recommended by national reform models Demonstrates how schools can strike a balance between the need for stricter safety measures and the social and emotional needs of each student thus avoiding violent outbursts in schools Details the school s structure curriculum professional culture and systems of accountability for all students in a heterogeneous inclusionary setting Describes the use of teaming advisory groups exhibitions and senior projects Provides a working model of the Breaking Ranks recommendations including the importance of personalization and democracy in education

*Teaching Youth Media* Steven Goodman,2003-01-23 This book explores the power of using media education to help urban teenagers develop their critical thinking and literacy skills Drawing on his twenty years of experience working with inner city youth at the acclaimed Educational Video Center EVC in New York City Steven Goodman looks closely at both the problems and possibilities of this model of media education Responding to our national concern about adolescents literacy media and violence *Teaching Youth Media* Describes the changes schools and after school programs need to make in order to create a media education that empowers students to change their world Explores the intersection of literacy and culture as youth learn to analyze information from a variety of sources including television newspapers books films school church and lives outside of school Features case studies of students and teachers engaged in making video documentaries at EVC and in an alternative high school Illuminates the practical day to day challenges faced by professional developers and teachers working to change the way education is practiced in their classes and schools

What Difference Does Research Make and for Whom? Françoise M. Bodone,2005 Education is a discipline that is constantly emerging and for which there are more questions than answers Beyond the research reports the articles in refereed journals and the well crafted presentations what is happening in education What difference does our work make in the lives of those we research How is education as a whole different because of our effort And what is the nature of the difference we make This book provides some answers to those questions based on engaged and critical research from around the world It is also a critical reflection on new possibilities for qualitative research its implications and relevance to educational practice Andrew Hargreaves Enora Brown Graham Hingagaroa Smith Jack Whitehead Mutindi Mumbua Andrew Gitlin Phil Carspecken and others invite readers to join the conversation and take it beyond these pages by enriching and extending the discourse within their communities of practice

**Inside the National Writing Project** Ann Lieberman,Diane R. Wood,2003 The National Writing Project has become one of the most influential and longest lasting professional development programs in the history of the United States With 175 school university sites in 49 states it has the

reputation of being a career altering professional development experience This volume looks at the National Writing Project analyzes what makes it so successful and shows how other professional development efforts can learn from it

**Leadership for Differentiating Schools & Classrooms** Carol A. Tomlinson, Susan D. Allan, 2000 This book explores how school leaders can develop responsive personalized and differentiated classrooms Differentiation is simply a teacher attending to the learning needs of a particular student or small group of students rather than teaching a class as though all individuals in it were basically alike *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 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 [Looking Together at Student Work, Third Edition](#) Tina Blythe, David Allen, Barbara Schieffelin Powell, 2015-04-17 This bestseller provides teachers and administrators with strategies for examining and discussing student work such as essays math problems projects artwork and more New for the Third Edition The Microlab Protocol a relatively quick and easy way to introduce groups to protocol guided conversation a new case focused on understanding the Common Core and more detailed notes and strategies for facilitators Tina Blythe develops and facilitates online professional development courses for Harvard Project Zero and consults for schools districts and organizations both nationally and internationally David Allen is an assistant professor at the College of Staten Island City University of New York Barbara Schieffelin Powell is a national and international educational consultant in curriculum development teacher education and

evaluation     *The Power of Protocols* Joseph P. McDonald, Nancy Mohr, Alan Dichter, Elizabeth C. McDonald, 2015-04-26 The use of protocols has spread from conferences and workshops to everyday school and university settings Featuring seven protocols this teaching and professional development tool is useful for those working with collaborative groups of teachers on everything from school improvement to curriculum development to teacher education at all levels     **The Reality of Change**, 2000     *Guiding School Change* Frances O'Connell Rust, Helen Freidus, 2001 Drawn from the real life and work of practitioners committed to change this narrative sheds light on the role and work of change agents     *Failing at School* Camille A. Farrington, 2014-02-14 About half of all incoming ninth graders in urban districts will fail classes and drop out of school without a diploma Failing at School starts with the premise that urban American high schools generate such widespread student failure not because of some fault of the students who attend them but because high schools were designed to stratify achievement and let only the top performers advance to higher levels of education This is particularly true for low income racial ethnic minority students To get different results Farrington proposes fundamental changes based on what we now know about how students learn what motivates them to engage in learning and what kinds of educational systems and structures would best support their learning     **Building School-based Teacher Learning Communities** Milbrey Wallin McLaughlin, Joan E. Talbert, 2006-01-01 Building on evidence that school based teacher learning communities improve student outcomes this book lays out an agenda to develop and sustain collaborative professional cultures It provides an inside look at the processes resources and system strategies that are necessary to build vibrant school based teacher learning communities     **Central Park East and Its Graduates** David Bensman, 2015 In 1974 Central Park East Elementary School CPE in East Harlem opened its doors with a mission to provide inner city children with the finest educators and pedagogy available Instead of saying that the old neighborhood had to be torn down and students more rigidly tracked the reformers dared to ask the question What would happen if we gave inner city students the best education the country has to offer The results of this bottom up reform were astounding and to this day Central Park East is known as one of the most academically enriching schools in the United States David Bensman gives voice to the extraordinary young adults who emerged from poverty as a result of the powerful educational experiences they received at CPE A rich compilation of stories this account establishes the power of public schooling and the value of community With rich data Bensman carefully details for us what it means to be respectful thoughtful democratic and intellectually demanding what it means in short to be a good school This is the story of CPE but for anyone willing to see beyond the particulars it is also a map of possibility a guide to what our schools could be Mike Rose author Possible Lives The Promise of Public Education in America This is that rare thing a long term study of the graduates of a first rate inner city elementary school This is a school in which democracy and the life of the mind are inseparably intertwined Policymakers write that last sentence down one hundred times Joseph Featherstone Michigan State University Was the fame of CPE due to hype or yet another example of wishing trumping

realities This conceptually and procedurally honest research effort clearly answers the question in the negative We have very good reason to be grateful to Debbie Meier her CPE colleagues and of course to Dr Bensman for this remarkable follow up study Seymour Sarason Professor Emeritus Yale University



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