

Professional Capital Transformng Teaching In Every School

In a world of competing public policy priorities, economic challenges and political uncertainty, sports development organisations and initiatives need to adapt to survive. This book makes the case for 'Sporting Capital' as a new conceptual model of sports participation with the potential to transform public policy and practice in sports development. The central argument presented is that a model of Sporting Capital - with its three domains of physiological, social and psychological attributes - provides a missing framework, creating a new impetus for sustained growth in community sport by joining up the levels at which sports development is planned and implemented. Touching on important issues such as youth sport, public health, volunteering, disability, ethnicity and social inequality, it examines patterns of sports participation in relation to age, gender and social class and offers recommendations for strategic policy improvements that can be implemented by practitioners working on the frontline of community sport. *Sporting Capital: Transforming Sports Development Policy and Practice* provides valuable insights for all those interested in sports development, youth sport, community sport, or sport and social policy.

Winner of the 2020 Society of Professors of Education Outstanding Book Award Drawing on personal stories, research, and historical events, an esteemed educator offers a vision of educational justice inspired by the rebellious spirit and methods of abolitionists. Drawing on her life's work of teaching and researching in urban schools, Bettina Love persuasively argues that educators must teach students about racial violence, oppression, and how to make sustainable change in their communities through radical civic initiatives and movements. She argues that the US educational system is maintained by and profits from the suffering of children of color. Instead of trying to repair a flawed system, educational reformers offer survival tactics in the forms of test-taking skills, acronyms, grit labs, and character education, which Love calls the educational survival complex. To dismantle the educational survival complex and to achieve educational freedom—not merely reform—teachers, parents, and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists like Ella Baker, Bayard Rustin, and Fannie Lou Hamer, *We Want to Do More Than Survive* introduces an alternative to traditional modes of educational reform and expands our ideas of civic engagement and intersectional justice. Complex times call for clear solutions—If initiative overload and fragmentation are keeping your best plans from becoming reality, it's time to start leading differently. The key to bringing about the kind of successful and sustainable change you need is the Coherence Framework, a dynamic, customizable road map made up of four essential components: Focused direction to build collective purpose Cultivating collaborative cultures while clarifying individual and team roles Deepening learning to accelerate improvement and foster innovation Securing accountability from the inside out Coherence provides the insights and tools to drive effective leadership. Now you can gain a deeper understanding of Coherence with *The Taking Action Guide to Building Coherence in Schools, Districts, and Systems*. Coherence is a book that demands action – it moves from the narrative of fixing one teacher at a time, to asking about the coherence of the system (be it school, national, or world issues). Fullan and Quinn create an important narrative about direction, working together, deepening learning, and securing accountability. The book sparkles with examples of coherence in action, it makes no excuses for employing the wrong levers of change. This is the blueprint for a new vocabulary of education action; it shows where we need to go next, and is another example of Fullan at the top of his game. John Hattie Director, Melbourne Education Research Institute and Author of *Visible Learning* "School systems that struggle are riddled with incoherence—mismatched strategies, competing cultures, and illogical initiatives. Fullan and Quinn explain clearly how coherence can solve the problem. Based on solid research and lessons drawn from effective practice, *Coherence* provides a comprehensive model to guide educators as they learn and lead their way to better schools." Susan Moore Johnson Jerome T. Murphy Research Professor Harvard Graduate School of Education

How companies can adapt in an era of continuous disruption: a guide to responding to such acute crises as COVID-19. When COVID-19 hit, businesses had to respond almost instantaneously--shifting employees to remote work, repairing broken supply chains, keeping pace with dramatically fluctuating customer demand. They were forced to adapt to a confluence of multiple disruptions inextricably linked to a longer-term, ongoing digital disruption. This book shows that companies that use disruption as an opportunity for innovation emerge from it stronger. Companies that merely attempt to "weather the storm" until things go back to normal (or the next normal), on the other hand, miss an opportunity to thrive. The authors, all experts on business and technology strategy, show that transformation is not a one-and-done event, but a continuous process of adapting to a volatile and uncertain environment. Drawing on five years of research into digital disruption--including a series of interviews with business leaders conducted during the COVID-19 crisis--they offer a framework for understanding disruption and tools for navigating it. They outline the leadership traits, business principles, technological infrastructure, and organizational building blocks essential for adapting to disruption, with examples from real-world organizations. Technology, they remind readers, is not an end in itself, but enables the capabilities essential for surviving an uncertain future: nimbleness, scalability, stability, and optionality.

This much-anticipated fifth edition of *Exploring Education* offers an alternative to traditional foundations texts by combining a point-of-view analysis with primary source readings. Pre- and in-service teachers will find a solid introduction to the foundations disciplines -- history, philosophy, politics, and sociology of education -- and their application to educational issues, including school organization and teaching, curriculum and pedagogic practices, education and inequality, and school reform and improvement. This edition features substantive updates, including additions to the discussion of neo-liberal educational policy, recent debates about teacher diversity, updated data and research, and new selections of historical and contemporary readings. At a time when foundations of education are marginalized in many teacher education programs and teacher education reform pushes scripted approaches to curriculum and instruction, *Exploring Education* helps teachers to think critically about the "what" and "why" behind the most pressing issues in contemporary education.

In *Sustainable Leadership*, Andy Hargreaves and Dean Fink address one of the most important and often neglected aspects of leadership: sustainability. The authors set out a compelling and original framework of seven principles for sustainable leadership characterized by Depth of learning and real achievement rather than superficially tested performance; Length of impact over the long haul, beyond individual leaders, through effectively managed succession; Breadth of influence, where leadership becomes a distributed responsibility; Justice in ensuring that leadership actions do no harm to and actively benefit students in other schools; Diversity that replaces standardization and alignment with diversity and cohesion; Resourcefulness that conserves and renews leaders' energy and doesn't burn them out; and Conservation that builds on the best of the past to create an even better future. This book is a volume in the Jossey-Bass Leadership Library in Education—a series designed to meet the demand for new ideas and insights about leadership in schools.

With contributions from Linda Darling-Hammond, Michael Fullan, Pasi Sahlberg, and Martin Carnoy, *Global Education Reform* is an eye-opening analysis of national educational reforms and the types of high-achieving systems needed to serve all students equitably. The collection documents the ideologically and educationally distinctive approaches countries around the world have taken to structuring their education systems. Focusing on three pairs of case studies written by internationally acclaimed experts, the book provides a powerful analysis of the different ends of an ideological spectrum---from strong state investments in public education to market-based approaches. An introductory chapter offers an overview of the theories guiding both neoliberal reforms such as those implemented in Chile, Sweden and the United States with efforts to build strong and equitable public education systems as exemplified by Cuba, Finland and Canada. The pairs of case studies that follow examine the historical evolution of education within an individual country and compare and contrast national educational outcomes. A concluding chapter dissects the educational outcomes of the differing economic and governance approaches, as well as the policy implications.

Highly illustrated and inspiring celebration of pioneering, sustainable and scalable initiatives from the world of education, written by world-leading author on innovation, creativity and learning.

Ensure Conversations About Collaboration Get Results. This book lays out the theory and practice of Collaborative Professionalism. Through five international case studies, the authors distinguish Collaborative Professionalism from professional collaboration by highlighting intentional collaborative designs and providing concrete examples for how to be more purposeful with collaboration. Additionally, the book makes Collaborative Professionalism accessible to all educators through clear take-aways including: Ten core tenets, including Collective Efficacy, Collaborative Inquiry, and Collaborating With Students. Graphics indicating how educators can move from mere professional collaboration to the deep and transformative work of Collaborative Professionalism. Analysis of which collaborative practices educators should start doing, keep doing, and stop doing Collaboration can be one of your most powerful educational tools when used correctly, and turned into action. This book shows you how.

The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

This book is for secondary subject matter teachers and administrators who work with English language learners (ELLs) in subject matter classes. It is also for college professors who prepare pre-service teachers to work with those students. The book brings together insights from linguistic, socio-cultural, educational, cognitive, developmental perspectives of what it means for ELLs to learn both English and subject matter knowledge in English as a second language. It delineates unique challenges that ELLs experience, offers ELLs' learning stories, and suggests concrete strategies with classroom teaching examples across academic disciplines. The 2nd edition broadens the scope of the 1st edition in several aspects. Specifically, it includes two chapters about secondary ELLs' previous educational experiences in their home countries, a chapter on subject matter lesson planning with ELLs in mind with teacher collaborative strategies, and more principle-based and field-tested effective instructional and assessment strategies for working with ELLs.

At a time when standardized testing businesses are raking in huge profits, when many schools are struggling, and students and educators everywhere are suffering under the strain, Ken Robinson argues for an end to our outmoded industrial educational system. He proposes instead a highly personalized, organic approach that draws on today's unprecedented technological and professional resources to engage all students, develop their love of learning, and enable them to face the real challenges of the twenty-first century. Filled with anecdotes, observations, and recommendations from professionals on the front line of transformative education, case histories, and groundbreaking research, Creative Schools aims to inspire teachers, parents, and policy makers alike to rethink the real nature and purpose of education.

The Struggle for the Soul of Teacher Education is a much-needed exploration of the unprecedented current controversies and debates over teacher education and professionalism. Set within the context of neo-liberal education reforms across the globe, the book explores how the current struggles over teaching and teacher education in the US came about, as well as reflections on where we should head in the future. Zeichner provides specific examples of work that moves teacher education toward greater congruency between ideals and practices, while outlining the basis for a new form of community-based teacher education, where universities and other program providers, local communities, school districts, and teacher unions share responsibility for the preparation of teachers. Ultimately, Zeichner problematizes an uncritical shift to more practice and clinical experience, and discusses the enduring problems of clinical teacher education that need to be addressed for this shift to be educative. Readers are sure to gain insight on transforming teacher education so it more adequately addresses the need to prepare teachers capable of providing a high-quality education with access to a rich and broad curriculum, and culturally and community responsive teaching for everyone's children.

"At the very time the need for effective leadership is reaching critical proportions, Michael Fullan's Leading in a Culture of Change provides powerful insights for moving forward. We look forward to sharing it with our grantees." --Tom Vander Ark, executive director, Education, Bill and Melinda Gates Foundation "Fullan articulates clearly the core values and practices of leadership required at all levels of the organization. Using specific examples, he convinces us that the key change principles are equally critical for leadership in business and education organizations." --John Evans, chairman, Torstar Corporation "In Leading in a Culture of Change, Michael Fullan deftly combines his expertise in school reform with the latest insights in organizational change and leadership. The result is a compelling and insightful exposition on how leaders in any setting can bring about lasting, positive, systemic change in their organizations." --John Alexander, president, Center for Creative Leadership "Michael Fullan's work is remarkable. He masterfully captures how leaders can significantly improve their learning and performance, even in the uncontrollable, chaotic circumstances in which they practice. A tour de force." --Anthony Alvarado, chancellor of instruction, San Diego City Schools "Too often schools and businesses are seen as separate and foreign places. Michael Fullan blends the best of knowledge from each into an

exemplary template for improving leadership in both." --Terrence E. Deal, coauthor of *Leading with Soul* Business, nonprofit, and public sector leaders are facing new and daunting challenges--rapid-paced developments in technology, sudden shifts in the marketplace, and crisis and contention in the public arena. If they are to survive in this chaotic environment, leaders must develop the skills they need to lead effectively no matter how fast the world around them is changing. *Leading in a Culture of Change* offers new and seasoned leaders' insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process. Michael Fullan--an internationally acclaimed expert in organizational change--shows how leaders in all types of organizations can accomplish their goals and become exceptional leaders. He draws on the most current ideas and theories on the topic of effective leadership, incorporates case examples of large scale transformation, and reveals a remarkable convergence of powerful themes or, as he calls them, the five core competencies. By integrating the five core competencies--attending to a broader moral purpose, keeping on top of the change process, cultivating relationships, sharing knowledge, and setting a vision and context for creating coherence in organizations--leaders will be empowered to deal with complex change. They will be transformed into exceptional leaders who consistently mobilize their compatriots to do important and difficult work under conditions of constant change.

Cycling from practice to theory and back again, this concise book provides the skinny on motion leadership, or how to "move" individuals, institutions, and whole systems forward.

As a field, education has largely failed to learn from experience. Time after time, promising education reforms fall short of their goals and are abandoned as other promising ideas take their place. In *Learning to Improve*, the authors argue for a new approach. Rather than "implementing fast and learning slow," they believe educators should adopt a more rigorous approach to improvement that allows the field to "learn fast to implement well." Using ideas borrowed from improvement science, the authors show how a process of disciplined inquiry can be combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Organized around six core principles, the book shows how "networked improvement communities" can bring together researchers and practitioners to accelerate learning in key areas of education. Examples include efforts to address the high rates of failure among students in community college remedial math courses and strategies for improving feedback to novice teachers. *Learning to Improve* offers a new paradigm for research and development in education that promises to be a powerful driver of improvement for the nation's schools and colleges.

Featuring 18 new essays, this second edition shows how school leaders can promote extraordinary changes, be accountable, and achieve meaningful results for schools, districts, and their personal lives.

School leaders are increasingly called upon to pursue meaningful partnerships with families and community groups, yet many leaders are unprepared to meet the challenges of partnerships, to cross cultural boundaries, or to be accountable to the community. Alliances are needed among educators, families, and community groups that value relationship building, dialogue, and power-sharing as part of socially just, democratic schools. This book brings together research perspectives that intersect the fields of leadership and partnerships to inform and inspire more authentic collaboration. Contributors from the fields of educational leadership, family engagement, school-community partnerships, and education for social justice come together to examine the role of educational leaders in promoting partnerships as a dimension of leadership for social justice. The volume offers a mix of empirical, conceptual, and reflective chapters with research representing qualitative, quantitative, and mixed methods approaches in urban, suburban, and rural schools. The chapter, "Conversations with Community-Oriented Leaders," includes candid advice from district and school-level administrators on this under-documented aspect of leadership. Situating leadership for partnerships within the leadership literature, this book proposes a model for addressing tensions embedded in home-school relations and leading schools toward more authentic relationships with stakeholders. This collection of original scholarly articles will be a unique resource for new and aspiring administrators and for researchers in both the fields of leadership and school-family-community partnerships.

Education is threatened on a global scale by forces of neoliberalism, through high stakes accountability, privatization and a destructive language of learning. In all respects, a GERM (Global Education Reform Movement) has erupted from international benchmark rankings such as PISA, TIMSS and PIRL, causing inequity, narrowing of the curriculum and teacher deprofessionalization on a truly global scale. In this book, teachers from around the world and other educational experts such as Andy Hargreaves, Ann Lieberman, Stephen Ball, Gert Biesta, Tom Bennett and many more, make the case to move away from this uneducational economic approach, to instead embrace a more humane, more democratic approach to education. This approach is called 'flipping the system', a move that places teachers exactly where they need to be - at the steering wheel of educational systems worldwide. This book will appeal to teachers and other education professionals around the world.

Develop an integrated school culture that engages educators with their colleagues and communities! This resource calls on principals to create a viable, sustainable school culture using the professional community, organizational learning, and trust to affect teaching and learning. Part of the *Leadership for Learning* series, this volume presents a leadership approach that integrates teachers, parents, and community members into a coherent team. The authors examine schools that have achieved lasting cultural change and present practical strategies for: Diagnosing and shaping a school culture Revising leadership functions to broaden decision-making processes Rethinking organizational structures Supporting continuous improvement while ensuring stability

'The rules of the world are changing. It is time for the rules of teaching and teachers' work to change with them.' This is the challenge which Andy Hargreaves sets out in his book on teachers' work and culture in the postmodern world. Drawing on his current research with teachers at all levels, Hargreaves shows through their own vivid words what teaching is really like, how it is already changing, and why. He argues that the structures and cultures of teaching need to change even more if teachers are not to be trapped by guilt, pressed by time and overburdened by decisions imposed upon them. Provocative yet practical, this book is written for teachers and those who work with teachers, and for researchers who want to understand teaching better in the postmodern age.

This book will help school systems improve their teacher workforce by drawing important lessons from nations with high-performing educational systems, as well as from successful state experiments in the United States. The authors examine common features and differences in the approaches of high-performing systems that made education a top priority and developed high-leverage strategies to meet their goals. Their varied solutions offer valuable ideas for how to create a strong teacher and school administrator corps from recruitment and preparation through induction, professional development, evaluation, and career advancement into leadership roles. Chapters focusing on systems in Finland, Ontario, and Singapore are coauthored by local scholars with extensive knowledge of the history and current status for policy and practice in their nation. A final chapter highlights attributes that are absolutely necessary for any education system to flourish. The book will be useful to policymakers, practitioners, and researchers interested in strengthening the quality of teaching.

As schools struggle to teach all students, the multi-age teaching and learning framework has emerged as one of today's most effective ways to structure schools. Multi-age Learning Community (MAC) Program is a professional development program in action. It presents a framework that can transform schools from a graded system to a multi-age learning environment. This multi-age school targets students' individual and personal needs and allows students to excel and succeed. The school reform climate today focuses on schools of choice and building effective school environments. This multi-age program creates a unique school niche that is marketable to families. Parents have the option of sending their children to schools that concentrate on achievement that best meets the needs of the learner without disrupting the mandates of the curricula. This book is intended to assist educators at all levels of all school organizations, as well as give policymakers, educators and parents the information on an effective school program. This book gives information on how to transform schools into multi-age classrooms. This book is divided into four parts that explain both the theory and the practice of effective strategies for the multi-age school program: Organizational Practice, Building Culture, Learning Processes, and Assessment and Systemic Improvement. There are specific basic principles and practices that are integrated into a quality and effective framework discussed in the chapters of this book. Each chapter begins with a vignette based on my experiences in multiage schools and concludes with an educator's reflection to recap the concepts in the chapter. Each chapter also integrates snapshots that are short real-to-life passages that bring to life concepts discussed in the chapter. Although this book discusses multi-age schools, these ideas may be applied to all school environments. To accommodate all school programs, at the end of each chapter, a section titled Application for All Schools is a framework that discusses just how to apply chapter concepts in any school or classroom program. It is recommended that the reader review the book one time in sequence and then reread each chapter as needed, to give meaning to the reader's purpose.

Responding to both the trend towards increasing online enrollments as the demand for face-to-face education declines, and to the immediate surge in remote learning owing to the COVID-19 pandemic, this book provides vital guidance to higher education institutions on how to develop faculty capacity to teach online and to leverage the affordances of an ever-increasing array of new and emerging learning technologies. This book provides higher education leaders with the context they need to position their institutions in the changing online environment, and with guidance to build support in a period of transition. It is intended for campus leaders and administrators who work with campus teams charged with identifying learning technologies to meet an agreed upon program- or institution-level educational needs; for those coordinating across campus to build consensus on implementing online strategies; and for instructional designers, faculty developers and assessment directors who assist departments and faculty effectively integrate learning technologies into their courses and programs. It will also appeal to faculty who take an active interest in improving online teaching. The contributors to this volume describe the potential of artificial intelligence algorithms, such as those that fuel learning analytics software that mines LMS data to enable faculty to quickly and efficiently assess individual students' progress in real time, prompting either individual attention or the need to more generally clarify concepts for the class as whole. They describe and provide access to a hybrid professional development MOOC and an associated WIKI that curate information about a wide range of learning software solutions currently available; and present case studies that offer guidance on building the buy-in and consensus needed to successfully integrate learning technologies into course, program- and institution-level contexts. In sum, this book provides readers with a comprehensive understanding of the technological capabilities available to them and identifies collaborative processes related to engaging and building institutional support for the changes needed to provide the rapidly growing demand for effective and evidence-based online learning.

This expanded and thoroughly updated edition of the popular anthology assembles the best book excerpts, articles, and reports that define and drive the field of educational leadership today. Filled with critical insights from respected authors, education researchers, and expert practitioners, this comprehensive volume features twenty-six chapters in six primary areas of interest: Principles of Leadership, Moral Leadership, Culture and Change, Standards and Systems, Diversity and Leadership, and the Future of Leadership.

The Joy of Not Knowing takes every aspect of the curriculum and of school life and transforms it into a personalised, meaningful and enjoyable experience for all. It offers readers an innovative, theoretical and practical guide to establish a values-based, enquiry-led and challenge-rich learning to learn approach to teaching and learning and to school leadership. This thought-provoking guide provides the reader with a wealth of whole-class, easy-to-implement, malleable, practical ideas and case studies that can be personalised to the vision of each setting, age-group and curriculum. It brings together, as a whole-school framework, the strategies that have been shown to have the greatest impact on practitioner's professional fulfilment and on children's life chances, love of learning, intrinsic motivation and enthusiasm for wanting to know. The Joy of Not Knowing enables schools to launch the academic year with a bespoke JONK Learning to Learn Week that enables every student to succeed develops philosophical, creative and critical problem-solving and multi-lingual thinking skills establishes collaborative cultures of thinking, learning and leadership informs practice through active action research incorporates a values-led democratic approach to school life nurtures school-pupil-family-community partnerships Designed for school leaders and practitioners at all levels and across all ages, this practical guide shows how all students can thrive and develop the dispositions of successful lifelong learners and global citizens.

The future of learning depends absolutely on the future of teaching. In this latest and most important collaboration, Andy Hargreaves and Michael Fullan show how the quality of teaching is captured in a compelling new idea: the professional

capital of every teacher working together in every school. Speaking out against policies that result in a teaching force that is inexperienced, inexpensive, and exhausted in short order, these two world authorities--who know teaching and leadership inside out--set out a groundbreaking new agenda to transform the future of teaching and public education. Ideas-driven, evidence-based, and strategically powerful, Professional Capital combats the tired arguments and stereotypes of teachers and teaching and shows us how to change them by demanding more of the teaching profession and more from the systems that support it. This is a book that no one connected with schools can afford to ignore. This book features: (1) a powerful and practical solution to what ails American schools; (2) Action guidelines for all groups--individual teachers, administrators, schools and districts, state and federal leaders; (3) a next-generation update of core themes from the authors' bestselling book, "What's Worth Fighting for in Your School?" [This book was co-published with the Ontario Principals' Council].

A practical guide for achieving equitable outcomes From Equity Talk to Equity Walk offers practical guidance on the design and application of campus change strategies for achieving equitable outcomes. Drawing from campus-based research projects sponsored by the Association of American Colleges and Universities and the Center for Urban Education at the University of Southern California, this invaluable resource provides real-world steps that reinforce primary elements for examining equity in student achievement, while challenging educators to specifically focus on racial equity as a critical lens for institutional and systemic change. Colleges and universities have placed greater emphasis on education equity in recent years. Acknowledging the changing realities and increasing demands placed on contemporary postsecondary education, this book meets educators where they are and offers an effective design framework for what it means to move beyond equity being a buzzword in higher education. Central concepts and key points are illustrated through campus examples. This indispensable guide presents academic administrators and staff with advice on building an equity-minded campus culture, aligning strategic priorities and institutional missions to advance equity, understanding equity-minded data analysis, developing campus strategies for making excellence inclusive, and moving from a first-generation equity educator to an equity-minded practitioner. From Equity Talk to Equity Walk: A Guide for Campus-Based Leadership and Practice is a vital wealth of information for college and university presidents and provosts, academic and student affairs professionals, faculty, and practitioners who seek to dismantle institutional barriers that stand in the way of achieving equity, specifically racial equity to achieve equitable outcomes in higher education. The author of "Six Secrets of Change" describes how and why the principal's role must change to maximize student achievement. Includes a free professional development guide.

In this latest and most important collaboration, renowned educators, Andy Hargreaves and Michael Fullan set out a groundbreaking new agenda to transform the future of teaching and public education. Ideas-driven, evidence-based, and strategically powerful, Professional Capital combats the tired arguments and stereotypes of teachers and teaching. It includes action guidelines for classroom teachers, administrators, schools and districts, and state and federal leaders. This is a book that no one connected with schools can afford to ignore.

Gifted children and adults are often misunderstood. Their excitement is viewed as excessive, their high energy as hyperactivity, their persistence as nagging, their imagination as not paying attention, their passion as being disruptive, their strong emotions and sensitivity as immaturity, their creativity and self-directedness as oppositional. This resource describes these overexcitabilities and strategies for dealing with children and adults who are experiencing them, and provides essential information about Dabrowski's Theory of Positive Disintegration. Learn practical methods for nurturing sensitivity, intensity, perfectionism, and much more.

Transforming Teacher Education offers an intimate, reflective account of the renowned Team One teacher education program at Michigan State University. Over a ten-year period, Team One established a first-rate reputation as a beacon of progressive teacher education. In this book, the creators of Team One describe their ongoing efforts to nurture and sustain a teacher education program that could serve as a learning community for students, faculty, and administrators alike. The book weaves together diverse voices to provide a detailed portrait of the ongoing transformation of teachers and students as they learn together. "A breathtaking book. With all the talk about 'doing something' about teacher education, here is a rare example of a book that actually does something. It offers a fascinating opportunity to play with the critical ideas confronting us as educators. Transforming Teacher Education must get into the hands of those thinking seriously about educating America." -- Deborah Meier, Senior Scholar and Adjunct Professor, Steinhardt School of Education, New York University "At last! A fascinating, deep, and honest analysis of the reform effort of a large teacher education program, using principles, theories, and values from small, elite boutique programs. This book describes the successes, dilemmas, and nightmares of the process, interspersing research, analysis, and reflection. It should be required reading for any teacher education program undergoing major reform." -- Virginia Richardson, Professor of Education, School of Education, University of Michigan "Teacher educators in programs large and small will be inspired and instructed by this book. The members of Team One remind us of the folly of those who believe that there are shortcuts to preparing teachers to do well the difficult work confronting us today." -- Marvin Hoffman, Founding Director, North Kenwood Oakland Charter School, and Associate Director, Urban Teacher Education Program, University of Chicago "The appearance of a new book by this team of extraordinarily thoughtful teacher educators is an event worth celebrating. The book details what it took to accomplish what many thought could not be done--creating and sustaining a model of teacher education, rooted in a vibrant intellectual and professional community, in the context of a large, bureaucratic public university. We learn from Transforming Teacher Education what it takes to create ambitious programmatic change, and all the pleasures and challenges entailed in such an effort." -- Pam Grossman, Professor of Education, Stanford University Edited by David Carroll, Helen Featherstone, Joseph Featherstone, Sharon Feiman-Nemser, and Dirck Roosevelt

Professional Capital Transformng Teaching in Every School Teachers College Press

"In *Unlocking the Power of Academic Vocabulary*, Dr. Yu Ren Dong, an associate professor of English education at Queens College, City University of New York, helps secondary teachers expand their instructional repertoire to teach academic vocabulary in a systematic, meaningful, contextualized, and exciting way. Every secondary, subject-matter teacher will find strategies, easy-to-integrate activities, and tips on selecting words and planning lessons. As you teach with these strategies, your English language learners will be able to: • tap into prior knowledge through cross-language transfer and cross-cultural comparisons; • use concept-based vocabulary, such as analogies, metaphorical language, themes, sources, inquiry, and graphic organizers; • interact with new words in context to decipher euphemisms, words with multiple meanings, connotation, and context clues; • engage in interactive read-alouds, think-alouds, and wordplay; and • master vocabulary through writing. Charts, student examples, suggested resources, and subject-matter vocabulary lists give teachers the hands-on tools they need to teach the concepts behind words as well as the actual definitions, spelling, and sounds. Transform your academic vocabulary instruction into an engaging, skill-building mix that carries over into students' reading, writing, thinking, and conversations in all subject areas."

How to educate the next generation of college students to invent, to create, and to discover—filling needs that even the most sophisticated robot cannot. Driverless cars are hitting the road, powered by artificial intelligence. Robots can climb stairs, open doors, win Jeopardy, analyze stocks, work in factories, find parking spaces, advise oncologists. In the past, automation was considered a threat to low-skilled labor. Now, many high-skilled functions, including interpreting medical images, doing legal research, and analyzing data, are within the skill sets of machines. How can higher education prepare students for their professional lives when professions themselves are disappearing? In *Robot-Proof*, Northeastern University president Joseph Aoun proposes a way to educate the next generation of college students to invent, to create, and to discover—to fill needs in society that even the most sophisticated artificial intelligence agent cannot. A “robot-proof” education, Aoun argues, is not concerned solely with topping up students' minds with high-octane facts. Rather, it calibrates them with a creative mindset and the mental elasticity to invent, discover, or create something valuable to society—a scientific proof, a hip-hop recording, a web comic, a cure for cancer. Aoun lays out the framework for a new discipline, humanics, which builds on our innate strengths and prepares students to compete in a labor market in which smart machines work alongside human professionals. The new literacies of Aoun's humanics are data literacy, technological literacy, and human literacy. Students will need data literacy to manage the flow of big data, and technological literacy to know how their machines work, but human literacy—the humanities, communication, and design—to function as a human being. Life-long learning opportunities will support their ability to adapt to change. The only certainty about the future is change. Higher education based on the new literacies of humanics can equip students for living and working through change.

How our colleges and universities can respond to the changing hopes and needs of society In recent decades, cognitive psychologists have cast new light on human development and given colleges new possibilities for helping students acquire skills and qualities that will enhance their lives and increase their contributions to society. In this landmark book, Derek Bok explores how colleges can reap the benefits of these discoveries and create a more robust undergraduate curriculum for the twenty-first century. Prior to this century, most psychologists thought that creativity, empathy, resilience, conscientiousness, and most personality traits were largely fixed by early childhood. What researchers have now discovered is that virtually all of these qualities continue to change through early adulthood and often well beyond. Such findings suggest that educators may be able to do much more than was previously thought possible to teach students to develop these important characteristics and thereby enable them to flourish in later life. How prepared are educators to cultivate these qualities of mind and behavior? What do they need to learn to capitalize on the possibilities? Will college faculties embrace these opportunities and make the necessary changes in their curricula and teaching methods? What can be done to hasten the process of innovation and application? In providing answers to these questions, Bok identifies the hurdles to institutional change, proposes sensible reforms, and demonstrates how our colleges can help students lead more successful, productive, and meaningful lives.

Learn from global lessons of successful educational change! Deep and lasting educational reform doesn't happen overnight. This example-packed sequel to *The Fourth Way* draws upon inspiring examples unearthed by brand new research to challenge educational leaders, teachers, and policy makers to put proven strategies to work promoting student achievement and the high quality teaching that drives it. With striking success stories from diverse systems around the world, Hargreaves and Shirley discuss: The real-life, nitty-gritty challenges facing change leaders Stumbling blocks to enacting best principles and practices Developing and implementing a plan of action to overcome challenges to lasting change

This book is about three complementary ideas: 1) learning is a practice of freedom; 2) liberating learning in public education requires widespread cultural change in classrooms, schools, and entire education systems; and 3) social movements have been the most powerful vehicles for widespread cultural change, and in their logic of operation lie the keys to liberate learning. Drawing on existing knowledge and new research on educational change, the author offers nine principles of action to liberate learning in schools and across entire educational systems. Topics discussed include learning, pedagogy, leadership, education policy, widespread cultural change, collective action, and whole system improvement. Written for educators and leaders interested in transforming teaching and learning in classrooms and schools, as well as for public intellectuals and people interested in widespread pedagogical change, the book articulates a new way to think about and pursue educational change.

The Change Leadership Group at the Harvard School of Education has, through its work with educators, developed a thoughtful approach to the transformation of schools in the face of increasing demands for accountability. This book brings the work of the Change Leadership Group to a broader audience, providing a framework to analyze the work of school change and exercises that guide educators through the development of their practice as agents of change. It exemplifies a new and powerful approach to leadership in schools.

How can we create and sustain professional learning programs that actually lead to improved student achievement? In this thoughtful and informative guide for teachers, administrators, and policymakers, Douglas B. Reeves provides answers. First he casts a critical eye on professional learning that is inconsistent, unfocused, and ultimately ineffective, and explains why elaborate planning documents and "brand-name" programs are not enough to achieve desired outcomes. Then he outlines how educators at all levels can improve this situation by * Taking specific steps to move from vision to implementation; * Focusing on four essentials: teaching, curriculum, assessment, and leadership; * Making action research work; * Moving beyond the "train the trainer" model; and * Using performance assessment systems for teachers and administrators. If you're tired of professional development that takes up too much time and delivers too little, read *Transforming Professional Development into Student Results* and discover how to move toward a system that gives educators the learning experiences they need to make a measurable difference for their schools and their students.

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