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*The Jossey-Bass Reader on Educational Leadership [Margaret Grogan, Michael Fullan] on www.enganchecubano.com *FREE* shipping on qualifying offers. The newest edition of the bestselling book on educational leadership This expanded and thoroughly updated edition of the popular anthology contains the articles.*

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Instructional rounds in education: A network approach to improving teaching. Common Core State Standards Initiative. Metacognition, intelligence, and academic performance. What we know about teaching for understanding. Preparing school leaders for a changing world: Lessons from exemplary leadership development programs. University of Chicago Press. Components of fostering self-regulated learning among students: A meta-analysis on intervention studies at primary and secondary school level. *Metacognition and Learning*, 3 3 , 1-10

Classroom research on matching learning and teaching styles. *Theory into Practice*, 23 1 , 20-10

Their role in motivation, personality and development. Research rationale for the Keeping Learning on Track program. Retrieved June 25, , from http: What it is and why it counts. Measured Reasons and the California Academic Press. *Phi Delta Kappan*, 90 9 , 1-10

Formative classroom assessment and Benjamin S. Theory, research, and practice. *Theory into practice* pp. Differentiated instruction and implications for UDL implementation. National Center on Accessing the General Curriculum. Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4, 1-10

The new instructional leadership: Creating data-driven instructional systems in school. *Journal of School Leadership*, 17 2. What are the attributes of excellent teachers? In *Teachers make a difference: What is the research evidence?* New Zealand Council for Educational Research. A synthesis of over meta-analyses relative to achievement. Visible learning for teachers: Maximizing impact on learning. The power of feedback. *Review of Educational Research*, 77 1 , 81-10

Making it happen in the classroom. Placing assessment into the hands of young children: A study of self-generated criteria and self-assessment. *Educational Assessment*, 2, 1-10

Theory and research into practice: Oral reading in the school literacy curriculum. *Reading Research Quarterly*, 38, 1-10

Matching learning and teaching styles: *Theory into Practice*, 23 1 , 35-10

Learning how to learn: An educational psychology success story: Social interdependence theory and cooperative learning.

2: Don't Wait Until 4th Grade to Address the Slump - Educational Leadership

Jossey-Bass is a leading educational publisher. Their books have been cited for excellence by the American Educational Research Association, the National School Boards Association, and the American Educational Studies Association.

MED - Research on Effective Teaching 3 Credits This course is a research-based course that requires students to survey the research literature on effective teaching and schools. Research in a particular area, on-site observations in a school setting, and post-observation and analysis of observed teaching and learning are examined and compared to what the literature reveals is ""best practices"". Visible Learning for Teachers: Research-Based Strategies for Increasing Student Achievement, 2nd edition - Close MED - Multidisciplinary Foundations of Education 3 Credits This course gives students an opportunity to study the dynamic and continuing impact of social, political, and economic forces on American education. Students are introduced to the historical evolution of the public schools to help them identify important social issues that can have an impact on the educational system. Students are required to complete a major research paper. American Education, 16th Edition - Close MED - Curriculum Development, Implementation and Evaluation 3 Credits The purpose of this course is to study the process of curriculum development from the planning stages to implementation and ultimately evaluation. This course examines the foundations of curriculum, the principles used in designing and applying curriculum, and the current educational, policy and social issues that impact the curriculum field. Students create a portfolio; examine Internet resources and evaluate educational software. Integrating Educational Technology into Teaching, 6th Edition - Close MED - Classroom Environments and Management 3 Credits This course analyzes two current challenges requiring an emphasis in the importance of classroom management strategies. The first is the increasing number and levels of disruptive student behaviors occurring in the classroom. The second is the pressure of high stakes testing, which has resulted in lowered achievement scores, a decrease in student morale, and a lack of overall motivation to learn. This course examines effective classroom management techniques intended to address current challenges with the learning environment. Practical Classroom Management 2nd Ed. The process of interdisciplinary, standards-based instruction and assessment are discussed in depth. The course presents an overview of the general topics most commonly experienced by educators including student privacy, gender and disability law, constitutional rulings on prayer and religious expression, discipline, and reporting issues. The rights of teachers, students, and school administrators are discussed within the context of new Supreme Court Rulings. The course examines the conceptual foundations of strategy as a leadership skill, discusses the practice of strategy, relates the components of an effective strategy, and evaluates the limits and possibilities of strategic leadership. A Guide to Effective School Leadership Theories - Close MED - Educational Innovation 3 Credits In order to be a transformational leader, one who is competent as an agent of change, one must first be transformed as an educator and person. Leaders must format creative ways to deliver education and become prepared to take ownership as a leader. Teachers are given the opportunity to create and work in new educational environments. These opportunities increase the responsibility level and lead to new skills necessary for leadership. Students experience personal reflection about who they are, why they are educators, what they hope to accomplish, and begin setting new professional goals as teacher-leaders. Students discuss the history of American education reform in order to create a personal and professional philosophy for leadership and reform. Readings, reflection, discussions, and experiences are used to help students begin developing a personal philosophy and the skills required for becoming a transformational leader. Organizational Behavior in Education: Leadership and School Reform, 11th ed. Public education has only recently come to realize the central role instructional leaders play in the success of schools. This course offers insights and examples of how to build a positive, caring, and intellectually challenging culture. In particular, the course introduces leaders to the skill of framing, which is not in-born but can be taught. Based on extensive research and questionnaires, framing situations, strategies and tools can be identified, analyzed and communicated. This course examines not only the nature of leadership in decision-making, but also the role of communication as

an integral component of effective leadership. Leadership Communication, 4th Edition - Close MED - Graduate Capstone 3 Credits The purpose of this capstone project allows students to develop an original, comprehensive research project on a topic of professional or personal interest. Students apply the knowledge and skills acquired in their courses to the work environment.

3: The Leadership Challenge Workbook, 3rd Edition

Request PDF on ResearchGate | On Jan 1, , Margaret Grogan (Ed and others published Jossey-Bass Reader on Educational Leadership 3rd edition.

For decades, educators have wrung their hands over a puzzling phenomenon that often occurs at around age 9 or 10. Students who were previously doing well in school see their performance dip, sometimes permanently. Research offers some insights into the possible causes and solutions for what Jeanne Chall and her colleagues dubbed "the 4th grade slump. For some students, encountering these more difficult texts may unearth a previously undetected lack of fluency and automaticity. Willingham explains that if a student is still sounding out words, he or she will need to devote a great deal of working memory to that task. As a result, the student will have less brain power left to comprehend what he or she is reading. Variations in Vocabulary Knowledge A second cause appears to be vocabulary development or lack thereof. Researcher Keith Stanovich has concluded that strong or weak vocabularies can create virtuous or vicious cycles for readers. Students with strong vocabularies find reading easier and more enjoyable; thus, they read more and develop ever larger vocabularies. Students with weak vocabularies, on the other hand, find less enjoyment in reading, read less, and fail to develop the vocabularies they need to become strong readers and learners. To illustrate, Hirsch notes that a well-educated Englishman who knows nothing about baseball would likely be baffled by the simple sentence, "Jones sacrificed and knocked in a run. To that point, a study by Recht and Leslie asked a group of junior high school students in which one-half were identified as good readers and the other one-half as poor readers to read a passage about a baseball game. The researchers found that poor readers with high knowledge of baseball fared much better answering questions about the passage than good readers with low knowledge of baseball. In other words, all readers may struggle to read unfamiliar content. The Rise of Peer Influence One final piece to understanding the 4th grade slump may come from looking at what goes on not inside classrooms, but rather inside the minds of 9-year-olds. Torrance found one possible reason for this difficult transition in a body of psychology experiments called conformity studies. These studies found that sometime in preadolescence, children become strongly influenced by their peers, even willing to perform poorly just to fit in. To test these findings, Torrance gave students in different grades a difficult word problem and a full day to solve it, allowing them to consult peers, teachers, or parents. He consistently found that 3rd grade students were more likely to ask adults 30%–50 percent than their peers fewer than 20 percent for help on the problem. In 4th grade, students showed almost the exact opposite tendency: Fewer than 20 percent of students consulted adults, and nearly one-half consulted peers. What Schools Can Do Researchers have identified a number of solutions for addressing the slump, starting with providing good reading instruction in the early grades. Direct vocabulary instruction is important to ensure that students know key terms they encounter in reading passages. However, such instruction alone is not sufficient. Among other programs, Stockard examined Direct Instruction, a curriculum designed to provide students with the background knowledge they need to comprehend more difficult content in later grades. Students who received Direct Instruction, despite starting with lower reading achievement in 1st grade, had significantly higher reading achievement scores in 5th grade than did students in control schools. Finally, educators can address increasing peer influence by shaping a positive school culture in which students experience peer pressure to do well at school—like the "work hard, be nice," culture at the heart of Knowledge Is Power Program KIPP schools. A Schoolwide Approach Teachers often observe that academic problems surface in the upper grades as a result of faulty approaches in the early grades. That may well be the case with the 4th grade slump. Addressing this phenomenon likely requires a schoolwide approach: Bringing words to life: Why poor children fall behind. The development of reading vocabularies in rural disadvantaged students, inner-city disadvantaged students, and middle-class suburban students. Reading comprehension requires knowledge of words and the world. American Educator, 27 1 , 10–13, 16–22, 28–29, Journal of Educational Psychology, 80 1 16–20. Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. Reading Research Quarterly, 21 4 , 467–480. Promoting reading achievement and countering the "fourth-grade

slump": The impact of Direct Instruction on reading achievement in fifth grade. Journal of Education for Students Placed at Risk, 15 3 â€” Remove limits to learning with systematic vocabulary instruction. Understanding the fourth grade slump in creative thinking. A cognitive scientist answers questions about how the mind works and what it means for the classroom.

4: The Jossey-Bass Reader on Educational Leadership by Jossey-Bass

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.

Demystifying Data Analysis To improve student achievement results, use data to focus on a few simple, specific goals. Pages of data and statistical breakdowns covered the table. Looking somewhat helpless, she threw up her hands and asked me, "What do I do with all this? The effective use of data depends on simplicity and economy. Which data, well analyzed, can help us improve teaching and learning? We should always start by considering the needs of teachers, whose use of data has the most direct impact on student performance. Data can give them the answer to two important questions: How many students are succeeding in the subjects I teach? Within those subjects, what are the areas of strength or weakness? The answers to these two questions set the stage for targeted, collaborative efforts that can pay immediate dividends in achievement gains.

Focusing Efforts Answering the first question enables grade-level or subject-area teams of practitioners to establish high-leverage annual improvement goals—for example, moving the percentage of students passing a math or writing assessment from a baseline of 67 percent in to 72 percent in . Abundant research and school evidence suggest that setting such goals may be the most significant act in the entire school improvement process, greatly increasing the odds of success Little, ; McGonagill, ; Rosenholtz, ; Schmoker, . Such goals are quite different from the multiple, vague, ambiguous goal statements that populate many school improvement plans.

Turning Weakness into Strength After the teacher team has set a goal, it can turn to the next important question: Within the identified subject or course, where do we need to direct our collective attention and expertise? In other words, where do the greatest number of students struggle or fail within the larger domains? For example, in English and language arts, students may have scored low in writing essays or in comprehending the main ideas in paragraphs. In mathematics, they may be weak in measurement or in number sense. Every state or standardized assessment provides data on areas of strength and weakness, at least in certain core subjects. Data from district or school assessments, even gradebooks, can meaningfully supplement the large-scale assessments. After team members identify strengths and weaknesses, they can begin the real work of instructional improvement: Despite the importance of the two questions previously cited, practitioners can rarely answer them. For years, during which data and goals have been education by-words, I have asked hundreds of teachers whether they know their goals for that academic year and which of the subjects they teach have the lowest scores. Even fewer can answer the question: What are the low-scoring areas within a subject or course you teach? This is the equivalent of a mechanic not knowing which part of the car needs repair.

Over-Analysis and Overload The most important school improvement processes do not require sophisticated data analysis or special expertise. Teachers themselves can easily learn to conduct the analyses that will have the most significant impact on teaching and achievement. The extended, district-level analyses and correlational studies some districts conduct can be fascinating stuff; they can even reveal opportunities for improvement. But they can also divert us from the primary purpose of analyzing data: Over-analysis can contribute to overload—the propensity to create long, detailed, "comprehensive" improvement plans and documents that few read or remember. Using the goals that they have established, teachers can meet regularly to improve their lessons and assess their progress using another important source: Gathered every few weeks or at each grading period, formative data enable the team to gauge levels of success and to adjust their instructional efforts accordingly. Even conventional classroom assessment data work for us here, but with a twist. Teacher teams can now "assess to learn" to improve their instruction Stiggins, . A legion of researchers from education and industry have demonstrated that instructional improvement depends on just such simple, data-driven formats—teams identifying and addressing areas of difficulty and then developing, critiquing, testing, and upgrading efforts in light of ongoing results Collins, ; Darling-Hammond, ; DuFour, ; Fullan, ; Reeves, ; Schaffer, ; Senge, ; Wiggins, . It all starts with the simplest kind of data analysis—with the foundation we have when all teachers know their goals and the specific areas where students most need help.

What About Other Data? In right measure, other useful data can aid improvement.

For instance, data on achievement differences among socio-economic groups, on students reading below grade level, and on teacher, student, and parent perceptions can all guide improvement. A leadership guide for the results-driven manager. *Fast Company*, 51, 90â€” The right to learn: A blueprint for creating schools that work. *Managing for the future: The s and beyond. Educational Leadership*, 59 8 , 12â€” Turning systemic thinking on its head. *Phi Delta Kappan*, 77 6 , â€” The three stories of education reform. *Phi Delta Kappan*, 81 8 , â€” The new meaning of educational change. *Overcoming barriers to educational restructuring: A call for "system literacy. The social organization of schools. Using short-term successes to build the high-performing organization. The key to continuous school improvement 2nd ed. Practical strategies from dramatically improved schools. Journal of Staff Development*, 23 2 , 10â€” The art and practice of the learning organization. The absence of assessment FOR learning. *Phi Delta Kappan*, 83 10 , â€” None of the above. *The Executive Educator*, 16 7 , 14â€” Mike Schmoker is an educational speaker and consultant; info mikeschmoker.

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