Phi Delta Kappan®

PROFESSIONAL DEVELOPMENT DISCUSSION GUIDE

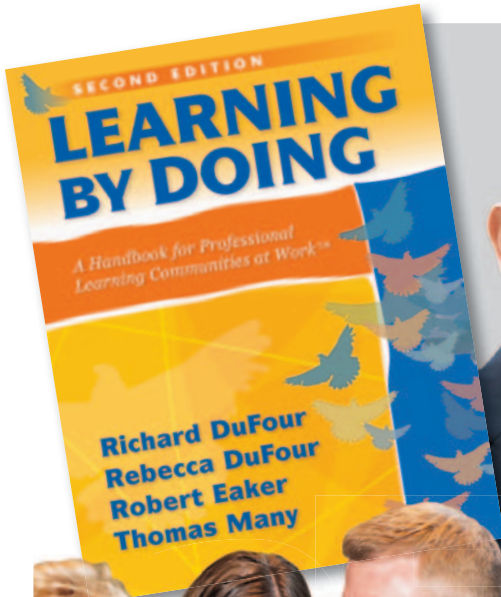for the February 2012 issue

By Lois Brown Easton

The 3 BIG IDEAS that drive a PLC

Focus on LEARNING

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

1) What do we want students to learn? What knowledge, skills, and dispositions will each student acquire as a result of each course, grade level, and unit of instruction?

2) How will we know if they are learning? Are we monitoring each student's learning on a timely basis?

3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?

4) What will we do if they already know it?

Build a COLLABORATIVE CULTURE

- No school can help all students achieve at high levels if teachers work in isolation.

- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

RESULTS ORIENTATION

- PLCs measure their effectiveness on the basis of results rather than intentions.

- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.

- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

What are PLC at Work™ events all about?

The Professional Learning Communities at Work™ process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement. These events give you and your team the knowledge and tools to implement this powerful process in your school or district.

As you delve deep into the three big ideas of a PLC—focus on learning, build a collaborative culture, and results orientation—you will gain specific, practical, and inspiring strategies for transforming your school or district into a place where all students learn at high levels.

Why attend?

The Presentation

Leading experts deliver keynote presentations and breakout sessions designed to develop your capacity for building a PLC. Explore the three big ideas essential to sustained school improvement and higher levels of learning for all.

The Passion

Feel the energy and enthusiasm from authors you know and trust. Join thousands of your colleagues who have been transformed by these institutes. Return to your school or district inspired, informed, and ready to build a PLC.

You will learn how to . . .

- Build the capacity of staff to function as a PLC.

- Use the PLC process to sustain continuous school improvement.

- Create a focus on learning.

- Develop systems of intervention and enrichment for students who experience difficulty and for those who are already proficient.

- Create a collaborative culture.

- Use evidence of student learning to inform and improve professional practice.

- Build consensus for change.

- Effectively address resistance to engaging in the most promising practices to improve student learning.

- Implement the Common Core State Standards in mathematics through the PLC process.

- Lead the PLC process effectively.

are you committed?

Contents

Using this guide

This discussion guide is intended to assist *Kappan* readers who want to use articles in staff meetings or university classroom discussions.

Members of Phi Delta Kappa have permission to make copies of the enclosed activities for use in staff meetings, professional development activities, or university classroom discussions. Please ensure that Phi Delta Kappa and *Kappan* magazine are credited with this material.

Saving black and Latino boys: What schools can do to make a difference

By Pedro A. Noguera

Phi Delta Kappan, 93 **(5), 8-12**

OVERVIEW OF THE ARTICLE

Although single-sex schools have increased as a way to help boys of color succeed, this strategy lacks a solid research base, and approaches demonstrated in successful schools for boys of color may be as or more important.

KEY POINTS

- Data about boys of color include the following, even when students are middle class:
    - ° Substantially lower achievement;
    - ° More suspensions and expulsions;
    - ° Higher dropout rates;
    - ° Lower enrollment in and less completion of college;
    - ° Higher classification as mentally retarded/learning disabled and placement in special education; and
    - ° Lower enrollment in advanced programs.
- Responses to these dismal data include foundation and government initiatives, early intervention, and single-sex schools and classrooms.
- National and international research is limited on the effect of single-sex education on the learning and social needs of males of color.
- Research is also scarce about the effect of other strategies, such as redesigned curriculum, mentoring, rites of passage programs, and counseling and recreation services.
- However, some schools show surprising results with black and Latino males, including 20 New York City high schools with at least 80% graduation rates.
- These schools feature:
    - ° School cultures that "counter the influence of gangs and affirm the importance of learning";
    - ° A peer culture that focuses on "character, ethics, and moral development";
    - ° Strong relationships between adults and students;
    - ° A personalized learning environment;
    - ° Early intervention;
    - ° Strong leaders who serve as "big brothers and father figures" to boys of color;
    - ° Mentoring; and
    - ° Counseling and internships.

FULL VALUE

Noguera makes the point that the education of males of color is an "American problem rather than . . . a problem that only those who directly experience it should be concerned about." He forecasts the future for young black and Latino males if the education system fails them: They'll "end up in prison, permanently unemployed, or dead."

Ohio State University law professor Michelle Alexander, author of *The New Jim Crow: Mass Incarceration in the Age of Colorblindedness* (The New Press, 2010), points out "More African-American men are in prison or jail, on probation or parole than were enslaved in 1850, before the Civil War began" (Price, 2011). Crime rates don't explain

why so many men of color are in prison, according to Alexander, but the War on Drugs does. This war is "waged almost exclusively in poor communities of color" (Price, 2011). Alexander reports that, "Of all African-American men born in 1965 or later with less than a high school diploma, 60% have a prison record (28 months median time served)" and recidivism is high (Price, 2011).

In a September 2011 online news story, "Hispanics new majority sentenced to federal prison," Associated Press writer Garance Burke states, "Hispanics already outnumber all other ethnic groups sentenced to serve time in prison for federal felonies. Hispanics reached a new milestone for the first time this year, making up the majority of all federal felony offenders sentenced in the first nine months of fiscal year 2011, according to the U.S. Sentencing Commission. Hispanics comprised 50.3% of all people sentenced in that time period, blacks 19.7%, and whites 26.4%."

DEEPEN YOUR THINKING

1. In the last century, the United States has declared crises or "wars" on a variety of social problems, such as the War on Poverty. What crises or "wars" come to mind for you? What were the results of U.S. efforts to address these crises or win these "wars"?

2. What was surprising to you — if anything — about the data related to the achievement and well-being of males of color?

3. How would you describe your educational experiences with young males of color?

4. What do you know about single-sex schools or classrooms?

5. Sometimes, government regulations have unintended consequences; for example, Title IX is known mostly for assuring equal opportunity for females. What federal regulations do you know of that have had unintended consequences, such as what Noguera cites?

6. In your experience, what interventions, programs, initiatives, or changes in school culture have been successful in addressing the needs of black and Latino males?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Assets Map

Think about Noguera's plea that the education of black and Latino males be considered an American problem, not just a problem that needs to be addressed by the black and Latino communities and educators who work with black and Latino youths.

In what ways can your community address the needs of these students (even if you don't have a large population of black and Latino males)? What are the possibilities in your own environment? With your colleagues, complete an asset map, based on the following categories (and others you may think of). Ask yourselves, for example, what each population group can bring to the issue. For example, students may bring knowledge of current youth culture (e.g., music, etc.). Ask yourselves what natural resources might be assets in addressing the needs of male students of color.

After you complete the Assets Map, consider steps you might actually take to address this American problem. Also consider using an Assets Map whenever you wish to examine a problem confronting your school or district.

Assets Map

For _____
(Your district/school community)

Your students

[ ]

Their families

[ ]

Their communities

[ ]

Educators in your community

[ ]

Associations and organizations
in your community

[ ]

Businesses in your community/
your economic community

[ ]

Your physical community

[ ]

Cultures in your community

[ ]

Natural resources in your community

[ ]

Strongly held community values & beliefs

[ ]

References

Price, D. (2011, March 27). More black men now in prison system than enslaved in 1850. www.laprogressive.com/law-and-the-justice-system/black-men-prison-system/

Yes, black males are different, but different is not deficient

By Christopher Emdin

OVERVIEW OF THE ARTICLE

In order to go beyond paying lip service to meeting the needs of black males, educators need to change their practices, employing a reality pedagogy that uses tools of cogenerative dialogues, coteaching, cosmopolitanism, context, and content.

KEY POINTS

- Although there are similarities in the perceptions of young black males, there also are variations in their experiences and readiness to learn.
- For fear of being labeled racists, sometimes educators may not want to acknowledge differences between black male students and other students.
- The author is not speaking about genetic or developmental differences but is focusing on the social and psychological baggage of being both male and black.
- Black males are being socially typecast, tied to antischool identities, and face a constant internal battle to fit into expectations.
- Cogenerative dialogue occurs when a small group of students has a conversation with the teacher about the classroom that takes place outside the standard classroom setting, is fully participatory, and yields an action plan generated from issues raised in the conversation.
- In coteaching, the black male student is allowed to teach the class, with significant assistance before, during, and after teaching.
- Cosmopolitanism is a philosophy that all humans are responsible for each other in terms of the roles they play and the responsibilities they assume.
- In terms of context, the teacher engages with students to bring symbolic artifacts of their world into the classroom, connecting the artifacts to the content being studied.
- Content is the final step in reality pedagogy; it requires that the teacher be willing to expose his or her lack of knowledge about certain subjects, be vulnerable, humble, and invite students into the search for learning.

FULL VALUE

In their article, "Implementing Coteaching and Cogenerative Dialoguing in Urban Science Education," Kenneth Tobin and Wolff-Michael Roth believe these practices should include representatives from all stakeholder groups in teaching since the purpose is improving school life and learning environments. Coteaching typically includes the coteachers, two or three students, and frequently a university supervisor or a school administrator talking about specific lessons. On the surface, a cogenerative dialogue may look like reflection on practice (Schon, 1987). However, the authors say there are crucial differences: When cogenerative dialoguing is associated with coteaching, teachers and a selection of students reflect together on a lesson they shared not long ago, and participants have a concrete, common object on which to focus verbal interactions. The session is used to identify what worked and what did not work in order to design strategies for the next lesson.

"The power of cogenerative dialoguing lies in the fact that all participants refer to the same set of events, often replayed using videotapes of the lesson, and that the views and understandings of all participants are valued. Thus, understandings and explanations are cogenerated. Cogenerative dialogues can be used by new and inexperienced teachers to learn from their experiences and other participants, especially from the perspectives of the youths they teach," said Tobin and Roth.

DEEPEN YOUR THINKING

1. To what extent did you grow up with the notion that black males are different and deficient?

2. As an educator, have you been in situations in which people act as if all students are alike?

3. How will teaching to student differences improve their chances for academic success?

4. Have you been in situations in which acknowledging differences (related to race, ethnicity, gender, sexual preference, etc.) results in an -ist label (e.g., racist, sexist)?

5. How do schools treat genetic or developmental differences? How are social and psychological differences treated differently? Are black males seen as bringing social and psychological baggage to their classrooms?

6. How does the media portray black males in school settings? How do you think these images affect young black students?

7. Which of the five aspects of the author's reality pedagogy seem most applicable in the educational system where you work?

8. Why would applying them make a difference for black male students? Would applying them with other students also make a difference?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Engage in a protocol to consider this article with your colleagues. The most appropriate protocol is called the text-rendering or the three levels of text protocol. Follow these steps to read the article. Then, follow the next steps to have a dialogue about the article.

1. Read the article quickly, looking for a sentence that strikes you as particularly important. Underline or star it.

2. Continue reading the article. Look for a phrase (group of words) that is particularly meaningful. Underline or star it.

3. Finally, find a single word that means the most to you. Underline or star it.

When everyone has finished reading the article and found their sentences, phrases, and words, begin dialogue by round-robin sharing:

1. Have each person read the highlighted sentence and help others find it on the page.

2. After everyone has read their sentences, have each person read the highlighted phrase and help others find it on the page.

3. Finally, have each person share the single word that was most meaningful.

4. Then, launch a discussion based on any sentence, phrase, or word that interested the group.

Note: This is called a text-rendering protocol because participants render the text down to a single word. It is an effective way to get everyone's voice in the room as each person shares an important sentence, phrase, and word before opening up a general discussion.

References

Schon, D.A. (1987). *Educating the reflective practitioner.* San Francisco, CA: Jossey-Bass.

Tobin, K. & Roth, W.M. (2005, October). Implementing coteaching and cogenerative dialoguing in urban science education. *School Science and Mathematics, 105,* 313-322.
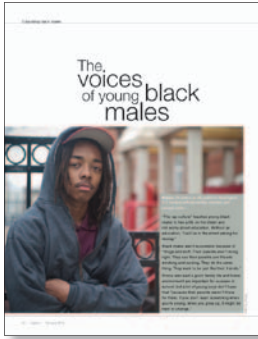
The voices of young black males

By Tracey Sparrow and Abby Sparrow

OVERVIEW OF THE ARTICLE

Young black males, ages 13 to 22, in Washington, D.C., and Milwaukee, Wis., describe what stands in the way of their academic success, which generally has less to do with schools and teachers and more with cultural, family, and community issues.

KEY POINTS

- These young black males talked about needing "cohesive families, attentive parents, and positive role models."
- They also described "the dangers of the rap culture, poverty, and low expectations."
- Improving education for young black males is a good first step, but the real need in urban areas is improvement of communities, leading to better family life, and positive male role models.

FULL VALUE

According to *Yes, We Can: The 2010 Schott 50-State Report on Black Males in Public Education:*

- These 20 states and the District of Columbia had graduation rates below 50% for black, non-Hispanic male students: Alabama, Alaska, Colorado, Florida, Georgia, Hawaii, Illinois, Indiana, Louisiana, Michigan, Mississippi, Nebraska, Nevada, New Mexico, New York, North Carolina, Ohio, South Carolina, Virginia, Washington.
- Eight states had graduation rates over 70% for black, non-Hispanic males: Idaho, Maine, Montana, New Hampshire, North Dakota, South Dakota, Utah, Vermont.
- The 10 lowest-performing districts for black males are Buffalo, N.Y.; Charleston County, S.C.; Cleveland, Ohio; Dade County, Fla.; Detroit, Mich.; Duval County, Fla.; Jefferson Parish, La.; New York City; Palm Beach County, Fla.; Pinellas County, Fla.

DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. What has been your experience working with young black male students?
2. How do the comments of the interviewees in this article compare to your expectations, knowledge, or experience related to young black male students?
3. If the problem with academic success is mostly outside the schools, what can educators do to help young black male students succeed?
4. Peer approval is important to many of the young black male interviewees. How can schools provide a way for students to be part of successful peer groups?
5. Do you know educators who have gone "above and beyond" for their students? What have they done?
6. How can schools effectively engage parents/families of young black male students?
7. What leads students to lose focus when they enter high school? Can any of these conditions be changed for the better?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

A Shadowing Experience

One way to understand how young people — especially male students of color — experience school is by shadowing them, a "process of following a student . . . through one day, part of a day, or longer, experiencing what that person experiences" for the purpose of professional learning (Easton, p. 220).

Make arrangements for you and your colleagues (one adult per student; no more than three or four adults per school) to shadow a student in a school near you. Follow this protocol for shadowing and then return to discuss your experience with your colleagues:

Prepare. Determine your purposes for shadowing. Decide on questions you want to ask students and others at host schools. Review as much information as you can get from your host schools (demographics, environment, culture, mission/vision, curriculum, and key elements). Learn about the school's "role and rule for a shadowing experience at the school" (what is allowed and what is not, such as taking pictures).

Shadow. Follow the etiquette for shadowing, as outlined by school personnel, taking care to interfere as little as possible in the school's functioning but also getting your questions answered by the student you shadow and others.

Debrief. If possible, schedule a debriefing session with staff contacts at your host school. Share impressions, get answers to questions, and make comments. (Most schools appreciate how adults who shadow students can give them feedback.)

Follow-up. Later, debrief with your colleagues. Describe your experiences. Consider what you learned, the insights you've had, and questions that have surfaced. Consider why learning directly from students is an important aspect of addressing school improvement. Discuss what you'll do about your learning.

Follow up on the shadowing experience by writing thank-you letters to the student you shadowed and the contact person who arranged the shadowing.

Note: If you can't arrange to shadow a student, go to the Fires in the Mind web site (named after the book by Kathleen Cushman) and watch videotapes of students sharing their impressions of school. Share your impressions and discuss. http://firesinthemind.org

References
Cushman, K. (2003). *Fires in the bathroom: Advice for teachers from high school students.* New York, NY: The New Press.

Easton, L.B. (2008). Shadowing. In L.B. Easton (Ed.), *Powerful designs for professional learning.* Oxford, OH: National Staff Development Council.

Schott Foundation. (2010). *Yes, we can: The 2010 Schott 50-state report on black males in public education*. www.blackboysreport.org
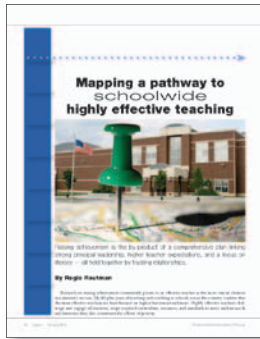
Mapping a pathway to schoolwide highly effective teaching
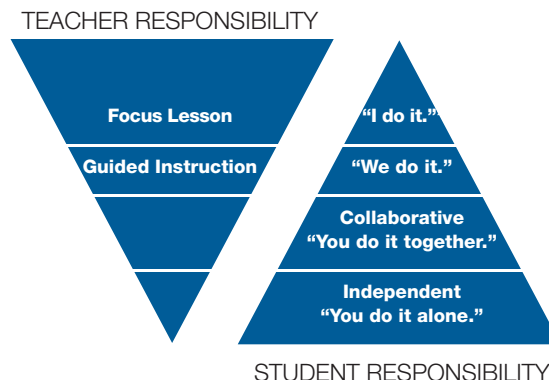
By Regie Routman

OVERVIEW OF THE ARTICLE

Several principles, practices, and ideals have proven to be most critical for highly effective teaching and high achievement to take hold and be sustained schoolwide.

KEY POINTS

- The author has spent more than 40 years teaching and coaching in schools and knows that effective teachers, focused on achievement, can counteract the effects of poverty.
- Effective teachers challenge and engage all students by adapting required curriculum, finding resources, and matching standards with student needs and interest.
- During residencies in elementary schools, the author focused on reading and writing across the curriculum, doing demonstration teaching and coaching, and having professional conversations.
- Among the principles and practices she has observed are that the principal must show strong leadership (it can't just be a strong leadership team) and that principals must have regular instructional walks to know what's going on and then use that information for student improvement.
- The "poverty of low expectations" must be changed in order to "raise expectations for what's possible," with no excuses, but a sense of urgency.
- Professional learning communities must be literacy-based and focus on effective teaching; it "must be job embedded, ongoing, coherent, and intense; and it needs to include 30 to 100 hours of time over six months to a year."
- School staff must develop shared beliefs and apply an Optimal Learning Model that features a gradual release of responsibility approach with considerable emphasis on "doing it together."
- The school should provide effective literacy coaching, which includes demonstration of effective teaching to teachers being coached.
- The school needs to work toward becoming a self-sustaining school, a process that requires a lot of trust, strong principal and teacher leadership, and at least seven years.

FULL VALUE

In *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* (ASCD, 2008), authors Douglas Fisher and Nancy Frey present a structure for successful instruction (p. 4), similar to Routman's.

TEACHER RESPONSIBILITY

Focus Lesson — "I do it."

Guided Instruction — "We do it."

Collaborative "You do it together."

Independent "You do it alone."

STUDENT RESPONSIBILITY

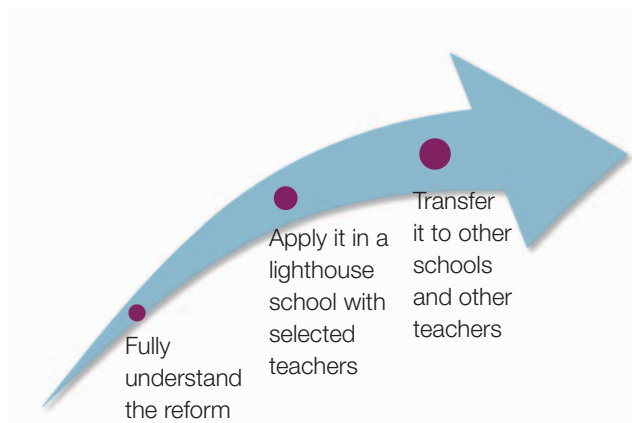Choose one or more of these individual inquiry topics for thinking and writing

1. The author learns a lot about schools by serving one-week residencies. Have you ever done so or known someone to do so? What would be the advantages and disadvantages?

2. How do these counteract the effects of poverty: focusing on high achievement; challenging all students; engaging all students; adapting required curriculum, resources, and standards; and meeting student needs and interests?

3. What have been your experiences with strong principal leadership? With strong teacher leadership teams?

4. What have been your experiences on classroom walk-throughs, learning walks, or instructional rounds?

5. How do educators' actions show a school's commitment to raise expectations for what's possible? How do educators' actions contribute to a poverty of low expectations?

6. What "outside" factors erode high expectations?

7. Why is whole-to-part teaching effective?

8. To what extent have you experienced coaching? How similar are the author's descriptions of coaching to what you've experienced?

9. What's the most important ingredient for achieving a self-sustaining school? Why?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Trajectories

The author suggests that a school can become self-sustaining and exemplify the other principles she describes in seven years. Many grant applications specify three years for substantive change. Some legislative committees, based on re-election schedules, propose that schools change in two years, sometimes even one.

With your group, brainstorm the benchmarks that a school or district would need to achieve in order to make substantive change in seven years. Here, for example, is a three-year "take" on reform:

Fully understand the reform

Apply it in a lighthouse school with selected teachers

Transfer it to other schools and other teachers

What if you had only two years? One year? Ten years?

Applications

This Professional Development Guide was created with the characteristics of adult learners in mind (Tallerico, 2005):

- Active engagement
- Integration of experience
- Choice and self-direction
- Relevance to current challenges
- Learning style variation

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

This Professional Development Guide was created so that readers could apply what they have learned to work in classrooms (Marzano, Pickering, & Pollock, 2001):

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Nonlinguistic Representations
- Setting Objectives and Providing Feedback
- Cues, Questions, and Advance Organizers
- Summarizing and Note-Taking
- Homework and Practice
- Cooperative Learning
- Generating and Testing Hypotheses

As you think about sharing this article with classroom teachers, how could you use these strategies with them?

References

Marzano, R.J., Pickering, D., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievemen*t. Alexandria, VA: ASCD.

Tallerico, M. (2005). *Supporting and sustaining teachers' professional development: A principal's guide* (pp. 54-63). Thousand Oaks, CA: Corwin Press.

About the Author

Lois Brown Easton is a consultant, coach, and author with a particular interest in learning designs — for adults and for students. She retired as director of professional development at Eagle Rock School and Professional Development Center, Estes Park, Colo. From 1992 to 1994, she was director of Re:Learning Systems at the Education Commission of the States (ECS). Re:Learning was a partnership between the Coalition of Essential Schools and ECS. Before that, she served in the Arizona Department of Education in a variety of positions: English/language arts coordinator, director of curriculum and instruction, and director of curriculum and assessment planning.

A middle school English teacher for 15 years, Easton earned her Ph.D. at the University of Arizona. Easton has been a frequent presenter at conferences and a contributor to educational journals.

She was editor and contributor to *Powerful Designs for Professional Learning* (NSDC, 2004 & 2008). Her other books include:

- *The Other Side of Curriculum: Lessons From Learners* (Heinemann, 2002);
- *Engaging the Disengaged: How Schools Can Help Struggling Students Succeed* in (Corwin Press, 2008);
- *Protocols for Professional Learning* (ASCD, 2009); and
- *Professional Learning Communities by Design: Putting the Learning Back Into PLCs* (Learning Forward and Corwin Press, 2011).

Easton lives and works in Arizona. E-mail her at leastoners@aol.com.

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- Put to use practical strategies for sustained student success.

- Engage students in their own learning process.

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Spring 2012

Assessments for State and Common Core Standards
April 2–3	Orlando, FL
April 10–11	Atlanta, GA
May 1–2	St. Louis, MO

Building Common Assessments
March 13–14	Nashville, TN
March 19–20	Las Vegas, NV
April 3–4	Orlando, FL
April 4–5	San Diego, CA
April 10–11	Dallas, TX
April 18–19	Minneapolis, MN
April 23–24	Salt Lake City, UT
May 3–4	Baltimore, MD
May 9–10	Denver, CO
May 15–16	Seattle, WA

Elementary Reading Intervention Strategies
April 12–13	Atlanta, GA

Motivating Students
March 29–30	San José, CA
April 17–18	Columbus, OH
May 17–18	Seattle, WA

Pyramid Response to Intervention
March 15–16	Nashville, TN
March 21–22	Las Vegas, NV
March 22–23	Cerritos, CA
March 28–29	Boston, MA
April 2–3	San Diego, CA
April 5–6	Houston, TX
April 5–6	Orlando, FL
April 16–17	Chicago, IL
April 16–17	Minneapolis, MN
April 19–20	Columbus, OH
April 25–26	Salt Lake City, UT
May 3–4	St. Louis, MO
May 14–15	San Diego, CA

Response to Intervention in Math
March 14–15	Seattle, WA
March 27–28	San José, CA
April 24–25	Oklahoma City, OK

Teaching Reading and Comprehension to K–5 ELs
March 20–21	Cerritos, CA
April 3–4	Houston, TX
April 18–19	Chicago, IL
May 7–8	Denver, CO

Teaching the iGeneration
March 26–27	Boston, MA
April 4–5	Orlando, FL
April 12–13	Dallas, TX

Transition to Common Core Standards With Total Instructional Alignment
April 26–27	Oklahoma City, OK
May 1–2	Baltimore, MD
May 16–17	San Diego, CA

Working With Difficult and Resistant Staff
March 12–13	Seattle, WA

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9 Essential Resources

The Roots Collection, Proven Time and Time Again

The Roots Collection from Solution Tree features 9 must-have resources that educators across the country can't stop talking about. You've told us that the research inside this collection resonates, that the strategies and action plans work. You've confirmed that they *will* improve staff performance and *will* increase student achievement.

And we couldn't agree more. The Roots Collection offers every educator a flexible but unbreakable infrastructure of knowledge to stand on and plan from. So, go ahead. Feel confident taking that next step forward. As your partner for all things professional development, Solution Tree supports you.

PLC at Work™
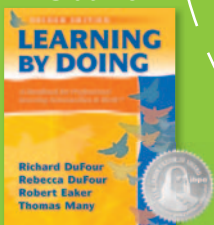
The second edition of this pivotal action guide includes seven major additions that equip educators with essential tools for confronting challenges.

Grading
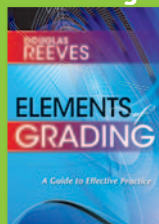
Learn several strategies for improving grading practices, while examining the common arguments against reform. The book includes examples, case studies, and opportunities for reflection.

21st Century Skills

Education luminaries reveal why 21st century skills are necessary, which skills are most important, and how to help schools include them in curriculum and instruction.
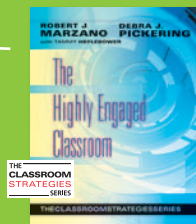
Assessment

This book explores formative assessment strategies like the use of classroom questioning, learning intentions and success criteria, feedback, collaborative and cooperative learning, and more.
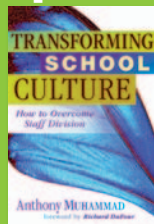
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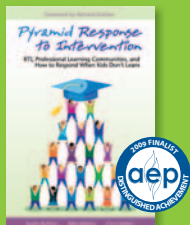
Accessible language and compelling K–12 stories illustrate how RTI is most effective when built on the Professional Learning Communities at Work™ process.

School Improvement

Busy administrators will appreciate this quick read packed with immediate, accessible strategies for building healthy school environments conducive to change.
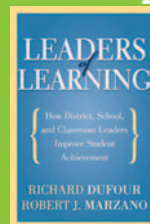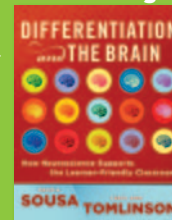
Instruction

Key research and practical strategies enable all teachers to create a classroom environment where engagement is the norm, not the exception.

Leadership

The authors examine how district leadership, principal leadership, team leadership, and effective teachers can improve student achievement.

Brain-Based Learning

Examine the basic principles of differentiation in light of educational neuroscience research that will help you make the most effective curricular, instructional, and assessment choices.

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