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Minding the Achievement Gap One Classroom at a Time

ASCD **The achievement gap is a persistent and perplexing challenge for educators. While school- and system-level reforms continue to be discussed in statehouses and district offices, individual teachers are challenged to do something now to help students who are falling short of standards, including students who are English language learners and receiving special education services. A companion to the ASCD best-seller Improving Student Learning One Teacher at a Time, this book identifies small, specific adjustments to planning, teaching, and assessment practices that will support more effective learning in every student, every day, and help close the achievement gap on a classroom-by-classroom basis. Here, you'll learn how to * Use readily available tools--curriculum documents, a plan book, and a grade book--to improve all students' access to, interaction with, and mastery of lesson content. * Design daily lessons that clarify learning goals and require students to use high-yield learning strategies, seek feedback, and reflect on their progress. * Promote the progress of English language learners through coordinated pursuit of content and language goals, and synchronize instruction to improve the performance of special education students in both co-teaching and resource environments. This book also features the voices of working educators who share how "minding the gap" has helped them engage academically at-risk students, ELLs, and special education students; improve students' test scores; and sustain these gains over time. If you are a classroom teacher or specialist committed to helping all your students become more successful learners and unwilling to wait for high-level solutions or even the results of another "data retreat," then this is just the resource you need.**

Curriculum, Instruction, and Assessment

Intersecting New Needs and New Approaches

IAP **The lives of middle school students are dynamic, and their needs and desires are always evolving. They experience more complicated lives as influences of the broader society including popular media and technology, immigration and cultural diversity, amplified political divisiveness, and bullying effect their daily lives both in and out of school. These influences have contributed to the need for more socialemotional support and the desire of students and teachers alike to find and express their voices. Since the publication of the 2002 Handbook volume focusing on curriculum, instruction, and assessment, the ideas, approaches, and practices of middle school educators and researchers have also needed to evolve and change in many ways to meet these changing realities and the needs of students, teachers, and schools. This volume includes chapters focusing on varying aspects of curriculum, instruction, and assessment currently being implemented in middle grades classrooms across the country.**

Middle School Curriculum, Instruction, and Assessment

IAP

Ethical Educational Leadership in Turbulent Times

(Re) Solving Moral Dilemmas

Routledge **This text is designed to assist educational leaders in the ethical decision-making process. Theoretically, it is based on Gross's Turbulence Theory and Shapiro and Stefkovich's Multiple Ethical Paradigms of justice, critique, care, and the profession. The authors clearly explain these concepts and demonstrate how they can work together to assist leaders in dealing with challenging situations. Authentic ethical dilemmas are provided to be analyzed using Turbulence Theory and the Multiple Ethical Paradigms and to engage readers in applying these concepts to practice. The text is intended for use in a range of educational leadership, educational administration, and teacher education programs that prepare both educational leaders (administrators) and lead teachers.**

Introduction to Educational Administration

Standards, Theories, and Practice

Routledge **Organized around the ISLLC standards, this text introduces students to the concepts and theories of educational leadership. The new edition adds coverage of such topics as data usage, ethics, innovative hiring practices, and student discipline. Appearing in the second edition are chapter-ending sections called "Point-Counterpoint" which prompt readers to examine their own beliefs regarding the material presented in the chapter and its application to work in our schools.**

Praxis Prep

11 Practice Tests + Proven Strategies + Online

Kaplan Publishing **Kaplan's Praxis Prep features comprehensive content review, realistic practice, and proven test-taking strategies to help you master all Praxis assessment types. Whether you're taking the Core tests or a Subject Assessment test, our updated edition includes new content and the latest exam information to help you avoid surprises on test day. Praxis Core Academic Skills for Educators tests are frequently used as a basis for admission into teaching programs, while Praxis Subject Assessments and Praxis Content Knowledge for Teaching Assessments are often required as part of the teacher certification process. Whether you're applying for admission to a teaching program or aiming for additional certifications, Kaplan's book and online resources can help you face the Praxis with confidence. The Most Review More than 1,000 practice questions, with answers and detailed explanations for each question, including sample written responses Pre-tests for each chapter to assess strengths and weaknesses so you can focus your study 6 full-length computer-based Praxis Core practice tests—for Reading (5712), Writing (5722), and Mathematics (5732) 3 full-length computer-based Praxis Principles of Learning and Teaching (PLT) practice tests—one each for K-6 (5622), 5-9 (5623), and 7-12 (5624) 2 full-length computer-based Elementary Education practice tests—one for Content Knowledge (5018), one for Instruction & Assessment (5017) 4 Subject Assessment question banks covering math, science, reading & language arts, and social studies In-depth and targeted review of all tested material Expert Guidance Kaplan's experts ensure our practice questions and study materials are true to the test We invented test prep—Kaplan (www.kaptest.com) has been helping students for 80 years, and our proven strategies have helped legions of students achieve their dreams Want additional instructional videos, practice quizzes, and full-length practice exams? Try Kaplan's Praxis Deluxe online course. The previous edition of this book was titled Praxis Prep 2017-2018.**

An International Look at Educating Young Adolescents

IAP **(Sponsored by the Middle Level Education Research Special Interest Group and the National Middle School Association) Studies like the Third International Mathematics and Science Study (TIMSS) have compared the performance of U.S. middle grade students (i.e., eighth graders) to those in other countries. In relation to middle grade schools, 20 countries outperformed the United States in mathematics and nine countries scored above the U.S. in science. The intent of this volume of The Handbook of Research in Middle Level Education, An International Look at Educating Young Adolescents, is to broaden our understanding of middle grade schooling by critically examining the education of young adolescents (ages 10-15, typically grades 6-8) through an international lens. In addition to looking at how schooling and students are organized for teaching and learning, this handbook will focus on the successes and failures that are evident in a wide variety of nations, present the indictments and praises that have been offered by supporters and critics alike, and review the research that has been generated about educating young adolescents in an effort to cross national boundaries. Ultimately, this volume of the handbook series will explore what international perspectives teach us about the effective education of young adolescents.**

Qualities of Effective Principals

ASCD **This book shows principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills.**

International Perspectives on Early Childhood Teacher Education in the 21st Century

Springer Nature **This book provides significant information regarding the policies and provisions for early childhood teacher education programs in universities in fourteen different countries. Early childhood education and care (ECEC) is expanding rapidly across the globe with unprecedented numbers of children attending EC centres, requiring the investment in educators to provide good quality ECEC. Yet, there is an inconsistent approach to early childhood teacher preparation and the quality of existing programs is not known. Each country's contributing author/s is/are well known in their field for their in-depth knowledge of early childhood teacher education programs including content, structure, and professional experience that works within the scope of policy and registration agencies. The chapters address the current situation of staffing—shortage or oversupply—of early childhood teachers in their country. The book informs policy regarding content of early childhood teacher preparation programs and provides evidence of current courses across many under-represented countries throughout the world. It makes a significant contribution to understanding the environment for early childhood teacher programs.**

Handbook of Response to Intervention

The Science and Practice of Assessment and Intervention

Springer Science & Business Media **Until now, practitioners have had access to few detailed descriptions of RTI methods and the effective role they can play in special education. The Handbook of Response to Intervention fills this critical information gap. In this comprehensive volume, more than 90 expert scholars and practitioners provide a guide to the essentials of RTI assessment and identification as well as research-based interventions for improving students' reading, writing, oral, and math skills.**

Look, Listen, Learn, LEAD

A District-Wide Systems Approach to Teaching and Learning in PreK-12

IAP **Look, Listen, Learn, LEAD: A District-Wide Systems Approach to Teaching and Learning in PreK-12 lays out the transformational journey of Hampton City Schools (HCS), an urban school division of 30 schools in southeastern Virginia. Our school district faces numerous challenges, such as 62% of students receiving free and reduced-price lunch and 14% of**

students holding an IEP, and in 2015-2016, Hampton City Schools' state accreditation rate was approximately half the statewide rate and on a downward trend. In only three years, that was turned around and HCS exceeded the statewide accreditation rate, a more than 100% improvement with 100% of our schools accredited without conditions. We attribute this in large part to our dedicated educators and their implementation of district-wide systems for curriculum, instruction, checking for student understanding, climate, and culture. The goal of this book is to break down the process of what it takes to bring about large-scale educational change that is sustainable. We describe a process for developing a strong mission and vision to undergird the work around a variety of district-wide systems. This book provides insights into how to improve climate and culture, create a guaranteed and viable written curriculum, establish a process for evaluating its implementation, and create a balanced assessment framework to measure student success. Complete with example templates, action plans, and lessons learned, this book is a true example of theory-into-practice to bring about sustained improvement for all learners.

Assessment hotspots

DIANE Publishing

Transforming School Leadership and Management to Support Student Learning and Development

The Field Guide to Comer Schools in Action

Corwin Press **This comprehensive field guide will be an essential resource for every school leader charged with fostering the healthy development and academic success of students.**

The Principal Influence

A Framework for Developing Leadership Capacity in Principals

ASCD **Principals navigate the dynamic complexities and subtleties of their schools every day. They promote, facilitate, and lead efforts to achieve both tangible and intangible results throughout the school community. They fulfill a role that includes counseling, budgeting, inspiring, teaching, learning, disciplining, evaluating, celebrating, consoling, and a million other critical functions. As the principalship has evolved and grown, so have the expectations of it. With that in mind, ASCD developed the Principal Leadership Development Framework (PLDF). The PLDF establishes a clear and concise definition of leadership and includes clear targets that support the ongoing growth and development of leaders. Using the Framework, principals will learn to capitalize on their leadership roles: * Principal as Visionary * Principal as Instructional Leader * Principal as Engager * Principal as Learner and Collaborator The PLDF also offers 17 criteria of effective practice that allow leaders to focus on behaviors that have the greatest direct effect on the culture and status of learning and teaching. Coupled with the PLDF are tools for self-reflection that help principals identify and strengthen their reflective habits. Whether you want to develop your own capacities or support the development of a group of principals, assistant principals, or aspiring principals, The Principal Influence can help channel your efforts in ways that promote successful teaching and student learning.**

Agency at Work

An Agentic Perspective on Professional Learning and Development

Springer **The present book collects, integrates, and discusses the range of perspectives and discourses on agency at work. In addition, the book compiles the empirical research that has been generated by various perspectives. The chapters deal with the relationship between (a) agency at work, and (b) professional learning and development. They encompass a wide variety of working life domains and/or contexts, and are based on a broad range of epistemological and theoretical standpoints. This volume is not only thought to bring together current research, but also to foster the contemporary discourse on workplace agency a few steps further. Although the book strongly focuses on research originating in the field of workplace learning, its contents may be of interest to researchers from other scientific domains, such as socio-cognitive and development psychology, organisational behaviour, leadership, economics, life-course research, and philosophy.**

The Principal's Companion

Strategies for Making the Job Easier

Corwin Press **This third edition of a bestseller serves as a personal mentor for principals, providing practical resources to help administrators lead a learning organization and facilitate improvement.**

Even More Brain-powered Science

Teaching and Learning with Discrepant Events

NSTA Press **The third of Thomas OOCOBrienOCOs books designed for 5OCo12 grade science teachers, Even More Brain-Powered Science uses questions and inquiry-oriented discrepant eventsOCoexperiments or demonstrations in which the outcomes are not what students expectOCoto dispute misconceptions and challenge students to think about, discuss, and examine the real outcomes of the experiments. OOCOBrien has developed interactive activitiesOComany of which use inexpensive materialsOCoto engage the natural curiosity of both teachers and students and create new levels of scientific understanding."**

New Directions in Assessing Historical Thinking

Routledge **New technologies have radically transformed our relationship to information in general and to little bits of information in particular. The assessment of history learning, which for a century has valued those little bits as the centerpiece of its practice, now faces not only an unprecedented glut but a disconnect with what is valued in history education. More complex processes—historical thinking, historical consciousness or historical sense making—demand more complex assessments. At the same time, advances in scholarship on assessment open up new possibilities. For this volume, Kadriye Ercikan and Peter Seixas have assembled an international array of experts who have, collectively, moved the fields of history education and assessment forward. Their various approaches negotiate the sometimes-conflicting demands of theoretical sophistication, empirically demonstrated validity and practical efficiency. Key issues include articulating the cognitive goals of history education, the relationship between content and procedural knowledge, the impact of students' language literacy on history assessments, and methods of validation in both large scale and classroom assessments. New Directions in Assessing Historical Thinking is a critical, research-oriented resource that will advance the conceptualization, design and validation of the next generation of history assessments.**

Praxis Elementary Education For Dummies with Online Practice

John Wiley & Sons **Increase your chances of scoring higher on the Praxis II Elementary Education test Contrary to popular belief, the Praxis II Elementary Education test isn't a measure of academic performance, which is why many test-takers who achieve perfect grades in college don't always pass it. Studying such a broad range of topics and enduring such a long testing processing can be challenging, so what's the best way to prepare for it? Turn to Praxis II Elementary Education For Dummies with Online Practice! It offers easy-to-follow subject reviews, test-taking strategies and advice for multiple choice and essay questions, sample practice questions, two full-length practice tests with detailed answers and explanations, and more. If you're one of the more than 600,000 aspiring teachers who take this test each year, this hands-on, friendly test prep guide gets you up to speed on everything you need to know to pass the Praxis II Elementary Education text with flying colors. This helpful guide covers Reading and Language Arts, Mathematics, Social Studies, Science, Art, Music, and Physical Education. It leaves no stone unturned by offering tips on registering for the exam, as well as a detailed overview of the test and how it's administered. Practice with hundreds of authentic Praxis II questions Hone the skills needed to ace the exam and start your career as a licensed teacher Boost your confidence and do your best on test day Get one year of online access to five Praxis II exams to sharpen your test-taking skills If you're a future educator gearing up to take the Praxis II Elementary Education test, this is your ultimate guide to one of the most important tests you'll ever take.**

iCEER2014-McMaster Digest

Mohamed Bakr and Ahmed Elsharabasy **International Conference on Engineering Education and Research**

Early Childhood Assessment

Why, What, and How

National Academies Press **The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the school readiness of all young children, especially children from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.**

Evaluating the Superintendent

The Process of Collaborative Compromises and Critical Considerations

Rowman & Littlefield **This book seeks to identify key policy and practice recommendations that create a resourceful toolbox for school boards and superintendents to consider when developing methodologies for the evaluation of the superintendent of schools.**

More Brain-powered Science

Teaching and Learning with Discrepant Events

NSTA Press **The inquiry-based lessons and related extension activities can serve as the framework for professional development collaborations or as a supplement to conventional preservice science teaching methods courses.**

Navigating the Labyrinth

Teacher Empowerment Through Instructional Leadership

Rowman & Littlefield **By using methods in Navigating the Labyrinth, educators can disregard fads and establish a metacognitive process for how they recognize what beliefs they have about how students learn, how they approach research so that it drives instructional decisions, and how they design and deliver instruction that ensures student learning at the highest level.**

Improving Test Performance of Students With Disabilities...On District and State Assessments

Corwin Press **"Students with disabilities must overcome unique obstacles in order to learn, and the pressure of testing often exacerbates existing challenges. With increased focus on accountability for all, how can educators properly prepare students for tests without sacrificing meaningful learning? In Improving Test Performance of Students With Disabilities ... On District and State Assessments, Second Edition, authors Elliott and Thurlow offer numerous strategies for improving instruction, student accommodations, and test preparation, all with the goal of improving the test performance of students with disabilities. Emphasizing practical application, this comprehensive resource delineates the key elements district, school, and state professionals must consider in order to maximize the academic performance of students with disabilities. The second edition of this insightful text addresses the impact of the No Child Left Behind Act on instruction and assessment practices for students with disabilities, including those who are also English Language Learners. Featuring inserts and easy-to-follow worksheets, tables, and appendices, this indispensable resource will enable all educators to help students with disabilities learn more effectively and show what they know on the day of the test."--Publisher's website.**

Unstuck

How Curiosity, Peer Coaching, and Teaming Can Change Your School

Every teacher seeks to be an effective teacher. Every teacher wants to have a positive, remarkable, and lasting influence on students' lives. But what makes for an effective teacher? What role does teacher preparation play in teacher effectiveness? What do effective teachers do during planning, instruction, and assessment? How do they create a learning environment that engages and supports students? And how do effective teachers interact with their students to promote the best opportunities and results for all? In Qualities of Effective Teachers, 3rd edition, James H. Stronge explores these questions and more as he synthesizes the literature on teacher effectiveness. The result? A research-based framework for effective teaching that addresses: Professional knowledge Instructional planning Instructional delivery Assessment Learning environment Professionalism Stronge also examines characteristics of effective teachers of at-risk students and high-ability students. To bridge the gap between research and practice, he includes checklists of skills and

positive qualities associated with effective teacher performance as well as red flags that indicate that teachers may not be reaching their full potential in the classroom. This resource is for any educator interested in improving teaching. It offers research-based advice for teachers who wish to improve their own performance, as well guidance for teacher leaders and supervisors, school administrators and department heads, staff development specialists, teacher and administrator educators, human resource specialists, and education policymakers and their staffs. Anyone who has a vested interest in students and their success can gain valuable insight and practical tools to ensure positive outcomes for all students. New to the 3rd edition: Introduction of the Framework for Effective Teaching and its six domains--professional knowledge; instructional planning; instructional delivery; assessment; learning environment; professionalism Chapter vignettes updated to illustrate the domains of the Framework for Effective Teaching Updated reference charts at the end of chapters, keyed to the subdomains of the Framework for Effective Teaching and expanded to include references for 21 century teachers Twenty-nine sidebars interspersed throughout chapters that provide state-of-the-art supplementary text on effective teaching practices and research findings Updated Teacher Skills Assessment Checklist, keyed to the domains of the Framework for Effective Teaching Updated Part 2 presents positive qualities and red flags associated with effective teachers, keyed to the domains of the Framework for Effective Teaching More than 1,000 entries in the References

Culturally Responsive Standards-Based Teaching

Classroom to Community and Back

Corwin Press Teaching children from diverse backgrounds begins with simple questions: What is my culture? What are my students' cultures? How does culture affect how I teach and how my students learn? Can I learn to value and honour the unique experiences and cultures of my students? These are essential questions for educators with a sincere desire to help all students succeed. This comprehensive guide provides detailed examples that show why and how to create culturally responsive, standards-based (CRSB) instruction in the classroom, schoolwide, and at the district level. Results of effective programs include: increased academic success for all learners; engaged and motivated students; development of critical thinking skills ncessary for higher learning; and strengthened partnerships between students, families, and communities. This new edition is enhanced with nationwide examples, up-to-date resources, and tools that can be implemented immediately. Principals, administrators, K - 12 teachers, curriculum and staff developers, and college instructors will find this handbook a valuable and powerful tool for promoting student engagment and improving struggling schools.

Essential Questions

Opening Doors to Student Understanding

ASCD What are "essential questions," and how do they differ from other kinds of questions? What's so great about them? Why should you design and use essential questions in your classroom? Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students' discussions and promote a deeper understanding of the content. Whether you are an Understanding by Design (UbD) devotee or are searching for ways to address standards--local or Common Core State Standards--in an engaging way, Jay McTighe and Grant Wiggins provide practical guidance on how to design, initiate, and embed inquiry-based teaching and learning in your classroom. Offering dozens of examples, the authors explore the usefulness of EQs in all K-12 content areas, including skill-based areas such as math, PE, language instruction, and arts education. As an important element of their backward design approach to designing curriculum, instruction, and assessment, the authors *Give a comprehensive explanation of why EQs are so important; *Explore seven defining characteristics of EQs; *Distinguish between topical and overarching questions and their uses; *Outline the rationale for using EQs as the focal point in creating units of study; and *Show how to create effective EQs, working from sources including standards, desired understandings, and student misconceptions. Using essential questions can be challenging--for both teachers and students--and this book provides guidance through practical and proven processes, as well as suggested "response strategies" to encourage student engagement. Finally, you will learn how to create a culture of inquiry so that all members of the educational community--students, teachers, and administrators--benefit from the increased rigor and deepened understanding that emerge when essential questions become a guiding force for learners of all ages.

C.I.A.

Curriculum, Instruction, and Assessment for 21st Century Classrooms

Evolutionary Perspectives on Child Development and Education

Springer **This stimulating volume assembles leading scholars to address issues in children's cognitive, academic, and social development through the lens of evolutionary psychology.Debates and controversies in the field highlight the potential value of this understanding, from basic early learning skills through emerging social relationships in adolescence, with implications for academic outcomes, curriculum development, and education policy.Children's evolved tendency toward play and exploration fuels an extended discussion on child- versus adult-directed learning, evolutionary bases are examined for young learners' moral development, and contemporary theories of learning and memory are viewed from an evolutionary perspective.Along the way, contributors' recommendations illustrate real-world uses of evolution-based learning interventions during key developmental years. Among the topics covered: The adaptive value of cognitive immaturity: applications of evolutionary developmental psychology to early education Guided play: a solution to the play versus learning dichotomy Adolescent bullying in schools: an evolutionary perspective Fairness: what it isn't, what it is, and what it might be for Adapting evolution education to a warming climate of teaching and learning The effects of an evolution-informed school environment on student performance and wellbeing Evolutionary Perspectives on Child Development and Education will interest researchers and graduate students working in diverse areas such as evolutionary psychology, cultural anthropology, human ecology, developmental psychology, and educational psychology. Researchers in applied developmental science and early education will also find it useful.**

Educational Assessment and Accountability for All Students

Facilitating the Meaningful Participation of Students with Disabilities in District and Statewide Assessment Programs

This guide provides information about the assessment and inclusion of all students in statewide and district assessment programs. In particular, it focuses on tactics for including students with disabilities in assessment to achieve a more complete picture of student learning and educational accountability. It is designed to help Wisconsin educators become familiar with the state's academic content standards and knowledgeable of the general content of tests in the Wisconsin Student Assessment System, so that they can actualize the requirements of the recently reauthorized Individuals with Disabilities Education Act and the potential of standards-based education for all students. In addition, the book provides detailed information on the state's testing guidelines, the valid use of testing accommodations and alternate assessments, and how to communicate these assessment results to educational stakeholders. Specific chapters include: (1) "Educational Assessment Today"; (2) "Characteristics of Good Assessment"; (3) "Understanding and Using the Wisconsin Student Assessment System"; (4) "Facilitating the Participation of All Students in Assessments"; and (5) "Best Practices in Assessment Programs for Educational Accountability." Appendices include standards for teacher competence in educational assessment of students, guidelines for testing procedures, and a code of fair testing practices in education. (Chapters include references.) (CR)

Classroom Literacy Assessment

Making Sense of what Students Know and Do

Guilford Press **Showcasing assessment practices that can help teachers plan effective instruction, this book addresses the real-world complexities of teaching literacy in grades K-8. Leading contributors present trustworthy approaches that examine learning processes as well as learning products, that yield information on how the learning environment can be improved, and that are conducted in the context of authentic reading and writing activities. The volume provides workable, nuts-and-bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners, including students in high-poverty schools and those with special learning needs. It is illustrated throughout with helpful concrete examples.**

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts

Sponsored by the International Reading Association

Routledge **The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, a comprehensive overview of research on this topic, extends conceptualizations of literacy to include all of the communicative arts (reading, writing, speaking, listening, viewing) and the visual arts of drama, dance, film, art, video, and computer technology.**

CATESOL News

Engaging College and University Students

Effective Instructional Strategies

Taylor & Francis **Engaging College and University Students outlines creative and effective course organization and teaching-learning strategies for higher education courses. By describing specific instructional best practices, rather than addressing general questions about teaching in higher education, the author presents a valuable resource for educators to consult in the moment. The author explores the challenges of engaging students in online settings and draws comparisons with face-to-face strategies of engagement. By organizing the strategies according to course progress, and offering corresponding rubrics for assessment, this guide for instructors offers a solid foundation for an ever-changing teaching and learning landscape.**

JSL Vol 24-N6

Rowman & Littlefield **The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting-edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with international authors, authors from traditionally marginalized populations, and in work that is relevant to practitioners around the world. Growing numbers of educators and professors look to the six bimonthly issues to: deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement.**

Six Steps to Boost Student Learning

A Leader's Guide

Routledge **This inspirational and reader-friendly guide offers school leaders six quick and achievable steps for transforming teaching and learning into a high-impact action plan. Author Karen Goeller shows how effective curriculum, instruction, and assessment work can help students overcome college, career, and life challenges. With its clear steps and concrete advice, this text will help school leaders in any district ignite passion for continuous school improvement and sustain a culture of ongoing and collaborative learning. Topics include: • crafting a purpose statement that will rally students, teachers, and families around an essential focus; • using data to boost school improvement and student performance; • streamlining curriculum and instruction; • building meaningful relationships among students, teachers, and families; • leveraging instruction strategies to improve student engagement; and • energizing staff and students with networking strategies and transition activities. Each chapter offers research tips, guides to action, numerous examples, reflection questions, immediate take-aways, and downloadable tools. Karen Goeller is Deputy Superintendent for the Vigo County School Corporation in Indiana and Adjunct Instructor of Educational Leadership at Indiana State University.**

Teaching for Intelligence

A Collection of Articles

Corwin **Find out what Howard Gardner, Ted Sizer, John Goodlad, Maxine Green, and other renowned educators and scientists have to say about teaching for intelligence. This collection of theories and thoughts highlights the significance of sound pedagogy, achievement, and the state of education.**

The Other Side of Curriculum

Lessons from Learners

Greenwood International **What exactly should students "know and be able to do" and how do we help them to know and do it? The Other Side of Curriculum answers these questions with a powerful model of curriculum development - one that fosters experiential and personal growth. Lois Brown Easton provides ideas and practical tools for creating an effective learning community, based on her experience at Eagle Rock School, where learners are central and the curriculum responsive to their needs. Her curricular concepts are common to all; Easton carefully considers how they can be customized and applied to almost any school or district. Each of her chapters begins with a story of learning that illustrates a concept of curriculum. She then describes that concept and offers questions that will help you translate the concept to your own setting. Learn about curriculum in relation to culture, instruction-assessment, learner-centered education, competency-based systems, self-directed learning, personal growth, and much more. Then explore your own story - consider how these concepts relate to your own context with the end-of-chapter questions you can ask yourself or use with colleagues. If you're a practicing teacher, administrator, staff developer, or teacher educator, The Other Side of Curriculum will inspire you to make the changes needed in your own environment, enable you to embark on those changes, and convince you with the theoretical background and concrete examples that will help you be successful in shaping a curriculum for all learners.**

Report to the Legislature on the Graduation Standards Project