

## ***Danielson Domain Rubrics Easy Guide***

Data literacy has become an essential skill set for teachers as education becomes more of an evidence-based profession. Teachers in all stages of professional growth need to learn how to use data effectively and responsibly to inform their teaching practices. This groundbreaking resource describes data literacy for teaching, emphasizing the important relationship between data knowledge and skills and disciplinary and pedagogical content knowledge. Case studies of emerging programs in schools of education are used to illustrate the key components needed to integrate data-driven decisionmaking into the teaching curricula. The book offers a clear path for change while also addressing the inherent complexities associated with change. Data Literacy for Educators provides concrete strategies for schools of education, professional developers, and school districts. Book Features: Defines data literacy for teaching and outlines the knowledge and skills it comprises. Uses examples and case studies that tie theory to practice. Provides a roadmap for integrating data literacy into teacher preparation programs. Covers emerging trends, such as virtual and hybrid courses and massive open online courses. “This thoughtful, well-organized book raises the challenges that beginning and experienced teachers face in becoming more data literate to increase their pedagogical effectiveness in their classrooms.” —From the Foreword by Barbara Schneider “Deans of colleges of education, practicing teachers, education advocates, and many others will find useful information here.” —Benjamin Riley, Deans for Impact “This work should join the ‘common core’ of teacher education and professional development programs.” —Lee S. Shulman, The Carnegie Foundation for the Advancement of Teaching “The authors lay out a compelling call to action to ensure that every teacher in this country has the skills, knowledge, and disposition in knowing how to use data to inform effective teaching.” —Aimee Rogstad Guidera, Data Quality Campaign

With its clear definition of the elements of good teaching, the framework for teaching, designed by Charlotte Danielson, is used by educators around the world for professional preparation, recruitment and hiring, mentoring and induction, professional development, and performance appraisal. This action tool can guide you in applying the framework in your own classroom or school and strengthening your professional practice with proven strategies. Broken down into the different domains, components, and elements of the framework, each section provides examples of best practices for the higher levels of performance, followed by a variety of tools that teachers can adapt and incorporate into their instruction. Self-assessments at the domain and component levels help you analyze your own practice. And the activities for each element can be used in your planning or with students, helping you develop the techniques that strengthen your practice. Whether you use the tools on your own or with colleagues in a study group or professional learning community, implementing the framework for

teaching can help you become a better teacher. Charlotte Danielson is also founder of the Danielson Group. A comprehensive guide to Russian architecture, this volume is designed for students and other readers wishing to gain an understanding of the subject.

The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same. Major concepts of the Common Core State Standards are included. For example, deep conceptual understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching, but are more clearly articulated in this edition. The language has been tightened to increase ease of use and accuracy in assessment. Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Get Better Faster

Leverage Leadership

The Art and Science of Teaching

The Framework for Teaching Evaluation Instrument, 2013 Edition

Theory, Research, and Practice

Writing, Grade 6

Rethinking Teacher Supervision and Evaluation

***For years, Kim Marshall and Jenn David-Lang have been considered "designated readers," curating ideas and research for busy frontline educators. Kim's weekly Marshall Memo summarizes the best articles from more than sixty magazines and journals.***

***There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years. This interest has been expressed in various ways - through large scale research projects, international conferences, the development of principles of assessment that supports learning, a growing awareness of the role of feedback as an integral part of the learning process, and the publication of exemplary assessment practices. At the same time, more limited attention has been given to the underlying nature of assessment, to the concerns that arise when assessment is construed as a measurement process, and to the role of judgement in evaluating the quality of students' work. It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning, and to explicate the nature of assessment as judgement. Despite the recent growth in interest noted above, assessment in higher education remains under-conceptualized. This book seeks to make a significant contribution to conceptualizing key aspects of assessment, learning and judgement.***

***Student engagement happens as a result of a teacher's careful planning and execution of specific strategies. This self-***

***study text provides in-depth understanding of how to generate high levels of student attention and engagement. Using the suggestions in this book, every teacher can create a classroom environment where engagement is the norm, not the exception.***

***Engaging the Online Learner This updated edition includes an innovative framework—the Phases of Engagement—that helps learners become more involved as knowledge generators and cofacilitators of a course. The book also provides specific ideas for tested activities (collected from experienced online instructors across the nation) that can go a long way to improving online learning. Engaging the Online Learner offers the tools and information needed to: Convert classroom activities to an online environment Assess the learning that occurs as a result of collaborative activities Phase in activities that promote engagement among online learners Build peer interaction through peer partnerships and team activities Create authentic activities and implement games and simulations Praise for Engaging the Online Learner "The Phases of Engagement framework provides a road map for creating community at each phase of an online course. This book is an invaluable guide to innovative practices for online learning." -Judith V. Boettcher, coauthor of The Online Teaching Survival Guide "Engagement is the heart of online learning. The authors have developed an encyclopedia of tried-and-true learner engagement activities that are authentic and ready to use." -Donald P. Ely, professor emeritus, instructional design, development and evaluation in the School of Education, Syracuse University***

***What Great Leaders Do!***

***Using the Framework for Teaching in Your School***

***The Best of the Marshall Memo***

***A Practical Guide to Building Exceptional Schools***

***Supporting the Art and Science of Teaching***

***Implementing the Framework for Teaching in Enhancing Professional Practice***

***Planning Effective Instruction: Diversity Responsive Methods and Management***

***"Make sure your students follow your instructions." That sounds like a straightforward instruction, but in fact, it's fairly abstract. What does a teacher actually have to do to make sure students are following? Even the leader delivering this direction may not know, and the first-year teacher almost certainly doesn't. The vast majority of teachers are only observed one or two times per year on average—and even among those who are observed, scarcely any are given feedback as to how they could improve. The bottom line is clear: teachers do not need to be evaluated so much as they need to be developed and coached. In Get Better Faster: A 90-Day Plan for Coaching New Teachers, Paul Bambrick-Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success. Over the course of the book, we break down the most critical actions leaders and teachers must enact to achieve exemplary results. Designed for coaches as well as beginning teachers, Get Better Faster is an integral coaching tool for any school leader eager to help their teachers succeed. It's the book's focus on the actionable—the practice-able—that drives effective coaching. By practicing the concrete actions and micro-skills listed here, teachers will markedly improve their ability to lead a class, producing a steady chain reaction of future teaching success. Though focused heavily on the first 90 days of teacher development, it's possible to implement this work at any time. New and old teachers alike can benefit from the guidance of***

*Get Better Faster and close their existing instructional gaps. Packed with practical training tools, including agendas, presentation slides, a coach's guide, handouts, planning templates, and 35 video clips of real teachers at work, Get Better Faster will teach you: The core principles of coaching: Go Granular, Make Feedback More Frequent, Top action steps to launch a teacher's development in an easy-to-read scope and sequence guide The four phases of skill building: Phase 1 (Pre-Teaching): Dress Rehearsal Phase 2: Instant Immersion Phase 3: Getting into Gear Phase 4: The Power of Discourse*

*Spectrum Writing creates student interest and sparks writing creativity! The lessons, perfect for students in grade 6, strengthen writing skills by focusing on sequence of events, comparing and contrasting, point of view, facts and opinions, and more! Each book provides an overview of the writing process, as well as a break down of the essential skills that build good writing. It features easy-to-understand directions, is aligned to national and state standards, and also includes a complete answer key. Today, more than ever, students need to be equipped with the essential skills they need for school achievement and for success on proficiency tests. The Spectrum series has been designed to prepare students with these skills and to enhance student achievement. Developed by experts in the field of education, each title in the Spectrum workbook series offers grade-appropriate instruction and reinforcement in an effective sequence for learning success. Perfect for use at home or in school, and a favorite of parents, homeschoolers, and teachers worldwide, Spectrum is the learning partner students need for complete achievement.*

*The first book in the James H. Stronge Research-to-Practice series focuses on improving student achievement through academic goal setting. It offers the tools and plan of action to use performance data to improve instructional practice and increase student achievement.*

*Teacher Evaluation: Guide to Professional Practice is organized around four dominant, interrelated core issues: professional standards, a guide to applying the Joint Committee's Standards, ten alternative models for the evaluation of teacher performance, and an analysis of these selected models. The book draws heavily on research and development conducted by the Federally funded national Center for Research on Educational Accountability and Teacher Evaluation (CREATE). The reader will come to grasp the essence of sound teacher evaluation and will be able to apply its principles, facts, ideas, processes, and procedures. Finally, the book invites and assists school professionals and other readers to examine the latest developments in teacher evaluation.*

*Assessment, Learning and Judgement in Higher Education*

*Anti-bias Education for Young Children and Ourselves*

*Using Data to Improve Teaching and Learning*

*A Framework for Teaching*

*Applying Standards-based Constructivism*

*A Collection of Performance Tasks & Rubrics: Upper Elementary Mathematics*

*A 90-Day Plan for Coaching New Teachers*

*Build the bridge from data collection to improved instruction Students are people—not data. How can you use assessment data to focus on reaching every student? This book shows how to develop a common language for sharing all students' progress with all teachers and leaders, and how to use ongoing assessment to inform instruction. Based on worldwide*

research of more than 500 educators, the book presents solutions organized by: Assessment Instruction Leadership Ownership The many benefits of personalizing data include increased student engagement and a positive impact on school culture. This reader-friendly guide helps you set goals, adjust lessons, identify students' strengths and weaknesses, and implement interventions.

Since the original publication of *Enhancing Professional Practice: A Framework for Teaching* in 1996, thousands of educators in the United States and around the world have used the framework and its clear definition of the components of good teaching to structure their professional conversations and guide their practice. Building on those diverse experiences, Charlotte Danielson now provides specific guidance for teacher educators, teachers, administrators, and others who seek to use the framework to improve their programs and practice.

What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twenty-five years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible in education, it is necessary for a fuller, nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool. This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature.

Create and sustain a learning environment where students thrive and stakeholders are accurately informed of student progress. Clarify the purpose of grades, craft a vision statement aligned with this purpose, and discover research-based strategies to implement effective grading and reporting practices. Identify policies and practices that render grading inaccurate, and understand the role grades play in students' future success and opportunities.

*A New Model for Teacher Growth and Student Achievement*

*A Lesson Plan for Teachers (New and Old!)*

*Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation*

*A Two-step Guide for Motivating Middle and High School Students*

*Student Achievement Goal Setting*

*The Differentiated Classroom*

*Rubric Nation*

The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning

*and teaching. The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The framework may be used as the foundation of a school's or district's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the School Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about. The framework defines four levels of performance--Unsatisfactory, Basic, Proficient, and Distinguished--for each element, providing a valuable tool that all teachers can use. This second edition has been revised and updated and also includes frameworks for school specialists, such as school nurses, counselors, library and media specialists, and instructional coaches. Comprehensive, clear, and applicable to teaching across the K-12 spectrum, the framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessment criteria developed by Educational Testing Service and is compatible with INTASC standards.*

*In this book you will learn: Ways to lead, advocate and collaborate for achievement and success for all students. How to craft a vision statement, fine-tune your program focus and enhance the learning process for all students. Steps to determine the amount of time you currently spend in direct and indirect student services and various activities throughout the day and how to work with your administrator to get approval for the proper mix. Details about school counselor competencies and program assessments, helping you evaluate your skills and your programs effectiveness. How to measure program results and promote systemic change within the school system so every student graduates college-and career ready. Ways to analyze your current data, learn what its telling you and act on your schools needs. Methods for demonstrating how students a re different as a result of what you do.*

*While this book focuses on evaluation of teachers, it is actually a book about fostering professional growth and improvement. In our writings, we provide support for teacher evaluation as a growth exercise, and show how creating a feedback rich culture in a school nurtures this process. The underlying theme is that evaluation data be utilized to drive professional development and growth, leading to reduction of teacher attrition and improved learning for students. At the heart of this feedback rich culture is the observation and evaluation process. For evaluation to be an exercise in professional growth, data must be collected and reviewed with the teacher so the administrator can provide support with transparency. This culture also places an urgency on the teacher evaluation process that has been historically absent. We include practical tips for creating this culture and maximizing opportunities for feedback, and examine traditional methods of evaluation and why these fell short in giving meaningful feedback to teachers. We will share innovative trends in teacher evaluation, and how these can be utilized to drive teacher growth, ultimately leading to improved student achievement. As our nation faces a teacher shortage and increasing teacher attrition rate, it is more vital than ever to retain and develop those currently practicing in the classroom. We highlight a research study by the author of teachers who have been evaluated consistently over a three-year period. This is more than a how to book, with a list of how to best implement the teacher evaluation process in your school. Instead, it is a how book, with best practices from experienced administrators and research from experts in the field such as Charlotte Danielson, Harvey Silver, and Robert Marzano, to guide educators to make informed decisions about implementing and improving their evaluation processes to meet their district's needs.*

*Includes Dimensions overview fold-out laminated sheet (28 x 60 cm.)*

*The Newest Rubric Enhancing the Links to the Common Core State Standards, with Clarity of Language for Ease of Use and Scoring*

*A Practical Guide to Improving Classroom Observations*

*Challenging the Conventions of Grading and Reporting*

*Engaging Teachers in Classroom Walkthroughs*

*The Three-Minute Classroom Walk-Through*

*Meeting Rigorous Standards and Assessments*

*Activities and Resources for Creative Instruction*

**Performance tasks are highly effective tools to assist you in implementing rigorous standards. But how do you create, evaluate, and use such tools? In this bestselling book, educational experts Charlotte Danielson and Elizabeth Marquez explain how to construct and apply performance tasks to gauge students' deeper understanding of mathematical concepts at the middle school level. You'll learn how to: Evaluate the quality of performance tasks, whether you've written them yourself or found them online; Use performance tasks for instructional decision-making and to prepare students for summative assessments; Create your own performance tasks, or adapt pre-made tasks to best suit students' needs; Design and use scoring rubrics to evaluate complex performance tasks; Use your students' results to communicate more effectively with parents. This must-have second edition is fully aligned to the Common Core State Standards and assessments and includes a variety of new performance tasks and rubrics, along with samples of student work. Additionally, downloadable student handout versions of all the performance tasks are available as free eResources from our website ([www.routledge.com/9781138906914](http://www.routledge.com/9781138906914)), so you can easily distribute them to your class.**

**Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.**

**A new and proven paradigm for evaluating teacher effectiveness The Measures of Effective Teaching reflects the work of the Bill & Melinda Gates Foundation's Measures of Effective Teaching (MET) project. The project is dedicated to finding new and more reliable ways to evaluate teacher effectiveness than merely relying on test scores. In the book, Thomas Kane and Steve Cantrell include the key findings on the teaching practices that contribute to student achievement for example starting each class with a clear objective, diagnosing/correcting common student errors. They give school and district administrators a new, more accurate and constructive system for teacher evaluation and feedback. Offers a much-needed resource for accurately measuring how teachers perform in the classroom From the acclaimed Measure of Effective Teaching project of the Bill & Melinda Gate Foundation Thomas Kane is deputy director of education for US Programs at The Bill & Melinda Gates Foundation and Steve Cantrell is a senior program officer for research and evaluation at the foundation Based on research**

from the MET project, this important resource gives school administrators an effective way to evaluate teachers.

Although much has changed in schools in recent years, the power of differentiated instruction remains the same—and the need for it has only increased. Today's classroom is more diverse, more inclusive, and more plugged into technology than ever before. And it's led by teachers under enormous pressure to help decidedly unstandardized students meet an expanding set of rigorous, standardized learning targets. In this updated second edition of her best-selling classic work, Carol Ann Tomlinson offers these teachers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how to divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. With a perspective informed by advances in research and deepened by more than 15 years of implementation feedback in all types of schools, Tomlinson explains the theoretical basis of differentiated instruction, explores the variables of curriculum and learning environment, shares dozens of instructional strategies, and then goes inside elementary and secondary classrooms in nearly all subject areas to illustrate how real teachers are applying differentiation principles and strategies to respond to the needs of all learners. This book's insightful guidance on what to differentiate, how to differentiate, and why lays the groundwork for bringing differentiated instruction into your own classroom or refining the work you already do to help each of your wonderfully unique learners move toward greater knowledge, more advanced skills, and expanded understanding. Today more than ever, *The Differentiated Classroom* is a must-have staple for every teacher's shelf and every school's professional development collection.

*Responding to the Needs of All Learners*

*ASCA National Model*

*How to Work Smart, Build Collaboration, and Close the Achievement Gap*

*Enhancing Professional Practice*

*Guide to Effective Practice*

*Book One: Ideas and Action Steps to Energize Leadership, Teaching, and Learning*

*Classroom Assessment Scoring System (CLASS) Manual, Toddler*

In *Teaching Core Practices in Teacher Education*, Pam Grossman and her colleagues advocate an approach to practice-based teacher education that identifies “core practices” of teaching and supports novice teachers in learning how to enact them competently. Examples of core practices include facilitating whole-class discussion, eliciting student thinking, and maintaining classroom norms. The contributors argue that teacher education needs to do more to help teachers master these professional skills, rather than simply emphasizing content knowledge. *Teaching Core Practices in Teacher Education* outlines a series of pedagogies that teacher educators can use to help preservice students develop these teaching skills. Pedagogies include representations of practice (ways to show what this skill looks like and break it down into its component parts) and

approximations of practice (the ways preservice teachers can try these skills out as they learn). Vignettes throughout the book illustrate how core practices can be incorporated into the teacher education curriculum. The book draws on the work of a consortium of teacher educators from thirteen universities devoted to describing and enacting pedagogies to help novice teachers develop these core practices in support of ambitious and equitable instruction. Their aim is to support teacher educator learning across institutions, content domains, and grade levels. The book also addresses efforts to support teacher learning outside formal teacher education programs. Contributors Chandra L. Alston Andrea Bien Janet Carlson Ashley Cartun Katie A. Danielson Elizabeth A. Davis Christopher G. Pupik Dean Brad Fogo Megan Franke Hala Ghouseini Lightning Peter Jay Sarah Schneider Kavanagh Elham Kazemi Megan Kelley-Petersen Matthew Kloser Sarah McGrew Chauncey Monte-Sano Abby Reisman Melissa A. Scheve Kristine M. Schutz Meghan Shaughnessy Andrea Wells

In this essential new book, best-selling author and researcher Robert J. Marzano and teacher-effectiveness expert Michael D. Toth lay out a framework for the "next generation" of teacher evaluation: a model focused primarily on helping educators develop and improve their practice. By taking into account multiple accurate, data-rich measures of teacher performance and student growth, the model ensures that all teachers receive fair, meaningful, and reliable evaluations. The book includes \* Standards, rubrics, and suggested rating methodologies; \* A detailed, five-phase plan for implementing the model; \* Guidelines for calibrating evaluation criteria according to teachers' experience levels; \* A step-by-step guide to creating a coaching program for teachers who require intervention; and \* Recommendations for using technology platforms to enable teacher collaboration. Teacher evaluation has too often focused on affixing ratings to teachers rather than helping them grow into mastery. The practical, field-tested model proposed in *Teacher Evaluation That Makes a Difference* has everything your school or district needs to provide teachers--and, by extension, their students--with the support necessary for success.

**PLANNING EFFECTIVE INSTRUCTION: DIVERSITY RESPONSIVE METHODS AND MANAGEMENT**, Fifth Edition, fully equips readers to teach in ways that meet the needs of all students in today's diverse classroom. The four-part organization corresponds with a new framework for diversity responsive teaching that helps focus teachers' efforts in planning for diversity. Represented by a visual organizer, this framework helps readers see that what they teach, how they teach, and the context for teaching interact to bring about the success of all students. Available with InfoTrac Student Collections <http://goengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

A collection of 20 class-tested activities corresponding to K-3 math topics.

**The Highly Engaged Classroom**

**Upper Elementary School Mathematics**

**A Comprehensive Framework for Effective Instruction**

**Performance Tasks and Rubrics for Middle School Mathematics**

**Better Feedback for Better Teaching**

**Culturally Responsive Teaching**

**Critical Inquiries on the Impact of Rubrics in Education**

*The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.*

*This book provides a collection of performance tasks and scoring rubrics for a number of important topics in upper elementary school mathematics. Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics.*

*Change the entire school culture with this collaborative method of supervision! For years, the classic supervision model has frustrated both principals and teachers by fostering superior-subordinate relationships, focusing on teacher conformity rather than growth, or producing checklist data that are irrelevant to the curriculum. The Three-Minute Classroom Walk-Through offers a practical, time-saving alternative that impacts student achievement by cultivating self-reliant teachers who are continuously improving their practice. This method answers principals' key questions: Is the work of my teachers aligned with district curriculum? Are my teachers using research-based "best practices"? Are they choosing the instructional strategies that will promote student achievement?*

*Teacher evaluation is arguably the hottest issue in education right now. Because of Race to the Top, many states and districts around the country are designing and implementing new teacher evaluation systems that--for the first time ever--evaluate teachers based on how much their students learn. However, there is limited research on how to build an evaluation system centered on classroom observations that can distinguish between effective and ineffective teaching. This report from the University of Chicago Consortium on School Research focuses on Chicago, but the lessons learned have significant applicability to districts across the country. The report is one of the first to provide research-based evidence showing that new teacher observation tools, when accompanied by thoughtful evaluation systems and professional development, can effectively measure teacher effectiveness and provide teachers with feedback on the*

*factors that matter for improving student learning. This is especially relevant for those districts that are implementing the Charlotte Danielson Framework for Teaching, including Arkansas, Delaware, Florida, Idaho, Illinois, New Jersey, New York, South Dakota, Washington, Los Angeles, and Pittsburgh.*

*Rethinking Teacher Evaluation in Chicago*

*A Collection of Performance Tasks and Rubrics*

*Teacher Evaluation as a Growth Process*

*Teaching Core Practices in Teacher Education*

*Data Literacy for Educators*

*The Simple 6: A Writing Rubric for Kids*

*Changing School Supervisory Practice One Teacher at a Time*

**Many learning standards and core curricula demand that students demonstrate what they know. Students cannot demonstrate if they sit passively in classrooms, listening to their teachers' lectures. These standards call for a different set of teaching practices, based on constructivist theory. Constructivism is based on a body of research that supports the position that understanding can't be poured from one person's head to another's like water and that each of us creates our own picture of the world through our own personal engagement with it. This book provides practical ways to apply constructivism in a teacher's day-to-day classroom life.**

**Paul Bambrick-Santoyo (Managing Director of Uncommon Schools) shows leaders how they can raise their schools to greatness by following a core set of principles. These seven principles, or "levers," allow for consistent, transformational, and replicable growth. With intentional focus on these areas, leaders will leverage much more learning from the same amount of time investment. Fundamentally, each of these seven levers answers the core questions of school leadership: What should an effective leader do, and how and when should they do it. Aimed at all levels of school leadership, the book is for any principal, superintendent, or educator who wants to be a transformational leader. The book includes 30 video clips of top-tier leaders in action. These videos bring great schools to you, and support a deeper understanding of both the components of success and how it looks as a whole. There are also many helpful rubrics, extensive professional development tools, calendars, and templates. Explores the core principles of effective leadership Author's charter school, North Star Academy in Newark, New Jersey, received the highest possible award given by the U.S. Department of Education; the National Blue Ribbon Print version includes an instructive DVD with 30 video clips to show how it looks in real life. E-book customers: please note that details on how to access the content from the DVD may be found in the e-book Table of Contents. Please see the section: "How to Access DVD Contents" Bambrick-Santoyo has trained more than 1,800 school leaders nationwide in his work at Uncommon Schools and is a recognized expert on transforming schools to achieve extraordinary results.**

**Engaging Teachers in Classroom Walkthroughs** is a practical guide to planning and implementing brief but focused classroom observations that involves teachers in every step of the process. Drawing from their study of 40 schools in the United States and Canada, the authors show how administrators and teacher leaders moved teachers from resisting to embracing the practice. Readers will learn how to \* Foster a school culture that supports walkthroughs. \* Implement the components of successful walkthroughs, such as focus and "look-fors," data collection methods, and meaningful follow-up strategies. \* Get all teachers involved and actively participating. \* Evaluate the walkthrough process and measure its effectiveness. \* Use walkthroughs to support professional development related to the Common Core State Standards. This book demonstrates that when teachers learn from one another in a cycle of continuous professional growth--through observation, shared inquiry, dialogue, and follow-up--they develop a sense of collegiality and a common mission. By opening their doors to their peers, they also contribute to broader school improvement efforts that positively affect teaching and learning throughout the school.

In **Effective Supervision**, Robert J. Marzano, Tony Frontier, and David Livingston show school and district-level administrators how to set the priorities and support the practices that will help all teachers become expert teachers. Their five-part framework is based on what research tells us about how expertise develops. When these five conditions are attended to in a systematic way, teachers do improve their skills: \* A well-articulated knowledge base for teaching \* Opportunities for teachers to practice specific strategies or behaviors and to receive feedback \* Opportunities for teachers to observe and discuss expertise \* Clear criteria for success and help constructing professional growth and development plans \* Recognition of the different stages of development progressing toward expertise. The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other, observe one another's classrooms, and receive focused feedback on their teaching strategies. The constructive dynamics of this approach always keep in sight the aim of enhancing students' well-being and achievement. As the authors note, "The ultimate criterion for expert performance in the classroom is student achievement. Anything else misses the point."

**Primary School Mathematics**

**Effective Supervision**

**Engaging the Online Learner**

**Teacher Evaluation that Makes a Difference**

**Putting FACES on the Data**

**Teacher Evaluation**

**A Framework for School Counseling Programs**

In this important book, education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized

test scores to assess a teacher's performance. Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students. Emphasizing trust-building and teamwork, Marshall's innovative, four-part framework shifts the focus from periodically evaluating teaching to continuously analyzing learning. This book offers school principals a guide for implementing Marshall's framework and shows how to make frequent, informal classroom visits followed by candid feedback to each teacher; work with teacher teams to plan thoughtful curriculum units rather than focusing on individual lessons; get teachers as teams involved in low-stakes analysis of interim assessment results to fine-tune their teaching and help struggling students; and use compact rubrics for summative teacher evaluation. This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development.

The popular author of *Classroom Instruction That Works* discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom.

*Making It Count in Teacher Preparation and Practice*

*On Your Mark*

*The Handbook for Enhancing Professional Practice*