



Going Public

SHELLEY HARWAYNE

Priorities &
Practice at
The Manhattan
New School



Going Public Priorities And Practice At The Manhattan New School

Elizabeth P. Quintero



Going Public Priorities And Practice At The Manhattan New School:

Going Public Shelley Harwayne, 1999 Contains data collected from the Manhattan New School from the time it opened which could change the institution of public education

Learning Along the Way Diane Sweeney, 2003 You will see concrete examples of how your school can move away from a one size fits all professional development model to create an authentic learning environment that meets the needs of individual teachers The book features chapters focusing on implementing an instructional coaching model establishing study groups among teachers using observation as a means to model effective instruction going deeper with discussion through the use of Critical Friends protocols examining various ways adults process new information encouraging teachers to take leadership roles focusing the principal's leadership around the professional development model

Leadership Teaming Cathie E. West, Mary Lynne Derrington, 2009 Ideal for new or experienced school and district administrators this book shows how to develop a strong superintendent principal partnership Written by a principal and a superintendent with decades of experience this resource provides strategies for effective leadership communication and collaboration and includes Both the principal's and the superintendent's perspectives on issues such as performance expectations and characteristics of quality teams Critical experience and research based team components Stories from the field about successful principal superintendent teams Reflective questions summaries and other tools to help readers apply the principles and strategies to their own practice Use these practical and proven approaches to create a healthy school district culture and promote mutually supportive professional relationships

Book jacket

Accelerating Student and Staff Learning Kay Psencik, 2009-02-27 This book brings new focus to the rich history of ideas and strategies shown to improve student learning helping educators at all levels see not only the value of using proven strategies but the importance of integrating those strategies into purposeful improvement efforts Thomas R Guskey Distinguished Service Professor Georgetown College This is a book of action The author calls for leaders in school communities to be bold courageous committed and aggressive in the actions required to achieve desired increases in student learning Charles Patterson Educational Consultant Former President Association for Supervision and Curriculum Development Dramatically raise student achievement by engaging educators in collaborative curriculum design and professional development Teachers teacher leaders principals and staff developers can build a collaborative culture and improve staff and student performance with this content focused step by step model that ties curriculum design to teacher growth Kay Psencik provides a powerful process whereby teachers work together in teams to examine standards gain a deep understanding of content create curriculum maps and design common formative assessments Professional development leaders can inspire and challenge teachers to Confront assumptions about learning and professional development Clarify and establish complex standards Embed conversations about the curriculum into daily work With hands on tools templates and resources readers can help teachers become more skilled in their instruction create a school based curriculum that is tied to

standards and accelerate the learning of both students and staff **The Literacy Principal, 2nd Edition** David Booth, Jennifer Rowsell, 2007 As the education community struggles with literacy achievement skillful leadership has emerged as a distinguishing feature of successful schools Since *The Literacy Principal* was first published it has helped shape the discussion around accountability and successful practices that support both teachers and students This revised and expanded second edition challenges principals to become even more involved in championing literacy in their schools It examines the role of school leaders at both the elementary and secondary levels Commentaries from teachers principals and consultants who have been involved in developing strong school wide and district wide literacy programs are included to demonstrate the strides that many schools have made in the last few years The increasingly important role of school literacy coaches and mentoring teams are presented as models of the power of cooperative approaches to successful literacy programs David Booth and Jennifer Rowsell offer an overview of the most successful strategies for creating a support network that will nurture and build a powerful reading environment They help administrators introduce and support cooperative approaches to literacy that involve coaches and mentoring teams understand exemplary reading and writing programs and school wide strategies for promoting literacy growth among students demonstrate a commitment to literacy among teachers parents students and the community appreciate the many forms of assessment and evaluation including intervention programs for improving student performance Rooted in the latest research and real world experience this new edition provides tried and true frameworks that principals can use in their quest to create schools where literacy thrives **Problem-Solving Tools and Tips for School Leaders** Cathie West, 2013-10-02 In this book award winning educator Cathie West teaches readers how to confidently prepare for and respond to the challenges that come with being a school leader Derived from professional experience and extensive research the strategies can be put to work exactly as described or adapted to fit the unique situations that educators face in their schools With more than thirty years of experience as a school principal West provides tips for teacher leaders striving to expand their skills brand new administrators looking for guidance and experienced principals confronting the unfamiliar or looking for fresh problem solving ideas Student-Centered Coaching Diane Sweeney, 2010-11-19 This practical resource is grounded in a simple but powerful premise that school based coaching programs can be designed in a way that more directly impacts student achievement In a student centered coaching relationship the focus is on using data and student work to drive conversations between coaches and teachers to make informed decisions about instruction In other words coaches and teachers work collaboratively to support students The book also underscores the critical role of the principal in developing systems and structures to support teacher learning and fostering a culture of learning The book is suitable for use with both new and experienced coaches and the principals who support them *Whole Language Teaching, Whole-hearted Practice* Monica Taylor, 2007 This seminal collection brings together the multiple perspectives of whole language educators over the course of the past thirty five years The essays

illustrate the complex ways in which whole language teachers have been and continue to be political activists through their interactions with students the teachers beliefs about teaching learning and curriculum their commitment to critical thinking and social justice their collaborative engagements with other teachers their role as leaders of change in schools and communities and finally their activism in society Although many believe that we are living in a climate where the term whole language is considered taboo the contributors to this book demonstrate hopefulness for the future of whole language as Yetta and Ken Goodman write in the concluding chapter whole language is alive and well

Generative Conversations for Creative Learning Gloria Latham, Robyn Ewing, 2017-12-06 This book builds on conversations between the author educators and other experts in the field including authors illustrators and teachers to explore the benefits of discussions around quality literature within a classroom context that exercises the imagination and generates new ideas and discoveries The book focuses on a range of strategies that can be utilised to reimagine literacy learning in a 21st century context including parent and teacher talk active listening fostering student driven questions building vocabulary and imagery and metacognitive talk These are argued to have a hugely beneficial impact on how children learn to solve problems engage in complex thought processes negotiate meaning as well as learning how to wonder explore create and defend ideas The book also defends the importance of parents teachers and academics as storytellers using their bodies and voices as instruments of engagement and power It will make compelling reading for students teachers and researchers working in the fields of education and sociology particularly those with an interest in creative methods for improving literacy

Educational Justice Howard Ryan, 2017-01-01 That education should instill and nurture democracy is an American truism Yet organizations such as the Business Roundtable together with conservative philanthropists such as Bill Gates and Walmart s owners the Waltons have been turning public schools into corporate mills Their top down programs such as Common Core State Standards track judge and homogenize the minds of millions of American students from kindergarten through high school But corporate funders would not be able to implement this educational control without the de facto partnership of government at all levels channeling public moneys into privatization initiatives school closings and high stakes testing that discourages independent thinking Educational Justice offers hope that there s still time to take on corporatized schools and achieve democratic justice in the classroom Forcefully written by educator and journalist Howard Ryan with contributing authors the book opens with four chapters that discuss theories on teacher unionism social justice pedagogy and corporate school reform These chapters are balanced with four case study chapters documenting exemplary teaching and school site organizing practices in the field Reports from various educational fronts include innovative union strategies against charter school expansion as well as teaching visions drawn from the vibrant whole language movement Bold informative clearly reasoned this book is an education in itself a democratic one at that

Problem-posing with Multicultural Children's Literature Elizabeth P. Quintero, 2004 Problem posing with Multicultural Children s Literature documents an ongoing qualitative study of early

childhood teachers using a problem posing method with multicultural children's literature Grounded in critical theory the text has been written for use in upper division undergraduate and graduate level classes that study infants toddlers preschoolers kindergartners and students in grades one and two The book uses examples from both early childhood and elementary teacher education students and practicing teachers work as they study critical literacy multicultural children's literature and integrated early childhood curriculum This structure provides insights into guided research in child development cultural and linguistic contexts learning theory strategies for teaching young children family advocacy and all related aspects of early childhood teacher education as the learners move through the activities *Layers of Learning* JoEllen McCarthy, 2023-10-10 What could happen if we viewed every read aloud as an invitation to learn more about literacy and ourselves In *Layers of Learning Using Read Alouds to Connect Literacy and Caring Conversations* author JoEllen McCarthy explores read aloud strategies designed to enhance your reading and writing standards by capitalizing on the way literature can impact caring communities *Layers of Learning* is structured around four key elements Community Agency Respect and Empowerment or CARE The book provides tools necessary to emphasize reading and writing connections character education and culturally responsive teaching all while championing the power of read alouds Inside you'll find Over 200 picture book suggestions introducing the Heartprint Framework which demonstrates how you can layer literacy with life lessons 60 read aloud based connections that support caring classroom conversations lesson planning and extensions Instructional opportunities for nurturing readers and writers during workshop time small group gatherings or individual conferring sessions Literacy Snapshot photo essays with ideas on how to adopt or adapt Continuing connections with additional resources and invitations for further learning *Layers of Learning* pulls together the ideas that the books we share not only serve an academic purpose but also convey big affective messages This can lead to richer and more meaningful classroom conversations *Saving Our Schools* Kenneth S. Goodman, 2004 *Saving Our Schools* exposes the ugly side of President George Bush's No Child Left Behind mandate which has threatened to close more than 6 000 public schools to the detriment of dedicated teachers and disadvantaged children alike Revealing how NCLB forces schools with strictly limited resources to teach its children test taking skills in a desperate bid to pass high stakes standardized testing and how the government blacklists successful professors institutions and methods that balk the NCLB party line and much more *Saving Our Schools* warns of an immediate threat to the integrity of public education and urges the reader to take action An eye opening social commentary of keen importance in determining the nation's future Midwest Book Review **Because Writing Matters** National Writing Project, Carl Nagin, 2012-06-28 This updated edition of the best selling book *Because Writing Matters* reflects the most recent research and reports on the need for teaching writing and it includes new sections on writing and English language learners technology and the writing process *What Are You Grouping For?, Grades 3-8* Julie Wright, Barry Hoonan, 2018-07-26 Intermediate grade readers don't need to be guided as much as they need to be

engaged and authors Julie Wright and Barry Hoonan have solutions for doing just that using small groups You ll get practical tools classroom examples and actionable steps essential for starting sustaining and mastering the management of small groups This book explains the five teacher moves that work together to support students reading independence through small group learning kidwatching pivoting assessing curating and planning and provides examples to guide you and your students toward success This resource will empower you with tools to ensure that readers are doing the reading thinking and doing not you

Boy Writers Ralph Fletcher,2023-10-10 Writing test scores indicate that boys have fallen far behind girls across the grades In general boys don t enjoy writing as much as girls What s wrong How can we do a better of job of creating boy friendly classrooms so their voices can be heard In *Boy Writers Reclaiming Their Voices* Ralph Fletcher draws upon his years of experience as staff developer children s book author and father of four boys He also taps the insights from dozens of writing teachers around the US and abroad *Boy Writers* asks teachers to imagine the writing classroom from a boy s perspective and consider specific steps we might take to create stimulating classrooms for boys Topic choice emerges as a crucial issue The subjects many boys like to write about war weapons outlandish fiction zany or bathroom humor often do not get a warm reception from teachers Fletcher argues that we must widen the circle and give boys more choice if we want to engage them as writers How We must begin by recognizing boys and the world in which they live *Boy Writers* explores important questions such as What subjects are boy writers passionate about and what motivates them as writers Why do boys like to incorporate violence into their stories and how much should be allowed Why do we so often misread and misunderstand the humor boys include in their stories In addition the book looks at how handwriting can hamstring boy writers and how drawing may help welcoming boy friendly writing genres in our classrooms ways to improve our conferring with boys and more Each chapter begins with a thorough discussion of a topic and ends with a highly practical section titled What can I do in my classroom *Boy Writers* does not advocate promoting the interests of boys at the expense of girls Rather it argues that developing sensitivity to the unique facets of boy writers will help teachers better address the needs of all their students

How Was School Today? Paul Higgins,2004 *How Was School Today* explores the richly complex school experiences of Katie a fifth grader in a very small school that educates children of varying ages and academic capabilities together Katie s experiences provide an opportunity to wonder about the school experiences of any child *How Was School Today* goes inside a world about which parents typically know very little and about which teachers may wish to learn more

What's Urban in the Urban School Principalship Joseph Jerome Flessa,2003 [Pyramid of Behavior Interventions](#) Tom Hierck,Charlie Coleman,2011-09-15 Students thrive when educators commit to proactively meeting their behavioral as well as academic needs This book will help teachers and school leaders transform the research on behavior response to intervention and professional learning communities into practical strategies they can use to create a school culture and classroom climates in which learning is primed to occur

Learning to Teach Gloria Latham,2006 Informs pre service

teachers about the culture of the community the school home cultures interests learning styles and the abilities of their future students Exercises within the book and the innovative Virtual Classroom website encourage pre service teachers to watch record best practice and to draw upon sound theoretical knowledge

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