

Effort and Excellence in Urban Classrooms

Expecting—and Getting—
Success with All Students



**Dick Corbett
Bruce Wilson and
Belinda Williams**

Effort And Excellence In Urban Classrooms Expecting And Getting Success With All Students

Brianna L. Kennedy, Amy S. Murphy



Effort And Excellence In Urban Classrooms Expecting And Getting Success With All Students:

Effort and Excellence in Urban Classrooms Dickson Corbett, Bruce Wilson, Belinda Williams, 2002 This timely volume reveals in great detail how educators closed the performance gap for low income students by linking expectations and results Drawing heavily on the words and experiences of students teachers and parents this book describes how students who traditionally had not succeeded academically in school began to do so Effort and Excellence in Urban Classrooms demonstrates just how this was done by including In depth descriptions of classrooms and schools where students began succeeding when educators assumed the responsibility for their success Data based discussion of teachers views on parental involvement in schools and parents views of teachers and schools actions on behalf of students Identification of the kinds of support that schools and districts must provide if educators are to be successful An unrelenting emphasis on how educators enabled students to be motivated and to produce high quality work At last a book that helps us see and feel what a no excuses approach to teaching is like in urban classrooms This close look at teachers and students in high poverty settings gives new meaning to all children can learn A must read for those who are serious about closing the achievement gap Michael S Knapp Center for the Study of Teaching Policy University of Washington [Effort and Excellence in Urban Classrooms](#) H. Dickson Corbett, Bruce L. Wilson, Belinda Williams, 2002-04-12 Shows how students in urban schools begin to perform better when educators and parents expectations grow by providing research from similar scenarios and instructions for what needs to be done to achieve this goal *Walking the Equity Talk* John Robert Browne II, 2012-06-21 Good intentions are not enough create a bold new leadership paradigm to achieve equity in opportunities and outcomes If you re serious about providing a level playing field for all it is time to do more than identify and lament the reasons for educational disparities and why they persist John Robert Browne II shows how Culturally Courageous Leadership by all school community stakeholders can help you achieve equitable learning opportunities and outcomes for all students This practical guide Shows how to develop realistic data based plans for putting equity initiatives into action Helps district and school administrators work with teacher parent student and community leaders to advance equity and excellence Provides concrete examples of what it takes to empower staff and stakeholders through collaborative leadership Offers tips on how to navigate the politics when addressing the interface between identity race culture poverty primary language and achievement School based examples role play activities profiles of educators exemplifying leadership for equity make it personal questions facilitator notes and diagnostic assessments are provided so you can engage your entire school or district community in equity transformation If you are ready to take on the challenge of becoming an equity warrior then Walking the Equity Talk will show you the path forward **The Link** ,1997 **Engaging EVERY Learner** Alan M. Blankstein, Robert W. Cole, Paul D. Houston, 2007-02-01 Join today s most insightful thinkers as they explore the heart mind and soul of educational leadership This concise volume offers educational leaders key concepts and strategies for framing discussions about closing the equity

gap and ensuring high achievement for all learners As the first volume in The Soul of Educational Leadership series this unique collection presents Pedro A Noguera and Alan M Blankstein on essential questions and themes Delores B Lindsey and Randall B Lindsey on culturally proficient equity audits Antoinette Mitchell on the knowledge base for teaching diverse learners in big city schools Stephen G Peters on how to capture inspire and teach every learner Thomas R Guskey on rethinking the work of Benjamin S Bloom Karen J Pittman and Merita Irby on readiness for college work and life Alan Boyle on helping failing schools to turn around Richard Farson on the paradoxes of risk challenge failure and innovation Pioneering educators and series editors Alan M Blankstein Robert W Cole and Paul D Houston offer thought provoking ideas applicable to all schools districts and learning communities and include a complete index for browsing and easy reference

International Handbook of Student Experience in Elementary and Secondary School D. Thiessen, Alison Cook-Sather, 2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on students interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students experiences of schools and in fact themselves as researchers A *Research Perspective* Nan Li, 2020-08-01 All educators in teacher education want to know what factors contribute to the academic success of undergraduate education majors or pre service teachers Teacher educators of eight universities across the state of South Carolina were determined to find out This compilation is a result of their inquiry The conclusions of this book are drawn from the contributors and each chapter helps expand teacher educator readers understanding and informs their practice as they work with initial certification students in educator preparation A Research Perspective promotes the academic success of pre service teachers by exploring common research questions posed to education majors of the eight universities in South Carolina Ranging from historically Black to predominately White from private to public universities across the state these institutions serve a diverse body of students who described some insightful contributing factors and challenges to their success The case scenario begins each chapter that provides contextual snapshots of the myriad choices and obstacles faced by pre service teachers the research narratives offer insightful analysis for teacher educators Though written from the perspective of South Carolina the lessons learned and recommendations for teacher education are relevant

to any state This is a must read for all teacher educators interested in student success This book is most interesting to members of teacher education organizations especially the Association of Teacher Educators ATE and its 41 state and regional affiliates including South Carolina Association of Teacher Educators SCATE and Southeast Regional Association of Teacher Educators SRATE It also has wide appeal to members of other professional organizations such as National Association for Multicultural Education NAME and American Educational Research Association AERA Finally it s a good choice for professional learning communities of district personnel and classroom teachers since it provides insights that will strengthen mentoring and support systems provided to student teachers

Evaluating What Good Teachers Do James Stronge, 2013-08-06 This book is based on author James H Stronge s 20 plus years of consulting with school districts and other educational organizations in designing piloting and training educators in the use of teacher performance evaluation systems Its primary purpose is to help both teachers and their evaluators collect more comprehensive and accurate assessment data for judging teacher effectiveness The author provides field tested teacher evaluation systems based on performance standards which include data collection tools and performance appraisal rubrics

Handbook for Qualities of Effective Teachers James H. Stronge, Pamela D. Tucker, Jennifer L. Hindman, 2004 This companion to Qualities of Effective Teachers provides strategies for examining the practice of teaching helping teachers improve their skills and establishing an environment that supports good teaching

Why Black Lives Matter Anthony B. Bradley, 2020-10-21 Beginning with a conversation prompted by African American scholars like Dr Alvin Poussaint of Harvard Medical School in 2007 to the current Black Lives Matter movement there has been much debate about what led to the deaths of Trayvon Martin and Michael Brown among others as well as other systemic challenges that undermine black thriving Anthony Bradley has assembled a team of scholars and religious leaders to provide a distinctly Christian perspective on what is needed for black communities to thrive from within In addition to the social and structural issues that must be addressed within black communities there are opportunities for social change based on God s vision for human flourishing Covering topics like the black family hip hop mental health mentoring women masculinity and the church this book will open your eyes to fresh ways to participate in solutions that will truly set black America free Although the Black Lives Matter movement keeps the church on the margins the authors in this volume believe that enduring change cannot happen unless God speaks directly to these issues in light of the gospel This is a revised edition of an earlier book Keeping Your Head Up With contributions from Vincent Bacote Bruce Fields Rev Howard Brown Ralph C Watkins Rev Eric M Mason Rev Lance Lewis Rev Anthony Carter Ken Jones Natalie Haslem Rev Ken Jones Rihana Mason Yvonne RB Banks

Courageous Conversations About Race Glenn E. Singleton, 2021-07-23 This revision of this classic text could not be more timely We are at a moment of reckoning with respect to race in America The COVID 19 pandemic coupled with the centuries old pandemic of racial injustice have brought new attention to the presence of systemic racism in our schools and other institutions Glenn Singleton s Courageous

Conversations protocol has had a lasting impact on hundreds of thousands of educators both in the U S and abroad Singleton was prescient in setting forth the premise that before we can solve race in this country we need to learn to talk about it This edition retains the hallmark features previous editions including the four agreements the protocol activities reflective prompts and a series of powerful Racial Autobiographies However it has been updated to reflect our current sociopolitical environment especially the current spotlight on racial injustice juxtaposed against a white nationalist backlash This book has helped equity leaders in K 12 schools as well as other institutions develop their racial consciousness and guide others to greater understanding and action **Connecting Leadership with Learning** Michael A. Copland, Michael S.

Knapp, 2006-10-15 A guide to help educational leaders reflect on their actions plan for improvement and take actions to foster student and professional learning **Professional Development Schools and Social Justice** Kristien Zenkov, Diane

Corrigan, Ronald S. Beebe, Corey R. Sell, 2013-10-22 This book extends the national discussion about the Professional Development School PDS movement of the past three decades The volume highlights school university partnerships focus on collaborative activities that endeavor to promote social justice in and across P 12 and university classrooms educational institutions and communities Professional Development Schools and Social Justice Schools and Universities Partnering to Make a Difference guides veteran teachers undergraduate and graduate pre service teachers and university faculty to understand how the PDS model might be oriented toward social justice ideals Co authored by school and university based educators each chapter details the social justice work of specific partnerships and provides concrete instructional and curricular methods for application within both teacher education and PK 12 settings Readers are provided insight into a range of elements of Professional Development Schools including the development of PK 12 and teacher education curricula processes of program implementation and research and data collection Learning-Focused Leadership in Action Michael

S. Knapp, Meredith I. Honig, Margaret L. Plecki, Bradley S. Portin, Michael A. Copland, 2014-03-21 In an educational context where school and district performance is of increasing focus it s essential for leaders at all levels of the educational system to focus on improving student performance This volume zeros in on a promising set of strategies and practices for all leaders to motivate support and sustain learning in contemporary schools Learning Focused Leadership in Action explores what it means for educational leadership to be learning focused what this looks like in practice at both the school and district level and how such leadership changes can be set in motion Drawing on extensive case study research in schools and districts that are making progress on learning improvement this volume explores how leaders at all levels of the educational system can productively seek to improve the quality of learning opportunities and student performance no matter how challenging the circumstances Frame Shifting for Teachers Brianna L. Kennedy, Amy S. Murphy, 2024-04-23 Learn how you can

successfully address persistent teaching dilemmas by reframing how you think about and respond to them The authors show how adopting habits of mind including curiosity and an asset based teaching approach is necessary for tackling teaching

challenges more effectively and equitably Chapters explain how you can then apply frame shifting by considering your dilemma in three domains relationships classroom management and curriculum and instruction Practical examples exercises and discussion questions throughout the book will help you apply the concepts to your own teaching situation In addition a bonus online study guide contains reproducible templates additional examples suggested answers and more Appropriate for teachers to read independently or through book studies and PLCs the book will leave you with new strategies for changing your beliefs and reactions and ultimately improving how you approach and reach your students *Jspr Vol 35-N2 Journal of School Public Relations*,2014-11-24 The Journal of School Public Relations is a quarterly publication providing research analysis case studies and descriptions of best practices in six critical areas of school administration public relations school and community relations community education communication conflict management resolution and human resources management Practitioners policymakers consultants and professors rely on the Journal for cutting edge ideas and current knowledge Articles are a blend of research and practice addressing contemporary issues ranging from passing bond referenda to building support for school programs to integrating modern information The Effective Principal Barbara Scott Nelson,Annette Sassi,2005 This volume examines how effective instructional leadership by principals and other school administrators is affected by their own knowledge and beliefs about learning teaching and subject matter Using mathematics as a subject focus the authors examine several specific aspects of instructional leadership such as teacher supervision and classroom observation curriculum selection and student assessment Nelson and Sassi provide detailed portraits of administrators at work illuminating key decision making situations and the actions they choose to take This important volume looks at a new image of the school principal one that is tied more closely to learning and teaching The authors discuss and offer important implications for mathematics education educational policy and school improvement Balanced Leadership Sheryl Boris-Schacter,Sondra Langer,2006 Alarmed by mounting evidence of a national shortage of qualified and willing principals the authors surveyed or interviewed over 200 school principals from across the country to find out why so many are leaving the profession and how those who stay manage their work They discovered that regardless of a principal s race gender school level geographic region or tenure there was a remarkable consistency in the challenges identified and suggestions given for revamping the role of the American principal Featuring stories shared by practicing principals this timely volume offers fresh insights on ways to both attract and retain good principals shows how successful principals reconcile their expectations and hopes with the realities and disappointments encountered in their work examines issues common to all principals such as time management staff evaluations keeping the focus on instruction community expectations and pursuing a balanced life presents strategies that principals have used to make their role more effective and more attractive and provides practical ideas for coping with the present and envisioning the future including alternative principal models Who Governs Our Schools? David T. Conley,2003-01-01 This book provides valuable insights into a

dynamic structural change that is being experienced but not completely understood by educators and policymakers alike the transfer of power from the local to the state and national levels What will become of our public schools in this new era of leadership The author traces the origins of this process examines the implications and considers where these changes might lead This extremely timely volume Explores the direction of education policy and the ways in which both policymakers and educators can adapt and provide leadership in this new landscape Offers a concise accessible summary of a multitude of specific programs and policies helping us to think more systematically about the shifts in power relationships among education governance levels Presents an outline of actions that can be taken at the local state and national levels to help facilitate better working relationship and to help improve schools Examines the new federal role and recent federal legislation including the No Child Left Behind Act of 2001

A New Agenda for Research in Educational Leadership

William A. Firestone, Carolyn Riehl, 2005-11-12 This book the product of the task force on research co sponsored by the American Educational Research Association Division A and the University Council on Educational Administration sets an ambitious agenda for research in educational leadership Prominent scholars in the field review current knowledge about leadership frame new questions to generate important research in the field and direct researchers and policymakers to rethink how educational administration leadership and policy should be understood Covering a broad range of topics from accountability systems and school community relationships to the education of students from diverse backgrounds the authors submit current research to critical scrutiny in order to develop frameworks for new research that can have a significant impact on policy and practice

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