

Excellence

Center for Excellence in Education

Education For Excellence

Thomas Toch



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Education for Excellence Colin Standish, Russell Standish, 1996-02 In this book on Christian education the authors go directly to the Word of God for the principle by which the children that are called to be the sons and daughters of the King of the Universe are to be educated **Achieving Educational Excellence** Alexander W. Astin, 1985-04-30 *Report of the*

Commission on Educational Excellence for Connecticut Commission on Educational Excellence for Connecticut, 1994 In the Name of Excellence Thomas Toch, 1991 Drawing on a rich store of research that includes visits to nearly sixty public schools nationwide and hundreds of interviews conducted from the classroom to the White House Toch has produced a book of impressive breadth offering readers the full story of today's school reform movement from its early political battles in the states to the current debate over restructuring the schools *The Global Fourth Way* Andy Hargreaves, Dennis L.

Shirley, 2012-09-14 Learn from global lessons of successful educational change Deep and lasting educational reform doesn't happen overnight This example packed sequel to *The Fourth Way* draws upon inspiring examples unearthed by brand new research to challenge educational leaders teachers and policy makers to put proven strategies to work promoting student achievement and the high quality teaching that drives it With striking success stories from diverse systems around the world Hargreaves and Shirley discuss The real life nitty gritty challenges facing change leaders Stumbling blocks to enacting best principles and practices Developing and implementing a plan of action to overcome challenges to lasting change

Recommendations of the Utah Commission on Educational Excellence (adopted October 7, 1983 by the Utah State Board of Education). Utah Commission on Educational Excellence, 1983 **Excellence and Quality in Education** Joseph I.

Zajda, M. K. Bacchus, Nick Kach, 1995 This book explores some of the central issues in the definition and evaluation of excellence and quality in education Using comparative and international methodology the contributors from around the world highlight and discuss some of the key factors of the quality debate at national institutional and classroom levels *Excellence and Quality in Education* offers an invaluable insight into the current polemics surrounding the technocratic push for quality in education **Responsible Reform ; Focusing on the Future** Ohio Commission on Educational Excellence, 1983

Barriers to Excellence Betsy Gunzelmann, 2012 *Barriers to Excellence The Changes Needed for Our Schools* brings a new and different viewpoint to our educational problems in the United States The reasons behind the academic decline we have seen over the last several decades the continued inequity in our schools and the frustration with inconsistent and inadequate policies procedures and support will be addressed in this eye opening book *Barriers to Excellence* discusses the obstacles we face to regain our academic distinction We need to look at the bigger picture when it comes to attaining educational excellence in the United States *Enhancing Educational Excellence, Equity and Efficiency* Roel J. Bosker, Bert P.M. Creemers, Sam Stringfield, 2011-10-02 Promoting high standards in education while striving for equal opportunities under the budget constraints these are the new global objectives of education systems This book brings together research based

evidence on the effectiveness of major Australian Dutch and UK improvement efforts in education at both primary and secondary level whilst making comparisons with similar US initiatives The book addresses several major questions in this new environment Those questions include how to combat educational disadvantages how to integrate pupils with special educational needs in regular education how to implement educational standards initiatives how to restructure secondary education how to implement decentralized policy making and how to implement a class size reduction initiative Finally the authors suggest directions for future research in order to increase our understanding of what works in education and why

Assessment for Excellence Alexander W. Astin, Anthony Lising Antonio, 2012-07-13 The second edition of Assessment for Excellence arrives as higher education enters a new era of the accountability movement In the face of mandates such as results based funding and outcomes based accreditation institutions and assessment specialists are feeling increasingly pressured to demonstrate accountability to external constituencies The practice of assessment under these new accountability pressures takes on special significance for the education of students and the development of talent across the entire higher education system This book introduces a talent development approach to educational assessment as a counter to prevailing philosophies illustrating how contemporary practices are unable to provide institutions with meaningful data with which to improve educational outcomes It provides administrators policymakers researchers and analysts with a comprehensive framework for developing new assessment programs to promote talent development and for scrutinizing existing policies and practices Written for a wide audience the book enables the lay reader to quickly grasp the imperatives of a properly designed assessment program and also to gain adequate statistical understanding necessary for examining current or planned assessment policies More advanced readers will appreciate the technical appendix for assistance in conducting statistical analyses that align with a talent development approach In addition institutional researchers will benefit from sections that outline the development of appropriate student databases

Excellence and Equality David M. Fetterman, 1988-01-01 Fetterman focuses on what actually works in gifted and talented education programs Complementing the psychological perspective on gifted and talented education he adopts an anthropological point of view using methods such as lengthy interviews with students teachers parents administrators and others involved in the school programs daily observation and group discussions to elicit the insider's perspective A ground breaking work Fetterman's timely study provides a comparative picture of over 433 gifted and talented programs in the United States as well as programs in other countries The author's cross cultural perspective points up the need for U S educators to shake themselves out of a national complacency about the gifted and talented and stresses the importance of comparing our own efforts with those of other nations In the process Fetterman proposes a model for educational excellence in terms of the mainstream U S educational system The book will provide new insights for educators and policymakers working in our educational system as they strive to meet the needs of gifted and talented students

Enhancing Educational Excellence, Equity and Efficiency

Interuniversitair Centrum voor Onderwijskundig Onderzoek, 1999 Promoting high standards in education while striving for equal opportunities under the budget constraints these are the new global objectives of education systems This book brings together research based evidence on the effectiveness of major Australian Dutch and UK improvement efforts in education at both primary and secondary level whilst making comparisons with similar US initiatives The book addresses several major questions in this new environment Those questions include how to combat educational disadvantages how to integrate pupils with special educational needs in regular education how to implement educational standards initiatives how to restructure secondary education how to implement decentralized policy making and how to implement a class size reduction initiative Finally the authors suggest directions for future research in order to increase our understanding of what works in education and why

Report of the Outcome-based/Performance Standards Work Group to the Commission on Educational Excellence in Connecticut Commission on Educational Excellence for Connecticut. Outcome-based/Performance Standards Work Group, 1993

Testing English-Language Learners in U.S. Schools National Research Council, Committee on Educational Excellence and Testing Equity, 2001-01-12 The Committee on Educational Excellence and Testing Equity was created under the auspices of the National Research Council NRC and specifically under the oversight of the Board on Testing and Assessment BOTA The committee's charge is to explore the challenges that face U S schools as they work to achieve the related goals of academic excellence and equity for all students This report provides not only the summary of a workshop held by the forum on the testing of English language learners students learning English as an additional language in U S schools but also a report on the committee's conclusions derived from that workshop and from subsequent deliberations

Excellence Gaps in Education Jonathan A. Plucker, Scott J. Peters, 2020-01-15 2017 Texas Association for Gifted and Talented Legacy Scholar Book Award 2017 National Association of Gifted Children Scholar Book of the Year Award In Excellence Gaps in Education Jonathan A Plucker and Scott J Peters shine a spotlight on excellence gaps the achievement gaps among subgroups of students performing at the highest levels of achievement Much of the focus of recent education reform has been on closing gaps in achievement between students from different racial ethnic or socioeconomic backgrounds by bringing all students up to minimum levels of proficiency Yet issues related to excellence gaps have been largely absent from discussions about how to improve our schools and communities Plucker and Peters argue that these significant gaps reflect the existence of a persistent talent underclass in the United States among African American Hispanic Native American and poor students resulting in an incalculable loss of potential among our fastest growing populations Drawing on the latest research and a wide range of national and international data the authors outline the scope of the problem and make the case that excellence gaps should be targeted for elimination They identify promising interventions for talent development already underway in schools and provide a detailed review of potential strategies including universal screening flexible grouping targeted programs and psychosocial interventions Excellence Gaps in Education has the potential

for changing our national conversation about equity and excellence and bringing fresh attention to the needs of high potential students from underrepresented backgrounds

Report of the Task Force for Educational Excellence Task Force for Educational Excellence, Dallas Independent School District (Tex.), Dallas (Tex.). Board of Education, 1975

A Nation at Risk United States. National Commission on Excellence in Education, 1983

Resources in Education, 1997

Profiling Excellence in America's Schools John E. Roueche, George A. Baker, 1986

Using as a sample the 154 secondary schools selected as the best in America in 1982 by the Department of Education's Secondary School Recognition Program researchers examined the characteristics that made teachers administrators and school climates effective in the pursuit of educational excellence

The first chapter of this book interpreting the study's findings summarizes the problems and solutions cited in the many recent reports urging educational reform

The Model of Excellent Schools resulting from the current study is introduced and an overview of the findings is presented

Chapter 2 describes five characteristics of favorable learning environments that were found in the study's exploration of school climate

Chapter 3 elaborates on the seven attributes of effective administrators revealed by the study and compares them to the eight principles of sound leadership cited by Peters and Waterman

The fourth chapter identifies the 12 characteristics of effective teachers that were found by the study

The study's results as a whole are summarized in chapter 5 and the implications for school boards administrators and teachers are considered

Appendixes identify the schools in the study sample list the principals and teachers participating in the study describe the research methodology and cite over 230 references

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