Models Of Professional Development A Celebration Of Educators

Describes the first phase (2001-2004) of Qatar's bold K-12 education reform initiative, Education for a New Era, based on RAND's experiences as part of this ambitious, multi-participant effort. RAND examined the existing Qatari education system, recommended options for building a world-class system, and supported implementation of the chosen option, which is based on internationally benchmarked curriculum standards and parental choice of schools. Highlighting the role of teachers in school change, Teacher Agency, Professional Development and School Improvement explores the important related issues of professional identity, teacher self-efficacy, leadership and autonomy in the context of contested improvement agendas. Providing analytical frameworks and practical models, this book: Offers examples of projects, programmes and narratives to illustrate the role of teachers in school change Invites readers to reconceptualise professional development and re-imagine school improvement Focuses on enabling teacher agency as the foundation for improvement Emphasises the importance of human agency to influence environments, lives and learning Provides strategies for improvement with integrity amidst powerful accountability requirements and external forces for change. At the heart of this book is a fresh perspective on schooling, in which teacher agency is considered a fundamental dimension of professional development and key to school improvement. This raises necessary and challenging questions about purposes and processes in education. With practical ideas and strategies that can be used to inform and evaluate practice and policy, Teacher Agency, Professional Development and School Improvement is essential reading for headteachers and teachers wishing to lead changes to improve their school and for teacher educators who support them.

The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications provides comprehensive research perspectives on the multi-faceted issues of leadership and administration considerations within the education sector. Emphasizing theoretical frameworks, emerging strategic initiatives, and future outlooks, this publication is an ideal reference source for educators, professionals, school administrators, researchers, and practitioners in the field of education.

An innovative professional development strategy that facilitates change, improves instruction, and transforms school culture! Instructional coaching is a research-based, job-embedded approach to instructional intervention that provides the assistance and encouragement necessary to implement school improvement programs. Experienced trainer and researcher Jim Knight describes the "nuts and bolts" of instructional coaching and explains the essential skills that instructional coaches need, including getting teachers on board, providing model lessons, and engaging in reflective conversations. Each user-friendly chapter includes: First-person stories from successful coaches Sidebars highlighting important information A "Going Deeper" section of suggested resources Ready-to-use forms, worksheets, checklists, logs, and reports

Teacher Professional Development
Classroom Assessment and the National Science Education Standards
A Guide for Teachers and Practitioners
Models and Approaches to STEM Professional Development
An ASCD Action Tool
A Partnership Approach to Improving Instruction
Teacher Agency, Professional Development and School Improvement

With an emphasis on science, technology, engineering, and mathematics (STEM) training, Teacher Learning in the Digital Age examines exemplary models of online and blended teacher professional development, including information on the structure and design of each model, intended audience, and existing research and evaluation data. From video-based courses to just-in-time curriculum support platforms and MOOCs for educators, the cutting-edge initiatives described in these chapters illustrate the broad range of innovative programs that have emerged to support preservice and in-service teachers in formal and informal settings. "As teacher development moves online," the editors argue, "it's important to ask what works and what doesn't and for whom," They address these questions by gathering the feedback of many of the top researchers, developers, and providers working in the field today. Filled with abundant resources, Teacher Learning in the Digital Age reveals critical lessons and insights for designers, researchers, and educators in search of the most efficient and effective ways to leverage technology to support formal, as well as informal, teacher learning.

Effective teaching leads to positive student outcomes, and professional development for early childhood teachers is key to improving both. But what exactly do we mean by 2professional development3? What effect does it have on school readiness? Which models and approaches really work? This is the book the early childhood field needs to take the crucial first steps toward definitive answers. Top experts in early childhood education help readers: define professional development; examine research across a range of settings Head Start, public preschools, private programs on professional development and school readiness; consider both the extent and the content of professional development; learn from detailed explorations of promising professional development models; investigate key economic considerations and policy implications; identify areas for further exploration.

An update to a provocative manifesto intended to serve as a platform for debate and as a resource and inspiration for those teaching in online environments. In 2011, a group of scholars associated with the Centre for Research in Digital Education at the University of Edinburgh released "The Manifesto for Teaching Online," a series of provocative statements intended to articulate their pedagogical philosophy. In the original manifesto and a 2016 update, the authors counter both the "impoverished" vision of education being advanced by corporate and governmental edtech and higher education's traditional view of online students and teachers as second-class citizens. The two versions of the manifesto were much discussed, shared, and debated. In this book, Siân Bayne, Peter Evans, Rory Ewins, Jeremy Knox, James Lamb, Hamish Macleod, Clara O'Shea, Jen Ross, Philippa Sheail and Christine Sinclair have expanded the text of the 2016 manifesto, revealing the sources and larger arguments behind the abbreviated provocations. The book groups the twenty-one statements ("Openness is neither neutral nor natural: it creates and depends on closures"; "Don't succumb to campus envy: we are the campus") into five thematic sections examining place and identity, politics and instrumentality, the primacy of text and the ethics of remixing, the way algorithms and analytics "recode" educational intent, and how surveillance culture can be resisted. Much like the original manifestos, this book is intended as a platform for debate, as a resource and inspiration for those teaching in online environments, and as a challenge to the techno-instrumentalism of current edtech approaches. In a teaching environment shaped by COVID-19,

individuals and institutions will need to do some bold thinking in relation to resilience, access, teaching quality, and inclusion. This resource will help school leaders and other professional development providers conduct ongoing, structured learning opportunities for mathematics teachers (K-12). The authors present models for professional development and the preparation of PD leaders designed and field-tested as part of two research projects supported by the National Science Foundation. The Problem-Solving Cycle model and the Mathematics Leadership Preparation model focus on topics of primary interest to mathematics teachers - mathematics content, classroom instruction, and student learning. They are intentionally designed so that they can be tailored to meet the needs and interests of participating teachers and schools. Through engaging vignettes, the authors describe the models, summarize key research findings, and share lessons learned. The book also includes detailed examples of workshop activities for both teachers and PD leaders.

Professional Development by and for Teachers

An International Review of the Literature

How Teachers Change

Powerful Professional Development

Emerging Models and Methods

Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications

Design and Implementation of Kâ€" 12 Education Reform in Qatar

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Currently, many states are adopting the Next Generation Science Standards (NGSS) or are revising their own state standards in ways that reflect the NGSS. For students and schools, the implementation of any science standards rests with teachers. For those teachers, an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms and it will require most science teachers to change how they teach. That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science, their familiarity with a range of instructional strategies, and the skills to implement those strategies in the classroom. Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers' learning across their careers, from their initial training to continuing professional development. A teacher's capability to improve students' scientific understanding is heavily influenced by the school and district in which they work, the community in which the school is located, and the larger professional communities to which they belong. Science Teachers' Learning provides guidance for schools and districts on how best to support teachers' learning and how to implement successful programs for professional development. This report makes actionable recommendations for science teachers' learning that take a broad view of what is known about science education, how and when teachers learn, and education policies that directly and indirectly shape what teachers are able to learn and teach. The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers. Science Teachers' Learning will be a valuable resource for classrooms, departments, schools, districts, and professional organizations as they

move to new ways to teach science.

This comprehensive resource examines five major models of professional development and how they can be implemented and tailored to meet the multifaceted needs of any school or district.

In the current economic climate, it is more important than ever that young people engage with the world of work and gain the knowledge, skills and experience they will need to prepare them for their future careers. This book provides an overarching framework for understanding all the separate parts of the work-related learning curriculum and constructs a research-based pedagogy with practical steps for students, teachers and practitioners. Work-Related Teaching and Learning deepens our understanding of work-related learning and provides an overview of the programmes and recent initiatives designed to make learning more relevant and better connected to work. Drawing on contemporary research and innovative practice, it offers guidance to support teachers and practitioners in the delivery of the work-related learning curriculum. Covering all aspects of word-related learning from enterprise education and economic well-being to careers education, work experience and the diplomas, features include: An overarching conceptualisation of work-related learning An exploration of the benefits of work-related learning An examination of the key issues and challenges faced A detailed look at how teaching and learning activities have been used in various contexts and with what effects An assessment of the strengths and weaknesses of different curriculum models Case studies and examples of good practice Discussion questions for reflective practice This book is essential reading for current teachers and practitioners involved in work-related learning, as well as students and trainee teachers who wish to improve or develop their practice in the light of recent initiatives.

Practice-Based Professional Development in Education

Successful Models and Practices, PreK-12

Improving Teaching Using the Problem-Solving Cycle and Leadership Preparation Models

The hidden cause of America's broken education system--and how to fix it

Models of Professional Development

Online Professional Development in STEM Education

Professional Development of CLIL Teachers

Teacher-Centered Professional Development is a hands-on guide to collaborative skill building for educators. It introduces the Teacher's Choice Framework, a model that empowers teachers by helping them choose and initiate professional growth activities according to their schedules, strengths, and needs. The book describes a wide variety of professional development strategies, including mentoring, journal writing, peer-to-peer coaching, and seminars. For each strategy, the author provides: * A brief history of the research base * A step-by-step guide to implementing the strategy * Sample handouts and assessment forms * Examples from the field of the strategy in practice With this book, teachers at all levels can quickly learn how to set up development teams, conduct action research, and engage in other activities to further their skills. In addition, the Teacher's Choice Framework helps educators prioritize their needs and choose the strategies that best suit those needs. Teacher-Centered Professional Development offers both a perfect introduction to staff development options and a commonsense method for choosing among them.

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.

Explains how to better evaluate professional development in order to ensure that it increases student learning, providing questions for accurate measurement of professional development and showing how to demonstrate results and accountability.

More than 45 tools and activities that make it easier for professional development leaders to show teachers and administrators how to successfully implement and maintain differentiated instruction.

A Powerful Technique for Teaching Children

TALIS Creating Effective Teaching and Learning Environments First Results from TALIS

First Results from TALIS

Interactive Modeling

Instructional Coaching

Professional Capital

Teacher Professional Development for Improving Quality of Teaching

This comprehensive handbook synthesizes the best current knowledge on teacher professional development (PD) and addresses practical issues in implementation. Leading authorities describe innovative practices that are being used in schools, emphasizing the value of PD that is instructive, reflective, active, collaborative, and substantive. Strategies for creating, measuring, and sustaining successful programs are presented. The book explores the relationship of PD to adult learning theory, school leadership, district and state policy, the growth of professional learning communities, and the Common Core State Standards. Each chapter concludes with thought-provoking discussion questions. The appendix provides eight illuminating case studies of PD initiatives in diverse schools.

This book investigates how teacher educators can facilitate the professional development of Content and Language Integrated Learning teachers, and discusses the effectiveness of such efforts and factors affecting it. It proposes theoretical models of professional

development for Content and Language Integrated Learning teachers, documents empirical evidence showing the effectiveness of the models, and sheds lights on the various methodological approaches for research in the field.

The future of learning depends absolutely on the future of teaching. In this latest and most important collaboration, Andy Hargreaves and Michael Fullan show how the quality of teaching is captured in a compelling new idea: the professional capital of every teacher working together in every school. Speaking out against policies that result in a teaching force that is inexperienced, inexpensive, and exhausted in short order, these two world authorities--who know teaching and leadership inside out--set out a groundbreaking new agenda to transform the future of teaching and public education. Ideas-driven, evidence-based, and strategically powerful, Professional Capital combats the tired arguments and stereotypes of teachers and teaching and shows us how to change them by demanding more of the teaching profession and more from the systems that support it. This is a book that no one connected with schools can afford to ignore. This book features: (1) a powerful and practical solution to what ails American schools; (2) Action guidelines for all groups--individual teachers, administrators, schools and districts, state and federal leaders; (3) a next-generation update of core themes from the authors' bestselling book, "What's Worth Fighting for in Your School?" [This book was co-published with the Ontario Principals' Council.].

This book deals with the most important individual, professional development, program, and system factors that influence the type and amount of teacher change. This study was conducted primarily to help professional development decision-makers plan and deliver effective professional development, and to understand the factors that influence how teachers change as a result of professional development. How do practitioners change as a result of participating in one of three different models of professional development, and what are the most important factors that influence (support or hinder) this change?

10 Things Every Writer Needs to Know
Critical Issues in Early Childhood Professional Development
Mathematics Professional Development

PISA Students, Computers and Learning Making the Connection

The Knowledge Gap

Implementing the SIOP Model Through Effective Professional Development and Coaching

Teacher-centered Professional Development

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's The Prize and Dana Goldstein's The Teacher Wars, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But The Knowledge Gap isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

Recent worldwide education policy has reinvented teachers as agents of change and professional developers of the school curriculum. Academic literature has analyzed changes in how teacher professionalism is conceived in policy and in practice but Teacher Agency provides a fresh perspective on this issue, drawing upon an ecological theory of agency. Using this model for understanding agency, Mark Priestley, Gert Biesta and Sarah Robinson explore empirical findings from the 'Teacher Agency and Curriculum Change' project, funded by the UK-based Economic and Social Research Council (ESRC). Drawing

together this research with the authors' international experiences and perspectives, Teacher Agency addresses theoretical and practical issues of international significance. The authors illustrate how teacher agency should be understood not only in terms of individual capacity of teachers, but also in respect of the cultures and structures of schooling.

The arrival of the Next Generation Science Standards (NGSS) makes it the ideal time to kick-start your professional development program, and this ambitious book is the perfect source of inspiration to help you do so. The book's emphasis is on developing highly effective teachers who are expected to improve student achievement in STEM education; its focus is on research-based models underlying systemic reform efforts across the nation. The book opens with expert views on the history of professional development in science education, the challenges of the new standards, and related research on learning. Then, the book's core highlights critical aspects of several successful programs and provides forward-looking insights into the needed professional development surrounding the NGSS. Models and Approaches is a vital resource for state, district, and school leaders as well as classroom teachers. It will help you to both analyze what you do now and implement new strategies to make STEM professional development more effective at all levels.

Click here to watch videos of the authors talking about the SIOP Model! Take the SIOP Model to the next level and implement the ground-breaking sheltered instruction observation protocol in your school. This book is an indispensable resource for K-12 teachers, professional development coordinators, and coaches and is the ideal companion to Making Content Comprehensible for English Learners: The SIOP Model. Written by renowned author team, Jana Echevarria, Deborah Short, and MaryEllen Vogt, Implementing the SIOP Model discusses effective implementation of the SIOP Model and addresess the how and the why of incorporating the SIOP into school curricula. This new addition to the SIOP series provides effective professional development and coaching for all those involved with English learners.

An Ecological Approach
Transformng Teaching in Every School

A Celebration of Educators

Teacher Agency

Enhancing Opportunities, Creating Supportive Contexts

Teacher Learning in the Digital Age

A Study of Professional Development in Adult Education

Teachers, as life-long learners, engage in professional development to deepen their understanding of content and instructional methods. Teacher professional development is a form of adult education, and adults learn best if they are actively involved in their own learning and see it relative to their own needs. Grounding professional development in actual classroom practice is a highly powerful means of fostering effective teachers. Research has shown that, for professional development to be effective, several components of instruction should be considered: reflection on practice, problems arising in practice, subject matter content, and principles of adult learning. Practice-Based Professional Development in Education is a cutting-edge research publication that explores both effective and ineffective professional development practices and presents arguments for why adult learning theory should be considered when designing a professional development session. Highlighting a range of topics including social media, education reform, and teacher learning, this book is essential for teachers, academicians, education professionals, policymakers, curriculum designers, researchers, and students.

Whether writing a blog entry or a high-stakes test essay, fiction or nonfiction, short story or argumentation, students need to know certain things in order to write effectively. In 10 Things Every Writer Needs to Know, Jeff Anderson focuses on developing the concepts and application of ten essential aspects of good writing--motion, models, focus, detail, form, frames, cohesion, energy, words, and clutter. Throughout the book, Jeff provides dozens of model texts, both fiction and nonfiction, that bring alive the ten things every writer needs to know. By analyzing strong mentor texts, young writers learn what is possible and experiment with the strategies professional writers use. Students explore, discover, and apply what makes good writing work. Jeff dedicates a

chapter to each of the ten things every writer needs to know and provides mini-lessons, mentor texts, writing process strategies, and classroom tips that will motivate students to confidently and competently take on any writing task. With standardized tests and Common Core Curriculum influencing classrooms nationwide, educators must stay true to what works in writing instruction. 10 Things Every Writer Needs to Know keeps teachers on track--encouraging, discovering, inspiring, reminding, and improving writing through conversation, inquiry, and the support of good writing behaviors.

This top-selling book will serve as the compass and road map to your school's professional development journey. A comprehensive and authoritative resource you will go to again and again, this book helps guide principals, directors of professional development, school/district committees, and other leaders in creating an effective professional development program that moves ideas from knowledge to action. Topics include: Learning Communities Job-Embedded Learning Coaching Teacher Study Groups Critical Friends Lesson Study Portfolios And more! Additionally, this book features helpful case studies, useful forms and templates, sample agendas, and other invaluable resources for professional development. The second edition contains the following enhancements: Expanded coverage of job-embedded learning, which is a cost-effective way for administrators to enhance professional development with their staff More information on the theoretical grounding of professional development with applications that can be readily adapted for use in schools Updated references and figures to reflect newly published literature on the topics covered User-friendly tabs, so you can find and return to your favorite sections time after time

How can professional devleopment for teachers be more efficient and effective? This essential question lies at the heart of this timely and useful book. In an era marked by a heightened emphasis on school reform, the education and professional development of teachers is widely regarded as the keystone to educational improvement. Recently a bewildering array of online professional development programs has arisn. But how effective are these programs and how do they compare with one another?Inspired by a recent conference on usable knowledge at the Harvard Graduate School of Education, this

book offers clear and pracical answers to these and other questions about online professional development. The authors look closely at exemplary online programs, compare them carefully with one another, and draw helpful conclusions about thermboth for those who develop online programs, and for teachers and administrators in search of professional development programs that make a difference. A book that brings clarity and insight to this burgeoning and influential field, Online Professonal Develpment for Teachers will be of great value to researchers, policymakers, administrators, and teachers as they work to make the most of online professional development.

Online Professional Development for Teachers

What Works

Work-Related Teaching and Learning

Ambitious Science Teaching

Making the Connection

The Manifesto for Teaching Online

Handbook of Research on Online Pedagogical Models for Mathematics Teacher Education

Help new teachers thrive in culturally and linguistically diverse school settings! Drawing from their own personal and professional experience, the authors offer practical examples of how mentors can help novice teachers navigate the challenges of teaching in a culturally and linguistically diverse (CLD) school. Filled with vignettes that capture the real-life experiences of new teachers and their mentors, this book: Illustrates how to develop effective teacher-to-teacher mentoring relationships Raises readers' awareness of issues that might arise from CLD differences and facilitates more effective communication Offers reproducible resources, agendas, and other sample materials for a variety of contexts

This book makes a major contribution to knowledge and theory by drawing implications of teacher effectiveness research for the field of teacher training and professional development. The first part of the book provides a critical review of research on teacher training and professional development and illustrates the limitations of the main approaches to teacher development such as the competence-based and the holistic approach. A dynamic perspective to policy and practice in teacher training and professional development is advocated. The second part of the book provides a critical review of research on teacher effectiveness. The main phases of this field of research are analysed. It is pointed out that teacher factors are presented as being in opposition to one another. An integrated approach in

defining quality of teaching is adopted. The importance of taking into account findings of studies investigating differential teacher effectiveness is argued. Another significant limitation of this field of research is that the whole process of searching for teacher effectiveness factor was not able to have a significant impact upon teacher training and professional development. For this reason it is advocated that teacher training and professional development should be focused on how to address grouping of specific teacher factors associated with student learning and on how to help teachers improve their teaching skills by moving from using skills associated with direct teaching only to more advanced skills concerned with new teaching approaches and differentiation of teaching. The book refers to studies conducted in different countries illustrating how the proposed approach can be used by policy and practice in teacher education. Specifically, the book provides evidence supporting the validity of the theoretical framework upon which this approach is based. Moreover, experimental and longitudinal studies supporting the use of this approach for improvement purposes are presented and suggestions for further research utilising and expanding the Dynamic Approach for teacher training and professional development are provided.

Are there computers in the classroom? Does it matter? Students, Computers and Learning: Making the Connection examines how students' access to and use of information and communication technology (ICT) devices has evolved in recent years.

2018 Outstanding Academic Title, Choice Ambitious Science Teaching outlines a powerful framework for science teaching to ensure that instruction is rigorous and equitable for students from all backgrounds. The practices presented in the book are being used in schools and districts that seek to improve science teaching at scale, and a wide range of science subjects and grade levels are represented. The book is organized around four sets of core teaching practices: planning for engagement with big ideas; eliciting student thinking; supporting changes in students' thinking; and drawing together evidence-based explanations. Discussion of each practice includes tools and routines that teachers can use to support students' participation, transcripts of actual student-teacher dialogue and descriptions of teachers' thinking as it unfolds, and examples of student work. The book also provides explicit guidance for "opportunity to learn" strategies that can help scaffold the participation of diverse students. Since the success of these practices depends so heavily on discourse among students, Ambitious Science Teaching includes chapters on productive classroom talk. Science-specific skills such as modeling and scientific argument are also covered. Drawing on the emerging research on core teaching practices and their extensive work with preservice and in-service teachers, Ambitious Science Teaching presents a coherent and aligned set of resources for educators striving to meet the considerable challenges that have been set for them.

A Lifeline for Teachers in a Multicultural Setting

Professional Development for Differentiating Instruction

Concepts, Methodologies, Tools, and Applications

A Model for Professional Practice

Professional Development

Reimagining New Approaches in Teacher Professional Development

Building Expertise Within the Four Walls of Your School

Give students more time for learning by quickly and efficiently teaching skills, routines, transitions, and use of materials with this unique approach. Includes sample lessons, a planning guide, and a summary of research on the principles behind Interactive Modeling.

This publication is the first report from the OECD's Teaching and Learning International Survey (TALIS). It provides quantitative, policy-relevant information on the teaching and learning environment in schools in 23 countries.

Achieve effective, on-site teacher development without breaking the budget! This essential guide to job-embedded staff development helps schools and districts move away from reliance on outside expertise, instead drawing on and developing the experience and skills of their own faculty. The authors provide a complete toolbox of school-based professional development (PD) strategies, with recommendations on which tools to use for different times and settings, guidelines for implementation, and extended examples of each tool in action for a full spectrum of proven, cost-effective PD models, including: Book study and lesson study Action research and professional learning communities Coaching and co-teaching Webinars, podcasts, Open Space Technology, online communities, and much more

Reimagining new approaches in teacher professional development is the focus of this book. It looks at different perspectives of teacher professional development. Most chapters directly or indirectly present and discuss new approaches in teacher professional development in general. The purpose of the book is to inform readers that there are new ways of developing teachers professionally, and to equip readers with the skills needed to teach or behave in a professional manner. The book aims at providing new knowledge about professional development to academics, universities, education authorities, teachers, parents, and governing body members. The authors have diverse perspectives about the issues or aspects pertaining to teacher professional development.

Mentoring and Coaching

Education for a New Era

Handbook of Professional Development in Education

Inclusive Supervision in Student Affairs

Distance Education for Teacher Training

Science Teachers' Learning

Learning Along the Way

The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed. How do we know what they know? This accompanying volume to the Standards focuses on a key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and his or her students as interacting participants. As students conduct experiments, for example, the teacher circulates around the room and asks individuals about their findings, using the feedback to adjust lessons plans and take other actions to boost learning. Focusing on the teacher as the primary player in assessment, the book offers assessment guidelines and explores how they can be adapted to the individual classroom. It features examples, definitions, illustrative vignettes, and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process. The volume discusses how classroom assessment differs from conventional testing and grading-and how it fits into the larger, comprehensive assessment system.

"This book provides innovative insights into technology applications and tools used in teaching mathematics online and provides examples of online learning environments and platforms that are suitable for meeting math education goals of inquiry, investigation, reasoning, and problem solving"--

Inclusive Supervision in Student Affairs provides a new, action-oriented model that addresses what supervisors should do to create more inclusive environments for all staff and to help inform socially just practice. Grounded in theory and research and framed through the lens of continuous professional development and personal growth, this book helps Student Affairs professionals at all levels develop effective leadership skills that demonstrate multicultural competence. Providing a conceptual model and self-assessment tool to enhance professionals' preparation for supervision, this book also helps readers reflect upon their own capacity to enact an inclusive supervisory approach through the use of case studies and end-of-chapter questions.

Evaluating Professional Development