

Teach Reflect Learn



Building Your Capacity
for Success in the Classroom

PETE HALL
ALISA SIMERAL

Teach Reflect Learn Building Your Capacity For Success In The Classroom

Pete Hall, Alisa Simeral



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Teach, Reflect, Learn Pete Hall, Alisa Simeral, 2015-04-15 It's not the doing that matters it's the thinking about the doing said John Dewey As a teacher you work hard to make a positive difference in the lives of your students But this kind of progress doesn't happen overnight and it doesn't happen accidentally It's the result of intentionality planning effort and thought The difference between learning a skill and being able to implement it effectively resides in your capacity to engage in deep continuous thought about that skill In other words recognizing why you do something is often more important than knowing how to do it To help you deepen your thinking and reflect on your capacity as an educator Pete Hall and Alisa Simeral return to the Continuum of Self Reflection which they introduced to coaches and administrators in their best selling *Building Teachers Capacity for Success* and redesign its implementation so you can take charge of your own professional growth In these pages you'll find tools specifically made to enhance self reflection on professional practice including the Continuum of Self Reflection and the Reflective Cycle You'll be able to assess your current self reflective tendencies identify opportunities to reflect on your instruction and begin to forge a path toward continuous growth and educational excellence

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The Highly Effective Teacher Jeff C. Marshall, 2016-04-14 What are the secrets to unlocking student success And what can teachers do to get better at helping students develop deep understanding of content attain higher order thinking skills and become secure confident and capable learners In this book teacher and professor Jeff Marshall showcases how teaching with intentionality answers these questions Specifically he introduces the Teacher Intentionality Practice Scale TIPS a framework for both supporting and measuring effective teaching Taken together the framework's seven TIPS provide a research based classroom tested guide to help teachers create coherent connected lessons use strategies and resources including technology that truly enhance learning organize a safe respectful learning environment develop challenging and

rigorous learning experiences promote interactive thoughtful learning nurture a creative problem solving classroom culture and deliver feedback and formative assessment that inform teaching and learning Marshall's needs assessment instrument can help teachers working independently or in a cohort determine the best starting point for improving their practice Practical straightforward rubrics for each TIP describe the various levels of teacher proficiency Based on his own teaching experience and observations in hundreds of classrooms Marshall also offers action tips for each framework component and a list of resources for further study Written for teachers and leaders at all levels and in all content areas The Highly Effective Teacher is a guidebook for thoughtful intentional teaching with one goal success for all students in every classroom **On**

Being a Teacher Marge Scherer, 2016-07-21 If you had to name the defining characteristic of a good teacher what trait would you suggest Would you start ticking off the skills listed on the evaluation framework used in your district Or would you think back to your own experiences and consider the most memorable educators you've known In this collection of articles from Educational Leadership the authors all educators and educators of educators discuss what it means to be a good teacher They include tips and strategies for everything from connecting with students to planning the teaching day reflections on the profession as a whole and descriptions of practices that can make the teaching experience more effective and more rewarding *Never Work Harder Than Your Students and Other Principles of Great Teaching* Robyn R.

Jackson, 2018-08-29 Some great teachers are born but most are self-made And the way to make yourself a great teacher is to learn to think and act like one In this updated second edition of the best-selling *Never Work Harder Than Your Students* Robyn R. Jackson reaffirms that every teacher can become a master teacher The secret is not a specific strategy or technique nor it is endless hours of prep time It's developing a master teacher mindset rigorously applying seven principles to your teaching until they become your automatic response Start where your students are Know where your students are going Expect to get your students there Support your students along the way Use feedback to help you and your students get better Focus on quality rather than quantity Never work harder than your students In her conversational and candid style Jackson explains the mastery principles and how to start using them to guide planning instruction assessment and classroom management She answers questions shares stories from her own practice and work with other teachers and provides all new empowering advice on navigating external evaluation There's even a self-assessment to help you identify your current levels of mastery and take control of your own practice Teaching is hard work and great teaching means doing the right kind of hard work the kind that pays off Join tens of thousands of teachers around the world who have embarked on their journeys toward mastery Discover for yourself the difference that Jackson's principles will make in your classroom and for your students *The Principal Influence* Pete Hall, Deborah Childs-Bowen, Ann Cunningham-Morris, Phyllis Pajardo, Alisa

Simeral, 2016-01-28 Principals navigate the dynamic complexities and subtleties of their schools every day They promote facilitate and lead efforts to achieve both tangible and intangible results throughout the school community They fulfill a role

that includes counseling budgeting inspiring teaching learning disciplining evaluating celebrating consoling and a million other critical functions As the principalship has evolved and grown so have the expectations of it With that in mind ASCD developed the Principal Leadership Development Framework PLDF The PLDF establishes a clear and concise definition of leadership and includes clear targets that support the ongoing growth and development of leaders Using the Framework principals will learn to capitalize on their leadership roles Principal as Visionary Principal as Instructional Leader Principal as Engager Principal as Learner and Collaborator The PLDF also offers 17 criteria of effective practice that allow leaders to focus on behaviors that have the greatest direct effect on the culture and status of learning and teaching Coupled with the PLDF are tools for self reflection that help principals identify and strengthen their reflective habits Whether you want to develop your own capacities or support the development of a group of principals assistant principals or aspiring principals The Principal Influence can help channel your efforts in ways that promote successful teaching and student learning

Creating a Culture of Reflective Practice Pete Hall,Alisa Simeral,2017-08-29 As a school administrator instructional coach or teacher leader you know that reflective teachers are effective teachers But how can you help teachers become self reflective practitioners whose thoughtful approach translates into real gains for student achievement In *Creating a Culture of Reflective Practice* a companion volume to their teacher oriented book *Teach Reflect Learn* authors Pete Hall and Alisa Simeral draw on lessons learned from educators across grade levels content areas and district demographics to present a definitive guide to developing a culture of reflective practice in your school Hall and Simeral expand on ideas originally presented in *Building Teachers Capacity for Success* to help you gain a clear understanding of your role and responsibilities and those of your teachers within each stage of the Continuum of Self Reflection Armed with the book s real life examples and research based tools you ll learn how to determine the current location of all stakeholders on the continuum and how teacher leadership activities transformational feedback and strategic coaching can move them forward The end result A schoolwide culture that both values reflection and uses it to ensure that teachers and their students reach their fullest potential

[The Artisan Teaching Model for Instructional Leadership](#) Kenneth Baum,David Krulwich,2016-08-24 The Artisan Teaching Model merges the idea of teamwork with the concept of an artisan apprentice relationship As in any apprenticeship newer members of the profession work alongside experts artisans As apprentices become more skilled they take on larger and more substantial roles and continue to work alongside and together with artisans Over time the apprentices become artisans themselves and in turn share the art and craft of teaching with newer teachers Although rubrics and checklists may cue good teaching practices they do not make great teachers or effective leaders Teaching is a craft and great teachers must be treated as the artisans they are It s the intensive collaboration among teachers that helps them develop the broad range of skills they need to become true artisans who know how to help every student achieve Baum and Krulwich work from this underlying premise and argue that all schools must develop conditions that allow true artisanship to flourish Baum and

Krulwich's Artisan Teaching is a great example of the power of collaboration in schools and should be widely emulated by those interested in building capacity and improving schools. Great ideas for creating a school community based in deep learning that benefits all schools. Michael Fullan, Professor Emeritus, University of Toronto. Artisan Teaching puts the emphasis right where it belongs on the home-grown teacher-led creation and improvement of course curriculum and instruction. Baum and Krulwich's book, based on the excellent results achieved at their school in the Bronx, confirms the unrivaled power of focusing on the right things all the time. Mike Schmoker, Author of *Leading with Focus*. Baum and Krulwich's system is a powerful and innovative new approach to leadership development within schools. The Artisan Teaching Model is both bold and creative and can be implemented successfully in any school in the country. It is a must-read for anyone interested in school improvement. Joel Klein, Former Chancellor, NYC Department of Education.

Stars in the Schoolhouse: Teaching Practices and Approaches that Make a Difference Nicholas D. Young, Elizabeth Jean, Teresa Allissa Citro, 2019-02-19

It is acknowledged that today's teachers are tasked with educating increasingly diverse students as well as with addressing their academic and social/emotional needs. The *Stars in the Schoolhouse: Teaching Practices and Approaches that Make a Difference* offers a visionary look at teaching skills and practices that focus on the classroom technology and specific content areas that are often ignored in educational conversations. Emphasis is placed on research-based strategies, practices, and theories that can be readily translated into classroom practice whilst examining cutting-edge teaching practices that make a difference in improving general educator and/or student performance across the grade spans. This high-quality teaching resource will be of interest to regular and special educators, school administrators, guidance counselors, graduate education professors, and university students.

Make Teaching Sustainable Paul Emerich France, 2023-08-18

Rethink your teaching practice with six mindset shifts that will transform how you approach the job, ensuring that you can sustain your energy and effectiveness while empowering and supporting learners. Traditional approaches to the practice of teaching are unsustainable. Too many educators are disengaging, burning out, and leaving the profession in response to stressors both inside and outside of schools. And high teacher turnover has a negative effect on our students. In *Make Teaching Sustainable*, Paul Emerich France explores six mindset shifts that you can implement to improve your educational environment while also supporting and empowering the students you lead. Humanity over industry. Collectivism over individualism. Empowerment over control. Minimalism over maximalism. Process over product. Flexibility over fixedness. The goal of sustainable teaching is not simply to have teachers do less work but also to help focus efforts on effective, efficient, and meaningful practices that make learning richer for students. Guided by recent research and interviews with practitioners in the field, France explores how mindset and practice shifts interact with themes of healing, regeneration, vulnerability, partnership, ritual, and simplicity. He also outlines tangible benefits to sustainable teaching, from a reduction in burnout to an increase in student engagement with learning. Whether you're a teacher, coach, or administrator, *Make Teaching Sustainable* will inspire you to embark on a practicable

action oriented path to sustainability ensuring that you can continue to be nurtured supported and effective in the profession that you love

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