

ASKING THIRD Edition the **RIGHT** QUESTIONS

Tools for
COLLABORATION
and
**SCHOOL
CHANGE**

Edie L. Holcomb

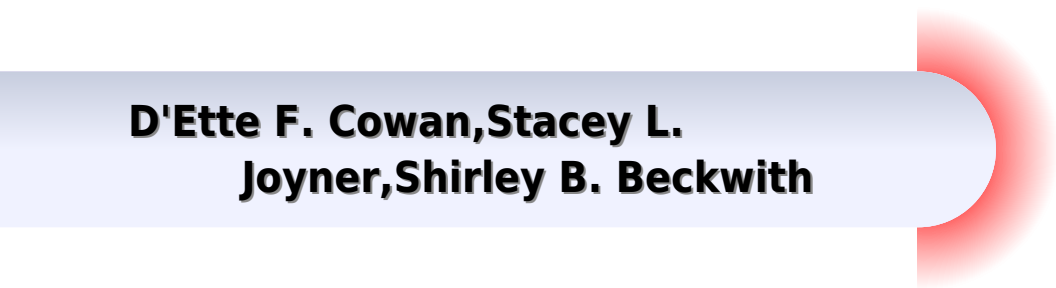
Foreword by
Shirley M. Hord



CD-ROM INCLUDED

Asking The Right Questions Tools For Collaboration And School Change

**D'Ette F. Cowan, Stacey L.
Joyner, Shirley B. Beckwith**



Asking The Right Questions Tools For Collaboration And School Change:

Asking the Right Questions Edie L. Holcomb, 2001 In this Second Edition Edie L. Holcomb richly expands her offerings to school change leaders. The additional examples, illustrations, and stories provide the user of the material with a cachet of new information and applications. Edie Holcomb provides tips for facilitators and an example of each tool's purpose when to use it, who to involve, and materials that are needed. From histograms to weighted voting and force field analysis, Edie L. Holcomb provides tips for facilitators and an example of each tool's application, making for user-friendly accessibility. This book's practical content provides down-to-earth information and guidance for conducting the day-to-day work of school change and improvement in the attempt to make schools more effective.

Asking the Right Questions Edie L. Holcomb, 2009 This book has something for everyone: the teacher leader heading school improvement committees, the curriculum director working with teacher task forces, the superintendent working with community groups to establish vision and set priorities. A very hands-on book with practical tools for leaders in any setting. Mary Devin, Associate Professor, Kansas State University. Gives a multitude of techniques for collaborative planning and preparing for change. This is an exceptional resource for school leaders to read and reflect on. Regina S. Birdsell, Assistant Executive Director, Connecticut Association of Schools. Use these practical tips and real-world examples to facilitate meaningful school change. This updated edition of the bestseller on school reform focuses on collaboration at three crucial levels: district, school, and classroom. Recognizing the power of multilevel support, reform expert Edie L. Holcomb provides a structure that helps teams of educators assess a situation, gather information, plan and implement change initiatives, evaluate progress, and sustain change. In easy-to-understand language, *Asking the Right Questions*, Third Edition, effectively highlights the issues that need to be addressed when implementing school improvement initiatives. Building on her highly successful framework, the author presents a new discussion on shaping practice, creating effective decision-making structures, and reviewing improvement plans. The new edition also includes innovative strategies such as symbolic displays, configuration maps, priority grids, and open space technology. Additional examples of change scenarios from the field, review questions, and chapter summaries that highlight key points. A CD-ROM with figures, customizable forms, and a chapter-by-chapter discussion guide to facilitate individual and group study. From simple policy changes to broad reform, this invaluable guide helps teachers, principals, and administrators work together to visualize and enact changes that improve student achievement.

The Principal's Guide to Curriculum Leadership Richard D. Sorenson, Richard D. Sorenson, Lloyd M. Goldsmith, Zulma Y. Méndez, Karen Taylor

Maxwell, 2011-01-13 This guide walks headteachers through the curriculum development and renewal process with a focus on integrating standards. Includes case studies, activities, and curriculum models.

A Teacher's Guide for Getting Serious About the System D'Ette F. Cowan, Stacey L. Joyner, Shirley B. Beckwith, 2012-06-08

Real change comes from teachers and administrators working together. It may take a village to raise a child, but it takes a community of educators to

improve a school a community that includes administrators and teachers in different but equally important roles A district's changes can only show results once their improvements reach the classroom At the same time teachers need support from their districts to make their own changes have lasting impact In this brief companion book to *Getting Serious About the System* A Fieldbook for District and School Leaders you will get the background and see exactly where you as a teacher or other stakeholder fit in the process of implementing solutions system wide You'll also learn about The research behind the Working Systematically approach which focuses on healthy organizational cultures professional development innovation and accountability The goals of the approach which include addressing components and competencies at all levels A five phase process for implementing a systemic improvement plan at the district school and classroom levels Teachers don't need another quick fix that gives a temporary boost to school performance they need comprehensive guidance for making meaningful change that will last *Getting Serious About the System* enables educators at all levels to work together share leadership and create a culture that values collaboration continuous learning and professional respect and trust

Getting Serious About the System D'Ette Cowan, Stacey L. Joyner, Shirley B. Beckwith, 2012-06-08 A focused approach to raising student achievement For many districts the improvement process can seem like trying to nail Jello to the wall This fieldbook shows how to avoid a haphazard approach by focusing on all aspects of the system and specific issues that have most impact upon student achievement This multidimensional process also entails increasing the competencies of everyone involved and implementing solutions districtwide The authors outline a proven framework and offer step by step guidance for addressing the essential components and competencies of the local educational system Key strategies include Concentrating on aligning curriculum instruction and assessment to state and Common Core State Standards Working on the underlying issues and people that impact the system Garnering support from all staff members to maximize time resources and energy Included are vignettes for each phase that illustrate how the work might play out in typical districts and schools Hands on tools include an extensive Facilitator Guide with PowerPoint slides handouts and a companion website with online resources A separate volume provides a brief overview of the process for staff and teachers that provides a brief rationale based on research explains what it means to work systemically and outlines the phases There is no quick fix for boosting school performance but *Getting Serious About the System* will help district and school leaders set priorities break the gridlock and reap sustainable results

Completing Your Evaluation Dissertation, Thesis, Or Culminating Project Tamara M. Walser, Michael S. Trevisan, 2020-08-13 This practical user friendly resource helps students successfully complete an evaluation capstone a dissertation thesis or culminating project where a student conducts an evaluation as their capstone experience Authors Tamara M Walser and Michael S Trevisan present a framework to support students and faculty in maximizing student development of evaluator competencies addressing standards of the evaluation profession and contributing to programs and disciplinary knowledge Their framework and this book is organized by six fundamentals of evaluation practice quality

stakeholders understanding the program values approaches and maximizing evaluation use Throughout the book they use the metaphor of the journey to depict the processes and activities a student will experience as they navigate an evaluation capstone and the six fundamentals of evaluation practice In pursuit of a completed capstone students grow professionally and personally and will be in a different place when they reach the destination and the capstone journey is complete *Leading Standards-Based Education Reform* Linda R. Vogel,2010-11-16 Standards based education SBE has been the dominant educational reform movement since the early 1980s reinforced by federal and state accountability systems This book examines the efforts of educational leaders in implementing SBE to improve student achievement in a variety of demographic contexts but with common challenges Four stages of SBE implementation are identified that focus on strong district leadership of the articulation of how SBE can benefit students an investment in collaborative structures and teacher training and the facilitation of dialogue among all educational stakeholders The descriptions of leadership actions and educator development at each stage can serve as a guide for educators and policy makers to assess which stage schools and districts are in and what steps can be taken to effectively move SBE reform efforts forward The reflective questions for district school and teacher leaders at each stage can facilitate the dialogues that can ensure that SBE reform supports changes in classroom instruction that improve the learning opportunities and educational outcomes of all students **The Literacy Coaching**

Handbook Diana Sisson,Betsy Sisson,2017-02-10 Learn how to become a more effective literacy coach to ensure lasting changes in teaching and learning at your school Literacy experts Diana and Betsy Sisson offer clear research based strategies that encourage professional development and growth You ll discover how to Understand the various roles that a literacy coach plays from change agent to data analyst Determine which coaching model to use with your teachers Support your classroom colleagues and raise student achievement Tackle the literacy concerns present in today s schools and any resistance from classroom teachers who don t want to be coached Design a plan to promote growth centered on assessment and collaboration and Manage the multi faceted responsibilities of literacy coaching with practical strategies Each chapter contains special features such as Coaching Moves and Coaching Questions to help you apply the information to your own situation In addition an Appendix offers photocopiable PD tools and study guide questions so you can discuss the ideas with others With this practical book you ll have all the guidance you need to overcome challenges and thrive in your coaching role

Data-Based Decision Making Edie Holcomb,2012-01-25 You re ready to start collecting and utilizing school data but what data How exactly will you find it and how will you use it once you have it This informative resource takes an in depth look at best data collection practices and guides the elementary school principal on how to reach struggling learners strengthen instruction and achieve schoolwide improvement Proficiency-Based Grading in the Content Areas Wendy Custable,Justin Fisk,Jonathan Grice,Darshan M. Jain,Dough Lillydahl,Eric Ramo,Anthony R. Reibel,Bradley Smith,Eric Twadell,Steven M. Wood,2019-05-07 No matter the content area evidence based grading puts student growth at the heart of the classroom

Designed for teachers and administrators of grades 6-12, *Proficiency Based Grading in the Content Areas* details a five-step approach for implementing evidence-based grading and maintaining its effectiveness over time. This book equips any educator from technical to fine arts with the tools and support to make this important shift. Use proficiency-based grading, also known as evidence-based grading, to drive student success. Become familiar with the basic concepts and essential decisions of evidence-based grading that apply to all content areas. Learn the five phases of implementing proficiency-based grading: 1. preparation, 2. incubation, 3. insight, 4. evaluation, and 5. elaboration. Explore the steps, paradigm shifts, and pedagogy necessary to implement proficiency-based grading in a particular content area. Study individual level and institutional level grading decisions and how they differ from each other. Understand how proficiency-based grading differs from content area to content area and the unique benefits it offers to each. Contents: Introduction; Chapter 1: Implementing Proficiency Based Grading With Core Belief Fidelity; Chapter 2: Implementing Evidence Based Reporting in Career and Technical Education; Chapter 3: Implementing Evidence Based Grading in English Language Arts; Chapter 4: Implementing Evidence Based Grading in Fine Arts; Chapter 5: Implementing Evidence Based Grading in Mathematics; Chapter 6: Implementing Evidence Based Grading in Physical Education and Health; Chapter 7: Implementing Evidence Based Grading in Sciences; Chapter 8: Implementing Evidence Based Grading in Social Sciences; Chapter 9: Implementing Evidence Based Grading in World Languages; Epilogue: Creating Self-Reliant Learners; References and Resources; Index.

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