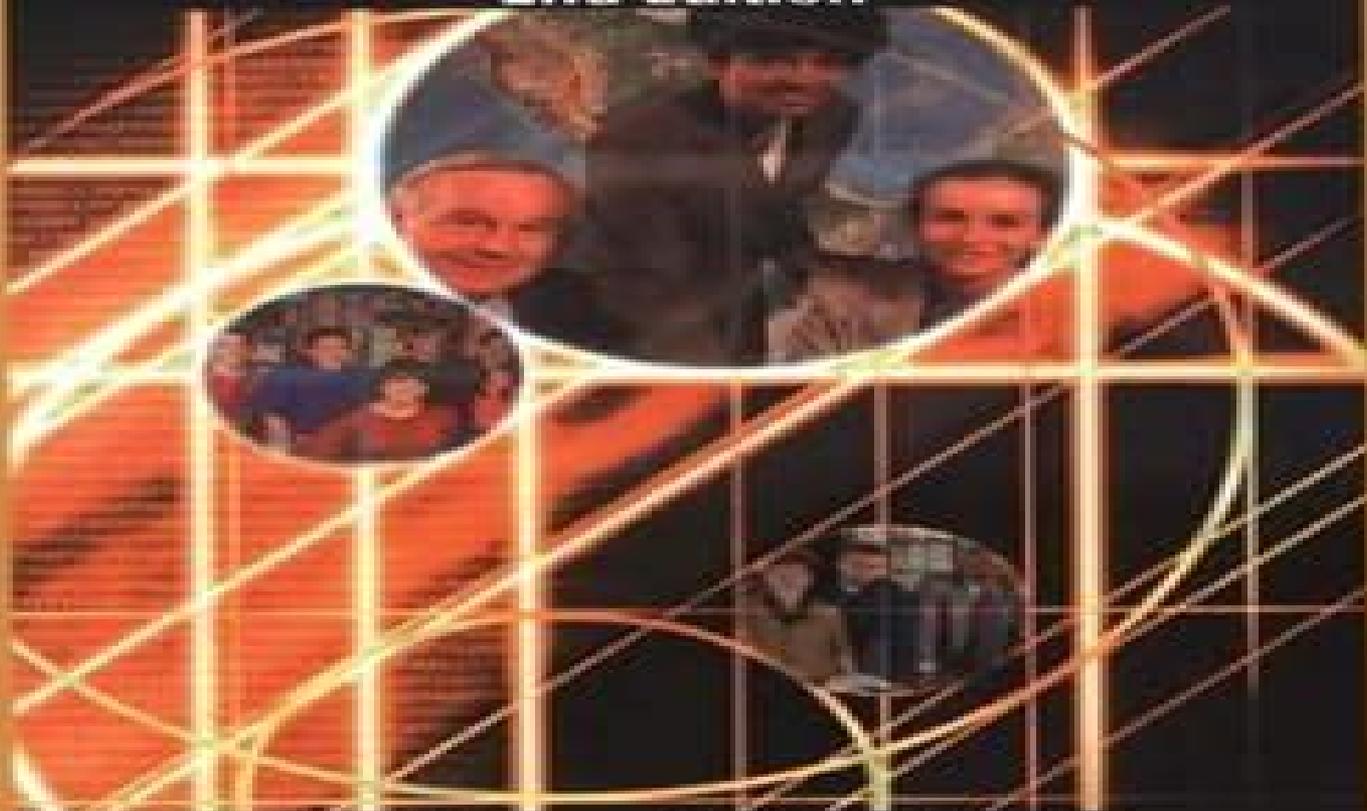


WHOLE-FACULTY STUDY GROUPS

Creating Student-Based
Professional Development

2nd Edition



Carlene U. Murphy
Dale W. Lick

Whole Faculty Study Groups Creating Student Based Professional Development

Robert D. Barr, William Parrett



Whole Faculty Study Groups Creating Student Based Professional Development:

Whole-Faculty Study Groups Carlene U. Murphy, Dale W. Lick, 2001-03-12 One of the most successful and exciting approaches to reform and change in education today is that of whole faculty study groups This holistic practical approach facilitates schoolwide change and enhanced student learning This second edition of *Whole Faculty Study Groups* presents many new illustrative examples snapshots of real world situations and step by step instructions for the development and implementation of whole faculty study groups in schools This book is written primarily for teachers and administrators in primary schools but would also make an excellent resource for central office personnel faculty in schools of teacher and administrator preparation and corporate and governmental organizations involved with schools and school reform education and training

Whole-Faculty Study Groups Carlene U. Murphy, Dale W. Lick, 2005 This third edition from Murphy and Lick is a superb resource and a must read for all educators involved in the improvement of education It should be in the hands of individuals from the state department of education to the classroom teacher for it speaks to all layers of the system and to the role that each person must play to assure successful learning for all students From the Foreword by Shirley Hord Scholar Emerita Southwest Educational Development Laboratory Planning is an important thing What *Whole Faculty Study Groups* has done for us is to ensure that we never forget that implementation is the only thing Jack Ernst Superintendent Springfield Public Schools Springfield MO One of the most successful and exciting approaches to staff development school reform and systemic change in education today Used by hundreds of schools and school districts across the country the Whole Faculty Study Group WFSG System is a student driven holistic process for facilitating major staff development and schoolwide change While providing a step by step methodology for the development and implementation of successful WFSGs this newest edition of Murphy and Lick's groundbreaking bestseller incorporates the most current theoretical concepts on change the latest refinements to change management procedures and a wealth of new experiences from more than two thousand individual study groups Other significant revisions to this edition include Three additional chapters the research foundation for WFSGs how to recognize and understand school culture and fourteen key findings A reorganization of chapters to make the book even more reader friendly New material on timely topics such as learning communities and learning teams An increased focus on assessment of student results Updated sets of resources and illustrations in the appendix WFSGs are a proven way to successfully reform improve and transition schools to meet tomorrow's needs Filled with real world examples and illustrative cases this book provides both the practical knowledge and the theoretical foundation necessary to negotiate the societal organizational and cultural barriers affecting education This new edition is essential for administrators teachers and staff in K 12 schools as well as district level administrators teachers of education and anyone interested in increasing student learning

Designing Professional Development for Teachers of Science and Mathematics Susan Loucks-Horsley, Katherine E. Stiles, Susan Mundry, Nancy Love, Peter W. Hewson, 2009-11-24 The classic guide for designing

robust science and mathematics professional development programs This expanded edition of one of the most widely cited resources in the field of professional development for mathematics and science educators demonstrates how to design professional development experiences for teachers that lead to improved student learning Presenting an updated professional development PD planning framework the third edition of the bestseller reflects recent research on PD design underscores how beliefs and local factors can influence PD design illustrates a wide range of PD strategies and emphasizes the importance of Continuous program monitoring Combining strategies to address diverse needs Building cultures that sustain learning

Schools Can Change Dale W. Lick, Karl H. Clauset, Carlene U. Murphy, 2012-11-26 Genuine effective school improvement requires leaders and teachers to be part of a broad based creative change system that focuses on generating improved teacher practices for enhancing student learning This guide provides a step by step systemic approach

ENC Focus, 2001 Whole-faculty Study Groups Maryann T. Cox, 2010 The purpose of this qualitative study was to explore teachers perceptions regarding the impact of Whole Faculty Study Groups on professional growth instructional practices and student achievement This research also sought to determine the perceptions of teachers regarding the effectiveness of Whole Faculty Study Groups compared to other professional development models Data were collected from 41 teachers in two schools engaged in a Whole Faculty Study Group model of professional development Surveys and interviews were the instruments used to collect the data Results indicated that Whole Faculty Study Groups were positive in their impact on professional growth instructional practices and student achievement Findings also revealed that Whole Faculty Study Groups were an effective model of professional development when compared to other models Teachers explained that Whole Faculty Study Groups provided them with a choice in their topic of study and time for on going collaborative study that was relevant to their work Teachers cited the benefits of sharing with their colleagues learning from them and being supported by them While agreeing that Whole Faculty Study Groups were positive in their impact and effectiveness several participants suggested that other models of professional development can also be effective and one teacher pointed out that a well balanced professional development plan should include more than one model

The

Whole-Faculty Study Groups Fieldbook Dale W. Lick, Carlene U. Murphy, 2006-07-06 In this practical guide an experienced group of contributors provide concrete strategies and real world examples for implementing this highly successful design for professional learning communities

Improving Reading Achievement Through Professional Development Dorothy S. Strickland, Michael L. Kamil, 2004

Whole-Faculty Study Groups Carlene U. Murphy, Dale W. Lick, 1998-07-23 This book whole faculty study groups their application and the underlying change principles necessary for such study groups to succeed The book provides numerous examples snapshots of real world situations and a detailed step by step practical methodology for the development of successful professional whole faculty study groups in schools

Powerful Designs for Professional Learning Lois Brown Easton, 2004

Innovative Approaches to Literacy Education Rachel A.

Karchmer,2005 How do educators best prepare students for the new literacies that will define their future Quite possibly that is the single greatest challenge they face in literacy education today Innovative Approaches to Literacy Education Using the Internet to Support New Literacies will help K 12 educators respond to this challenge with valuable insight on the fundamental changes to literacy literacy learning and literacy instruction that are brought forth by information and communication technologies Editors Rachel A Karchmer Marla H Mallette Donald J Leu Jr and Julia Kara Soteriou make important connections among theory research and practice by offering the stories of pioneering award winning classroom teachers who successfully use the Internet to support literacy instruction and scholars who study the relationship between literacy and technology With this powerful combination of perspectives educators will discover new instructional ideas and resources for their classrooms new visions of instructional possibilities for their schools and districts and new ways to view their work in light of new literacies definition of literacy but also transform the nature of literacy instruction in their classrooms as they integrate the Internet and other information and communication technologies into Uncovering Student Ideas in Science Page Keeley,2005 V 1 Physical science assessment probes Life Earth and space science assessment probes **Effective Instruction for Struggling Readers, K-6** Barbara M. Taylor,James E. Ysseldyke,2007 Featuring today s most respected leaders in the field of reading interventions this book examines what we have learned from the research to help struggling readers in grades K 6 Focusing on strategies that have been proven effective the authors will help educators meet the demands placed on them to ensure that all students are making good progress toward becoming competent readers Each chapter begins with a set of framing questions and ends with suggestions for action to foster discussion and help teachers translate research based ideas into practice perfect for teacher education courses and professional development workshops This timely volume includes An analysis of what is needed to help all students succeed in reading especially struggling readers students with special needs and ELL students Practices to foster young students success in learning to decode Instructional strategies to improve students vocabulary and comprehension School wide practices to improve all students reading in high poverty diverse schools **The Instructional Leadership Toolbox** Sandra Lee Gupton,2003 To repair a plank in your educational leadership platform or to build a new platform Gupton s The Instructional Leadership Toolbox is indeed a useful tool Fred Carver Professor Retired University of Georgia Athens GA This relevant book is presented as a true balance of theory and practicality Gupton does an excellent job of giving the concept as theory and then telling us how to apply that concept on a day to day basis Tressie Shaw Harper Superintendent Moss Point School District Moss Point MS She s nailed it The Instructional Leadership Toolbox is a brilliant blueprint for successful values based school leadership Practical insightful and accurate this book is a must read for every school administrator at any level Lisa Hall Assistant Principal Northside Middle School Greenwood SC Today s schools require leaders who focus school efforts and resources on what is happening in the classroom teaching and learning S Lee Gupton examines the

instructional leadership role of the principal providing school leaders with practical ways to reflect on determine and improve their own instructional goals Using a unique toolbox metaphor this resource book also offers a variety of helpful tools skills strategies and information drawn from today s best research and theory in school administration The Kids Left Behind Robert D. Barr,William Parrett,2007 The Kids Left Behind Catching Up the Underachieving Children of Poverty examines critical studies on high performing high poverty schools to identify how schools can fulfill the mission of educating all students to proficiency especially students at risk The authors identify eight best practices and then further break those down into specific strategies often using real life examples from successful schools The titles of chapters 4 11 correspond to the eight best practices of high performing high poverty schools identified by the research Each chapter begins by comparing the Old World of education with the New World of education to show how best practices can revolutionize teaching and learning Next each chapter outlines specific strategies to implement the practices at the district school and classroom levels Each chapter concludes with a rubric that readers can use to evaluate the progress of their school or district The Kids Left Behind compiles the most important research on how low performing high poverty schools can achieve radical improvements in learning for their most vulnerable students and does so in an accessible easy to use format **Engaging Adolescent Learners** ReLeah Cossett Lent,2006 Steeped in research and chock full of learning ideas with titles to support instruction Engaging Adolescent Learners is a must have for principals teachers and staff developers Cris Tovani Author of I Read It But I Don t Get It Engagement is the missing link to all student learning and Releah Lent has nailed it A compelling moral practical exciting book whose ideas are immediately ready for use Devour this book put the ideas into effect and reap the benefits Michale Fullan Author of Leading in a Culture of Change In an educational environment fraught with federal and state mandates high stakes testing overcrowded classrooms and dense curriculum taking the time to engage every student in learning might seem impossible Yet not only is it possible it s doable and in every discipline with the right learning conditions in place In this groundbreaking new book Releah Lent describes these conditions and what they look like in practice Engaging Adolescent Learners is both a practical resource and an ideal tool for professional development Using Brian Cambourne s Conditions of Learning as her framework Lent invites you to assess your learning your practice and your beliefs about key aspects of student motivation Does the amount of responsibility you extend to students match your expectations for them Do you offer adolescents supportive feedback Do you give students sufficient opportunities to use their newfound knowledge and skills Then Lent offers specific suggestions for tailoring your classroom practices to the motivational needs of each and every learner She provides resources such as example activities for your classroom study group questions for ongoing professional reflection and ideas for action research and coaching to improve your understanding of engagement Examine what it means to engage young adults in their learning and find out what classrooms with engaged students look sound and feel like Let Releah Lent help you transform your classrooms into places where students have the freedom to

satisfy their natural inclination to explore With Engaging Adolescent Learners at your side you ll have everything you need to help even the most reluctant students find a way to learn that works for them **Teacher Need Satisfaction in the Reading Excellence Act Grant** Ann Wild Evenson,2005 **Collaboration, Consultation, and Teamwork for Students with Special Needs** Peggy Dettmer,2009 This text provides a comprehensive practical foundation and guide for preparing school personnel and families to work together in the education of students with special needs The book addresses the roles and responsibilities of all educators at school while working with families and in their communities to allow them to provide services that will help students with special needs achieve and develop their potential The book s organization works well with the conventional formats of a special education course in collaborative school consultation at the pre service or graduate level with classes for general teacher education and with school districts professional development plans Boletin Internacional de Bibliografia Sobre Educacion ,2002 *Subject Guide to Books in Print* ,2001

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