

Reflect And Learn Cps Chicago Login

The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same. Major concepts of the Common Core State Standards are included. For example, deep conceptual understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching, but are more clearly articulated in this edition. The language has been tightened to increase ease of use and accuracy in assessment. Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

The most widely-used text on the topic of collaboration, *Interactions* is a guide for preprofessionals and professionals to help them understand and participate effectively in their interactions with other school professionals and parents, in an increasingly diverse world that is also now routinely electronically and globally connected. *Interactions* presents theory and conceptual principles heavily seasoned with examples, cases, and applied activities. Written specifically to enable readers to quickly use their skills in professional settings, the book will be a useful tool for pre-service educators and practitioners—whether they are engaged in formal instructional settings, a study group, or independent study. The book recognizes that knowledge about instructional practices that can improve student outcomes are more important than ever before, and educators are scrambling to respond to the federal legislative mandates that require increasingly high standards and a clear trajectory of improving academic performance for all students, including those with disabilities and other special needs.

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When a rebellious cousin moves in with her family, Maya learns that following her cousin's lead may harm her relationship with her boyfriend and her future.

Mental Traveler

A Pedagogy for Restoring Equity and Humanity in Our Classrooms

A Practical Guide to Transforming Our Schools

A Portrait of Chicago and American Segregation

Brotherly Love

Learning to Improve

Solving the Dropout Crisis One Ninth Grader at a Time

Race, Punishment, and the Afterlife of Mass Incarceration

Chart a course to innovation using educational technology. Let's go on an adventure! Do you want to innovate and take risks in your teaching? Looking for ways to troubleshoot common classroom challenges? Jennie Magiera charts a course for you to discover your own version of innovation, using the limitless possibilities of educational technology. Packed with lesson plans, examples, and solutions, Courageous Edventures will show you: How to create your own Teacher-IEP (Innovation Exploration Plan) Strategies and solutions for tackling common educational technology problems Methods for putting learning into the hands of students How to find innovation in everyday places

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

This work helps in rethinking behaviour management in the whole school through the use of restorative justice methods. School conferences have proved

remarkably successful in teaching students about their responsibilities and accountability to other people. This manual fulfils an important role by outlining the techniques to learn and apply when planning and facilitating conferences. It includes guidance on: analysing current school practice; deciding whether to hold a conference; preparing a conference; convening and facilitating a conference; and, follow-up after a conference. The book contains many key documents such as preparation checklist, conference script, typical agreement, evaluation sheet and case studies. It is suitable for ages 8-16.

Transforming Teacher Education through Service-Learning provides a fresh look at educational reform through the lens of teacher preparation. It poses the question “Why service-learning now?” as it discusses the meaningful ways service-learning pedagogy can transform the approaches used to prepare teachers to educate tomorrow’s children. The pedagogy of service-learning has significant implications for teacher education. Its transformative aspects have far reaching potential to address teacher candidate dispositions and provide deeper understanding of diversity. Knowledge of the pedagogy and how to implement it in candidates’ future classrooms could alter education to a more powerful experience of democracy in action and enhance the civic mission of schools. The current and ongoing research found within this volume is meant to continue support of the notion of educational reform. Because the vision we hold becomes the reality we experience, it is imperative to consider the question—Why service-learning now?—as we adjust teacher preparation programs to promote engaging opportunities for today’s youth.

Bulletproof Vest

The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools

Maya's Choice

The Framework for Teaching Evaluation Instrument, 2013 Edition

How America’s Schools Can Get Better at Getting Better

Collaboration Skills for School Professionals

Racism and School Closings on Chicago's South Side

A Father, a Son, and a Journey through Schizophrenia

From the Preface: This manual, Child Protective Services: A Guide for Caseworkers, examines the roles and responsibilities of child protective services (CPS) workers, who are at the forefront of every community's child protection efforts. The manual describes the basic stages of the CPS process and the steps necessary to accomplish each stage: intake, initial assessment or investigation, family assessment, case planning, service provision, evaluation of family progress, and case closure. Best practices and critical issues in casework practice are underscored throughout. The primary audience for this manual includes CPS caseworkers, supervisors, and administrators. State and local CPS agency trainers may use the manual for preservice or inservice training of CPS caseworkers, while schools of social work may add it to class reading lists to orient students to the field of child protection. In addition, other professionals and concerned community members may consult the manual for a greater understanding of the child protection process. This manual builds on the information presented in A Coordinated Response to Child Abuse and Neglect: The Foundation for Practice. Readers are encouraged to begin with that manual as it addresses important information on which CPS practice is based—including definitions of child maltreatment, risk factors, consequences, and the Federal and State basis for intervention. Some manuals in the series also may be of interest in understanding the roles of other professional groups in responding to child abuse and neglect, including: Substance abuse treatment providers; Domestic violence victim advocates; Educators; Law enforcement personnel. Other manuals address special issues, such as building partnerships and working with the courts on CPS cases. A “persuasive and essential” (Matthew Desmond) work that will forever change how we look at life after prison in America through Miller’s “stunning, and deeply painful reckoning with our nation’s carceral system” (Heather Ann Thompson) Each year, more than half a million Americans are released from prison and join a population of twenty million people who live with a felony record. Reuben Miller, a chaplain at the Cook County Jail in Chicago and is now a sociologist studying mass incarceration, spent years alongside prisoners, ex-prisoners, their friends, and their families to understand the lifelong burden that even a single arrest can entail. What his work revealed is a simple, if overlooked truth: life after incarceration is its own form of prison. The idea that one can serve their debt and return to life as a full-fledge member of society is one of America’s most nefarious myths. Recently released individuals are faced with jobs that are off-limits, apartments that cannot be occupied and votes that cannot be cast. As The Color of Law exposed about our understanding of housing segregation, Halfway Home shows that the American justice system was not created to rehabilitate. Parole is structured to keep classes of Americans impoverished, unstable, and disenfranchised long after they’ve paid their debt to society. Informed by Miller’s experience as the son and brother of incarcerated men, captures the stories of the men, women, and communities fighting against a system that is designed for them to fail. It is a poignant and eye-opening call to arms that reveals how laws, rules, and regulations extract a tangible cost not only from those working to rebuild their lives, but also our democracy. As Miller searchingly explores, America must acknowledge and value the lives of its formerly imprisoned citizens.

Support the growth and development of all adults—teachers, principals, and superintendents—in your school community! Educators need different kinds of supports and challenges over the different stages of their lives. Drago-Severson's developmental model of learning-oriented school leadership draws from multiple knowledge domains to help school and district leaders understand how to support professional growth. This volume: Details four Pillar Practices for growth—teaming, providing leadership roles, collegial inquiry, and mentoring Presents research from practicing leaders across the nation Includes resources to assist you in applying this learning-oriented model to your school and school system

Few decisions by a school district are more controversial than the decision to close a school. School staff, students and their families, and even the local community all bear a substantial burden once the decision is made to close a school. Since 2001, Chicago Public Schools (cps) has closed 44 schools for reasons of poor academic performance or underutilization. Despite the attention that school closings have received in the past few years, very little is known about how displaced students fare after their schools are closed. This report examines the impact that closing schools had on the students who attended these schools. The authors focus on regular elementary schools that were closed between 2001 and 2006 for underutilization or low performance and ask whether students who were forced to leave these schools and enroll elsewhere experienced any positive or negative effects from this type of school move. They look at a number of student outcomes, including reading and math achievement, special education referrals, retentions, summer school attendance, mobility, and high school performance. They also examine characteristics of the receiving schools and ask whether differences in these schools had any impact on the learning experiences of students who transferred into them. The authors report six major findings: (1) Most students who transferred out of closing schools reenrolled in schools that were academically weak; (2) The largest negative impact of school closings on students' reading and math achievement occurred in the year before the schools were closed; (3) Once students left schools slated for closing, on average the additional effects on their learning were neither negative nor positive; (4) Although the school closing policy had only a small overall effect on student test scores, it did affect summer school enrollment and subsequent school mobility; (5) When displaced students reached high school, their on-track rates to graduate were no different than the rates of students who attended schools similar to those that closed; and (6) The learning outcomes of displaced students depended on the characteristics of receiving schools. Overall, they found few effects, either positive or negative, of school closings on the achievement of displaced students. Appended are: (1) School Closings and New Openings; and (2) Data, Analytic Methods, and Variables Used. (Contains 5 tables, 12 figures and 53 endnotes.)[For the (What Works Clearinghouse (wwc) Quick Review of this report, see ed510790].

The Ballad of an Outlaw and His Daughter

The Third Pillar

When Cornrows Were in Vogue ... and Other Thoughts on Cultural Appropriation

The Newest Rubric Enhancing the Links to the Common Core State Standards, with Clarity of Language for Ease of Use and Scoring

Standards for School Library Programs

Effects on Displaced Students in Chicago Public Schools

Enhancing Professional Practice

When Schools Close

The Change Leadership Group at the Harvard School of Education has, through its work with educators, developed a thoughtful approach to the transformation of schools in the face of increasing demands for accountability. This book brings the work of the Change Leadership Group to a broader audience, providing a framework to analyze the work of school change and exercises that guide educators through the development of their practice as agents of change. It exemplifies a new and powerful approach to leadership in schools.

"Failing schools. Underprivileged schools. Just plain bad schools." That's how Eve L. Ewing opens Ghosts in the Schoolyard: describing Chicago Public Schools from the outside. The way politicians and pundits and parents of kids who attend other schools talk about them, with a mix of pity and contempt. But Ewing knows Chicago Public Schools from the inside: as a student, then a teacher, and now a scholar who studies them. And that perspective has shown her that public schools are not buildings full of failures--they're an integral part of their neighborhoods, at the heart of their communities, storehouses of history and memory that bring people together. Never was that role more apparent than in 2013 when Mayor Rahm Emanuel announced an unprecedented wave of school closings. Pitched simultaneously as a solution to a budget problem, a response to declining enrollments, and a chance to purge bad schools that were dragging down the whole system, the plan was met with a roar of protest from parents, students, and teachers. But if these schools were so bad, why did people care so much about keeping them open, to the point that some would even go on a hunger strike? Ewing's answer begins with a story of systemic racism, inequality, bad faith, and distrust that stretches deep into Chicago history. Rooting her exploration in the historic African American neighborhood of Bronzeville, Ewing reveals that this issue is about much more than just schools. Black communities see the closing of their schools--schools that are certainly less than perfect but that are theirs--as one more in a long line of racist policies. The fight to keep them open is yet another front in the ongoing struggle of black people in America to build successful lives and achieve true self-determination.

A step-by-step and easy to understand guide to support teachers, social workers, and administrators in learning all of the techniques of the

*Calm Classroom program. The accompanying CDs and presented by the Luster Learning Institute's staff. An exact demonstration of how to implement each three minute modules is provided. The manual is fully illustrated and includes a comprehensive description of the following age appropriate techniques: * Twenty-five physical stretching movements, steady postures and relaxation techniques * Twelve breathing techniques to maintain alertness and energy * Twelve mental concentration and focusing methods * Templates and instructions for designing a unlimited variety of unique lesson plans*

How does a parent make sense of a child's severe mental illness? How does a father meet the daily challenges of caring for his gifted but delusional son, while seeking to overcome the stigma of madness and the limits of psychiatry? W. J. T. Mitchell's memoir tells the story—at once representative and unique—of one family's encounter with mental illness and bears witness to the life of the talented young man who was his son. Gabriel Mitchell was diagnosed with schizophrenia at age twenty-one and died by suicide eighteen years later. He left behind a remarkable archive of creative work and a father determined to honor his son's attempts to conquer his own illness. Before his death, Gabe had been working on a film that would show madness from inside and out, as media stereotype and spectacle, symptom and stigma, malady and minority status, disability and gateway to insight. He was convinced that madness is an extreme form of subjective experience that we all endure at some point in our lives, whether in moments of ecstasy or melancholy, or in the enduring trauma of a broken heart. Gabe's declared ambition was to transform schizophrenia from a death sentence to a learning experience, and madness from a curse to a critical perspective. Shot through with love and pain, Mental Traveler shows how Gabe drew his father into his quest for enlightenment within madness. It is a book that will touch anyone struggling to cope with mental illness, and especially for parents and caregivers of those caught in its grasp.

Creating Middle-Class Schools through Public School Choice

Sermons and Speeches of Rev. Jesse L. Jackson, Sr.

Keeping Hope Alive

A Guide for Caseworkers

A New Model for the Role of Research in Supporting Urban School Reform

The Manifesto for Engaged Learning in the Early Years

Competency-Based and Social-Situational Approaches for Facilitating Learning in Higher Education

Lasting Change in Foreign Language Education

Revised and updated Shortlisted for the Financial Times/McKinsey Business Book of the Year Award From one of the most important economic thinkers of our time, a brilliant and far-seeing analysis of the current populist backlash against globalization. Raghuram Rajan, distinguished University of Chicago professor, former IMF chief economist, head of India's central bank, and author of the 2010 FT-Goldman-Sachs Book of the Year Fault Lines, has an unparalleled vantage point onto the social and economic consequences of globalization and their ultimate effect on our politics. In The Third Pillar he offers up a magnificent big-picture framework for understanding how these three forces--the state, markets, and our communities--interact, why things begin to break down, and how we can find our way back to a more secure and stable plane. The "third pillar" of the title is the community we live in. Economists all too often understand their field as the relationship between markets and the state, and they leave squishy social issues for other people. That's not just myopic, Rajan argues; it's dangerous. All economics is actually socioeconomics - all markets are embedded in a web of human relations, values and norms. As he shows, throughout history, technological phase shifts have ripped the market out of those old webs and led to violent backlashes, and to what we now call populism. Eventually, a new equilibrium is reached, but it can be ugly and messy, especially if done wrong. Right now, we're doing it wrong. As markets scale up, the state scales up with it, concentrating economic and political power in flourishing central hubs and leaving the periphery to decompose, figuratively and even literally. Instead, Rajan offers a way to rethink the relationship between the market and civil society and argues for a return to strengthening and empowering local communities as an antidote to growing despair and unrest. Rajan is not a doctrinaire conservative, so his ultimate argument that decision-making has to be devolved to the grass roots or our democracy will continue to wither, is sure to be provocative. But even setting aside its solutions, The Third Pillar is a masterpiece of explication, a book that will be a classic of its kind for its offering of a wise, authoritative and humane explanation of the forces that have wrought such a sea change in our lives.

Exposes the new generation of whiteness thriving at the expense and borrowed ingenuity of black people—and explores how this intensifies racial inequality. American culture loves blackness. From music and fashion to activism and language, black culture constantly achieves worldwide influence. Yet, when it comes to who is allowed to thrive from black hipness, the pioneers are usually left behind as black aesthetics are converted into mainstream success—and white profit. Weaving together narrative, scholarship, and critique, Lauren Michele Jackson reveals why cultural appropriation—something that's become embedded in our daily lives—deserves serious attention. It is a blueprint for taking wealth and power, and ultimately exacerbates the economic, political, and social inequity that persists in America. She unravels the racial contradictions lurking behind American culture as we know it—from shapeshifting celebrities and memes gone viral to brazen poets, loveable potheads, and faulty political leaders. An audacious debut, White Negroes brilliantly summons a re-interrogation of Norman Mailer's infamous 1957 essay of a similar name. It also introduces a bold new voice in Jackson. Piercing, curious, and bursting with pop cultural touchstones, White Negroes is a dispatch in awe of black creativity everywhere and an urgent call for our thoughtful consumption.

As the paradigm of education in academia continues to shift towards more diversity and inclusion, educators need to consider incorporating a "both-and" mindset when designing relevant education models in adult education. In order to attain a cross-sector collaboration among diverse stakeholders, innovative education practice settings with instructional strategies that meet the learning needs of every student need to be evaluated and implemented. Competency-Based and Social-Situational Approaches for Facilitating Learning in Higher Education is a critical research resource that discusses project-based and social-situational instructional practices within community engagement as a method for educating adults. The approaches to designing and implementing learning activities show how to optimize community and business knowledge assets to collaboratively design and implement curricula in order to work toward social justice and community development. Divided into three sections, this publication provides

extensive coverage on the design and delivery of academic programs, instructional approaches, and more, making it an ideal resource for professionals, adult education practitioners, faculty, administrators, community activists, researchers, and academicians.

A New York Times Editors' Choice book The haunting story of a daughter's struggle to confront her father's turbulent-and often violent-legacy After a fourteen-year estrangement, Maria Venegas returns to Mexico from the United States to visit her father, who is living in the old hacienda where both he and she were born. While spending the following summers and holidays together, herding cattle and fixing barbed-wire fences, he begins sharing stories with her, tales of a dramatic life filled with both intense love and brutal violence-from the final conversations he had with his own father, to his extradition from the United States for murder, to his mother's pride after he shot a man for the first time at the age of twelve. Written in spare, gripping prose, *Bulletproof Vest* is Venegas's reckoning with her father's difficult legacy. Moving between Mexico and New York, between past and present, Venegas traces her own life and her father's as, over time, a new closeness and understanding develops between them. *Bulletproof Vest* opens with a harrowing ambush on Venegas's father while he's driving near his home in Mexico. He survives the assault-but years later the federales will find him dead near the very same curve, and his daughter will be left with not only the stories she inherited from him but also a better understanding of the violent undercurrent that shaped her father's life as well as her own.

White Negroes

Trends in the Use of Suspensions and Arrests

Transforming Teacher Education through Service-Learning

The 2017 National School Climate Survey

Supporting Adult Development in Our Schools

Discipline Practices in Chicago Schools

All Together Now

Ghosts in the Schoolyard

Dr. Michael Allen and Gilbert D. Allen come from extreme poverty. Their parents battled drug addiction. Their siblings were homeless and displaced at various points during their childhood. Gilbert is five years younger than Michael-and the youngest. Gilbert was living between multiple places when Michael went to college. Michael had just finished football practice and a team dinner when he received a call from his brother Gilbert in the fall. Gilbert said there was a void he was feeling. It was a hard conversation for Michael; his brother was sobbing. Michael's college football team was having a magical championship season winning but his baby brother was hurting. Ultimately Michael consoled his brother, connected to his brother. Still, it got worse. Michael decided to go get his brother and take him with him to college. Gilbert finished high school while Michael was in college. Gilbert was reading at the fourth-grade level as a sophomore in high school. They had to navigate his readiness (in the northwestern part of Indiana at a majority white school). There was segregation within the community. Very few people thought Gilbert would finish high school-now he has his master's degree in social work and is working on a doctorate in counseling, community care, and trauma. Gilbert works as a social work supervisor; Michael has a doctorate in educational leadership and is an elementary school principal. This book is about bonds-especially their bond as brothers, and the importance of mentors, related or not. This book is a glimpse into the collective political correctness eroding genuine connections. It also is much about love, fond dreams, and what it means to give back to marginalized people. Their goals are to encourage people to believe and hope. They give insight, perspective, and share their journey within these pages. "It would be disrespectful to the journey if we don't give back," Michael said. "We have lessons to give back to humanity." The voices of Gilbert and Michael make it clear society is ill-equipped. It's a beautiful struggle. Diversity is good. They hope you'll read this-and participate by reaching out to someone.

Where exactly did personalized learning go so wrong? For teacher and consultant Paul France, at first technology-powered personalized learning seemed like a panacea. But after three years spent at a personalized learning start-up and network of microschoools, he soon realized that such corporate-driven individualized learning initiatives do more harm than good, especially among our most vulnerable students. The far-superior alternative? A human-centered pedagogy that prioritizes children over technology. First, let's be clear: *Reclaiming Personalized Learning* is not yet-another ed tech book. Instead it's a user's guide to restoring equity and humanity to our classrooms and schools through personalization. One part polemical, eleven parts practical, the book describes how to: Shape whole-class instruction, leverage small-group interactions, and nurture a student's inner-dialogue Cultivate awareness within and among students, and build autonomy and authority Design curriculum with a flexible frame and where exactly the standards fit Humanize assessment and instruction, including the place of responsive teaching Create a sense of belonging, humanize technology integration, and effect socially just teaching and learning—all central issues in equity The truth is this: there's no one framework, there's no one tool that makes learning personalized—what personalized learning companies with a vested interest in profits might tempt you to believe. It's people who personalize learning, and people not technology must be at the center of education. The time is now for all of us teachers to reclaim personalized learning, and this all-important book is our very best resource for getting started. "This is a compelling and critically important book for our time. With rich stories of teaching and learning Paul France considers ways to create the most positive learning experiences possible." - JO BOALER, Nomellini & Olivier Professor of Education, Stanford Graduate School of Education "This brilliant book is a major contribution to the re-imagination of learning and teaching for the twenty-first century and should be essential reading for new and experienced teachers alike." - TONY WAGNER, Senior Research Fellow, Learning Policy Institute "In these troubled times, this book is more than a breath of fresh air, it is a call to action. Paul gives us an accessible and sophisticated book that explains how and why we should celebrate the humanity of every single student." - JIM KNIGHT, Senior Partner of the Instructional Coaching Group (ICG) and Author of *The Impact Cycle*

This research synthesis is designed to help teachers and principals support equitable outcomes for all students. It suggests ways teachers, administrators, and school support personnel can use insights from research to create Pre-K-12 schools and classrooms that advance educational equity. The synthesis brings together the UChicago Consortium's

ground-breaking research on the influence of school climate on student achievement, the importance of mindsets and developmental experiences, as well as other leading education research. It draws attention to the critical role of engagement and mindsets in student success; how teachers and administrators can create strong school climates that support students and engage families as partners; and how responsive classrooms can enable all students to have strong academic engagement.

What attracts good teachers and keeps them in the profession? What makes schools better places for students to learn and for teachers to work? These questions are at the heart of Keeping Good Teachers. To answer them, many of the authors in this book have surveyed fellow educators to find out which practices and policies are most beneficial and practical to implement in schools. The book is divided into five sections: *Part I explores the extent of the teacher shortage and sets the context for studying it. *Part II concentrates on induction, tackling the issue of how new teachers should be introduced to their profession. *Part III looks at the issues of compensation, performance-based pay, career paths, national certification, and other ways to reward educators and make them feel valued. *Part IV describes the role of principals and administrators in sustaining teachers. *Part V discusses the needs and desires of master teachers. Like its predecessor A Better Beginning: Supporting and Mentoring New Teachers (ASCD 1999), Keeping Good Teachers is dedicated to all those who want to make their profession the best it can be by creating the conditions where good teachers can thrive. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

Suspending Chicago's Students

The South Side

English Learners in Chicago Public Schools

The Roles of Community Context and School Social Organization

Leading Adult Learning

Data Wise, Revised and Expanded Edition

Restorative Practices in Schools

A New Perspective

This book began as a deep discussion among administrators, teachers, researchers, teacher educators, and educational consultants concerned about the critical reduction of play, engaged learning opportunities, and intellectually stimulating experiences in classrooms for toddlers through the primary grades. This group made a pact to organize and stand up for engaged learning by creating a comprehensive, research-based defense that they call The Manifesto. In Growing Child Intellect, this panel of experts pulls together the research, stories, and lessons learned from using the Project Approach in a variety of settings. Readers are invited to dive deeply with them into the world of project work, beginning with the neuroscience foundation, through the research in the field, and on to the challenges and successes. Book Features: Provides a strong review of research on the benefits of the Project Approach. Explains research on the development of intellect from Mind Brain Education Science. Includes extensive examples of intellectually stimulating classrooms and learning experiences across diverse settings. Shows how to bring engaging experiences into classrooms while still meeting goals for required content and standards. Explains what each person can do, no matter position or program, to nurture children's intellectual development. Provides practical advice for overcoming common challenges to implementing project work. Offers a short Declaration of Beliefs about engaged learning for easy sharing

Mayors Richard M. Daley and Rahm Emanuel have touted and promoted Chicago as a "world class city." The skyscrapers kissing the clouds, the billion-dollar Millennium Park, Michelin-rated restaurants, pristine lake views, fabulous shopping, vibrant theater scene, downtown flower beds and stellar architecture tell one story. Yet, swept under the rug is the stench of segregation that compromises Chicago. The Manhattan Institute dubs Chicago as one of the most segregated big cities in the country. Though other cities - including Cleveland, Los Angeles, and Baltimore - can fight over that mantle, it's clear that segregation defines Chicago. And unlike many other major U.S. cities, no one race dominates. Chicago is divided equally into black, white, and Latino, each group clustered in their various turfs. In this intelligent and highly important narrative, Chicago-native Natalie Moore shines a light on contemporary segregation on the South Side of Chicago through reported essays, showing the life of these communities through the stories of people who live in them. The South Side shows the important impact of Chicago's historic segregation - and the ongoing policies that keep it that way.

Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning presents a clear and carefully tested blueprint for school leaders. It shows how examining test scores and other classroom data can become a catalyst for important schoolwide conversations that will enhance schools' abilities to capture teachers' knowledge, foster collaboration, identify obstacles to change, and enhance school culture and climate. This revised and expanded edition captures the learning that has emerged in integrating the Data Wise process into school practice and brings the book up-to-date with recent developments in education and technology including: The shift to the Common Core State Standards. New material on the "ACE Habits of Mind": practices that prioritize Action, Collaboration, and Evidence as part of transforming school culture. A new chapter on "How We Improve," based on experiences implementing Data Wise and to address two common questions: "Where do I start?" and "How long will it take?" Other revisions take into account changes in the roles of school data teams and

instructional leadership teams in guiding the inquiry process. The authors have also updated exhibits, examples, and terminology throughout and have added new protocols and resources.

Students' risk of suspension is more strongly determined by which school they attend than by their backgrounds—including their race, gender or income. A subset of Chicago schools—about a quarter of high schools and 10 percent of schools with middle grades—have very high suspension rates, and almost all of these schools predominantly serve African American students. These schools' students come from the poorest neighborhoods with the lowest incoming achievement; many have been victims of abuse or neglect. At high-suspending high schools, about half of students received a suspension in the 2013-14 school year. This report examines reasons for racial and gender disparities in suspension rates and finds that suspensions are concentrated among schools serving the most vulnerable student populations. It also explores the degree to which differences in schools' suspension rates are related to school climate and student achievement.

Change Leadership

Core Practices for Project-Based Learning

Keeping Good Teachers

Growing Child Intellect

Research Implications for Educators

How Markets and the State Leave the Community Behind

Navigating Obstacles to Discover Classroom Innovation

A Framework for Teaching

In schools across the country, students routinely encounter a range of safety issues—from overt acts of violence and bullying to subtle intimidation and disrespect. Though extreme incidents such as school shootings tend to attract the most attention, day-to-day incidents such as gossip, hallway fights, and yelling matches between teachers and students contribute to students' overall sense of safety and shape the learning climate in the school. Not surprisingly, schools serving students from high-crime, high-poverty areas find it particularly challenging to create safe, supportive learning environments. Chicago Public Schools (cps), the subject of this report, is no exception. In many cps schools, teachers, and students report feeling unsafe in hallways, classrooms, and the area just outside the school building. Yet, in many other Chicago schools—even some schools serving large populations of students from high-poverty, high-crime areas—students and teachers do feel safe. What distinguishes these schools? Two years ago, cps leadership suggested an innovative method of addressing safety concerns in schools—creating and implementing a "culture of calm" initiative predicated on developing positive and engaging relationships between adults and children. Though not an evaluation of culture of calm, this report provides initial evidence about the potential promise of such a strategy. The report examines the internal and external conditions that matter for students' and teachers' feelings of safety. It shows how the external conditions around the school, and in students' backgrounds and home communities, strongly define the level of safety in schools. It then examines the extent to which factors under the control of schools—their social and organizational structure, and particularly the relationships among adults and students—mediate those external influences. Appendices include: (1) Student and Teacher Survey Responses; (2) Survey Measures Used in This Report; (3) Methodological Details on Statistical Models; and (4) Models of Safety by Neighborhood and School Context. (Contains 13 tables, 17 figures and 55 endnotes.)

The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The framework may be used as the foundation of a school's or district's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the School Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about. The framework defines four levels of performance—Unsatisfactory, Basic, Proficient, and Distinguished—for each element, providing a valuable tool that all teachers can use. This second edition has been revised and updated and also includes frameworks for school specialists, such as school nurses, counselors, library and media specialists, and instructional coaches. Comprehensive, clear, and applicable to teaching across the K-12 spectrum, the framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessment criteria developed by Educational Testing Service and is compatible with INTASC standards.

"A remarkable book." —Washington Post An entirely fresh approach to ending the high school dropout crisis is revealed in this groundbreaking chronicle of unprecedented transformation in a city notorious for its "failing schools" In eighth grade, Eric thought he was going places. But by his second semester of freshman year at Hancock High, his D's in Environmental Science and French, plus an F in Mr. Castillo's Honors Algebra class, might have suggested otherwise. Research shows that students with more than one semester F during their freshman year are very unlikely to graduate. If Eric had attended Hancock—or any number of Chicago's public high schools—just a decade earlier, chances are good he would have dropped out. Instead, Hancock's new way of responding to failing grades, missed homework, and other red flags made it possible for Eric to get back on track. The Make-or-Break Year is the largely untold story of how a simple idea—that reorganizing schools to get students through the treacherous transitions of freshman year greatly increases the odds of those students graduating—changed the course of two Chicago high schools, an entire school system, and thousands of lives. Marshaling groundbreaking research on the teenage brain, peer relationships, and academic performance, journalist turned communications expert Emily Krone Phillips details the emergence of Freshman OnTrack, a program-cum-movement that is translating knowledge into action—and

revolutionizing how teachers grade, mete out discipline, and provide social, emotional, and academic support to their students. This vivid description of real change in a faulty system will captivate anyone who cares about improving our nation's schools; it will inspire educators and families to reimagine their relationships with students like Eric, and others whose stories affirm the pivotal nature of ninth grade for all young people. In a moment of relentless focus on what doesn't work in education and the public sphere, Phillips's dramatic account examines what does.

This provocative book asks a simple question: since we know that middle class schools tend to work best, why not give every child in America the opportunity to attend a public school in which the majority of students come from middle class households? Economically integrated schools, the author argues, will do far more to promote achievement and equal opportunity than vouchers, standards, class size reduction, or any of the other leading education proposals on the left and right that seek to make "separate but equal" schools work. Building on two recent education trends—the decline in racial desegregation as a legal tool and the movement toward greater public school choice—All Together Now provides a blueprint for creating schools that educate children from various backgrounds under one roof. Concurring with the concerns of voucher proponents about the unfairness of trapping poor kids in failing schools, the book provides a practical, viable, and legally sound plan for promoting economic and racial integration among public schools.

A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning

Halfway Home

Reclaiming Personalized Learning

A Historical Case for Change in National Policy

A Guide for Teachers and Leaders

How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time

Child Protective Services

Calm Classroom

More than 76 percent of Chicago Public Schools (CPS) students who begin kindergarten as English Learners (ELs) become proficient in English by fifth grade. Outcome who achieved English proficiency by eighth grade (78 percent), performed academically as well as or better than their peers who began school proficient in English or speakers. Previous studies about ELs have reported data on active English Learners—defined as those students who have not yet reached proficiency on a state English time. This study, for the first time, analyzed the long-term trajectories of 18,000 CPS students who began kindergarten as ELs and followed their progress all the way

Core Practices for Project-Based Learning offers a framework and essential set of strategies for successfully implementing project-based learning (PBL) in the classroom practice, this work moves beyond project planning to focus on the complex instructional demands of the student-centered PBL approach. Pam Grossman and her colleagues research with teachers, educational leaders, and curriculum designers to identify the instructional goals, practices, and mindsets that enable educators to effectively foster PBL environments. The authors first define the four primary teaching goals of the PBL model: supporting subject-area learning, engaging students in authentic work, encouraging collaboration and agency, and building an iterative culture where students are always prototyping, reflecting, and trying again. They then equip educators with ten key goals. These practices include methods to elicit higher-order thinking, engage students in disciplinary and interdisciplinary practice, and mentor student decision making. Extended case studies illustrate the use of the core practices in real-world situations. Core Practices for Project-Based Learning is an invaluable resource to help educators create instructional vision and create meaningful student experiences.

As a field, education has largely failed to learn from experience. Time after time, promising education reforms fall short of their goals and are abandoned as other promising reforms take place. In Learning to Improve, the authors argue for a new approach. Rather than "implementing fast and learning slow," they believe educators should adopt a more rigorous improvement that allows the field to "learn fast to implement well." Using ideas borrowed from improvement science, the authors show how a process of disciplined inquiry and the use of networks to identify, adapt, and successfully scale up promising interventions in education. Organized around six core principles, the book shows how "networked communities" can bring together researchers and practitioners to accelerate learning in key areas of education. Examples include efforts to address the high rates of failure in community college remedial math courses and strategies for improving feedback to novice teachers. Learning to Improve offers a new paradigm for research and development that promises to be a powerful driver of improvement for the nation's schools and colleges.

This book serves as a summative history and a resource for the continued study, discussion, and development of K-12 foreign language education policy. The author includes a database of historical education statistics and national and state education law, and suggests concise policy implications to address historical precedence and the great future of education.

Courageous Edventures

Student and Teacher Safety in Chicago Public Schools

The Leader in Me

The Consortium on Chicago School Research
Supporting Social, Emotional, and Academic Development
Interactions: Pearson New International Edition
The Make-or-Break Year
Differences in Discipline Practices Across Schools