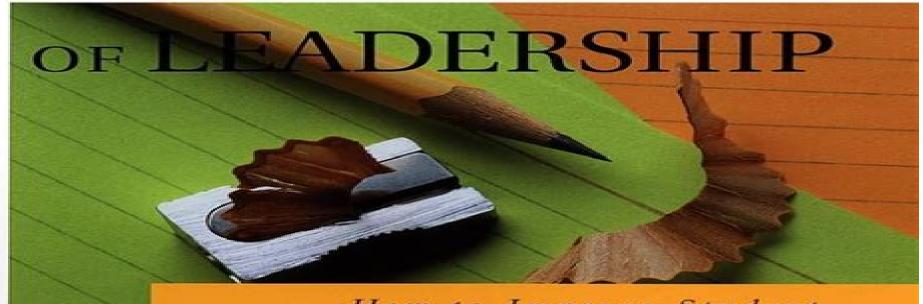
DOUGLAS B. REEVES

THE DAILY DISCIPLINES



How to Improve Student Achievement, Staff Motivation, and Personal Organization

<u>Daily Disciplines Of Leadership How To Improve Student Achievement Staff Motivation And Personal Organization</u>

C. Mullen

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determinants of young people's future prospects These examinations are external they are devised conducted and processed by agencies outside the schools usually ministerial examination units As such they act as blind arbiters of student achievement providing the proverbial level playing field which ensures the comparability of outcomes In the pyramidal school structures of yesteryear examinations acted as filters regulating the progression of pupils to subsequent tiers of formal education Exit points occurred from primary school level up from where unsuccessful candidates could enter the labour force and or embark on occupationally specific further education and training With the modernisation of the labour market and an ever higher social demand for access to higher levels of formal education the filtering function of examinations at lower levels of schooling has been gradually eroded while burgeoning numbers of students at the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of terminating assessment systems including the modification and in some instances abandonment of external examinations This edited volume brings together the experiences of twenty examination systems from around the world to show how these dynamic entities have adapted over time to the changing context of schooling Following an introduction by Stephen P Heyneman of World Bank repute there are sixteen chapters presenting Country Case Studies which have been written up under common subheadings thereby highlighting the comparative nature of the work and facilitating cross referencing The subsequent four chapters elaborate on the theme of external examinations beyond national borders including a contribution by the International Baccalaureate Organisation A defining feature of the work is the attention it pays to what it calls the nuts and bolts of external examinations from question setting to grading procedures These are it is argued instrumental in nurturing and maintaining public confidence in external examinations The book will be of immense value to people involved in educational policy studies especially strategic educational planning as well as those directly concerned with formal assessment The work has been written to appeal to a wide audience of informed persons it is accessible to teachers and interested laypeople as Finding Your Leadership Focus Douglas B. Reeves, 2015-04-18 In his new book author and well as to academics international keynoter Douglas Reeves addresses a major challenge faced by today s school leaders an ever growing load of programs and initiatives Reeves contends that program overload not only taxes leadership resources but actually hurts rather than improves student performance Drawing on recent research findings this book shows how leaders can pare down from a proliferation of initiatives to determine what is truly most important based on their local concerns challenges populations and other school factors Identifying a specific set of leadership practices that are more strongly associated with improvements in student achievement Reeves provides explicit guidelines for how school leaders can improve their most critical leadership decisions by simultaneously engaging in three essential strategies monitoring teaching and leadership practices building high degrees of efficacy among staff members and focusing on a smaller number of priorities Finding Your Leadership Focusis essential reading for new and veteran principals teacher leaders and PLC book study groups Book

Features Practical guidance to help school leaders at every level to focus on what is most important and to assess their progress Analysis correlating three years of student achievement data and specific school leadership practices Online video conference support by Douglas Reeves for book study groups and graduate classes who use this book Online downloads Douglas B Reevesis the founder of The Leadership and Learning Center Englewood Colorado He was named the Brock International Laureate for his contributions to education and received the Distinguished Service Award from the National Association of Secondary School Principals Finding Your Leadership Focuscould not have arrived at a more timely moment in the history of reform Doug Reeves conclusions and agenda for action are exactly what is needed From the Foreword by Michael Fullan professor emeritus University of Toronto If schools and districts model their improvement efforts on Doug Reeves sage advice voluminous strategic plans will be scrapped trees will be saved educators will avoid the Law of Initiative Fatigue and most importantly students will learn at higher levels Richard DuFour educational author and consultant This book is a masterful combination of research and practice and Doug Reeves is one of the few people in the country who could have written it He has added much needed clarity to the process of leading in a way that directly results in enhanced student achievement Robert J Marzano CEO Marzano Research Laboratory Enhancing Teaching and Learning Jean Donham, 2013-06-12 It is important for school librarians to consider the expertise of classroom teachers the position of school administrators and the beliefs and values of the community at large Striking the balance between collaboration and leadership is a key to successful implementation of an effective library program The Handbook of Leadership and Professional Learning Communities C. Mullen, 2009-10-13 Contributors offer ideas applications and resources for helping leaders and educators tackle the challenges of building successful professional learning communities. This wide ranging text will prove indispensable for any democratically accountable leader committed to organizational change through communities Results Now Mike Schmoker, 2006-06-30 According to author Mike Schmoker there is a yawning gap between of practice the most well known essential practices and the reality of most classrooms This gap persists despite the hard often heroic work done by many teachers and administrators Schmoker believes that teachers and administrators may know what the best practices are but they aren t using them or reinforcing them consistently He asserts that our schools are protected by a buffer a protective barrier that prevents scrutiny of instruction by outsiders The buffer exists within the school as well Teachers often know only what is going on in their classrooms and they may be completely in the dark about what other teachers in the school are doing Even principals says Schmoker don t have a clear view of the daily practices of teaching and learning in their schools Schmoker suggests that we need to get beyond this buffer to confront the truth about what is happening in classrooms and to allow teachers to learn from each other and to be supervised properly He outlines a plan that focuses on the importance of consistent curriculum authentic literacy education and professional learning communities for teachers What will students get out of this new approach Learning for life Schmoker argues passionately that students

become learners for life when they have more opportunities to engage in strategic reading writing with explicit guidance and argument and discussion Through strong teamwork true leadership and authentic learning schools and their students can reach new heights Results Now is a rally cry for educators to focus on what counts If they do Schmoker promises the entire school community can count on unprecedented achievements The Learning Leader Douglas B. Reeves, 2020-08-31 We can t do that in our school district I don t have time to add that to my curriculum We re fighting against impossible odds with these students Sound familiar School improvement can often feel like a losing battle but it doesn't have to be In this fully revised and updated second edition of The Learning Leader Douglas B Reeves helps leadership teams go beyond excuses to capitalize on their strengths reduce their weaknesses and reset their mindset and priorities to achieve unprecedented success A critical key is recognizing student achievement as more than just a set of test scores Reeves asserts that when leaders focus exclusively on results they fail to measure and understand the importance of their own actions He offers an alternative the Leadership for Learning Framework which helps leaders identify and distinguish among four different types of educators and provide more effective tailored support to Lucky educators who achieve high results but don t understand how their actions influence achievement Losing educators who achieve low results yet keep doing the same thing expecting different outcomes Learning educators who have not yet achieved the desired results but are working their way toward excellence Leading educators who achieve high results and understand how their actions influence their success Reeves stresses that effective leadership is neither a unitary skill nor a solitary activity. The Learning Leader helps leaders reconceptualize their roles in the school improvement process and motivate themselves and their colleagues to keep working to better serve their students Accountability in Action Douglas B. Reeves, 2004 You ll find all you need to design a comprehensive accountability system that includes more than test scores Filled with discussion questions sample reports templates and additional resources for research this book is a must have for everyone developing an accountability program that is fair and rigorous and meets the needs of your organization 101 More Questions & Answers about Standards, Assessment, and Accountability Douglas B. Reeves, 2004 Real world questions with clear answers regarding educational topics such as grading instruction and best practices to ensure success for all students 101 Ouestions & Answers about Standards, Assessment, and Accountability Douglas B. Reeves, 2001 Easy to use reference book with clear answers to today s most frequently asked questions in education today <u>Transforming Professional Development into Student Results Douglas</u> B. Reeves, 2012-05-29 How can we create and sustain professional learning programs that actually lead to improved student achievement In this thoughtful and informative guide for teachers administrators and policymakers Douglas B Reeves provides answers First he casts a critical eye on professional learning that is inconsistent unfocused and ultimately ineffective and explains why elaborate planning documents and brand name programs are not enough to achieve desired outcomes Then he outlines how educators at all levels can improve this situation by Taking specific steps to move from vision

to implementation Focusing on four essentials teaching curriculum assessment and leadership Making action research work Moving beyond the train the trainer model and Using performance assessment systems for teachers and administrators If you re tired of professional development that takes up too much time and delivers too little read Transforming Professional Development into Student Results and discover how to move toward a system that gives educators the learning experiences they need to make a measurable difference for their schools and their students Why School Boards Matter Scott R. Levy, 2025-09-09 How school boards are uniquely positioned to strengthen our public education system and our democracy In Virginia a contentious school board meeting led to an arrest and trespassing summons In Utah eleven people were charged with disorderly conduct after a board meeting turned chaotic Not long ago school boards conducted mundane district business Understudied and underreported they were an afterthought of centrally driven education reform efforts Now across blue purple and red states school boards have become the epicenter of heated debates reflecting society s deep divisions In Why School Boards Matter Scott Levy challenges conventional wisdom by reminding us of the essential role school boards play While battles in the boardroom may be uncomfortable they exemplify how passionate Americans are about education As policymakers debate the federal government s role in K 12 and states pursue sharply divergent policies Levy offers a roadmap that empowers school boards to tackle intractable public education challenges including initiative fatigue district climate and accountability School boards are where theory meets practice where federal and state requirements converge with local policies and where constituents can advocate for important issues affecting our children today Every K 12 stakeholder administrators teachers parents and students alike has a vested interest in understanding how school boards shape education Accountability for Learning Douglas B. Reeves, 2004-01-15 Accountability The very mention of the word strikes fear in the hearts of many teachers and school leaders leading to confusion and panic rather than improved student achievement Author Douglas B Reeves explains how to transform accountability from destructive and demoralizing accounting drills into a constructive decision making process that improves teaching learning and leadership Reeves encourages educators to become proactive in developing student centered accountability systems. These systems capture the many aspects of teaching that test scores don't reveal they tell the stories behind the numbers Reeves shows how educators can create accountability systems that enhance teacher motivation and lead to significant improvements in student achievement and equity even in traditionally low performing schools Accountability for Learning explains how to build a student centered accountability system by examining key indicators in teaching leadership curriculum and parent and community involvement Focusing on the classroom it outlines how teachers can become leaders in accountability by using a four step process of observation reflection synthesis and replication of effective teaching practices Finally the author discusses the role of local state and federal policymakers and corrects the myths associated with No Child Left Behind As educators we have two choices Reeves says We can rail against the system hoping that standards and testing are a passing

fad or we can lead the way in a fundamental reformulation of educational accountability Accountability for Learning gives readers the helping hand they need to lead the way to fair and comprehensive accountability **Making Standards Work** Douglas B. Reeves,2002 Rationale and step by step instructions for creating classroom assessments that accurately measure what students know and are able to do

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