

**WHAT PRINCIPALS
NEED TO KNOW ABOUT**

Teaching and Learning Mathematics

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What Principals Need To Know About Teaching And Learning Mathematics

Margaret J. McLaughlin



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What Principals Need to Know About Teaching and Learning Science Eric C. Sheninger, Keith Devereaux, 2012-08-29 This accessible resource offers practical strategies for increasing student achievement in science and fostering a school environment that supports the science curriculum Assess your own science programs and discover tools to evaluate teachers preparedness for science instruction With checklists assessments and reproducibles that you can share with teachers parents and other stakeholders discover how to improve science instruction and sustain a strong science program

What Every Principal Needs to Know to Create Equitable and Excellent Schools George Theoharis, Jeffrey S. Brooks, 2015-04-25 School leaders who succeed at creating a high achieving learning community must also be committed to creating an equitable environment for all students In this new book key scholars across the content areas show how to put into practice a commitment to equity and excellence across the Pre K12 spectrum Readers learn directly from experts in each of the content domains literacy mathematics science social studies music early childhood special education English language learners world languages and physical education how a commitment to social justice and equity can be grounded in core subject areas why each has a place in the school and what they need to know and do in each subject area This book is a critical instructional leadership resource for new and veteran principals who want to see all students succeed Contributors Antonio J Castro Julie Causton Theoharis Virginia Collier Katherine Delaney Catherine Ennis Virginia Goatley Beth Graue Rochelle Gutierrez Kathleen A Hinchman Anne Karabon Christi Kasa Dave McAlpine Mitchell Robinson Victor Sampson Sherry A Southerland and Wayne Thomas

What Every Principal Needs to Know About Special Education Margaret J. McLaughlin, Victor Nolet, 2004 This book is written as an easily accessible guide for headteachers and other general education administrators who administer and or interact with special education programmes and services in their schools The book is designed to provide basic foundational knowledge of special education that every headteacher needs in order to lead effectively as well as examples for how to create effective special education In this era of universal accountability for improving student achievement and school wide improvement planning it is imperative that headteachers understand fully the key components of special education Headteachers may need basic legal and or procedural information but more important are the understandings about who gets into special education as well as current thinking about how to educate children with diverse disabilities

What Principals Need to Know About Teaching and Learning Reading Patricia M. Cunningham, James W.

Cunningham,2012-09-21 Principals will discover practical strategies for strengthening and improving reading programs using the foundation established by the authors six truths of reading instruction Explore comprehensive multifaceted instruction techniques as well as additional steps you can take to support students directly Identify and troubleshoot problems your teachers may face and gain valuable approaches to topics such as reading comprehension vocabulary and literacy and phonics and fluency

Knowing and Learning Mathematics for Teaching National Research Council,Mathematical Sciences Education Board,Center for Education,Mathematics Teacher Preparation Content Workshop Program Steering Committee,2001-01-25 There are many questions about the mathematical preparation teachers need Recent recommendations from a variety of sources state that reforming teacher preparation in postsecondary institutions is central in providing quality mathematics education to all students The Mathematics Teacher Preparation Content Workshop examined this problem by considering two central questions What is the mathematical knowledge teachers need to know in order to teach well How can teachers develop the mathematical knowledge they need to teach well The Workshop activities focused on using actual acts of teaching such as examining student work designing tasks or posing questions as a medium for teacher learning The Workshop proceedings **Knowing and Learning Mathematics for Teaching** is a collection of the papers presented the activities and plenary sessions that took place

The Diagnostic Teacher Mildred Z. Solomon,1999 This provocative new volume from one of the nation s leading educational think tanks presents in depth portraits of teachers professional development staff and researchers working together to deepen teacher s professional capacities and students learning experiences Ranging across subject areas and grade levels The Diagnostic Teacher describes a variety of powerful classroom and school based strategies that help students achieve and teachers thrive The final two chapters define a set of underlying features shared in common by these diverse examples The result is a rich and inspiring blueprint for how school leaders can revitalize the profession of teaching while developing more inquiry oriented constructivist classrooms

The Mathematics Coaching Handbook Pia Hansen,2015-10-30 Learn how you can work more effectively with teachers in your role as a math coach or department chair Coaching can be a rewarding experience both personally and professionally but it also requires taking risks being up to date on the latest research implementing best practices and managing relationships In this practical book for grades K 8 you ll gain helpful insight on being an effective mentor coach and colleague to your math teachers You ll find out how to Develop relationships with your teachers through one to one collaboration Establish teacher teams to meet goals effectively Improve student achievement by implementing best practices for math education Overcome common challenges faced by coaches and teacher leaders And more This updated second edition contains new information on empowering teachers to tackle the key shifts of the Common Core It also offers updated advice on ways to conduct professional development with teachers such as through online chats and book studies The book s appendices offer additional resources for math coaches including rubrics conference guides and tools for classroom observations

Mathematics

Curriculum Topic Study Page Keeley, Cheryl M. Rose, 2006-04-06 This book addresses the needs of teachers at every level in their teaching careers as well as those who support and work with teachers The processes can be used individually to guide professional learning and teaching or within almost any professional development structure for facilitating group learning Katherine E Stiles Senior Program Associate WestEd This resource supports continual professional growth of both content and pedagogical knowledge and will help teachers focus on the appropriate research What a time saver this is Rhonda Naylor National Board Certified Mathematics Teacher Campus Middle School Englewood CO Attain the tools to plan and incorporate standards based instruction that positively impacts student achievement Becoming an accomplished mathematics teacher requires not only a thorough understanding of content but also a familiarity with mathematics standards and research However a strategy for translating standards and research into instructional practice has been lacking since the advent of standards based education reform Mathematics Curriculum Topic Study provides a systematic professional development strategy that links mathematics standards and research to curriculum instruction and assessment Developed by authors Page Keeley and Cheryl M Rose of the Maine Mathematics and Science Alliance the NSF funded Curriculum Topic Study CTS process can help educators align their practice with research based concepts and skills required in local state and national standards Successfully field tested with hundreds of teachers mathematics coordinators and staff developers this book contains 92 ready to use CTS guides arranged in seven categories that are aligned with NCTM content and process standards Designed to work in a variety of contexts the CTS process will help teachers Increase their content and pedagogical knowledge Better understand and access mathematics research Translate standards to the classroom in a conscious scholarly way Learn to recognize and address learning difficulties Increase opportunities for all students to achieve mathematical literacy An essential investment toward improving student achievement in mathematics for K 12 teachers staff developers directors of curriculum department chairs and math educators this innovative resource is also appropriate for preservice teachers and preservice higher education faculty

Answers to Your Biggest Questions About Teaching Elementary Math John J. SanGiovanni, Susie Katt, Latrenda D. Knighten, Georgina Rivera, 2021-09-09 Your guide to grow and learn as a math teacher Let s face it teaching elementary math can be hard So much about how we teach math today may look and feel different from how we learned it Today we recognize placing the student at the center of their learning increases engagement motivation and academic achievement soars Teaching math in a student centered way changes the role of the teacher from one who traditionally delivers knowledge to one who fosters thinking Most importantly we must ensure our practice gives each and every student the opportunity to learn grow and achieve at high levels while providing opportunities to develop their agency and authority in the classroom which results in a positive math identity Whether you are a brand new teacher or a veteran if you find teaching math to be quite the challenge this is the guide you want by your side Designed for just in time learning and support this practical resource gives you brief actionable answers to your most

pressing questions about teaching elementary math Written by four experienced math educators representing diverse experiences these authors offer the practical advice they wish they received years ago from lessons they ve learned over decades of practice research coaching and through collaborating with teams teachers and colleagues especially new teachers every day Questions and answers are organized into five areas of effort that will help you most thrive in your elementary math classroom 1 How do I build a positive math community 2 How do I structure organize and manage my math class 3 How do I engage my students in math 4 How do I help my students talk about math 5 How do I know what my students know and move them forward Woven throughout you ll find helpful sidebar notes on fostering identity and agency access and equity teaching in different settings and invaluable resources for deeper learning The final question Where do I go from here offers guidance for growing your practice over time Strive to become the best math educator you can be your students are counting on it What will be your first step on the journey

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