

Literacy Program Evaluation and Development Initiatives for P-12 Teaching

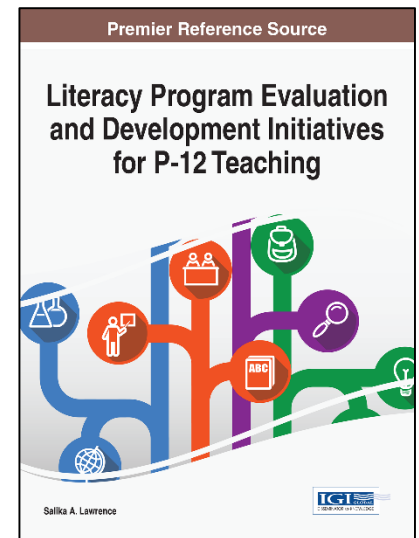
Part of the Advances in Educational Marketing, Administration, and Leadership Book Series

Salika A. Lawrence (Medgar Evers College, City University of New York, USA)

Description:

Teacher leadership is a critical component of effective curriculum assessment and professional development. With teacher-led inquiry being utilized, schools can better improve their learning programs.

Literacy Program Evaluation and Development Initiatives for P-12 Teaching is a pivotal resource for the latest research on the benefits of using teacher educators to facilitate the assessment and improvements of school literacy programs. Highlights a range of relevant topics on professional learning and teacher leadership.



Readers:

This book is ideally designed for school administrators, teachers, researchers, and academics.

ISBN: 9781522506690

Release Date: September, 2016

Copyright: 2017

Pages: 306

Topics Covered:

- Common Core State Standards
- District-Wide Evaluation
- Educational Technologies
- Instructional Coaching
- Pre-Service Teachers
- Professional Learning Communities
- Self-Directed Professional Development
- Teacher Formative Assessment

Hardcover +
Free E-Access:

\$180.00

E-Access +
Free Hardcover:

\$180.00

Order Information

Phone: 717-533-8845 x100

Toll Free: 1-866-342-6657

Fax: 717-533-8661 or 717-533-7115

Online Bookstore: www.igi-global.com



Table of Contents

Preface

Acknowledgements

Chapters

Section 1: Literacy Program Implementation and Evaluation

Chapter 1

Mapping a Way to Design, Implement and Evaluate Literacy Instruction in School Settings: A Flexible Action-Oriented Data Analytic Framework

Kouider Mokhtari, PhD Annamary L Consalvo, PhD
The University of Texas at Tyler, USA

Chapter 2

Methods and Processes for District-Wide Literacy Evaluation

Salika A. Lawrence, PhD, Medgar Evers College, City University of New York, USA
Minkie O. English, MPA, Analytical Consultant, USA

Chapter 3

Advancing Instructional Coaching with Teacher Formative Assessment and Input

Adam J. Lekwa, PhD, Elisa S. Shernoff, PhD, Linda A. Reddy, PhD
Rutgers, The State University of New Jersey, U.S.A.

Section 2: Collaborative and Professional Learning

Chapter 4

Reinventing PLCs: Teachers Coaching Teachers at the Onset of Change

Danielle DiMarco, MS.Ed., Melissa A. Parenti, EdD
St. John's University, USA

Chapter 5

Comprehensive Literacy Coaching: Content, Pedagogical, Political, and Professional Knowledge

Melissa A. Parenti, EdD
St. John's University, USA

Chapter 6

Coaches as Skillful Collaborators: How Coaches Influence Practice in Middle and High Schools

Salika A. Lawrence, PhD, Medgar Evers College, City University of New York, USA
Tiffany Jefferson, MS. Ed., United Federation Of Teachers (UFT) Center, USA
Jagoda Blaszkiewicz, B.A., William Paterson University of New Jersey, USA

Chapter 7

The Literacy Coach's Role in Supporting Teachers' Implementation of the Common Core State Standards in Writing

Zoi A. Philippakos, PhD, University of North Carolina Charlotte, USA
Noreen Moore, PhD, William Paterson University, USA

Section 3: Teacher Leadership

Chapter 8

Sharing Expertise Gained from Online Self-Directed Professional Development: One Teacher's Journey from Classroom Teacher to Teacher Leader

Rosanne Kurstedt, PhD, Fordham University, USA
Adam Pizzi, M.S., Westfield High School, USA

Chapter 9

Not Just a Teacher: A Path to Teacher Leadership

Kate Zimmerbaum, M.A.
Hunterdon Central Regional High School, USA

Chapter 10

Perspectives on Teacher Research: Teachers Report Challenges in Examining Classroom Practice

Salika A. Lawrence, PhD, Medgar Evers College, City University of New York, USA
Rochelle G. Kaplan, PhD, William Paterson University of New Jersey, USA
Ellina Chernobilsky, PhD, Caldwell College, USA

Chapter 11

Coaching as a Grass Roots Effort for Building Leadership Capacity

Karin J. Keith, PhD, LaShay Jennings, M.A.Ed., Renee Moran, PhD
East Tennessee State University, USA

Chapter 12

Exploring Literacy Assessment through Teacher Leader Collaborative Inquiry

Carrie E. Hong, PhD, Geraldine Mongillo, PhD, Noreen Moore, PhD
William Paterson University, USA

Chapter 13

Supporting Literacy in Math and Science Classrooms: Building Teacher Self-Efficacy Across Content Areas

Maria Boeke Mongillo, EdD
Central Connecticut State University, USA

Chapter 14

Teacher Leadership: Teachers as Leaders

Gina Pepin, EdD
Grand Canyon University, USA

Salika A. Lawrence, Ph.D., is an Associate Professor of literacy at Medgar Evers College, City University of New York. She is a former middle and high school teacher, and literacy coach with the New York City Department of Education. For more than 15 years Dr. Lawrence has worked alongside teachers and students in their classrooms to support implementation of research-based practice. Her research interests include content area literacy, critical literacy, adolescent literacy, and teacher education and professional development.