

Why Great Teachers Quit And How We Might Stop The Exodus

Miss Nelson is Missing!The Flat World and EducationTeaching for God's GloryBulletinThe Teacher ExodusTeacher's Field GuideChange the World with Service LearningGreat TeachersTexas Department of Agriculture BulletinHandbook of Research on Teaching and Learning in K-20 EducationTeacherpreneursQuit PointOur Teacher's Having a BabyMaking Kids ClevererConversations with Great TeachersLeaving the ClassroomPersonalized Learning in the Middle GradesWhy Boys FailThe Order of the TreesReal and RelevantAnnual Report of the Superintendent OfAnnual Report of the Superintendent of Public Instruction of the State of WisconsinDemoralizedReport of the Committee on Taxation and Teachers' Salaries Made to the Indiana State Teachers' Association, December 29, 1904What Keeps Teachers Going?Why Great Teachers Quit and How We Might Stop the ExodusEducation Governance for the Twenty-First CenturyJust Great TeachingDigital SchoolsPublic Documents of the State of WisconsinWhy Half of Teachers Leave the ClassroomHow the Best Teachers Avoid the 20 Most Common Teaching MistakesKeeping Good TeachersReportOnwardEducating EsméIt Won't Be EasyWhat DO Teachers Do (after YOU Leave School)?Leaving to Learn: How Out-of-School Learning Increases Student Engagement and Reduces Dropout RatesTeaching for Understanding

Miss Nelson is Missing!

Selected as one of the Top 5 Educational Books by Literacy News The signs and statistics are undeniable: boys are falling behind in school. Contrary to conventional wisdom, the biggest culprits are not video games, pop culture, or female-dominated schools biased toward girls. The real problem is that boys have been thrust into a bewildering new school environment that demands high-level reading and writing skills long before they are capable of handling them. Lacking the ability to compete, boys fall farther and farther behind. Eventually, the problem gets pushed into college, where close to 60% of the graduates are women. In a time when even cops, construction foremen, and machine operators need post-high school degrees, that's a problem. Why Boys Fail takes a hard look at how this ominous reality came to be, how it has worsened in recent years, and why attempts to resolve it often devolve into finger-pointing and polarizing politics. But the book also shares some good news. Amidst the alarming proof of failure among boys-around the world-there are also inspiring case studies of schools where something is going right. Each has come up with realistic ways to make sure that every student-male and female-has the tools to succeed in school and later in life. Educators and parents alike will take heart in these promising developments, and heed the book's call to action-not only to demand solutions but also to help create them for their own students and children.

The Flat World and Education

Chamberlin and Matejic present a new way of approaching these quitting. The Quit Point--their theory on how, why, and when people quit and how to stop quitting before it happens--will transform how teachers reach the potential of each and every student.

Teaching for God's Glory

Bulletin

Real and Relevant provides teachers with a realistic, integrated, and inspirational guide for how to lead service and project-based learning with their students. By engaging in service or project-based learning with students, you are doing nothing less than changing the world for the better. By letting your students explore and begin to solve real life problems, they acquire deeper knowledge, new skills, newfound motivation, responsibility and engagement.

The Teacher Exodus

Personalized Learning in the Middle Grades shows how teachers can leverage the use of personalized learning plans (PLPs) to increase student agency and engagement, helping youth to establish learning goals aligned with their interests and assess their own learning--particularly around essential skills that cut across disciplines. The authors show how personalized learning aligns with effective middle grades practice and provide in-depth examples of how educators have implemented PLPs in a wide range of schools representing different demographics and grade configurations. Full of engaging examples, artifacts, and tools, the book connects the emerging field of personalized learning with the developmental needs of middle schoolers to provide a unique and valuable resource for teachers, school leaders, and teacher-educators. "This book blends theory with practice, weaves what we know about young adolescents and best practices in middle grades, and gives specific, detailed descriptions of every aspect needed to implement personalized learning. Personalized Learning in the Middle Grades provides theory, tools, examples, and insights to develop an exemplary middle school. As a middle grades advocate, I love how this book details how we can meet the needs of young adolescents using this practice." --Nancy Ruppert, professor and chair, Department of Education, University of North Carolina, Asheville, and past president, Association for Middle Level Education "Personalized Learning in the Middle Grades is a must-have guide for anyone wishing to implement or improve personalized learning in the school or classroom. It is chock-full of vignettes, research-based rationales, and practical how-tos that give middle level educators a clear picture of personalized learning as well as the tools and strategies needed to create a student-centered culture that fosters academic learning and personal growth in the best way possible." --Patti Kinney, National Middle Level Principal of the Year, and past president, Association for Middle

Level Education Penny A. Bishop is a professor of middle level education at the University of Vermont, where she conducts research on schooling for young adolescents and teaches future middle grades educators. John M. Downes is a director of the Tarrant Institute for Innovative Education at the University of Vermont. Katy Farber is a professional development coordinator at the University of Vermont's Tarrant Institute for Innovative Education.

Teacher's Field Guide

Doris Santoro theorizes the existence of a "moral center" that can be pivotal in guiding demoralized teachers and teacher actions and expectations on the job --

Change the World with Service Learning

The kids in Room 207 take advantage of their teacher's good nature until she disappears and they are faced with a vile substitute.

Great Teachers

Texas Department of Agriculture Bulletin

This book presents teaching as evolution, teaching as autobiography, teaching as love, and asks the question: What keeps teachers going in spite of everything?

Handbook of Research on Teaching and Learning in K-20 Education

A must-read for parents, new teachers, and classroom veterans, *Educating Esmé* is the exuberant diary of Esmé Raji Codell's first year teaching in a Chicago public school. Fresh-mouthed and free-spirited, the irrepressible Madame Esmé—as she prefers to be called—does the cha-cha during multiplication tables, roller-skates down the hallways, and puts on rousing performances with at-risk students in the library. Her diary opens a window into a real-life classroom from a teacher's perspective. While battling bureaucrats, gang members, abusive parents, and her own insecurities, this gifted young woman reveals what it takes to be an exceptional teacher. Heroine to thousands of parents and educators, Esmé now shares more of her ingenious and yet down-to-earth approaches to the classroom in a supplementary guide to help new teachers hit the ground running. As relevant and iconoclastic as when it was first published, *Educating Esmé* is a

classic, as is Madame Esmé herself.

Teacherpreneurs

Shelley and Coleridge illustrated by selections from their poems.

Quit Point

As the months pass during first-grade teacher Mrs. Neal's pregnancy, her class gets involved writing letters to the baby, thinking up possible names for it, and designing a baby room on the bulletin board.

Our Teacher's Having a Baby

This book guides teachers from all content areas and grade levels to create outstanding Service Learning projects with students like no other book does.

Making Kids Cleverer

It's okay to change your mind about teaching. Fortunately, with advances in technology and employers hungry for the skills that teachers hone through their everyday routines, educators who wish to exit the classroom now have viable, fulfilling options for alternative employment. If you've honestly lost the will to return to your classroom, it's important for you-and perhaps more important for students-that you settle down with this short book and think through your options. After reading the author's perspective, you may find that teaching in the classroom is still the best fit for you. Or not. Either way, you'll have some guidance for your next steps toward fulfillment in your chosen career. Bestselling novelist Michelle Stimpson has taught English and math in public elementary, middle, and high schools. She endured both confusion and a sense of loss when she walked away from the system many of us have been in since pre-school. But after a string of experiences in corporate America, Michelle finally found her groove writing books and training English teachers. She hopes to help other educators find their best fit as well.

Conversations with Great Teachers

Tom Rademacher wishes someone had handed him this sort of book along with his teaching degree: a clear-eyed, frank, boots-on-the ground account of what he was getting into. But first he had to write it. And as 2014's Minnesota Teacher of

the Year, Rademacher knows what he's talking about. Less a how-to manual than a tribute to an impossible and impossibly rewarding profession, *It Won't Be Easy* captures the experience of teaching in all its messy glory. The book follows a year of teaching, with each chapter tackling a different aspect of the job. Pulling no punches (and resisting no punch lines), he writes about establishing yourself in a new building; teaching meaningful classes, keeping students a priority; investigating how race, gender, and identity affect your work; and why it's a good idea to keep an extra pair of pants at school. Along the way he answers the inevitable and the unanticipated questions, from what to do with Google to how to tell if you're really a terrible teacher, to why "Keep your head down" might well be the worst advice for a new teacher. Though directed at prospective and newer teachers, *It Won't Be Easy* is mercifully short on jargon and long on practical wisdom, accessible to anyone—teacher, student, parent, pundit—who is interested in a behind-the-curtain look at teaching and willing to understand that, while there are no simple answers, there is power in learning to ask the right questions.

Leaving the Classroom

Congratulations! You may have just finished up your student-teaching and landed your first teaching position. You begin to think about your first year with your new students. Student teaching was a great experience, but now you may be searching for answers of how to get started running your own classroom. This practical and inspirational daily guide for teachers was comprised over many years and through interviews of teachers at all grade levels. The collective years of teaching experience interviewed was over 500 years of experience from K-12 educators both in private and public schools across the country! *Teaching for God's Glory* is a daily walk with the new teacher to help the new educator plan for their first years of teaching. The first section, *Before the School Year Begins*, gives practical advice on ways to set up your classroom, communication with parents and students, as well as orienting yourself with your new surroundings. The rest of the year is divided into quarters of the year with applicable and inspiring advice and wisdom that new teachers can use right away in their classrooms. At the end of each school week, there is a place for reflection on what worked well that week, areas for growth, and prayer requests for you or your students. This book makes the perfect gift for those starting their own career in education. Years later, they will be able to look back and reflect on how much they have grown in their craft! Tyler Harms has over a decade of experience serving students and families at the elementary and secondary levels. He graduated from Calvin College with a BA in Education and went on to get two Master's Degrees in Special Education and Mathematics. Tyler spent many hours interviewing master teachers across the country and reflecting on his own journey as an educator. *Teaching for God's Glory* is the book we all wish we had read in college before becoming a teacher. The book gives practical advice and inspiration to those who are in the trenches each day educating our future leaders.

Personalized Learning in the Middle Grades

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.

Why Boys Fail

The Order of the Trees

In the spirit of Studs Terkel's *Working*, Bill Smoot interviews master teachers in fields ranging from K--12 and higher education to the arts, trades and professions, sports, and politics. The result suggests a dinner party where the most fascinating teachers in America discuss their various styles as well as what makes their work meaningful to them. What is it that passes between the best teachers and their students to make learning happen? What are the keys to teaching the joys of literature, shooting a basketball, alligator wrestling, or how to survive one's first year in the U.S. Congress? Smoot's insightful questions elicit thought-provoking reflections about teaching as a calling and its aims, frustrations, and satisfactions.

Real and Relevant

Found as a baby, on a bed of moss under an old growth tree, Cedar's beginning was a mystery. As she began her sixth grade year, Cedar resembled her namesake with her wild mane of brown hair, her sinewy body, and deer-like eyes. She makes her first true friend, a new student, Phillip, with whom she shares her special woodland spot along with the gifts it brings. When Cedar falls suddenly ill, Phillip discovers that her health is connected to the fate of the forest where she was found. Their special woods are threatened by an impending development, so they create a plan to save it which includes a hospital, a getaway car, and a protest.

Annual Report of the Superintendent Of

A practical framework to avoid burnout and keep great teachers teaching Onward tackles the problem of educator stress, and provides a practical framework for taking the burnout out of teaching. Stress is part of the job, but when 70 percent of teachers quit within their first five years because the stress is making them physically and mentally ill, things have gone too far. Unsurprisingly, these effects are highest in difficult-to-fill positions such as math, science, and foreign languages, and in urban areas and secondary classrooms—places where we need our teachers to be especially motivated and engaged. This book offers a path to resiliency to help teachers weather the storms and bounce back—and work toward banishing the rain for good. This actionable framework gives you concrete steps toward rediscovering yourself, your energy, and your passion for teaching. You'll learn how a simple shift in mindset can affect your outlook, and how taking care of yourself physically, mentally, and emotionally is one of the most important things you can do. The companion workbook helps you put the framework into action, streamlining your way toward renewal and strength. Cultivate resilience with a four-part framework based on 12 key habits Uncover your true self, understand emotions, and use your energy where it counts Adopt a mindful, story-telling approach to communication and community building Keep learning, playing, and creating to create an environment of collective celebration By cultivating resilience in schools, we help ensure that we are working in, teaching in, and leading organizations where every child thrives, and where the potential of every child is recognized and nurtured. Onward provides a step-by-step plan for reigniting that spark.

Annual Report of the Superintendent of Public Instruction of the State of Wisconsin

Demoralized

Report of the Committee on Taxation and Teachers' Salaries Made to the Indiana State Teachers' Association, December 29, 1904

While the general agreement in education remains that the more senses involved in learning, the better we learn; the question still remains as to the distinction between the education of children and the education of adults. Handbook of Research on Teaching and Learning in K-20 Education provides well-rounded research in providing teaching and learning theories that can be applied to both adults and children while acknowledging the difference between both. This book serves as a comprehensive collection of expertise, research, skill, and experiences which will be useful to educators, scholars, and practitioners in the K-12 education, higher education, and adult education field.

What Keeps Teachers Going?

This book uncovers some of the reasons behind the elevated attrition rates in the field of education through a long-term study of beginning teachers in one urban school district. Drawing upon research conducted over a seven-year period, this book sheds light upon the role that teachers' intentions play in shaping their later career paths.

Why Great Teachers Quit and How We Might Stop the Exodus

Education Governance for the Twenty-First Century

First published in 2012. Routledge is an imprint of Taylor & Francis, an informa company.

Just Great Teaching

Digital Schools

America's fragmented, decentralized, politicized, and bureaucratic system of education governance is a major impediment to school reform. In this important new book, a number of leading education scholars, analysts, and practitioners show that understanding the impact of specific policy changes in areas such as standards, testing, teachers, or school choice requires careful analysis of the broader governing arrangements that influence their content, implementation, and impact. *Education Governance for the Twenty-First Century* comprehensively assesses the strengths and weaknesses of what remains of the old in education governance, scrutinizes how traditional governance forms are changing, and suggests how governing arrangements might be further altered to produce better educational outcomes for children. Paul Manna, Patrick McGuinn, and their colleagues provide the analysis and alternatives that will inform attempts to adapt nineteenth and twentieth century governance structures to the new demands and opportunities of today. Contents: *Education Governance in America: Who Leads When Everyone Is in Charge?*, Patrick McGuinn and Paul Manna *The Failures of U.S. Education Governance Today*, Chester E. Finn Jr. and Michael J. Petrilli *How Current Education Governance Distorts Financial Decisionmaking*, Marguerite Roza *Governance Challenges to Innovators within the System*, Michelle R. Davis *Governance Challenges to Innovators outside the System*, Steven F. Wilson *Rethinking District Governance*, Frederick M. Hess and Olivia M. Meeks *Interstate Governance of Standards and Testing*, Kathryn A. McDermott *Education Governance in Performance-Based Federalism*, Kenneth K. Wong *The Rise of Education Executives in the White House, State House, and Mayor's Office*,

Jeffrey R. Henig English Perspectives on Education Governance and Delivery, Michael Barber Education Governance in Canada and the United States, Sandra Vergari Education Governance in Comparative Perspective, Michael Mintrom and Richard Walley Governance Lessons from the Health Care and Environment Sectors, Barry G. Rabe Toward a Coherent and Fair Funding System, Cynthia G. Brown Picturing a Different Governance Structure for Public Education, Paul T. Hill From Theory to Results in Governance Reform, Kenneth J. Meier The Tall Task of Education Governance Reform, Paul Manna and Patrick McGuinn

Public Documents of the State of Wisconsin

Nearly a century ago, famed educator John Dewey said that “if we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” That wisdom resonates more strongly than ever today, and that maxim underlies this insightful look at the present and future of education in the digital age. As Darrell West makes clear, today’s educational institutions must reinvent themselves to engage students successfully and provide them with the skills needed to compete in an increasingly global, technological, and online world. Otherwise the American education system will continue to fall woefully short in its mission to prepare the population to survive and thrive in a rapidly changing world. West examines new models of education made possible by enhanced information technology, new approaches that will make public education in the post-industrial age more relevant, efficient, and ultimately more productive. Innovative pilot programs are popping up all over the nation, experimenting with different forms of organization and delivery systems. Digital Schools surveys this promising new landscape, examining in particular personalized learning; realtime student assessment; ways to enhance teacher evaluation; the untapped potential of distance learning; and the ways in which technology can improve the effectiveness of special education and foreign language instruction. West illustrates the potential contributions of blogs, wikis, social media, and video games and augmented reality in K-12 and higher education. Technology by itself will not remake education. But if today’s schools combine increased digitization with needed improvements in organization, operations, and culture, we can overcome current barriers, produce better results, and improve the manner in which schools function. And we can get back to teaching for tomorrow, rather than for yesterday.

Why Half of Teachers Leave the Classroom

Fifty percent of new teachers leave the profession within the first five years. Of those who stay, most go through periods of burnout. Teachers everywhere start with high hopes of making a difference, but quickly get consumed with all of the unexpected demands, leaving them exhausted and wondering if this whole teaching thing was a good idea. While there are many books focused on curriculum and teaching techniques, Teacher’s Field Guide takes a unique approach by addressing the real-life needs of the teacher who is often left behind and rarely discussed by other books in the marketplace. Teacher’s

Field Guide is all about that “other stuff”. It offers tips, tools, and strategies to lessen the stress, and increase the joy in teaching. It supports each teacher in seven important areas of their personal and professional lives: Mindset Management Classroom Management Workload Management People Management Stress Management Self Management Big Picture Management Teachers will discover answers to questions such as: How can I really make a difference when it’s so stressful? What is the simplest and easiest classroom management plan that really works? How do I have a life outside of school when the workload never ends? What is the secret to having great relationships with students, parents, administrators, and colleagues? What’s the deal with burnout? How do I know if I have it, and what should I do if it’s there? Teachers matter, and teachers deserve to be supported and encouraged while they lead our future generations. Teacher’s Field Guide is the personal support teachers everywhere have needed, and guarantees to help reverse the trend that 50% of new teachers quit within their first five years.

How the Best Teachers Avoid the 20 Most Common Teaching Mistakes

The Teacher Exodus looks at the reasons teachers are leaving the teaching profession and why adults are choosing not to enter it. The book explores the bureaucratic barriers that teachers face in twenty-first century American classrooms and includes steps to take toward reinvigorating passion for the profession.

Keeping Good Teachers

In this provocative book, authors Washor and Mojkowski observe that beneath the worrisome levels of dropouts from our nation’s high school lurks a more insidious problem: student disengagement from school and from deep and productive learning. To keep students in school and engaged as productive learners through to graduation, schools must provide experiences in which all students do some of their learning outside school as a formal part of their programs of study. All students need to leave school—frequently, regularly, and, of course, temporarily—to stay in school and persist in their learning. To accomplish this, schools must combine academic learning with experiential learning, allowing students to bring real-world learning back into the school, where it should be recognized, assessed, and awarded academic credit. Learning outside of school, as a complement to in-school learning, provides opportunities for deep engagement in rigorous learning.

Report

Learn why today’s best teachers are leaving—from the teachers themselves. Low pay, increased responsibilities, and high-stakes standardized testing—these are just some of the reasons why more talented teachers are leaving the profession than ever before. Drawing on in-depth interviews with teachers all over the country, Katy Farber presents an in-the-

trenches view of the classroom exodus and uncovers ways that schools can turn the tide. Farber's findings, which have been featured on Education Talk Radio, Vermont Public Radio, and in the Huffington Post, paint a sometimes shocking picture of life in today's schools, taking a frank look at

- Challenges to teacher endurance, including tight budgets, difficult parents, standardized testing, unsafe schools, inadequate pay, and lack of respect
- Strategies veteran teachers use to make sure the joys of teaching outweigh the frustrations
- Success stories from individual schools and districts that have found solutions to these challenges
- Recommendations for creating a school environment that fosters teacher retention

Featuring clear analysis and concrete suggestions for administrators and policy makers, *Why Great Teachers Quit* takes you to the front lines of the fight to keep great teachers where they belong: in the classroom.

Onward

Ross Morrison McGill, bestselling author of *Mark. Plan. Teach.* and *Teacher Toolkit*, pinpoints the top ten key issues that schools in Great Britain are facing today, and provides strategies, ideas and techniques for how these issues can be tackled most effectively. We often talk about the challenges of teacher recruitment and retention, about new initiatives and political landscapes, but day in, day out, teachers and schools are delivering exceptional teaching and most of it is invisible. Ross uncovers, celebrates, analyses and disseminates best practice in teaching. This is supported by case studies and research undertaken by Ross in ten primary and secondary schools across Great Britain, including a pupil referral unit and private, state and grammar schools, as well as explanations from influential educationalists as to why and how these ideas work. Ross explores the issues of marking and assessment, planning, teaching and learning, teacher wellbeing, student mental health, behaviour and exclusions, SEND, curriculum, research-led practice and CPD. This book inspires readers to open their eyes to how particular problems can be resolved and how other schools are already doing this effectively. It is packed with ideas and advice for all primary and secondary classroom teachers and school leaders keen to provide the best education they possibly can for our young people today.

Educating Esmé

Argues that the education system in America needs to make drastic changes in order to build a system of high-achieving and equitable schools that protects every child's right to learn.

It Won't Be Easy

In *'Making Kids Cleverer: A manifesto for closing the advantage gap'*, David Didau reignites the nature vs. nurture debate around intelligence and offers research-informed guidance on how teachers can help their students acquire a robust store

of knowledge and skills that is both powerful and useful. Foreword by Paul A. Kirschner. Given the choice, who wouldn't want to be cleverer? What teacher wouldn't want this for their students, and what parent wouldn't wish it for their children? When David started researching this book, he thought the answers to the above were obvious. But it turns out that the very idea of measuring and increasing children's intelligence makes many people extremely uncomfortable: If some people were more intelligent, where would that leave those of us who weren't? The question of whether or not we can get cleverer is a crucial one. If you believe that intelligence is hereditary and environmental effects are trivial, you may be sceptical. But environment does matter, and it matters most for children from the most socially disadvantaged backgrounds those who not only have the most to gain, but who are also the ones most likely to gain from our efforts to make all kids cleverer. And one thing we can be fairly sure will raise children's intelligence is sending them to school. In this wide-ranging enquiry into psychology, sociology, philosophy and cognitive science, David argues that with greater access to culturally accumulated information taught explicitly within a knowledge-rich curriculum children are more likely to become cleverer, to think more critically and, subsequently, to live happier, healthier and more secure lives.;Furthermore, by sharing valuable insights into what children truly need to learn during their formative school years, he sets out the numerous practical ways in which policy makers and school leaders can make better choices about organising schools, and how teachers can communicate the knowledge that will make the most difference to young people as effectively and efficiently as possible. David underpins his discussion with an exploration of the evolutionary basis for learning and also untangles the forms of practice teachers should be engaging their students in to ensure that they are acquiring expertise, not just consolidating mistakes and misconceptions. There are so many competing suggestions as to how we should improve education that knowing how to act can seem an impossible challenge. Once you have absorbed the arguments in this book, however, David hopes you will find the simple question that he asks himself whenever he encounters new ideas and initiatives Will this make children cleverer? as useful as he does.;Suitable for teachers, school leaders, policy makers and anyone involved in educations

What DO Teachers Do (after YOU Leave School)?

For new teachers and veterans, mentors, instructional coaches, and staff developers, this book shows you how the best teachers avoid and correct the 20 most common teaching mistakes. Clear, direct, and passionate, this book provides tools to help you take charge of your classroom, yourself, your students' educations, and to become the best teacher you can possibly be!

Leaving to Learn: How Out-of-School Learning Increases Student Engagement and Reduces Dropout Rates

We need a bold new brand of teacher leadership that will create opportunities for teachers to practice, share, and grow

their knowledge and expertise. This book is about "teacherpreneurs"—highly accomplished classroom teachers who blur the lines of distinction between those who teach in schools and those who lead them. These teacherpreneurs embody the concept that teachers can teach as well as lead the transformation of teaching and learning. It's about empowering expert teachers who can buoy the image of teaching and enforce standards among their ranks while all along making sure that their colleagues as well as education policymakers and the public know what works best for students. The book follows a small group of teacherpreneurs in their first year. We join their journey toward becoming teacher leaders whose work is not defined by administrative fiat, but by their knowledge of students and drive to influence policies that allow them and their colleagues to teach more effectively. The authors trace the teacherpreneurs' steps—and their own—in the effort to determine what it means to define and execute the concept of "teacherpreneurism" in the face of tough demands and resistant organizational structures.

Teaching for Understanding

Rhyming text reveals the surprising ways that teachers behave when their students are not at school.

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