

KARIN CHENOWETH | CHRISTINA THEOKAS

FOREWORD RONALD F. FERGUSON



# Getting It Done

LEADING  
ACADEMIC SUCCESS

*in*

UNEXPECTED SCHOOLS

# Getting It Done Leading Academic Success In Unexpected Schools

**Colleen A. Capper, Elise M. Frattura**



## **Getting It Done Leading Academic Success In Unexpected Schools:**

*Getting it Done* Karin Chenoweth, Christina Theokas, 2011 *Getting It Done* describes in clear and helpful detail what leaders of successful high poverty and high minority schools have done to promote and sustain student achievement It follows two celebrated books by Karin Chenoweth *It s Being Done* which established that the work of educating all children is possible and *How It s Being Done* which examined the structures and processes necessary to support academic success *Getting It Done* turns to the crucial issue of school leadership exploring how school leaders have promoted unprecedented levels of school and student achievement A book that focuses on real leaders and on the knowledge and skills that they have employed on behalf of heightened achievement *Getting It Done* will be essential reading for school leaders and for all who believe that a successful education can be attained by all students

*Getting it Done* Karin Chenoweth, Christina Theokas, 2011 *Getting It Done* describes in clear and helpful detail what leaders of successful high poverty and high minority schools have done to promote and sustain student achievement It follows two celebrated books by Karin Chenoweth *It s Being Done* which established that the work of educating all children is possible and *How It s Being Done* which examined the structures and processes necessary to support academic success *Getting It Done* turns to the crucial issue of school leadership exploring how school leaders have promoted unprecedented levels of school and student achievement A book that focuses on real leaders and on the knowledge and skills that they have employed on behalf of heightened achievement *Getting It Done* will be essential reading for school leaders and for all who believe that a successful education can be attained by all students *Getting It Done* makes me more certain than ever that an important way forward for American education is to study what our best school leaders do and to use what we learn to improve professional development for current and future school principals Chenoweth and Theokas show that there are indeed lessons to be harvested and passed along Improving school leadership is an achievable goal that will advance both equity and excellence in the nation s educational outcomes Let s get it done From the Foreword by Ronald F Ferguson faculty director Achievement Gap Initiative Harvard University With an astonishing combination of detailed evidence and nuanced insight *Getting It Done* provides a blueprint for leaders of our most challenging schools There are no quick fixes or feel good stories here Chenoweth and Theokas give us simultaneous doses of encouragement and challenge letting us know that academic excellence is possible in a high poverty school while being candid about the difficulties involved Principals should read this book to gain a sense of hope and then study it with every staff member to apply these essential lessons Douglas B Reeves founder The Leadership and Learning Center Drawing on close to forty case studies Chenoweth and Theokas highlight essential lessons about leadership in high needs schools This is not a story about superheroes it is a compelling portrayal of experienced well prepared solution focused leaders who work with their staffs to pool knowledge and expertise on behalf of their students Michelle D Young professor University of Virginia and executive director University Council for Educational Administration This book tackles a most crucial question

What is different about the leadership in successful schools for children of poverty It goes a long way toward unpacking the black box of leadership that matters Charles M Payne Frank P Hixon Professor University of Chicago Karin Chenoweth is writer in residence at The Education Trust Christina Theokas is director of research at The Education Trust

**Schools That Succeed** Karin Chenoweth,2020-01-15 Informed by years of research and on the ground reporting **Schools That Succeed** is Karin Chenoweth s most inspiring and compelling book yet an essential read for educators who seek to break the stubborn connection between academic achievement and socioeconomic status Chenoweth draws on her decade long journey into neighborhood schools where low income students and students of color are learning at unexpectedly high levels to reveal a key ingredient to their success in one way or another their leaders have confronted the traditional ways that schools are organized and have adopted new systems all focused on improvement In vivid profiles of once embattled schools Chenoweth shows how school leaders doggedly and patiently reorganized internal systems in order to prioritize teaching and learning resulting in improved outcomes that in many cases exceeded statewide averages From how they use time to how they use money schools that succeed combine a deep belief in the capacity of their students to achieve with deliberate systems focused on student needs As a result they create vibrant places where teachers want to teach and students want to learn

**Districts That Succeed** Karin Chenoweth,2021-05-25 In **Districts That Succeed** long time education writer Karin Chenoweth turns her attention from effective schools to effective districts Leveraging new cutting edge national research on district performance as well as in depth reporting Chenoweth profiles five districts that have successfully broken the correlation between race poverty and achievement Focusing on high performing or rapidly improving districts that serve children of color and children from low income backgrounds the book explores the common elements that have led to the districts successes including leadership processes and systems **Districts That Succeed** reveals that helping more students achieve is not a matter of adopting a program or practice Rather it requires developing a district wide culture where all adults feel responsible for the academic well being of students and adopt systems and processes that support that culture Chenoweth explores how districts from urban Chicago Illinois to suburban Seaford Delaware have organized themselves to look at data to guide improvement Her research highlights the essential role of districts in closing achievement gaps and illustrates how successful outliers can serve as resources for other districts With important lessons for district leaders and policy makers alike Chenoweth offers the hard won wisdom of educators who understand the power of schools to as one superintendent says change the path of poverty

[Five Practices for Improving the Success of Latino Students](#) Christina Theokas,Mary L. González,Consuelo Manriquez,Joseph F. Johnson Jr.,2018-08-15 Based on the work of real leaders and educators in high performing urban schools across the country this book unpacks five key practices that are integral to improving achievement and postsecondary outcomes for Latino students These inspiring stories affirm that excellence and equity are possible when educators come together around an important purpose and focus on the needs strengths and

interests of all their students Full of specific examples and guidance each chapter also includes an assessment tool designed to help school leaders reflect upon their current practices affirm school strengths that resemble the exemplary practices described in the chapters and help educators pinpoint opportunities to strengthen practices in ways that can improve the postsecondary readiness of their students This important book will help leaders create a positive school culture coherent school design and develop the practices and policies that support Latino students in their performance and help students realize their potential

**How It's Being Done** Karin Chenoweth, 2009 How It's Being Done offers direct and much needed help to educators providing in depth accounts of the ways in which unexpected schools those with high poverty and high minority student populations have dramatically boosted student achievement and diminished and often eliminated achievement gaps How It's Being Done builds on Karin Chenoweth's widely hailed It's Being Done providing more detailed and specific information about how such schools have exceeded expectations and met with unprecedented levels of success An invaluable contribution to the literature on school reform How It's Being Done thoroughly explores how once struggling schools have exceeded expectations and reached levels of student achievement that all schools and the nation as a whole need to attain in the twenty first century If ever there were a book on education that should be read it is certainly this one Chenoweth shows us what it takes to beat the odds against adversity and improve student learning and achievement in schools serving disadvantaged children from the forward by Pedro Noguera professor of teaching and learning Steinhardt School of Culture Education and Human Development New York University This encouraging and important book is above all a good read Karin Chenoweth is a thoughtful observer a keen analyst and a good storyteller John Merrow education correspondent The NewsHour with Jim Lehrer and president Learning Matters How It's Being Done is a must read for teachers and administrators who are currently struggling to help disadvantaged and at risk students There are invaluable lessons and practical strategies for all educators I believe that all teachers will take away suggestions that will help them become better teachers Paul F Cain mathematics and physics teacher Ysleta High School El Paso Texas and 2008 Texas Teacher of the Year The schools in How It's Being Done exhibit the same hopeful pattern for successful schooling teachers and leaders who formulate and then actually teach to clear essential standards who shun worksheets and movies and who work together to ensure that all students are taught effectively every day regardless of who their teacher is This all too rare combination cannot fail Mike Schmoker author of Results NOW How We Can Achieve Unprecedented Improvements in Teaching and Learning Karin Chenoweth is a longtime education writer who currently writes for The Education Trust She wrote a regular column on schools and education for the Washington Post and was a senior writer and executive editor for Black Issues in Higher Education now Diverse She is the author of It's Being Done Harvard Education Press

**Handbook for Collaborative Common Assessments** Cassandra Erkens, 2019-05-31 When educators participate fully in the consistent and systematic process of collaborative common assessments teachers learners and schools all thrive A companion to the

assessment book Collaborative Common Assessments by Cassandra Erkens this practical handbook presents measures teams can take to improve their collaborative common assessments Each chapter features reflection questions as well as tools and protocols for implementing each phase of the process Use this practical handbook to improve your collaborative common assessment process Gain a deeper understanding of the collaborative assessment process Discover how to ensure the accuracy and reliability of collaborative common assessments in analyzing student assessment data Identify student misconceptions in the classroom to better plan educational interventions and collaborative instruction Answer reflection questions to ensure collaborative teams are concentrating on the right work Contents Introduction Teamwork Instruction Results Chapter 1 Foundational Concepts of Collaborative Common Assessment Chapter 2 Evidence and Research Supporting the Collaborative Common Assessment Process Chapter 3 The Preparation Phase Chapter 4 The Design Phase Chapter 5 The Delivery Phase Chapter 6 The Data Phase Chapter 7 The Re Engagement Phase Epilogue References and Resources

**Collaborative Common Assessments** Cassandra Erkens,2016-01-04 Reignite the passion and energy assessment practices bring as tools to guide teaching and learning Strengthen instructional agility in professional learning communities with collaborative common assessments that collect vital information and consider all levels of the organization Explore the practical steps teacher teams must take to establish clear comprehensive assessment systems and discover how to continually improve results

**Why Knowledge Matters** E. D. Hirsch,2019-01-02 In Why Knowledge Matters E D Hirsch Jr presents evidence from cognitive science sociology and education history to further the argument for a knowledge based elementary curriculum Influential scholar Hirsch author of The Knowledge Deficit asserts that a carefully planned curriculum that imparts communal knowledge is essential in achieving one of the most fundamental aims and objectives of education preparing students for lifelong success Hirsch examines historical and contemporary evidence from the United States and other nations including France and affirms that a knowledge based approach has improved both achievement and equity in schools where it has been instituted In contrast educational change of the past several decades in the United States has endorsed a skills based approach founded on Hirsch points out many incorrect assumptions about child development and how children learn He recommends new policies that are better aligned with our current understanding of neuroscience developmental psychology and social science The book focuses on six persistent problems that merit the attention of contemporary education reform the over testing of students in the name of educational accountability the scapegoating of teachers the fadeout of preschool gains the narrowing of the curriculum to crowd out history geography science literature and the arts the achievement gap between demographic groups and the reliance on standards such as the Common Core State Standards that are not linked to a rigorous curriculum Why Knowledge Matters makes a clear case for educational innovation and introduces a new generation of American educators to Hirsch s astute and passionate analysis

*It's Being Done* Karin Chenoweth,2007 In It s Being Done Chenoweth shows how teachers can meet higher academic objectives for

each student including those that are hard to reach The book promotes child specific programs setting expectations and thoughtful instruction

**Meeting the Needs of Students of ALL Abilities** Colleen A. Capper, Elise M. Frattura, 2009 Provides a clear road map for everyone interested in changing schools to be responsive to ALL students School personnel school boards and individual educators will be challenged to think courageously about how schools should operate for every student who comes through the classroom door Darin Drill Executive Director of Secondary Programs North Clackamas School District Milwaukie OR Offers specific strategies for creating environments where children can work together and learn from each other regardless of their abilities Cathleen J Chamberlain Assistant Superintendent Oswego City School District NY Promote high achievement for all students through equitable integrated school services This step by step handbook provides the foundation for school leaders who want to shift from costly special learning programs for a few learners to excellent inclusive educational services for all students including English language learners and those with special needs such as learning disabilities and disadvantaged backgrounds This useful guide covers school policies reform and restructuring and demonstrates how to establish standards for physical and emotional safety student behavior and quality instruction and learning Based on current research this second edition places a greater emphasis on social justice and standards offers a new equity audit questionnaire and includes examples of success from schools that have used the book to implement change Readers will find practical strategies reproducible handouts and self assessments for Transitioning schools from separate programs to inclusive services Establishing broad standards as prerequisites for student success Understanding legal and financial considerations for meeting student needs Preparing for the process of change Meeting the Needs of Students of ALL Abilities provides a realistic portrayal of how leaders can create and sustain excellent integrated socially just schools and ensure success for all

**Choice** ,2009

**Antisocial Behavior in School** Hill M. Walker, Elizabeth Ramsey, Frank M. Gresham, 2004 This classic in the literature of child violence and antisocial behavior has been updated to include coverage of the most recent and important school safety prevention and universal intervention programs ANTISOCIAL BEHAVIOR IN SCHOOL has often been commended for its comprehensive coverage of the nature origins and causes of antisocial behavior as well its consistent focus on the best practices interventions and model programs for preventing and remediating this most destructive of behavior disorders The authors practical focus is reinforced by the inclusion of many useful tools for teachers and other professionals including worksheets guidelines assessment instruments and a full chapter of case studies built around best practices for working with antisocial students

**Diverse Issues in Higher Education** ,2007-06

Symposium ,2007

*Barron's Guide to Medical and Dental Schools* Saul Wischnitzer, Edith Wischnitzer, 2000 The newly updated edition of this complete career guidance manual and school directory presents profiles of all accredited medical dental and osteopathic schools in the United States and Canada School descriptions and accompanying charts cite admission requirements course requirements selection criteria application filing deadlines tuition

and fees average class size percentage of men and women students and much more Advice on getting through the admission process includes approximately 100 typical interview questions sample admission essays and information on coping with the lengthy admission forms typically required by medical and dental schools Additional features include a model Medical College Admission Test MCAT and an extensive sampling of questions from recent Dental College Admission Tests DAT Answers and explanations are given for all questions so that candidates can score their own results analyze personal strengths and weaknesses and focus future study efforts This manual also offers comprehensive advice on succeeding in school once a candidate has been accepted A brand new extra included with this edition is computer software for Windows RM The software features a questionnaire for medical school candidates to complete Their response will generate personalized recommendations listing the schools where they stand the best chance of acceptance and which closely fit their abilities and needs In print for many years this book is one of the most highly regarded in its field      **Report of the Board of Directors of the Connecticut Industrial School for Girls** Connecticut Industrial School for Girls. Board of Directors,1916      Guide to Medical and Dental Schools Saul Wischnitzer,Edith Wischnitzer,2006 Updated with the latest facts and figures this school directory and guidance manual presents profiles of all accredited medical dental and osteopathic schools in the United States and Canada Here is information on tuition and fees application procedures and much more The book also includes the latest available full length model Medical College Admission Test MCAT with answers and selected questions with answers from recent Dental College Admission Tests DAT The authors offer advice on when and where to apply to dental and medical schools information on assessing one s chances for acceptance at the schools and all important test taking tips for students preparing to take the MCAT or DAT This new edition includes sample essays for medical school applications and a special section dedicated to high school students who are making long term plans for a medical or dental career      **American Machinist** ,1899      *The United States Army and Navy Journal and Gazette of the Regular and Volunteer Forces* ,1900



The Enigmatic Realm of **Getting It Done Leading Academic Success In Unexpected Schools**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Getting It Done Leading Academic Success In Unexpected Schools** a literary masterpiece penned by a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of people who partake in its reading experience.

<https://gcbdc1vmdellome.gulfbank.com/public/browse/default.aspx/Four%20Winds%20Travel%20Trailer%20Manual.pdf>

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