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York City Bulletin of High Points in the Work of the High Schools of New
York City School to Work Transition in Japan The Career Toolkit for High
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Equity and Excellence Junior High School School Social Work Methods of
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Music Teaching for Superintendents, Music Supervisors, Grade and High
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Principal Work Log Teaching High-School Latin; Authentic Assessment in
Action Ditch That Textbook The Teaching of Agriculture in the High
School In Search of Deeper Learning Putting Education to Work High
School Assistant Principal Work Log Sex Role Attitudes Among High
School Seniors Restorative Justice Tribunal Looking Together at Student
Work, Third Edition

**Inclusive Programming for High School Students with Autism Or
Asperger's Syndrome** Jul 16 2021 High school can be challenging for

any student--especially for students on the autism spectrum. To help
parents and teachers bridge the gaps between students and their
education, this book provides the practical information caregivers need
so that they can provide adequate support for young adults while they
are in school.

Teaching High-School Latin; Oct 07 2020 This work has been selected
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**Bulletin of High Points in the Work of the High Schools of New
York City** Sep 29 2022

In Search of Deeper Learning Jun 02 2020 "The best book on high
school dynamics I have ever read."--Jay Mathews, Washington Post An
award-winning professor and an accomplished educator take us beyond
the hype of reform and inside some of America's most innovative

classrooms to show what is working--and what isn't--in our schools. What would it take to transform industrial-era schools into modern organizations capable of supporting deep learning for all? Jal Mehta and Sarah Fine's quest to answer this question took them inside some of America's most innovative schools and classrooms--places where educators are rethinking both what and how students should learn. The story they tell is alternately discouraging and hopeful. Drawing on hundreds of hours of observations and interviews at thirty different schools, Mehta and Fine reveal that deeper learning is more often the exception than the rule. And yet they find pockets of powerful learning at almost every school, often in electives and extracurriculars as well as in a few mold-breaking academic courses. These spaces achieve depth, the authors argue, because they emphasize purpose and choice, cultivate community, and draw on powerful traditions of apprenticeship. These outliers suggest that it is difficult but possible for schools and classrooms to achieve the integrations that support deep learning: rigor with joy, precision with play, mastery with identity and creativity. This boldly humanistic book offers a rich account of what education can be. The first panoramic study of American public high schools since the 1980s, *In Search of Deeper Learning* lays out a new vision for American education--one that will set the agenda for schools of the future.

The Teaching of Agriculture in the High School Jul 04 2020 This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is

important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

[Helping Your Students with Homework](#) Jun 14 2021

Restorative Justice Tribunal Jan 28 2020 Learn how to implement a restorative justice approach that reduces suspension and expulsion rates, without compromising school safety and classroom order. Author Dr. Zachary Scott Robbins, who has turned around schools in Boston, Massachusetts, and Las Vegas, Nevada, explores the assumptions that underpin school policies that lead to high rates of suspensions and expulsions, especially for African-American students. He shares his experiences using Restorative Justice Tribunals and Restorative Justice Circles, which strike an effective balance between serving consequences to students who misbehave and providing them with therapeutic wraparound supports. This powerful book will help school leaders avoid discriminating based on race, national origin, or disability; will improve school climate; and will help teachers spend less time on discipline, so they can have more time for instruction and preparing students to graduate.

[The Career Toolkit for High School Students](#) Jul 28 2022 For high school-level Career Exploration and Life Skills courses. This thorough introduction to the skills high school students need to succeed in the workplace is presented in an easy-to-read student-friendly format. The text, adapted from a popular college-level text provides a complete framework for career exploration and is designed to motivate students to make these skills a part of their lives. Students and Faculty alike are encouraged to visit the central website for all Keys franchise materials, www.carterkeys.com, where you can correspond with the author team, view their speaking calendar, benefit from current articles, and more!

[Occupational Outlook Handbook](#) Jan 02 2023

[High School Principal Work Log](#) Nov 07 2020 Do you have a job? Do you keep a record of what you do on your job? Did you know that setting aside 15 minutes at the end of the day to record in a Work Log and

reflect on your day can boost your efficiency and thus impact your career success? In addition to this, a Work Log is a record of actions, events, accomplishments, and incidences. Record activities in your Work Log hourly, daily, weekly or even monthly. But why is it important to keep a Work Log? A Work Log: a. Helps to keep a record of your daily activities such as clocking in and clocking out times b. Helps to record tasks that you accomplish throughout the day, c. Can be used to keep only important information, without too much detail d. Allows you to record when and who gives you a task or to whom you give a task, e. Allows for easier preparation of reports by referring to your Work Log, f. Can be used to record sick days, absences, lunch time and even your salary, g. Provides a hard copy in your own handwriting, h. Assists you in providing legal evidence in case of legal proceedings against you, Choose from our wide selection of Work Logs and customize it to match your needs. Please leave a review or send us a copy of your customized Work Log to orangeworklogs@gmail.com so that we can improve our Work Logs to serve you better. Work Log size 6 x 9 inches (Simply click on the name Orange Logs beside the word Author to see Work Logs in other sizes)

Professional Communities and the Work of High School Teaching May 06 2023 American high schools have never been under more pressure to reform: student populations are more diverse than ever, resources are limited, and teachers are expected to teach to high standards for all students. While many reformers look for change at the state or district level, the authors here argue that the most local contexts—schools, departments, and communities—matter the most to how well teachers perform in the classroom and how satisfied they are professionally. Their findings—based on one of the most extensive research projects ever done on secondary teaching—show that departmental cultures play a crucial role in classroom settings and expectations. In the same school, for example, social studies teachers described their students as "apathetic and unwilling to work," while English teachers described the same students as "bright, interesting, and energetic." With wide-ranging implications for educational practice and policy, this unprecedented look into teacher communities is essential reading for educators,

digitaltutorials.jrn.columbia.edu

administrators, and all those concerned with U. S. High Schools.

Who Gets In and Why Jun 26 2022 From award-winning higher education journalist and New York Times bestselling author Jeffrey Selingo comes a revealing look from inside the admissions office—one that identifies surprising strategies that will aid in the college search. Getting into a top-ranked college has never seemed more impossible, with acceptance rates at some elite universities dipping into the single digits. In *Who Gets In and Why*, journalist and higher education expert Jeffrey Selingo dispels entrenched notions of how to compete and win at the admissions game, and reveals that teenagers and parents have much to gain by broadening their notion of what qualifies as a "good college." Hint: it's not all about the sticker on the car window. Selingo, who was embedded in three different admissions offices—a selective private university, a leading liberal arts college, and a flagship public campus—closely observed gatekeepers as they made their often agonizing and sometimes life-changing decisions. He also followed select students and their parents, and he traveled around the country meeting with high school counselors, marketers, behind-the-scenes consultants, and college rankers. While many have long believed that admissions is merit-based, rewarding the best students, *Who Gets In and Why* presents a more complicated truth, showing that "who gets in" is frequently more about the college's agenda than the applicant. In a world where thousands of equally qualified students vie for a fixed number of spots at elite institutions, admissions officers often make split-second decisions based on a variety of factors—like diversity, money, and, ultimately, whether a student will enroll if accepted. One of the most insightful books ever about "getting in" and what higher education has become, *Who Gets In and Why* not only provides an unusually intimate look at how admissions decisions get made, but guides prospective students on how to honestly assess their strengths and match with the schools that will best serve their interests.

The Junior High School Feb 20 2022 This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it. This work is in the public domain in the

United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. To ensure a quality reading experience, this work has been proofread and republished using a format that seamlessly blends the original graphical elements with text in an easy-to-read typeface. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

Authentic Assessment in Action Sep 05 2020 This book examines, through case studies of elementary and secondary schools, how five schools have developed “authentic,” performance-based assessments of students’ learning, and how this work has interacted with and influenced the teaching and learning experiences students encounter in school. This important and timely book reveals the changing dynamics of classroom life as it moves from more traditional pedagogy to one that asks students to master intellectual and practical skills that are eminently transferable to “real-life” social settings and workplaces. “The issue of assessment comes first, but we see in the following case studies how it becomes powerfully enveloped in the processes of learning and teaching, of informing students, teachers, parents, and others of ‘how the children are doing.’ The portraits explicitly and implicitly suggest a deep, fair, and defensible way to answer the question ‘How’m I doing?’ in a manner that helps this child and eventually every child.” —From the Foreword by Theodore R.Sizer “Informative and thought provoking.” —American Journal of Education

Working Class Without Work Dec 01 2022 The author wxplores issues of race, class, and gender among white working class youths, and she considers the roles of school and family in the production of the self. The book also examines the working class teens' attitudes toward and readiness for "postfeminist" thinking and the emerging American New Right. Presenting the first sustained ethnographic investigation of white working class youth in the context of deindustrializatin, Weis offers a

complex portrait of how these young people produce themselves in a society vastly different from that of their parents and grandparents. **High School Mathematics at Work** May 26 2022 Traditionally, vocational mathematics and precollege mathematics have been separate in schools. But the technological world in which today's students will work and live calls for increasing connection between mathematics and its applications. Workplace-based mathematics may be good mathematics for everyone. High School Mathematics at Work illuminates the interplay between technical and academic mathematics. This collection of thought-provoking essays--by mathematicians, educators, and other experts--is enhanced with illustrative tasks from workplace and everyday contexts that suggest ways to strengthen high school mathematical education. This important book addresses how to make mathematical education of all students meaningful--how to meet the practical needs of students entering the work force after high school as well as the needs of students going on to postsecondary education. The short readable essays frame basic issues, provide background, and suggest alternatives to the traditional separation between technical and academic mathematics. They are accompanied by intriguing multipart problems that illustrate how deep mathematics functions in everyday settings--from analysis of ambulance response times to energy utilization, from buying a used car to "rounding off" to simplify problems. The book addresses the role of standards in mathematics education, discussing issues such as finding common ground between science and mathematics education standards, improving the articulation from school to work, and comparing SAT results across settings. Experts discuss how to develop curricula so that students learn to solve problems they are likely to encounter in life--while also providing them with approaches to unfamiliar problems. The book also addresses how teachers can help prepare students for postsecondary education. For teacher education the book explores the changing nature of pedagogy and new approaches to teacher development. What kind of teaching will allow mathematics to be a guide rather than a gatekeeper to many career paths? Essays discuss pedagogical implication in problem-centered teaching, the role of

complex mathematical tasks in teacher education, and the idea of making open-ended tasks--and the student work they elicit--central to professional discourse. High School Mathematics at Work presents thoughtful views from experts. It identifies rich possibilities for teaching mathematics and preparing students for the technological challenges of the future. This book will inform and inspire teachers, teacher educators, curriculum developers, and others involved in improving mathematics education and the capabilities of tomorrow's work force.

High Points in the Work of the High Schools of New York City Oct 31 2022

High School Mathematics at Work May 14 2021 Traditionally, vocational mathematics and precollege mathematics have been separate in schools. But the technological world in which today's students will work and live calls for increasing connection between mathematics and its applications. Workplace-based mathematics may be good mathematics for everyone. High School Mathematics at Work illuminates the interplay between technical and academic mathematics. This collection of thought-provoking essays--by mathematicians, educators, and other experts--is enhanced with illustrative tasks from workplace and everyday contexts that suggest ways to strengthen high school mathematical education. This important book addresses how to make mathematical education of all students meaningful--how to meet the practical needs of students entering the work force after high school as well as the needs of students going on to postsecondary education. The short readable essays frame basic issues, provide background, and suggest alternatives to the traditional separation between technical and academic mathematics. They are accompanied by intriguing multipart problems that illustrate how deep mathematics functions in everyday settings--from analysis of ambulance response times to energy utilization, from buying a used car to "rounding off" to simplify problems. The book addresses the role of standards in mathematics education, discussing issues such as finding common ground between science and mathematics education standards, improving the articulation from school to work, and comparing SAT results across settings. Experts discuss how

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High School Assistant Principal Work Log Mar 31 2020 Do you have a job? Do you keep a record of what you do on your job? Did you know that setting aside 15 minutes at the end of the day to record in a Work Log and reflect on your day can boost your efficiency and thus impact your career success? In addition to this, a Work Log is a record of actions, events, accomplishments, and incidences. Record activities in your Work Log hourly, daily, weekly or even monthly. But why is it important to keep a Work Log? A Work Log: a. Helps to keep a record of your daily activities such as clocking in and clocking out times b. Helps to record tasks that you accomplish throughout the day, c. Can be used to keep only important information, without too much detail d. Allows you to record when and who gives you a task or to whom you give a task, e. Allows for easier preparation of reports by referring to your Work Log, f. Can be used to record sick days, absences, lunch time and even your salary, g. Provides a hard copy in your own handwriting, h. Assists you in providing legal evidence in case of legal proceedings against you, Choose from our wide selection of Work Logs and customize it to match your needs. Please leave a review or send us a copy of your customized Work

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The First Six Weeks of School Mar 12 2021 This second edition of a teacher favorite features a fresh, easy-to-use layout including color coding by grade level, more support for student engagement in academics, greater emphasis on the effective use of teacher language, and a dedicated chapter on the all-important first day of school.

Methods of Teaching in High Schools Oct 19 2021 This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

Uncovering Student Thinking About Mathematics in the Common Core, High School Dec 09 2020 Take the guesswork out of high school math instruction! Quickly and reliably uncover common math misconceptions in Grades 9-12 with these convenient and easy-to-implement diagnostic tools! Bestselling authors Cheryl Rose Tobey and Carolyn B. Arline provide 25 new assessment probes that pinpoint subconcepts within the Common Core State Standards to promote deep learning and expert math instruction—all while learning is underway. Completely Common Core aligned, these grade-specific probes eliminate the guesswork and

will help you Systematically address conceptual and procedural mistakes Pinpoint where students are struggling Plan targeted instruction in algebra, functions, logarithms, geometry, trigonometric ratios, statistics and probability, and more

Common Core Mathematics in a PLC at Work Feb 03 2023 How do you help your students demonstrate mathematical proficiency toward the learning expectations of the Common Core State Standards (CCSS)? This teacher guide illustrates how to sustain successful implementation of the CCSS for mathematics for high school. Discover what students should learn and how they should learn it, including deep support for the Mathematical Modeling conceptual category of the CCSS.

Comprehensive and research-affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency. You'll also learn how fundamental shifts in collaboration, instruction, curriculum, assessment, and intervention can increase college and career readiness in every one of your students. Extensive tools to implement a successful and coherent formative assessment and RTI response are included.

Restructuring High Schools for Equity and Excellence Jan 22 2022 This book demonstrates empirical links with achievement and investigates how restructuring relates to school size, teachers' attitudes toward students, and how teachers press their students to work hard and succeed.

School to Work Transition in Japan Aug 29 2022 This participant-observation study presents the practice of school to work transition at two Japanese high schools, and explains variations about the modal career trajectory of low achieving students, drawing on Bourdieu's work. It helps to explain the relationship between social values, family ethos, industry, school and economic performance, and the relatively low class consciousness in Japan. It should be of interest to educationalists, sociologists and labour relations specialists studying Japan.

Real Learning, Real Work Mar 04 2023 First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

Teachers At Work Feb 08 2021

Looking Together at Student Work, Third Edition Dec 29 2019 This bestseller provides teachers and administrators with strategies for examining and discussing student work, such as essays, math problems, projects, artwork, and more. New for the Third Edition: The Microlab Protocol, a relatively quick and easy way to introduce groups to protocol-guided conversation; a new case focused on understanding the Common Core; and more detailed notes and strategies for facilitators. Tina Blythe develops and facilitates online professional development courses for Harvard Project Zero and consults for schools, districts, and organizations both nationally and internationally. David Allen is an assistant professor at the College of Staten Island, City University of New York. Barbara Schieffelin Powell is a national and international educational consultant in curriculum development, teacher education, and evaluation.

High School Music Teaching for Superintendents, Music

Supervisors, Grade and High School Teachers Aug 17 2021 This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

Grading for Equity Apr 24 2022 "Joe Feldman shows us how we can use

grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact." —Zaretta Hammond, Author of *Culturally Responsive Teaching & The Brain Crack* open the grading conversation Here at last—and none too soon—is a resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today's schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With *Grading for Equity*, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, *Grading for Equity* provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a "fixed mindset" about students' academic potential—practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a "true north" orientation toward equitable grading practices Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe writes, "Grading practices are a mirror not just for students, but for us as their teachers." Each one of us should start by asking, "What do my grading practices say about who I am and what I believe?" Then, let's make the choice to do things differently . . . with *Grading for Equity* as a dog-eared reference.

The World Book Encyclopedia Sep 17 2021 An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

Junior High School Dec 21 2021

The Small High School at Work Jan 10 2021

Putting Education to Work May 02 2020 The story of how The Cristo Rey Network's values-based education model and revolutionary work study program have improved urban schools and inspired education reform across the nation. Combining the latest advancements in instruction, a focus on spiritual values and character development, and an innovative work-study program, the Cristo Rey Network has reinvented urban education and revived a broken system. Catholic school for the twenty-first century, Cristo Rey offers underprivileged students the opportunities they deserve and the structure and committed teachers they need to succeed and build a better life. Filled with amazing stories of hardship and transformation, *Putting Education to Work* is a testimonial to the effectiveness of the Cristo Rey program, demonstrated through the lives of its students. Thanks to its rigorous college-prep curriculum and real-life job experience, students become "lifelong learners" who graduate with critical thinking skills and the experience needed for college and the work force. But the Cristo Rey education is not limited to the mind. Focusing on character growth, it ensures the formation of a "whole person" who understands his or her role in helping others. Presenting the lessons learned along the way, *Putting Education to Work* shows how any school—religious or secular—can benefit from the Cristo Rey model and offers a hopeful outlook of what young people and determined educators can achieve together.

School Social Work Nov 19 2021 The foundations of working with vulnerable populations are a vital part of understanding the nuances and complexities of working with children and adolescents in today's educational environments. In the updated Second Edition, *School Social Work: A Direct Practice Guide* combines critical thinking and evidence-based interventions in the context of global issues, special education, and current societal issues affecting children today. The authors provide hands-on experiences, best practice approaches, and case examples throughout the book to demonstrate assessments and techniques in a culturally responsive and diverse school setting. Each chapter includes

in-depth activities and self-reflection and class discussion questions that allow school social workers to thoughtfully apply their growing skills and knowledge to ethical dilemmas and real-life situations in schools.

Texas High Schools. Teaching Shop Work in Accredited High Schools Apr 12 2021

Sex Role Attitudes Among High School Seniors Feb 29 2020

Professional Communities and the Work of High School Teaching

Mar 24 2022 American high schools have never been under more pressure to reform: student populations are more diverse than ever, resources are limited, and teachers are expected to teach to high standards for all students. While many reformers look for change at the state or district level, the authors here argue that the most local contexts—schools, departments, and communities—matter the most to how well teachers perform in the classroom and how satisfied they are professionally. Their findings—based on one of the most extensive research projects ever done on secondary teaching—show that departmental cultures play a crucial role in classroom settings and expectations. In the same school, for example, social studies teachers described their students as "apathetic and unwilling to work," while English teachers described the same students as "bright, interesting, and energetic." With wide-ranging implications for educational practice and policy, this unprecedented look into teacher communities is essential reading for educators, administrators, and all those concerned with U. S. High Schools.

Ditch That Textbook Aug 05 2020 Textbooks are symbols of centuries-old education. They're often outdated as soon as they hit students' desks. Acting "by the textbook" implies compliance and a lack of creativity. It's time to ditch those textbooks--and those textbook assumptions about learning In *Ditch That Textbook*, teacher and blogger Matt Miller encourages educators to throw out meaningless, pedestrian teaching and learning practices. He empowers them to evolve and improve on old, standard, teaching methods. *Ditch That Textbook* is a support system, toolbox, and manifesto to help educators free their teaching and revolutionize their classrooms.

Working Class Without Work Apr 05 2023 First Published in 1990.

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