1. Record Nr. UNINA9910798185403321 Autore Warring William H. Titolo From risk to resiliency: a resource for strengthening education's stepchild / / William H. Warring, Jr Lanham, Maryland:,: Rowman & Littlefield,, 2016 Pubbl/distr/stampa ©2016 **ISBN** 1-4758-2098-4 Descrizione fisica 1 online resource (130 p.) Disciplina 374/.8 Evening and continuation schools - United States Soggetti Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Cover-Page: Halftitle: Title: Copyright: Dedication: Contents: Foreword: Nota di contenuto Preface; Acknowledgment; Introduction; Part I: The Problem; 1 Dropouts; Who's Dropping Out?; What Do Dropouts Say?; What Have We Learned?; 2 A Condition of Benign Neglect; Decoupling; School Design Descriptions: Curriculum & Instruction: Continuation School History: Student Performance Expectations; Institutional Train Wreck; Lack of Research; Part II: Adopting Change; 3 Pathways to Change; Cultural Mind-sets: Central to School Change; Changing School Culture: A Principal's Role; Addressing Teacher Adversity A Teacher's Explanatory StyleTeacher Concerns; Creating Key Relationships; Changing Staff Relationships; Creating Community Relationships; 4 Adapting Change Components and Innovations; Synthesizing Practitioners with Innovations; External Change Interventions; School Aims: Happiness in Schools and Classrooms; Evaluating Change; 5 Diffusing Teacher Change Resistance; Change Agents; Teacher Resistance Themes; Teacher Resistance: External Barriers; Distributive Leadership; Diffusing Resistance Through Communication; Beyond Resistance: What if Change Succeeds?; Part III:

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Sommario/riassunto

From Risk to Resiliency offers continuation school developers and classroom teachers a wide range of in-depth choices in which to create resilient, school-wide change. It offers educational leaders research-based evidence in which to overcome common, closely-held beliefs as to the incapacities of continuation school stakeholders and students. Finally, it provides theoretical foundations in which to identify, construct, and measure data-based, educational criteria, necessary for growing program effectiveness.