

1. Record Nr.	UNINA9910506710003321
Autore	Santo, Alba Patrizia
Titolo	Elementi di petrologia / Alba P. Santo, Angelo Peccerillo
Pubbl/distr/stampa	Bologna, : Patron, 2021
ISBN	978-88-555-3508-3
Descrizione fisica	233 p. : ill. color. ; 24 cm
Altri autori (Persone)	Peccerillo, Angelo
Disciplina	552
Locazione	FAGBC
Collocazione	60 552 SANA 2021
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910819790903321
Autore	Baeder Justin
Titolo	Now we're talking! : 21 days to high-performance instructional leadership / / Justin Baeder
Pubbl/distr/stampa	Bloomington, Indiana : , : Solution Tree Press, , [2018] 2018
ISBN	1-936764-23-7
Descrizione fisica	1 online resource (xii, 192 pages) : illustrations
Collana	Gale eBooks
Disciplina	370.711
Soggetti	Observation (Educational method) Educational leadership Teacher-administrator relationships School improvement programs
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

Nota di bibliografia

Includes bibliographical references and index.

Nota di contenuto

Week 1. High-performance instructional leadership fundamentals -- Week 2. High-performance habits -- Week 3. High-impact instructional conversations -- Week 4. High-performance instructional leadership enhancement.

Sommario/riassunto

"Most leaders and teachers don't fully realize the potential that daily classroom visits have to prompt significant improvements in teaching and learning. In *Now We're Talking!: 21 Days to High-Performance Instructional Leadership*, Justin Baeder presents a high-performance instructional leadership approach that far surpasses traditional walkthrough models of feedback. He asserts the classroom is the best environment for professional learning, and he gives readers strategies to help them develop the instructional leadership habit of visiting classrooms daily, based on his global online experiment called the 21-Day Instructional Leadership Challenge, which has attracted more than ten thousand participants in more than fifty countries. When instructional leaders observe three classrooms a day for five to ten minutes each, and then have a brief evidence-based conversation with the teacher thereafter, they can learn more about their teachers' thinking and practices. With this firsthand shared information, they can make informed operational and instructional decisions that foster rich relationships with teachers, improve professional practices, reduce stress, and increase student learning"