

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 <i>Now We're Talking!: 21 Days to High-Performance Instructional Leadership</i> , 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"