

1. Record Nr.	UNINA9910829296803321
Autore	Davis Bonnie M
Titolo	How to Coach Teachers Who Don't Think Like You : Using Literacy Strategies to Coach Across Content Areas
Pubbl/distr/stampa	Thousand Oaks, : SAGE Publications, 2007
ISBN	9781452208442 1452208441
Edizione	[1st ed.]
Descrizione fisica	1 online resource (233 p.)
Disciplina	372.6/044
Soggetti	English language -- Composition and exercises -- Study and teaching (Elementary) English language -- Composition and exercises -- Study and teaching (Secondary) Teachers -- In-service training English language - Study and teaching (Elementary) - Composition and exercises English language - Study and teaching (Secondary) - Composition and exercises Teachers - In-service training Education Social Sciences Theory & Practice of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Cover -- Contents -- Introduction: How to Read This Book -- Acknowledgments -- About the Author -- Chapter 1 - Moving From Teaching Students to Coaching Teachers -- Chapter 2 - Organizing to Save Stress, Time, and Mistakes: Your Personal Tool Kit -- Chapter 3 - Coaching Teachers Who Don't Think Like You -- Chapter 4 - Coaching in a Variety of Settings: Experienced Coaches Share Their Success Stories -- Chapter 5 - Scheduling Time for Coaching -- Chapter 6 - Analyzing Coaching Scenarios -- Chapter 7 - Using Classroom Demonstrations and Professional Development Workshops as Coaching Tools -- Chapter 8 - Using Literacy Strategies Across Content Areas to

Improve Student Achievement -- Chapter 9 - Coaching Teams of Teachers to Improve Instruction -- Chapter 10 - Coaching Teachers to Write and Reflect Upon Their Instructional Practices -- Chapter 11 - Coaching Teachers as Writers: A Writing Workshop Model -- Final Words -- Appendices -- Bibliography and Recommended Web Sites -- Index.

Sommario/riassunto

This how-to resource encourages teachers to write and reflect upon their practices in a unique approach to coaching that bridges content areas and honors distinctive learning styles.
