

1.	Record Nr.	UNISALENTO991003241439707536
	Autore	Vergez, André
	Titolo	Hume / André Vergez
	Pubbl/distr/stampa	Paris : Presses universitaires de France, 1969
	Descrizione fisica	96 p. ; 18 cm.
	Collana	Philosophes
	Disciplina	192
	Soggetti	Hume, David
	Lingua di pubblicazione	Francese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910825354903321
	Autore	Colton Amy B. <1954->
	Titolo	The collaborative analysis of student learning : professional learning that promotes success for all / / Amy Colton, Georgea Langer, Loretta Goff ; foreword by Delores B. Lindsey and Randall B. Lindsey
	Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin, , [2016] 2016
	ISBN	1-5443-6008-8 1-5063-0098-7 1-5063-0397-8
	Descrizione fisica	1 online resource (xvii, 309 pages) : illustrations
	Collana	Gale eBooks
	Disciplina	371.264
	Soggetti	Educational tests and measurements Group work in education Academic achievement - Evaluation
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia

Nota di bibliografia	Includes bibliographical references (pages 291-298) and index.
Nota di contenuto	Foreword / Delores B. Lindsey and Randall B. Lindsey -- The collaborative analysis of student learning: essential features and benefits -- Why CASL works. The framework: teacher as collaborative inquirer -- Working agreements and communication skills for collaborative inquiry -- Leadership and support -- Facilitation of collaborative inquiry -- CASL phase I: establishing a focus for CASL inquiry -- Phase II: defining teachers' professional learning goals -- Phase III: inquiring into teaching for learning -- CASL phases IV and V assessing learning progress and integrating learning into teachers' professional practice.
Sommario/riassunto	A proven approach to transformative professional learning that raises achievement for all students! Does professional learning at your school promote teacher growth and propel student achievement? If you're ready for a change, turn to trusted educators Colton, Langer, and Goff, pioneers of an extraordinarily effective design for professional learning: Collaborative Analysis of Student Learning (CASL). You'll find complete strategies, resources and more in this evidence-based book that addresses the Common Core State Standards. Learn how to: . Benefit from the lessons learned by the authors over two decades of nationwide implementation as you design a sustainable CASL program that drives positive change at your school . Inquire into student work and assessments to promote learning excellence for all . Use the CASL Teacher as Collaborative Inquirer framework to promote culturally competent, academically rigorous teaching . Develop and implement new instructional strategies that mesh with Common Core standards Discover how to put CASL in place at your school, helping faculty - and students - to reach their full potential. "This book is extraordinary and a must have for every practitioner striving to improve student learning! Colton, Langer, and Goff provide explicit guidance on building a culture of collaborative inquiry to empower teachers and leaders to explore their own practices in a way that fosters meaningful and relevant learning for students." Victoria Duff, Coordinator of Professional Learning New Jersey Principal and Supervisors Association "Teacher collaborative professional learning leads to improved teaching and student learning when it is skillfully orchestrated. In this book, Colton, Langer, and Goff provide an essential resource rich with strategies, tactics, tools, and examples to guide both facilitators and team members to structure collaborative inquiry, analysis, and learning in ways that deepen their learning and practice and increase results for all students." Joellen Killion, Senior Advisor Learning Forward