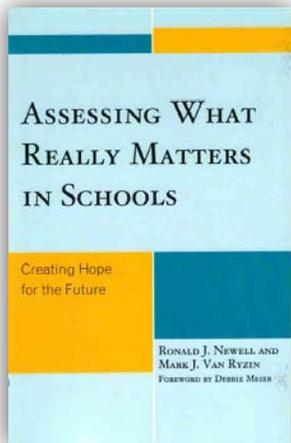


EdVisions Schools Recommended Reading



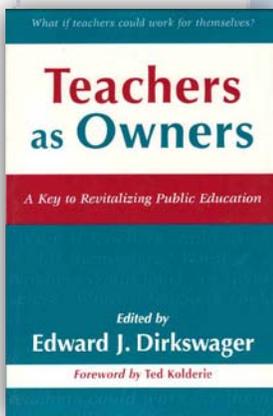
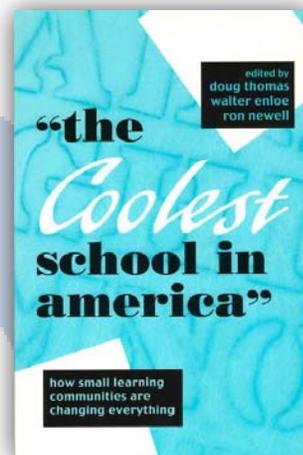
"Assessing What Really Matters in Schools: Creating Hope for the Future" by Ronald J. Newell and Mark V. Ryzin; Foreword by Debbie Meier

Since the 1960's, efforts to reform education--including various curricular changes, reading approaches, teacher preparation methods, funds for the disadvantaged and instructional techniques--have failed to bring about true systemic change because the reforms do not deal with a different view of learning. The Hope Study was created to discover whether a radically nontraditional learning environment would achieve more positive results. In detailing the outcomes of the Hope Study, *Assessing What Really Matters in Schools* gives hope to innovative and progressive schools and to new and different accountability systems, while changing the conversation from an achievement discourse to a human development discourse.

"The Coolest School in America: How Small Learning Communities Are Changing Everything"

Edited by Doug Thomas, Walter Enloe, and Ron Newell.

Imagine a school with no classrooms, bells, or textbooks where students work at their own pace, are not graded, and can decide what to study. Have you ever heard of a school where teachers are responsible for the learning program, hiring and retention of personnel, and success of the school? "The Coolest School in America" – *How Small Learning Communities are Changing Everything* describes the creation and development of learning communities that are changing the conversation about what schools can be and do.



"Teachers As Owners: A Key to Revitalizing Public Education"

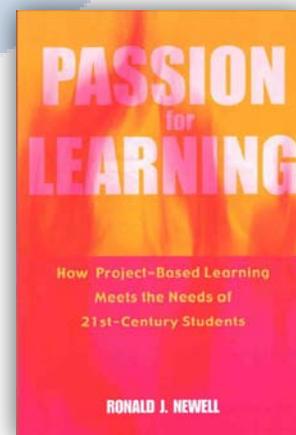
Edited by Edward J. Dirkswager with a foreword by Ted Kolderie, available from the publisher, Scarecrow Press or from Amazon.com

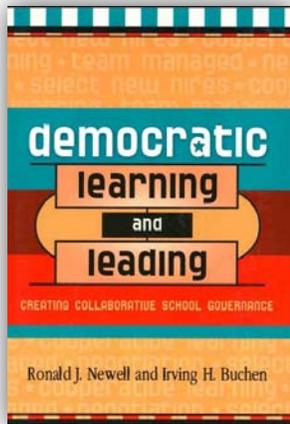
Teacher ownership is a revolutionary way to put more excitement and meaning into the teaching profession and to revitalize public education. *Teachers as Owners: A Key to Revitalizing Public Education* demonstrates how being an owner rather than an employee can give teachers control of their professional activity, including full responsibility and accountability for creating and sustaining high-performing learning communities. It presents examples of teacher ownership in practice and provides practical models for those who would like to experience the professional satisfaction found in ownership.

"Passion for Learning: How a Project-Based System Meets the Needs of High School Students in the 21st Century "

By Ronald J. Newell. Available from the publisher, Rowman Education or from Amazon.com

Passion for Learning: How Project-Based Learning Meets the Needs of 21st Century Students explains the theory and practice behind making a project-based system work. Educators, parents, and students who feel oppressed by the current school system or are unsatisfied with their situation; people who are in danger of losing a school to consolidation; and those involved in small school movements in urban areas will want to read this book.

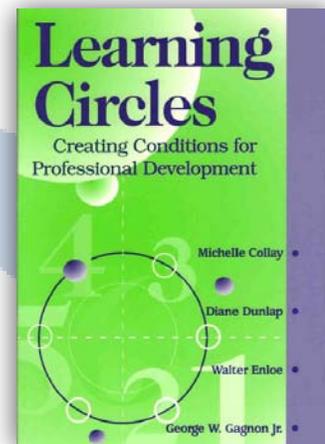




"Democratic Learning and Leading: Creating Collaborative School Governance"

By Ronald J. Newell and Irving H. Buchen. Available from the publisher, [Rowman Education](http://RowmanEducation.com) or from Amazon.com.

The culture of schooling is not inherently democratic, and a collaborative culture must be cultivated by creating the community, the collective, the consensual, the consultative, and the coaching commitment. Newell and Buchen show how the experience of a group of practitioners has led the way for continual development of collaborative culture. They also discuss the problems and promises of creating and living this collaborative, democratic culture.



"Learning Circles: Creating Conditions for Professional Development"

Michelle Collay, Diane Dunlap, Walter Enlow and George W. Gagnon Jr.
Available from the publisher, [Corwin Press](http://CorwinPress.com) or from Amazon.com.

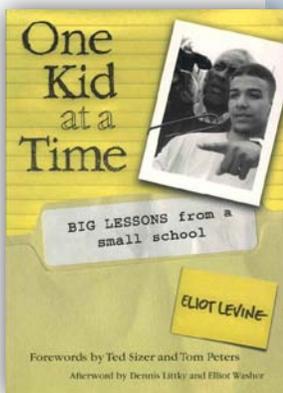
By

This book shows how "Learning Circles"-small groups of learners who come together to support each other in learning-can make great improvements in the quality of teaching and learning in your schools.

Based on six key conditions, teachers form Learning Circles by learning how to:

1. Build a "community" with other learners
2. Construct their knowledge through personal experience
3. Support other learners in their reflective practices
4. Document reflections on their experiences
5. Assess their expectations
6. Improve the culture in their classrooms

Help your teachers see how reflective practices can boost their effectiveness! They can make significant, positive differences in your school by improving how people relate to each other and sharing a vision for change.



"One Kid at a Time: BIG LESSONS from a small school"

By Eliot Levine, forwards by Ted Sizer and Tom Peters, afterword by Dennis Littky and Elliot Washor. Available from the publisher, [Teachers College Press](http://TeachersCollegePress.com) or from Amazon.com.

"Levine's engaging account helps us see how preparing young people for the 'real world' works best when it is intensely caring, relevant, community-focused, and tailored to the limitless varieties of our children's passion and concerns. One Kid at a Time should be read by all parents, educators, and policymakers who demand high standards but recognize the pitfalls of standardization.

To order any of these books go to www.edvisionschools.org and click on publications

Check out our website for more great resources!