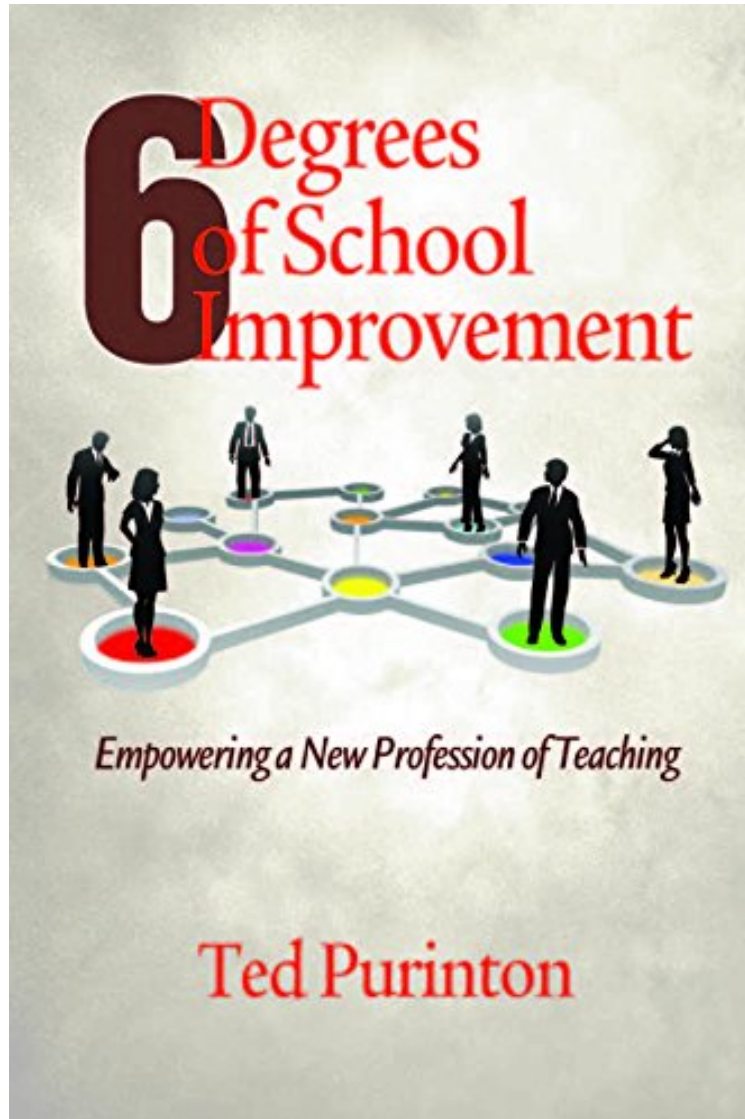


(Free) Six Degrees of School Improvement

## Six Degrees of School Improvement

*Ted Purinton*

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**Ted Purinton : Six Degrees of School Improvement** before purchasing it in order to gage whether or not it would be worth my time, and all praised Six Degrees of School Improvement:

1 of 1 people found the following review helpful. Fascinating and Original Take on Improving the Teaching ProfessionBy myurkoWhile I had never heard of this book before, it contains a devastatingly critical portrayal of the state of education and the teaching profession, and a fascinating, bold, and original vision for improving the teaching profession as a means of increasing academic achievement. The book also serves as a very useful introduction to organizational and network theory as it applies to education. It totally changed the way I think about school reform.

Amidst the contentious debates about teacher effectiveness, most people believe that unions, education colleges, charter networks, consulting agencies, textbook publishers, test producers, professional associations, teachers, and researchers disagree with one another about the most essential school reforms. Though all these groups do certainly have their own interests and perspectives, they also all desire to see that students are better prepared for a competitive world. What if all these groups worked together for that very goal? What would happen if all reform work in PK-12 education centered on the improvement of teaching? Would teachers be treated differently? Would they respond to their work in more innovative ways? Would it change the quality of education that children in the United States receive?

*Six Degrees of School Improvement: Empowering a New Profession of Teaching* provides glimpses of this realistic approach to American education reform with an eye toward what the system might look like in one to two generations from now. The book makes a solid case for "collaborative professionalism," a system that binds professionals together under a common set of understandings about the ways in which children and adolescents learn content knowledge and acquire skills. It argues that popular approaches to school improvement circumvent teachers and thus further de-skill and disempower the very people responsible for student learning in classrooms. Most importantly, the book provides very clear guidance on building a system of collaborative professionalism among teachers.