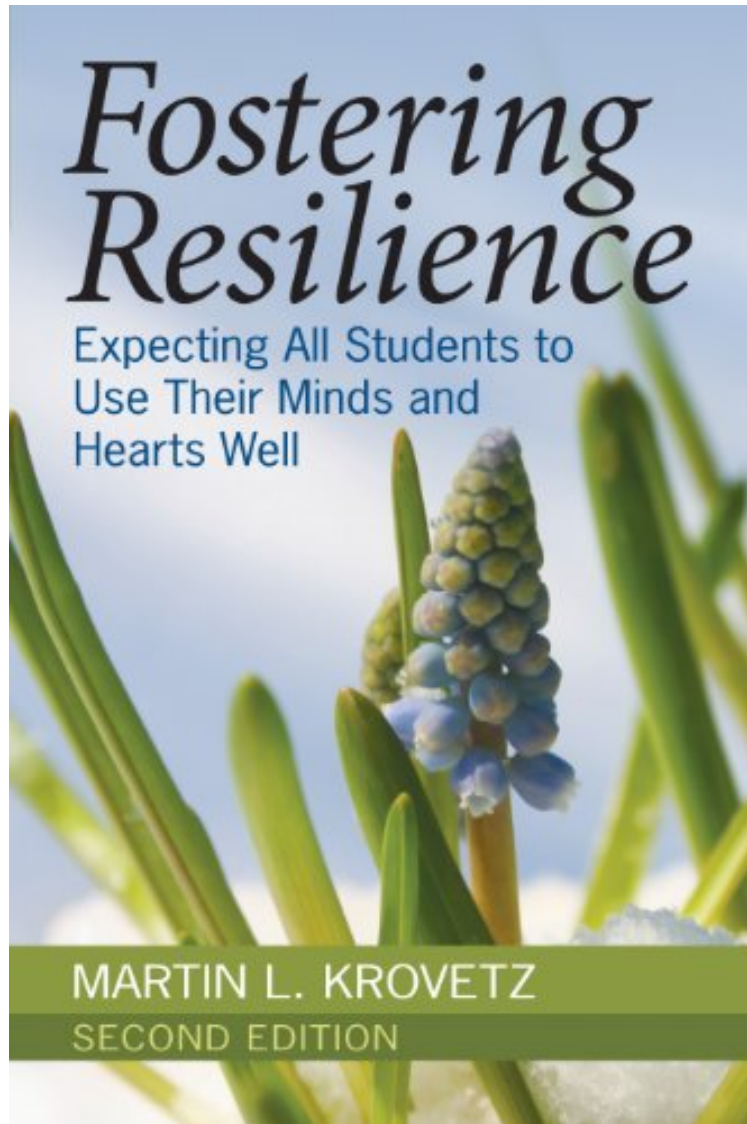


[Library ebook] Fostering Resilience: Expecting All Students to Use Their Minds and Hearts Well

Fostering Resilience: Expecting All Students to Use Their Minds and Hearts Well

Martin L. Krovetz

*DOC | *audiobook | ebooks | Download PDF | ePub*



DOWNLOAD



READ ONLINE

#2220333 in eBooks 2007-12-14 2014-04-04 File Name: B00JJW89Q2 | File size: 55.Mb

Martin L. Krovetz : Fostering Resilience: Expecting All Students to Use Their Minds and Hearts Well before purchasing it in order to gauge whether or not it would be worth my time, and all praised Fostering Resilience: Expecting All Students to Use Their Minds and Hearts Well:

0 of 0 people found the following review helpful. Fostering ResiliencyBy EvaMThe basic premise is that high expectations and setting rules allows children to experience challenge and succeed beyond their dreams. This encouragement must be strong and across the board.1 of 1 people found the following review helpful. couldn't get past

the egotistical toneBy TofuturkeyThere are some interesting and good ideas on resilience and on working with kids but I couldn't get over how egotistical the author was. If you can get past that then it's a great book. I had to get this for class and if my teacher recommended this book then it must be excellent. There are stories about what schools did to change and foster resilience in their students, how exactly they went about it and how to exactly build resilience in your own students.7 of 7 people found the following review helpful. A next handbook for restoring vital meaningful education.By A CustomerMartin Krovetz published "Fostering Resiliency" with subtitle "Expecting All Students to Use Their Minds and Hearts Well." As a retired administrator and teacher I see his book striking at the heart of what all educators should be doing. This San Jose State U. professor gives narrative with examples of students and happening schools, and he integrates first lists and step-by-step procedures for winning over students of all ages so that they can be taught. The book has incredible import for balancing vital aspects of our children's education. No aspect, e.g. curriculum, assessment, nurturing, can be isolated in schools for students nor all other adults in students' lives. Mr. Krovetz builds the case for fostering resiliency in everyone. It could be the next handbook for restoring a full education to students, including the "basics" which is on everyone's wish list these days. It is a book to be studied. Is it on the shelves at ?

This guide identifies the characteristics of resilient learning communities, revisits schools from the first edition, and offers case studies, sample questionnaires, strategies, and tools for self-evaluation.

"Krovetz provides educators with a guide???based on real schools and real educators???for making the principle-based, systematic changes that can transform schools from the inside out, moving them from cultures of risk to resilient learning communities that not only help all children succeed, but help them become confident, competent, and caring citizens as well." -- Bonnie Benard, Senior Program Associate (07/12/2007)"Embraces a global audience of principals and leading teachers. Now in its second edition, the text aspires to facilitate resilient learning communities via the understanding and application of four emotive elements: care for students; high expectations; substantive support and participation. Revisiting previous research and observational case studies, Krovetz illustrates the power of resilience in students and their respective learning environment. This book works to renew and strengthen learning communities, not re-define them." -- Bendigo Weekly, February 2008"Krovetz provides educators with a guide-based on real schools and real educators-for making the principle-based, systematic changes that can transform schools from the inside out, moving them from cultures of risk to resilient learning communities that not only help all children succeed, but help them become confident, competent, and caring citizens as well."--Bonnie Benard, Senior Program Associate"This is one of the best books about resilience for practitioners in education."--Sara Truebridge, Research Associate (07/01/2007)"This book offers clear, practical advice and lessons derived from firsthand accounts of schools that model quality school improvement practices. The examples cover different levels and are drawn from demographically diverse schools."--Jerry Patterson, Professor of Educational Leadership (07/01/2007)"A practical yet thought-provoking reminder that the way adults interact with each other and with kids plays a critical role in helping all students achieve. The research and the case studies make this book a must-read for all who care about schools."--Kathy Gomez, Director of Educational Services (07/01/2007)""Administrators and teacher leaders mired in performance funding and teaching to the test need to study Krovetz s volume on how excellent schools with caring, collaborative, and challenging cultures build self-efficacy and resilience in students with diverse abilities and social backgrounds."--James R. Bean, Professor of Leadership Studies (07/11/2007)""Krovetz provides educators with a guide based on real schools and real educators for making the principle-based, systematic changes that can transform schools from the inside out, moving them from cultures of risk to resilient learning communities that not only help all children succeed, but help them become confident, competent, and caring citizens as well."--Bonnie Benard, Senior Program Associate (07/12/2007)"Embraces a global audience of principals and leading teachers. Now in its second edition, the text aspires to facilitate resilient learning communities via the understanding and application of four emotive elements: care for students; high expectations; substantive support and participation. Revisiting previous research and observational case studies, Krovetz illustrates the power of resilience in students and their respective learning environment. This book works to renew and strengthen learning communities, not re-define them. --Bendigo Weekly, February 2008 (11/19/2008)""This is one of the best books about resilience for practitioners in education."--Sara Truebridge, Research Associate (07/01/2007)"This book offers clear, practical advice and lessons derived from firsthand accounts of schools that model quality school improvement practices. The examples cover different levels and are drawn from demographically diverse schools."--Jerry Patterson, Professor of Educational Leadership (07/01/2007)"Krovetz provides educators with a guide based on real schools and real educators for making the principle-based, systematic changes that can transform schools from the inside out, moving them from cultures of risk to resilient learning communities that not only help all children succeed, but help them become confident, competent, and caring citizens as well."--Bonnie Benard, Senior Program Associate (07/12/2007)" Embraces a global audience of principals and leading teachers. Now in its second edition, the text aspires to facilitate resilient learning communities via the understanding and application of four emotive elements: care for students; high expectations; substantive

support and participation. Revisiting previous research and observational case studies, Krovetz illustrates the power of resilience in students and their respective learning environment. This book works to renew and strengthen learning communities, not re-define them. --Bendigo Weekly, February 2008 (11/19/2008)"A practical yet thought-provoking reminder that the way adults interact with each other and with kids plays a critical role in helping all students achieve. The research and the case studies make this book a must-read for all who care about schools."--Kathy Gomez, Director of Educational Services (07/01/2007)"Administrators and teacher leaders mired in performance funding and teaching to the test need to study Krovetz's volume on how excellent schools with caring, collaborative, and challenging cultures build self-efficacy and resilience in students with diverse abilities and social backgrounds."--James R. Bean, Professor of Leadership Studies (07/11/2007)"Krovetz provides educators with a guide--based on real schools and real educators--for making the principle-based, systematic changes that can transform schools from the inside out, moving them from cultures of risk to resilient learning communities that not only help all children succeed, but help them become confident, competent, and caring citizens as well."--Bonnie Benard, Senior Program Associate (07/12/2007)"Embraces a global audience of principals and leading teachers. Now in its second edition, the text aspires to facilitate resilient learning communities via the understanding and application of four emotive elements: care for students; high expectations; substantive support and participation. Revisiting previous research and observational case studies, Krovetz illustrates the power of resilience in students and their respective learning environment. This book works to renew and strengthen learning communities, not re-define them."--Bendigo Weekly, February 2008 (11/19/2008)-A practical yet thought-provoking reminder that the way adults interact with each other and with kids plays a critical role in helping all students achieve. The research and the case studies make this book a must-read for all who care about schools.---Kathy Gomez, Director of Educational Services (07/01/2007)-This is one of the best books about resilience for practitioners in education.---Sara Truebridge, Research Associate (07/01/2007)-This book offers clear, practical advice and lessons derived from firsthand accounts of schools that model quality school improvement practices. The examples cover different levels and are drawn from demographically diverse schools.---Jerry Patterson, Professor of Educational Leadership (07/01/2007)-Administrators and teacher leaders mired in performance funding and teaching to the test need to study Krovetz's volume on how excellent schools with caring, collaborative, and challenging cultures build self-efficacy and resilience in students with diverse abilities and social backgrounds.---James R. Bean, Professor of Leadership Studies (07/11/2007)-Krovetz provides educators with a guide--based on real schools and real educators--for making the principle-based, systematic changes that can transform schools from the inside out, moving them from cultures of risk to resilient learning communities that not only help all children succeed, but help them become confident, competent, and caring citizens as well.---Bonnie Benard, Senior Program Associate (07/12/2007)-Embraces a global audience of principals and leading teachers. Now in its second edition, the text aspires to facilitate resilient learning communities via the understanding and application of four emotive elements: care for students; high expectations; substantive support and participation. Revisiting previous research and observational case studies, Krovetz illustrates the power of resilience in students and their respective learning environment. This book works to renew and strengthen learning communities, not re-define them.---Bendigo Weekly, February 2008 (11/19/2008) "A practical yet thought-provoking reminder that the way adults interact with each other and with kids plays a critical role in helping all students achieve. The research and the case studies make this book a must-read for all who care about schools." (Kathy Gomez, Director of Educational Services 2007-07-01)"This is one of the best books about resilience for practitioners in education." (Sara Truebridge, Research Associate 2007-07-01)"This book offers clear, practical advice and lessons derived from firsthand accounts of schools that model quality school improvement practices. The examples cover different levels and are drawn from demographically diverse schools." (Jerry Patterson, Professor of Educational Leadership 2007-07-01)"Administrators and teacher leaders mired in performance funding and teaching to the test need to study Krovetz's volume on how excellent schools with caring, collaborative, and challenging cultures build self-efficacy and resilience in students with diverse abilities and social backgrounds." (James R. Bean, Professor of Leadership Studies 2007-07-11)"Krovetz provides educators with a guide?based on real schools and real educators?for making the principle-based, systematic changes that can transform schools from the inside out, moving them from cultures of risk to resilient learning communities that not only help all children succeed, but help them become confident, competent, and caring citizens as well." (Bonnie Benard, Senior Program Associate 2007-07-12)"Embraces a global audience of principals and leading teachers. Now in its second edition, the text aspires to facilitate resilient learning communities via the understanding and application of four emotive elements: care for students; high expectations; substantive support and participation. Revisiting previous research and observational case studies, Krovetz illustrates the power of resilience in students and their respective learning environment. This book works to renew and strengthen learning communities, not re-define them." (Bendigo Weekly, February 2008 2008-11-19)About the AuthorMartin L. Krovetz is the director of the Leading for Equity and Achievement Design (LEAD) Center, a regional center of the Coalition of Essential Schools. From 1991 to 2006, he was a professor of educational leadership at San Jose State University. During this time, he developed and coordinated the Master's in Collaborative Leadership Program. From 1977 to 1991, he was a high school principal in Santa Cruz, California. In addition to being the author of the *Fostering Resilience*, he is

the author with Gilberto Arriaza of *Collaborative Teacher Leadership: How Teachers Can Foster Equitable Schools*, published by Corwin Press in 2006. He has published in numerous journals and presents at national conferences, including ASCD and the Coalition of Essential Schools. He received his PhD in social psychology from the University of North Carolina and BA from the University of Florida.