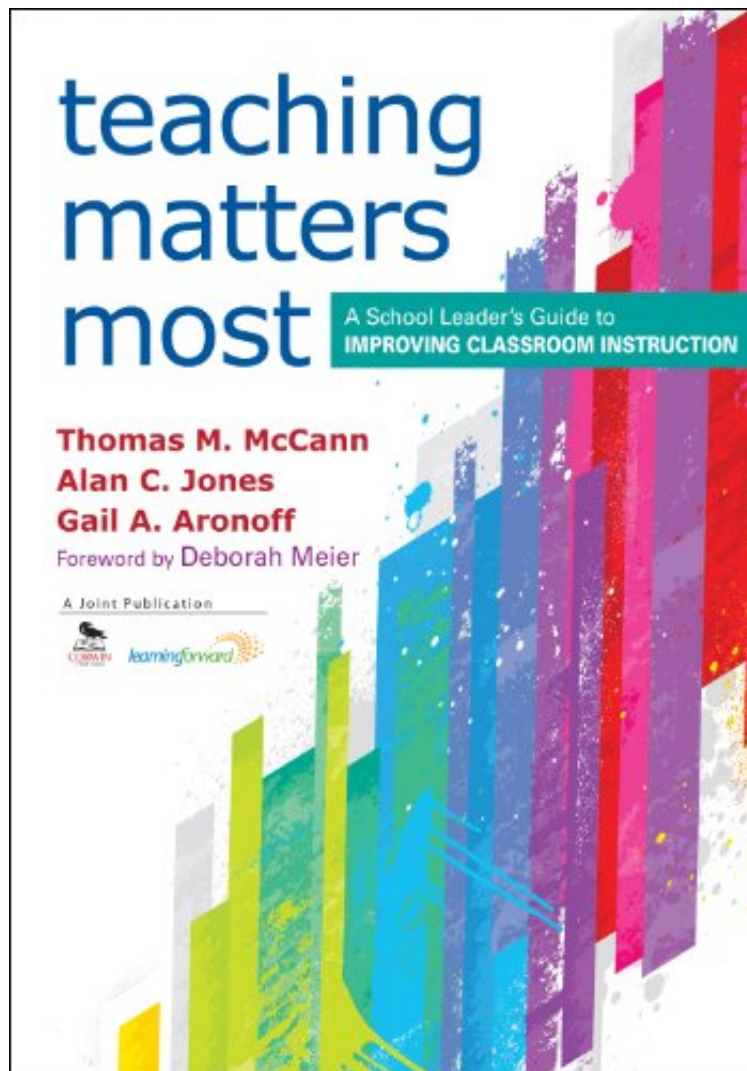


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## Teaching Matters Most: A School Leader's Guide to Improving Classroom Instruction

*Thomas M. McCann, Alan C. Jones, Gail A. Aronoff*  
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**Thomas M. McCann, Alan C. Jones, Gail A. Aronoff : Teaching Matters Most: A School Leader's Guide to Improving Classroom Instruction** before purchasing it in order to gage whether or not it would be worth my time, and all praised Teaching Matters Most: A School Leader's Guide to Improving Classroom Instruction:

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professionals, but so often the language used by educational experts doesn't really mean anything, it just sounds good. Overall the book is usable.

A laser-beam focus on improving instruction to improve learning If we want to change how students write, compute, and think, then teachers must transform the old "assign-and-assess" model into engaging, coherent, and rigorous instruction. The authors show school leaders how to make this happen amidst myriad distractions, initiatives, and interruptions. Unlike other books that stop at evaluating teachers and instruction, this work demonstrates how to grow schools' instructional capacities with a three-step process that involves:   
Envisioning what good teaching looks like   
Measuring the quality of current instruction against this standard   
Working relentlessly to move the quality of instruction closer and closer to the ideal

"A comprehensive book that provides site administrators not only the opportunity to reflect on their own practices but challenges them to reconsider the daily operations of their schools. The recommendations meld theory and practice together in an administrator-friendly way."--Sammie Cervantez, Principal (10/21/2011)"This is a good book principals can use for faculty book study. It will lead to authentic dialogue about good teaching: how to get to it and how to maintain it."--Patricia Long Tucker, Superintendent (10/21/2011)"This is an excellent book for administrators to build a focused, long-term solution to improve what happens in every classroom on a daily basis."--Kathy Tritz-Rhodes, Elementary Principal (10/21/2011)"A major strength of this book is how it identifies and puts in one place the key elements needed to improve student learning."--Dr. Laurie Emery, Principal (10/21/2011)"I recommend this book for new principals and superintendents in induction programs. The content will inspire thoughtful discussions and lead to effective action plans."--Dr. Gayle Wahlin, Director of Leadership Services (11/01/2011)"In Teaching Matters Most, the authors remind us that to provide students with the highest quality of education, we must refocus on defining the quality of instruction in the classroom and building support systems for the teachers providing that instruction."--Matthew Haug, Principal (04/09/2012)"I am grateful to, and appreciative of, the authors of Teaching Matters Most for their efforts to improve student learning through the examination of classroom instruction. The authors offer practical and useful strategies that allow teachers to review their practices through frequent reflections. The book guides staff through activities that focus on their instructional practices for maximum student learning. I believe that study of this book can be a continuous professional development activity for teachers and school leadership teams."--James Pluskota, Principal (04/09/2012)"A comprehensive book that provides site administrators not only the opportunity to reflect on their own practices but challenges them to reconsider the daily operations of their schools. The recommendations meld theory and practice together in an administrator-friendly way."--Sammie Cervantez, Principal (10/21/2011)"This is a good book principals can use for faculty book study. It will lead to authentic dialogue about good teaching: how to get to it and how to maintain it."--Patricia Long Tucker, Superintendent (10/21/2011)"This is an excellent book for administrators to build a focused, long-term solution to improve what happens in every classroom on a daily basis."--Kathy Tritz-Rhodes, Elementary Principal (10/21/2011)"A major strength of this book is how it identifies and puts in one place the key elements needed to improve student learning."--Dr. Laurie Emery, Principal (10/21/2011)"I recommend this book for new principals and superintendents in induction programs. The content will inspire thoughtful discussions and lead to effective action plans."--Dr. Gayle Wahlin, Director of Leadership Services (11/01/2011)"In Teaching Matters Most, the authors remind us that to provide students with the highest quality of education, we must refocus on defining the quality of instruction in the classroom and building support systems for the teachers providing that instruction."--Matthew Haug, Principal (04/09/2012)-A comprehensive book that provides site administrators not only the opportunity to reflect on their own practices but challenges them to reconsider the daily operations of their schools. The recommendations meld theory and practice together in an administrator-friendly way.---Sammie Cervantez, Principal (10/21/2011)-This is a good book principals can use for faculty book study. It will lead to authentic dialogue about good teaching: how to get to it and how to maintain it.---Patricia Long Tucker, Superintendent (10/21/2011)-This is an excellent book for administrators to build a focused, long-term solution to improve what happens in every classroom on a daily basis.---Kathy Tritz-Rhodes, Elementary Principal (10/21/2011)-A major strength of this book is how it identifies and puts in one place the key elements needed to improve student learning.---Dr. Laurie Emery, Principal (10/21/2011)-I recommend this book for new principals and superintendents in induction programs. The content will inspire thoughtful discussions and lead to effective action plans.---Dr. Gayle Wahlin, Director of Leadership Services (11/01/2011)-In Teaching Matters Most, the authors remind us that to provide students with the highest quality of education, we must refocus on defining the quality of instruction in the classroom and building support systems for the teachers providing that instruction.---Matthew Haug, Principal (04/09/2012)-I am

grateful to, and appreciative of, the authors of Teaching Matters Most for their efforts to improve student learning through the examination of classroom instruction. The authors offer practical and useful strategies that allow teachers to review their practices through frequent reflections. The book guides staff through activities that focus on their instructional practices for maximum student learning. I believe that study of this book can be a continuous professional development activity for teachers and school leadership teams.---James Pluskota, Principal (04/09/2012) "A comprehensive book that provides site administrators not only the opportunity to reflect on their own practices but challenges them to reconsider the daily operations of their schools. The recommendations meld theory and practice together in an administrator-friendly way." (Sammie Cervantez, Principal 2011-10-21)"This is a good book principals can use for faculty book study. It will lead to authentic dialogue about good teaching: how to get to it and how to maintain it." (Patricia Long Tucker, Superintendent 2011-10-21)"This is an excellent book for administrators to build a focused, long-term solution to improve what happens in every classroom on a daily basis." (Kathy Tritz-Rhodes, Elementary Principal 2011-10-21)"A major strength of this book is how it identifies and puts in one place the key elements needed to improve student learning." (Dr. Laurie Emery, Principal 2011-10-21)"I recommend this book for new principals and superintendents in induction programs. The content will inspire thoughtful discussions and lead to effective action plans." (Dr. Gayle Wahlin, Director of Leadership Services 2011-11-01)"In Teaching Matters Most, the authors remind us that to provide students with the highest quality of education, we must refocus on defining the quality of instruction in the classroom and building support systems for the teachers providing that instruction." (Matthew Haug, Principal 2012-04-09)"I am grateful to, and appreciative of, the authors of Teaching Matters Most for their efforts to improve student learning through the examination of classroom instruction. The authors offer practical and useful strategies that allow teachers to review their practices through frequent reflections. The book guides staff through activities that focus on their instructional practices for maximum student learning. I believe that study of this book can be a continuous professional development activity for teachers and school leadership teams." (James Pluskota, Principal 2012-04-09)

About the Author Thomas M. McCann is an associate professor of English at Northern Illinois University, where he contributes to the teacher certification program. He taught high school for 25 years, including seven years working in an alternative high school. He has been a high school English department chair, an assistant principal, and an assistant superintendent. His published work has appeared in Educational Leadership, Research in the Teaching of English, the English Journal, and the Illinois English Bulletin. His co-authored books include Explorations: Introductory Activities for Literature and Composition, 7-12 (National Council of Teachers of English, 1987), In Case You Teach English: An Interactive Casebook for Preservice and Prospective Teachers (Merrill/Prentice Hall, 2002), Supporting Beginning English Teachers (NCTE, 2005), and Talking in Class (NCTE, 2006). He edited and contributed a chapter to Reflective Teaching, Reflective Learning (Heinemann, 2005). He is the co-author of The Dynamics of Writing Instruction (Heinemann, 2010). The National Council of Teachers of English awarded him the Richard A. Meade Award for research about the concerns of beginning teachers. He also received the Paul and Kate Farmer Award from NCTE for his writing for the English Journal. Dr. Alan C. Jones is an Associate Professor of Educational Administration for Saint Xavier University, Chicago, Illinois. His teaching career includes teaching English at DuSable Upper Grade Center in Chicago, Illinois, and social studies at Thornton Township High School, in Harvey, Illinois. He began his administrative career as an Activities Director at Thornton Township High School and went on to become an Assistant Principal at Bremen Township High School and served as Principal of Community High School District 94, in West Chicago, Illinois for seventeen years. Under his leadership, Community High School was awarded the Blue Ribbon School of Excellence in 1993 and was recognized as a 1995 School of Excellence by HISPANIC Magazine. His publications include articles in educational journals on instructional leadership and school reform, and two books: Students! Do Not Push Your Teacher Down the Stairs on Friday: A Teacher's Notebook (Quadrangle Books, 1972) and Becoming A Strong Instructional Leader: Breaking the Cycle of Reform Failure (Teachers College Press, 2012).

Mrs. Gail Aronoff is an educational consultant who worked for 37 years in several schools, both as teacher and administrator. She has worked with students with special needs in elementary, middle school, and high school, and served as a liaison between schools and the families of struggling learners. At the high school level, she taught struggling learners for fourteen years and held the position of Assistant Principal for Student Services for twelve years. She served a highly diverse population with many ESL students as well as those from low income families. She has mentored and supervised teachers and administrators, creating and implementing model programs to address the needs of reluctant learners and those with special needs. Mrs. Aronoff currently serves as a consultant to schools for school improvement and reform.