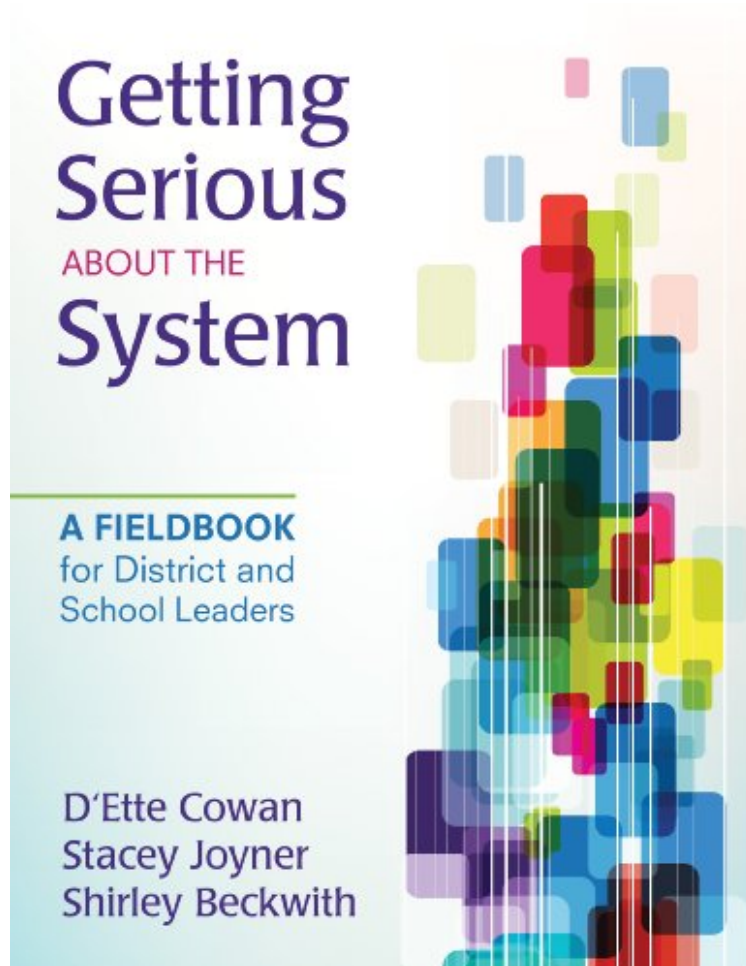


Getting Serious About the System: A Fieldbook for District and School Leaders

D'Ette F. Cowan, Stacey L. Joyner, Shirley B. Beckwith
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D'Ette F. Cowan, Stacey L. Joyner, Shirley B. Beckwith : Getting Serious About the System: A Fieldbook for District and School Leaders before purchasing it in order to gage whether or not it would be worth my time, and all praised Getting Serious About the System: A Fieldbook for District and School Leaders:

A focused approach to raising student achievement This fieldbook shows how to focus on the issues that have most impact upon student achievement. This multidimensional process also will increase the competencies of everyone involved while implementing solutions districtwide. The authors outline the framework and step-by-step guidance for simultaneously addressing the essential components and competencies at multiple levels of the local educational system. Key strategies include: Concentrating on aligning curriculum, instruction, and assessment to state and

Common Core State Standards Working on the underlying issues that are impacting the system Garnering support from all staff members to maximize time, resources, and energy

This book is a critical roadmap to district and school transformation. It takes the guess work out of determining where improvement is needed.--Freda Hicks, Assistant Principal
The beauty of this book is that not only does it describe the processes and strategies but it provides, in the modules, the tools needed for those leading the process. . . . It is desperately needed in this era of high accountability and diminished resources. This is a process that a campus or district leader could use that would examine and use the resources they already have and is not another program they need to buy.--Cynthia Stone, District Administrator-Director of School Improvement
The working systemically model provides a research-based approach to school improvement. The clearly defined step-by-step approach will assist any school or district in its improvement efforts. My professional practice has been significantly changed as a result of my direct experience implementing SEDL s Working Systemically Approach.--Sally Bennett, Curriculum Coordinator
I would absolutely recommend this book to my colleagues. This is the most comprehensive approach too improving a school system that I have seen in one text.--Diana Pratt, Assistant HS Principal (retired)
This area is exceptional. The vignettes pull it all together and increased my understanding of the phases. Also helpful are the tips for building relationship between team members and dealing with sensitive issues.--Debbie Langford, School Counselor
This is a book that many aspiring leaders will say, Hallelujah . It challenges leaders to focus on what s most important and identifies the improvement efforts required to achieve dramatic results in the classrooms. This book is brimming with ideas on how to transform education systemically. I immediately want to pass this along to other principals, teachers, and aspiring teacher leaders I work with in the profession to provide them with a comprehensive resource to improve student achievement.--Debra Paradowski, Associate Principal
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It is brimming with ideas on how to transform education systemically and provides teachers, administrators, and leaders with a comprehensive resource to improve student achievement." (Debra Paradowski, Associate Principal 2011-08-01)"The authors provide decades of high-quality professional development and hands-on work with schools and school districts. I appreciate and applaud their efforts to translate research on data use, professional development, leadership, and collaboration into tools and processes useful to educators." (Victoria Bernhardt, Executive Director, Education for the Future 2012-01-25)About the AuthorBefore retiring from SEDL in October, 2010, Ette F. Cowan led Texas Comprehensive Center efforts to assist state and intermediate agencies in providing high-needs districts and schools with technical assistance that is systemic in nature. In her 12-year career at SEDL, she also assisted low-performing districts and schools throughout a five-state region to improve student learning, and investigated strategies for transforming schools into professional learning communities. Currently, Cowan serves as a consultant to SEDL on a variety of projects. As one of the researchers and authors of Working Systemically in Action: A Guide for Facilitators, she has had first-hand experience in helping district and school leaders apply a systemic approach to improve learning outcomes for students. Her study of professional learning communities over her career has included conducting and applying research and presenting findings at conferences and in books and journals. She has authored chapters and articles in Demystifying Professional Learning Communities: School Leadership at Its Best; SEDL Letter; Journal of School Leadership; and Learning Together, Leading Together. Prior to joining SEDL in December 1997, she served as a junior high school teacher and an elementary school principal. Her continuing research interests include leadership for change, systemic

improvement, and professional learning communities. Stacey Joyner is a Program Associate at SEDL, a nonprofit education research, development, and dissemination corporation based in Austin, TX. She participates in efforts to build state education staff capacity to serve districts and schools. She is the former editor of the USDE's Reading First newsletter *The Notebook*, and former editor of the Texas Comprehensive Center's newsletter *Texas Focus*. She is co-author of SEDL's *Working Systemically in Action*, a comprehensive process for school improvement. Prior to joining SEDL, Ms. Joyner served as the Reading Coordinator for the Idaho State Department of Education. She has 11 years of teaching experience. She has served as a reading specialist and teacher trainer for the Clark County School District in Las Vegas, Nevada. Ms. Joyner holds a BA in Elementary Education from Idaho State University and an MEd in Curriculum and Instruction from the University of Nevada at Las Vegas. She is currently a doctoral student at the University of Texas at Austin. Shirley Beckwith is a Communications Associate with SEDL's Texas Comprehensive Center (TXCC). She provides editorial review of training materials and resources used in meetings hosted by the TXCC and prepares materials for submission to national evaluators. She also provides and reviews content for the TXCC Web site. She has been involved in several revisions of the *Working Systemically* approach, including the 2008 *Working Systemically in Action: A Guide for Facilitators* and a conversion of the process into a scripted training manual for school support teams. Prior to joining SEDL, Ms. Beckwith worked for several years at the University of Texas LBJ School of Public Affairs as the coordinator and researcher for the *Guide to Texas State Agencies*. Ms. Beckwith has a master's degree in Library and Information Science.