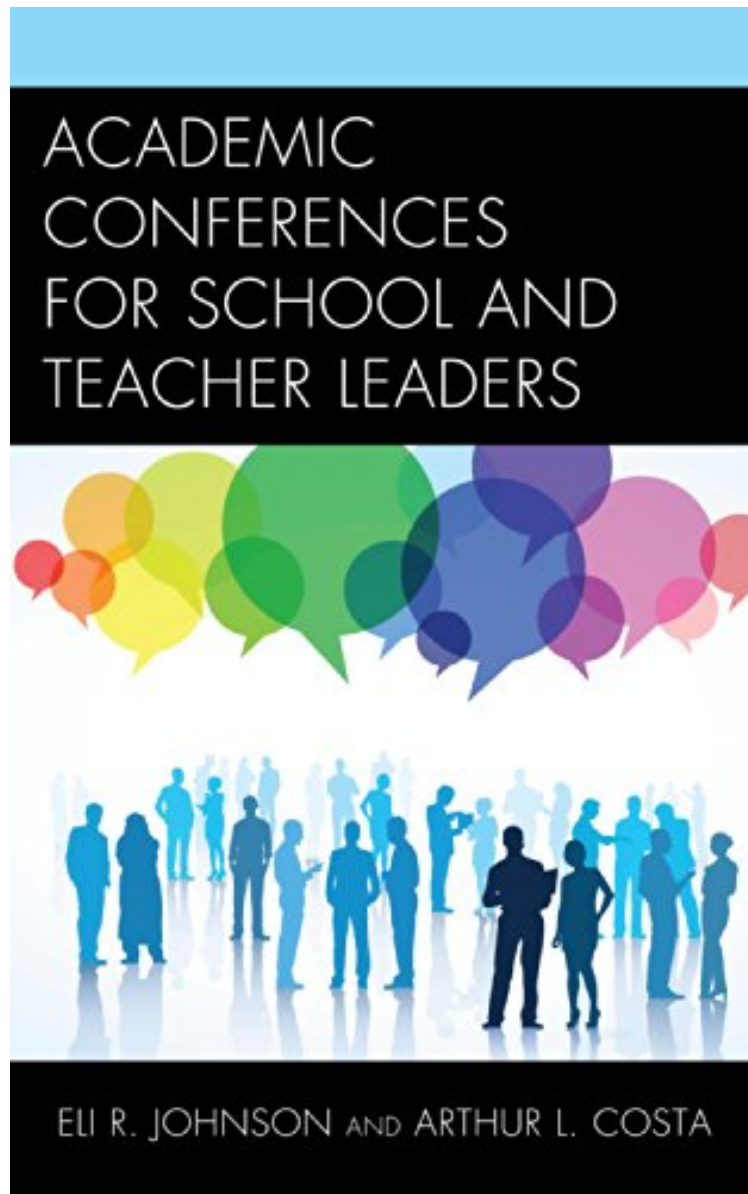


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Academic Conferences for School and Teacher Leaders

Eli Johnson, Arthur L. Costa

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Eli Johnson, Arthur L. Costa : Academic Conferences for School and Teacher Leaders before purchasing it in order to gauge whether or not it would be worth my time, and all praised Academic Conferences for School and Teacher Leaders:

Academic conferences increase collaboration and support collegial dialogue between teachers, principals, and district

administrators, while providing a forum for education professionals to consider school practices old and new, and plan ways to best utilize them all in the future. This book, by experienced educators Eli Johnson and Arthur L. Costa, is about encouraging and enhancing these necessary, but often neglected, conversations as a means of helping educators identify the ways that innovative teaching strategies can best connect positive classroom outcomes to the long-term plans, learning goals, and academic purposes of a school and district. *Academic Conferences for School and Teacher Leaders* proves an invaluable tool for educators and educational administrators who are tasked with the toughest decisions facing our struggling school system today, and is an ideal fit for courses in educational leadership and supervision of instruction. When structured effectively, academic conferences can transform schools and help educational leaders mine the excellence of every student in their classrooms, and this book is a necessary guide for any leader whose goal is to do just that.

In their new book, *Academic Conferences for School and Teacher Leaders*, Johnson and Costa offer a compelling, research-based rationale for the importance of structured professional conversations about teaching and learning. This timely volume articulates a clear and thoughtfully designed process for transforming education through vertical alignment. With step-by-step guidelines, the reader explores ways to overcome the challenges of teacher isolation and build a more cohesive, collaborative culture. Conceptual frameworks are supported by concrete mechanisms for tapping personal potential and creating collective efficacy, including clearly defined roles, five conferral processes, and the specific skills needed to create meaningful dialog and produce shared commitment to school improvement. Templates and tools, practical tips, and specific examples make this book a strategic guide for stimulating self-directed learning, empowering teachers, and shifting accountability to responsibility. (Laura Lipton, co-director, MiraVia, LLC) **About the Author** Eli Johnson is a Classroom Teacher, School Principal, Director of Curriculum Instruction, and Assistant Superintendent of Instruction. He has served as a consultant to the California Department of Education supporting early literacy, English language professional development, and math/science partnerships. Art Costa is a Professor of Education, Emeritus, from California State University, Sacramento, where he taught graduate courses to teachers and administrators in curriculum, supervision, and the improvement of instruction. He is the author of *The Enabling Behaviors*, *Teaching for Intelligent Behaviors* and *Supervision for Intelligent Teaching*; and is co-author of *Cognitive Coaching* and *Techniques for Teaching Thinking*.