



MESPA / MESPEF WINTER CONFERENCE

Distinguished Lecture II



“INSTRUCTIONAL ROUNDS”

Featuring
RICHARD ELMORE

Thursday, January 14, 2010

Sessions begin at 8:45 AM – 3:30 PM

Registration at 7:30 am – 8:30 PM

Best Western Royal Plaza Hotel, Marlborough, MA

Course #: 10-602

Instructional rounds – a practice adapted to education from the field of medicine – embodies a specific set of ideas about how practitioners can work together to solve common problems and improve their practice. In the education context, it is designed to help schools, districts, and state systems develop the capacity to support high quality teaching and learning for all students.

The rounds practice is designed to strategically connect school district and state efforts with improvements at the instructional core – teachers, students and content – and to build collaborative networks of educators who learn from and with one another about improving instruction.

Richard F. Elmore is the Gregory R. Anrig Professor of Educational Leadership at Harvard University. He is also co-director of the Connecticut Superintendents' Network, a community of practice for superintendents engaged in the improvement of instruction, sponsored by the Connecticut Center for School Change. He is a member of the faculty on the Executive Leadership Program for Educators. This program builds on several prior initiatives at Harvard's Graduate School of Education, Business School, and Kennedy School of Government, and works with state commissioners of education and school superintendents, along with their leadership teams and key stakeholders. He holds a bachelors degree in political science from Whitman College, Walla Walla, Washington, a masters degree in political science from the Claremont Graduate School, Claremont, California, and a doctorate in educational policy from the Harvard Graduate School of Education.

He is co-editor, with Bruce Fuller and Gary Orfield, of *Who Chooses, Who Loses? Culture, Institutions, and the Unequal Effects of School Choice* (1996) and, with Susan Fuhrman of *The Governance of Curriculum*. Other publications include *Restructuring in the Classroom* (1996), coauthored with Penelope Peterson and Sarah McCarthey, "Getting to Scale with Good Educational Practice" (*Harvard Educational Review*, 1996), and "Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City" (National Commission on Teaching & America's Future and CPRE, 1997). His most recent publications are *When Accountability Knocks, Will Anyone Answer?* (CPRE, 1999), coauthored with Charles Abelman, *Building a New Structure for School Leadership* (Shanker Institute, 2000), *Bridging the Gap Between Standards and Achievement* (Shanker Institute, 2002), *School Reform from the Inside Out: Policy, Practice, and Performance*. (Harvard Education Press, 2004) and *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* (Harvard Education Press, 2009) by Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel

