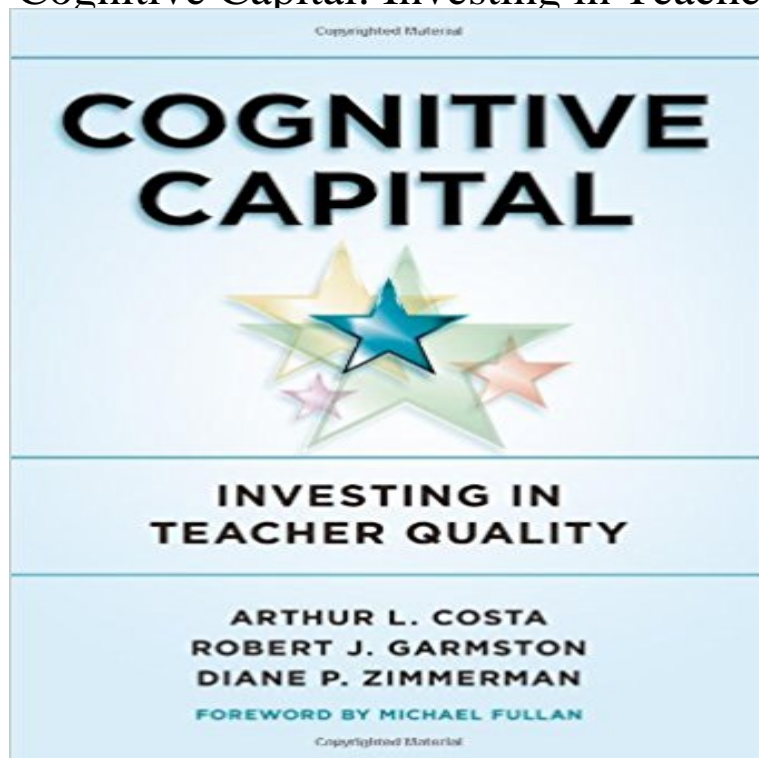


Cognitive Capital: Investing in Teacher Quality



The authors have positioned cognitive capital at the center of understanding and developing teacher quality and have succeeded brilliantly.-- Michael Fullan, professor emeritus, Ontario Institute for Studies in Education, University of Toronto, author of Professional Capital: Transforming Teaching in Every School In contrast to the persistent trend of simplifying teaching via reductive evaluation tools, Costa, Garmston, and Zimmerman dive fearlessly into its complexities. Cultivating cognitive capital is a refreshing new direction for educators to embrace. The ideas and recommended actions in this fascinating book support a culture of thoughtful innovation which develops mindful and resourceful professionals. The contemporary learners in our classrooms need nothing less.-- Heidi Hayes Jacobs, president, Curriculum Designers, Inc., curriculum21.com Building on the authors celebrated work in cognitive coaching, this important book provides teachers, schools, and policy leaders with the rationale and new direction for enhancing the development of the intellectual capacity of educators, their performance, and their ultimate effects on student learning. The authors focus on assisting teachers in developing awareness in their own ability to make effective judgments based on all their capabilities and experiences. When teachers weave internal expertise and external criteria together into the exquisite tapestry of teaching and learning, they gain confidence in their ability to make a difference for all students. Rather than spending time becoming better inspectors and enforcers, Cognitive Capital calls for skillful leaders to engage educators thought processes which promote practices that have high impacts on their students.

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