

## Foreword

For more than 20 years, studies consistently have shown higher and more equitable achievement for diverse learners when they experience higher levels of authentic instruction and assessment. Students are more engaged and learn more when teachers challenge them to think critically, to delve deeply into problems and big ideas, and to make connections between their school work and personal or real-world concerns.

This volume builds on our recently published *Authentic Intellectual Work: Improving Teaching for Rigorous Learning* (Newmann, Carmichael, & King, 2016), which summarizes the research and elaborates a professional development project that has helped thousands of teachers deliberately shape their teaching to promote students' Authentic Intellectual Work (AIW).

Here educators in diverse roles—teacher, principal, superintendent, regional and state agency leader, instructional coach—share what they have learned from their work in changing school culture to support teaching for rigorous learning through the AIW framework and thereby enhance prospects of success for others.

Authors address major challenges in bringing the AIW framework to life in schools: utilizing external funding and support, nurturing effective school teams, reaching agreement on goals, coaching within and across teams, bringing coherence to often varied and fragmented school improvement programs, coping with changes in administrative leadership, and evaluating teachers and the influence of AIW professional development on student achievement.

Together the chapters document how success depends not on top-down mandates or programmed professional development packages but on intense, sustained teacher collaboration in school teams, aimed toward a common intellectual agenda and guided by honest critical inquiry that generates school- and district-level ownership. Though the process can be rough and rocky, it is inspiring to read these educators' testaments to the profound personal and professional impact of their efforts to promote students' Authentic Intellectual Work.

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## REFERENCE

Newmann, F. M., Carmichael, D. L., & King, M. B. (2016). *Authentic Intellectual Work: Improving teaching for rigorous learning*. Thousand Oaks, CA: Corwin.