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Exploring the School Choice Universe Kevin G. Welner 2013-02-01 Exploring the School Choice Universe: Evidence and Recommendations gives readers a comprehensive, complete picture of choice policies and issues. In doing so, it offers cross-cutting insights that are obscured when one looks only at single issue or a single approach to choice. The book examines choice in its various forms: charter schools, home schooling, online schooling, voucher plans that allow students to use taxpayer funds to attend private schools, tuition tax credit plans that provide a public subsidy for private school tuition, and magnet schools and other forms of public school intra- and interdistrict choice. It brings together some of the top researchers in the field, presenting a comprehensive overview of the best current knowledge of these important policies. The questions addressed in Exploring the School Choice Universe are of most importance to researchers and policy makers. What do choice programs actually do? What forms do they take? Who participates, and why? What are the funding implications? What are the results of different forms of school choice on outcomes that matter, like student performance, segregation, and competition effects? Do they affect teachers' working

conditions? Do they drive innovation? The contents of this book offer reason to believe that choice policies can further some educational goals. But they also suggest many reasons for caution. If choice policies are to be evidence-based, a re-examination is in order. The information, insights and recommendations facilitate a more nuanced understanding of school choice and provide the basis for designing sensible school choice reforms that can pursue a range of desirable outcomes.

Learning and Doing Policy Analysis in Education: Examining Diverse Approaches to Increasing Educational Access Maria Teresa Tatto 2012-09-17 This book originated in a policy analysis class at Michigan State University taught during 2010. Using Professor Tatto's unique approach to teaching policy analysis, the professor and students agreed to construct a class that represented a reflective and grounded experience in the policy analysis of a current and relevant issue with global ramifications; we began exploring policies that were developed at the global level and that were implemented locally. We investigated the surge of globally developed standards and regulations in an effort to improve education. Our goal was to learn cross-nationally about policies that seek to reform curriculum and instruction under efficiency and global competitiveness arguments, such as Education for All (EFA) and its USA cousin No Child Left Behind (NCLB). We knew our work would be bounded by the time available in a one-semester class, and by resource constraints. We did exploratory inquiry supported by literature reviews, reports on rigorous research studies, and in one case an exploratory case study. The policies we chose to explore, such as EFA and NCLB, offered us the opportunity to examine current reform tendencies that are intended to provide access to quality education for all children, the preparation of teachers to support diverse populations, the organization of schools to accommodate these children in response to vague policy mandates, and power issues affecting the different constituencies and stakeholders. The effects of these and other policies were difficult to track because research is scant and decisions are frequently made based on ideology or political persuasion. Our purpose was to explore the critical issues that originated such policies, and to search for documented evidence regarding policy implementation and effectiveness. We investigated the factors that seemed to interfere with successful implementation, from conceptual, theoretical, and methodological perspectives. In this class we learned that there are not ready-set frameworks for policy analysis, but rather that these have to be constructed according to the issues that emerge as policies are conceptualized and implemented to fit local contexts and needs. The book

pays particular attention to the contexts of policy, including the evolving conceptualization of global and local systems of governance, knowledge regimes, and policy spaces. The book is designed for faculty and doctoral students in education who are interested in understanding diverse frameworks for policy analysis, and for those in the general public who are interested in the policies we analyze here.

Narrowing the Achievement Gap William Alfred Sampson 2013-10-02 The book details an effort to help poor black and poor Latino families learn to do the things necessary to help their children to do better in school, and argues that this family centered approach, while complicated, should be considered along side the school centered efforts.

African Americans at Risk: Issues in Education, Health, Community, and Justice [2 volumes] Glenn L. Starks 2015-06-22 With all of the progress African Americans have made, they still face many risks that threaten the entire race or place segments in jeopardy of survival. This work examines the widespread problem and suggests solutions. • Examines up-to-date statistical data on the primary issues negatively impacting African Americans • Provides extensive literary and data analysis of the issues addressed • Discusses what can be done to improve the condition of African Americans • Supplies concise background and investigates the implications of each key issue • Includes an extensive bibliographic list of references for all issues discussed

Using Research Evidence in Education Kara S. Finnigan 2014-03-24 This book includes a set of rigorous and accessible studies on the topic of "research evidence" from a variety of levels and educational vantage points. It also provides the reader with thoughtful commentaries from leading thinkers in the field. The complex process of acquiring, interpreting, and using research evidence makes for a rich and under examined area in educational research, practice and policymaking. Policy makers, practitioners and scholars are in need of additional knowledge and practical steps in terms of the uptake of evidence into practice. In addition, sharpening understanding in terms of the ways in which research evidence is shaped or adapted at different educational levels (school, district, state, federal) as well the factors that support or constrain the acquisition and use of research evidence is of immediate use. While professional support for evidence-based practice in schools has never been stronger, credible research has found only weak large-scale effects. This book provides us with key insights about the nature of this problem and a comprehensive approach to its solution; it is a major step toward realizing the considerable potential for school improvement of reciprocal working relationships among

policy, practice and research communities. Ken Leithwood, Emeritus Professor, OISE/University of Toronto The problem of scant research use at school sites is old, but the federal to classroom level scope of this book is unique. The authors' analysis of the current status leads to despair, but they provide a clear and compelling path forward. Michael Kirst, Professor Emeritus, Stanford University; President, California State Board of Education. We have come a long way since the linear "Research, Dissemination, Utilization" models of knowledge use of the 1970s and 80s. Each chapter in this book lays out new directions for understanding how individuals, relationships and systems advance or impede the movement of new ideas into policy/practice. Taken together, they redefine knowledge use as a dynamic process that affects and is affected by specific characteristics of the social structures in which is occurs. It is a "must read" both for those interested in educational change and organizational theory. Karen Seashore Louis, Regents Professor, University of Minnesota Handbook of Research on the Education of School Leaders Michelle D. Young 2016-08-19 The Handbook of Research on the Education of School Leaders brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today. With contributions from the field's foremost scholars, this new edition investigates the methodological foundations of leadership preparation research, reviews the pedagogical and curricular features of preparation programs, and presents valuable insights into the demographic, economic, and political factors affecting school leaders. This volume both mirrors the first edition's macro-level approach to leadership preparation and presents the most up-to-date research in the field. Updates to this edition cover recent state and federal government efforts to improve leadership in education, new challenges for the field, and significant gaps and critical questions for framing, researching, evaluating, and improving the education of school leaders. Sponsored by the University Council of Educational Administration (UCEA), this handbook is an essential resource for students and scholars of educational leadership, as well as practitioners, policymakers, and other educators interested in professional leadership. .

Britannica Book of the Year 2013 Encyclopaedia Britannica, Inc. 2013-03-01 The Britannica Book of the Year 2013 provides a valuable viewpoint of the people and events that shaped the year and serves as a great reference source for the latest news on the ever changing populations, governments, and economies throughout the world. It is an accurate and

comprehensive reference that you will reach for again and again.
Handbook of Urban Educational Leadership Muhammad Khalifa 2015-06-01 This authoritative handbook examines the community, district, and teacher leadership roles that affect urban schools. It will serve as a foundation for pedagogical and educational leadership practices that foster social justice, equity, and advocacy for those who have been traditionally and historically underserved in education. The handbook's ten sections cover topics as diverse as curriculum, instruction, and educational outcomes; gender, race, and class; higher education; and leadership preparation and support. Its twenty-nine chapters offer both American and international perspectives.

Reforms and Innovation in Education Alexander M. Sidorkin 2017-10-05 This book investigates the interrelationship between educational reforms and pedagogical and technological innovations, as well as the implications of this relationship for the quality of human capital. By analyzing recent educational reforms in Russia and the US, the authors shed new light on how these reforms may help or hinder innovations, such as the introduction of computer technologies into classrooms, new methods of teacher evaluation, constructivist teaching methods, and governance in public schools. Taking labor economics as a useful lens for conceptualizing the diffusion of innovation, in the first part of the book the authors analyze book how certain power arrangements can block educational innovations in schools. In the second part they examine recent educational reforms in the US and Russia. The final part presents a vision of the next generation of educational reforms, which may enable innovation diffusion, rather than hamper it.

The Wiley Handbook of Action Research in Education Craig A. Mertler 2019-02-06 Comprehensive overview of the theoretical, conceptual, and applied/practical presentations of action research as it is found and conducted solely in educational settings The Wiley Handbook of Action Research in Education is the first book to offer theoretical, conceptual, and applied/practical presentations of action research as it is found and conducted solely in educational settings. Covering primarily PK-12 educational settings, the book utilizes a cross-section of international authors and presentations to provide global perspectives on action research in education. Part I of The Wiley Handbook of Action Research in Education focuses on various foundational aspects and issues related to action research. Part II is centered on chapters that present theories and principles that help to guide the use of action research in educational contexts. Part III focuses on specific applications of educational action

research in practice. Part IV provides an outlet for seven educational practitioners to share their experiences in conducting action research. Each of these authors also discusses the importance and value that action research has had on him or her, both professionally and personally. Discuss action research in PK-12, as well as in higher education settings The first book to focus on the importance and application of action research exclusively in educational settings Offers world perspectives on action research in education Written by a team of international scholars The Wiley Handbook of Action Research in Education is an excellent book for advanced undergraduate students, graduate students, and scholars studying and/or researching educational action research.

Turnaround Principals for Underperforming Schools Rosemary Papa 2011-08-16 There's no mystery in turning around low-performing or failing schools, but there are also no recipes. In Turnaround Principals for Underperforming Schools Rosemary Papa and Fenwick English identify the essential ingredients for success. The causesof failure are complex and interactive. Schools are not inert structures but living organisms. Putting schools back together is a collaborative venture. It takes a team to turn around a school, but it all begins with the leadership. The key to success rests in a school leader who has a fundamental understanding of the dynamics of schooling, human motivation, and possesses the resiliency and energy to engage in altering the internal landscape of an unsuccessful school. Two veteran educators have put together a work based on their research and experience for the past half-century. They pull no punches. The challenge is not only to turn low-performing or failing schools around, but to enable them to become more socially just places for all students.

Global Leadership for Social Justice Christa Boske 2012-06-28 Global Leadership For Social Justice: Taking It From The Field To Practice proposes perspectives for conceptualizing the preparation of leaders for social justice and equity-oriented work in schools. Although faculty in the field of education have prepared thousands of school leaders, and the research continues to expand, limited research exists regarding how to prepare leaders for social justice work in schools, especially considering international contexts. This book builds on extant empirical and theoretical work in the area of educational leadership, and deepens understanding of what leading for social justice and equity-oriented work looks like within diverse schools.

The Handbook of Interior Design Jo Ann Asher Thompson 2015-02-09 The Handbook of Interior Design explores ways of thinkingthat inform the

discipline of interior design. It challengesreaders to consider the connections within theory, research, andpractice and the critical underpinnings that have shaped interiordesign. Offers a theory of interior design by moving beyond adescriptive approach to the discipline to a 'why and how' study ofinteriors Provides a full overview of the most current Interior Designresearch and scholarly thought from around the world Explores examples of research designs and methodologicalapproaches that are applicable to interior design upper divisionand graduate education courses Brings together an international team of contributors,including well established scholars alongside emerging voices inthe field – reflecting mature and emergent ideas,research, and philosophies in the field Exemplifies where interior design sits in its maturation as adiscipline and profession through inclusion of diverse authors,topics, and ideas *Learning from the Federal Market?Based Reforms* William J. Mathis 2016-06-01 Over the past twenty years, educational policy has been characterized by top?down, market?focused policies combined with a push toward privatization and school choice. The new Every Student Succeeds Act continues along this path, though with decision?making authority now shifted toward the states. These market?based reforms have often been touted as the most promising response to the challenges of poverty and educational disenfranchisement. But has this approach been successful? Has learning improved? Have historically low?scoring schools "turned around" or have the reforms had little effect? Have these narrow conceptions of schooling harmed the civic and social purposes of education in a democracy? This book presents the evidence. Drawing on the work of the nation's most prominent researchers, the book explores the major elements of these reforms, as well as the social, political, and educational contexts in which they take place. It examines the evidence supporting the most common school improvement strategies: school choice; reconstitutions, or massive personnel changes; and school closures. From there, it presents the research findings cutting across these strategies by addressing the evidence on test score trends, teacher evaluation, "miracle" schools, the Common Core State Standards, school choice, the newly emerging school improvement industry, and re?segregation, among others. The weight of the evidence indisputably shows little success and no promise for these reforms. Thus, the authors counsel strongly against continuing these failed policies. The book concludes with a review of more promising avenues for educational reform, including the necessity of broader societal investments for combatting poverty and adverse social conditions. While schools cannot

single?handedly overcome societal inequalities, important work can take place within the public school system, with evidence?based interventions such as early childhood education, detracking, adequate funding and full?service community schools—all intended to renew our nation's commitment to democracy and equal educational opportunity.

Rural Education Research in the United States Gwen C. Nugent 2016-10-12 This volume represents current and futuristic thinking of seminal rural education researchers, with the goal of providing perspectives and directions to inform the work of rural education research, practice, and policy. With an emphasis on leveraging collaboration among key rural education stakeholders, this title both outlines our current research knowledge base and maps a future research agenda for maximizing the educational experiences and achievement of rural K-12 students and their families and educators in the United States. In examining the interrelated impacts of teacher practices, family engagement, school/community environment and contextual factors, the book offers the evidence-based insights of seminal researchers on issues ranging from professional development and family-school partnership approaches to methodological considerations. It also explores the needs, opportunities and realities associated with translating research to the arenas of practice and policy – while considering how the latter can inform future scholarship.

Sacred Trust Peter W. Cookson 2011-05-10 Peter Cookson asserts that all children have the right to an excellent education, and provides steps for creating an action plan that will lead to equitable schools.

Journal of Educational, Cultural and Psychological Studies (ECPS Journal) No 10 (2014) AA. VV. 2015-03-03T00:00:00+01:00 The Journal of Educational, Cultural and Psychological Studies aims to be an inclusive central repository for high quality research reports, reviews, theoretical and empirical articles. The Journal serves as an interdisciplinary forum for theoretical and empirical studies of pedagogical, psychological, historical and sociological issues. As well as research reports, the Journal publishes theoretical and review articles. Research reports are quantitative or qualitative depending upon the methods employed by the researcher. All articles are addressed to a research audience, to teachers and trainers working in schools and in vocational training, and to scholars in allied disciplines in all the human sciences.

Journal of Educational, Cultural and Psychological Studies (ECPS Journal) - No 10 (2014) Special Issues on Digital Didactics AA.VV. 2014-12-29 SOMMARIO: Tecnologie digitali, successo formativo e qualificazione della didattica - Una mappa per l'e-learning - Studi e

Contributi di Ricerca - Il maharaja, l'elefante e la qualità dell'(e)Learning - Tecnologie per apprendere: quale il ruolo dell'Evidence Based Education? - Le tecnologie digitali per la progettazione didattica - La Classe di Bayes: note metodologiche, epistemologiche ed operative per una reale digitalizzazione della didattica nella scuola italiana - MOOCs e interazioni collaborative: l'esperienza in «Sapienza» - Digital Didactics and Science Centres: An Innovative Proposal - Formazione e-learning degli insegnanti e pensiero creativo - La videoeducazione per la formazione degli insegnanti: sviluppi e prospettive nel Web 2.0 - Ambienti digitali per lo sviluppo delle competenze trasversali nella didattica universitaria - Valutazione della competenza digitale: che cosa fare per la scuola primaria - I Social Media vanno all'università? Un'indagine sulle pratiche didattiche degli accademici italiani - Lo sviluppo delle abilità inferenziali di lettura nella scuola dell'infanzia con l'utilizzo della LIM: le premesse di una ricerca […]

Schooling Corporate Citizens Ronald W. Evans 2014-11-27 Schooling Corporate Citizens examines the full history of accountability reform in the United States from its origins in the 1970s and 1980s to the development of the Common Core in recent years. Based in extensive archival research, it traces the origins and development of accountability reform as marked by key government- and business-led reports—from A Nation at Risk to No Child Left Behind and Race to the Top. By using the lens of social studies and civic education as a means to understand the concrete impacts of accountability reforms on schools, Evans shows how reformers have applied principles of business management to schools in extreme ways, damaging civic education and undermining democratic learning. The first full-length narrative account of accountability reform and its impact on social studies and civic education, Schooling Corporate Citizens offers crucial insights to the ongoing process of American school reform, shedding light on its dilemmas and possibilities, and allowing for thoughtful consideration of future reform efforts.

Handbook of Education Policy Studies Guorui Fan 2020-06-02 This open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international, historical and interdisciplinary perspectives. By effectively breaking through the boundaries between countries and disciplines, it presents new theories, techniques and methods for contemporary education policy, and illustrates the educational policies and educational reform practices that various countries have introduced to meet the challenges of continuous change. Based on an analysis of the

nature of education policy and education reform, this volume focuses on education reform and the concept of education quality. Adopting a historical and comparative perspective, it examines the dialectical relationship between education policy and education reform in various countries, assesses theoretical and practical issues in the process of moving from regulation to multiple governance in contemporary education administration, and explores the impact of globalization on national education reform and the interdependence between countries. In addition, it presents studies addressing educational policy research methodology from multiple perspectives. Highlighting the changes in national education macro policies, this volume comprehensively reveals the complex relationship between contemporary education reform and social change, and explores the links between contemporary social, political and economic systems and educational policy research and practice, offering a holistic portrait of macro trends in contemporary education reform.

The Obama Education Blueprint Kevin G. Welner 2010-11-01 A Publication of the NATIONAL EDUCATION POLICY CENTER In March 2010, the Obama administration released A Blueprint for Reform, setting forth its proposed revisions of the Elementary and Secondary Education Act. If enacted, the Blueprint will shape the curriculum, standards, assessments, and accountability systems of schools throughout the nation. It will also determine how and where federal education funds will be targeted, further increase federal control over K-12 education, and increase the private-sector role in the operation of public schools. In advancing this agenda, President Obama and education secretary Arne Duncan have maintained that their Blueprint recommendations are grounded in research, and in May the U.S. Department of Education issued a set of six documents presented as summaries of the research supporting their plan. As an extension of the ongoing Think Tank Review Project, the staff and Fellows of the National Education Policy Center examine these research summaries and assess how well they represent the full body of knowledge in each of the reform areas. In The Obama Education Blueprint, prominent education policy experts from across the nation offer a comprehensive analysis of the research support for the U.S. Department of Education's plan for the reauthorization of the Elementary and Secondary Education Act. This volume is designed to provide policymakers, the media, and interested citizens with what the research actually says about the administration's proposals.

L'école en milieu défavorisé Jacques Tondreau 2016-03-08T00:00:00-05:00 L'école peut aider les enfants vivant en situation de pauvreté à

mieux réussir leur scolarité. Cette capacité est toutefois limitée comme l'indiquent les contreperformances de nombreux programmes d'intervention qui leur sont destinés de par le monde. En cherchant à régler des problèmes sociaux avec des solutions scolaires, ferions-nous une erreur de diagnostic ? Cet ouvrage entend répondre à cette question. Construit autour d'une approche sociohistorique, il relate la genèse, l'implantation, la régulation et les résultats des politiques destinées aux élèves de milieu défavorisé dans quelques pays et provinces canadiennes : États-Unis, Royaume-Uni (Angleterre), France, Belgique (francophone et flamande), Québec, et Ontario. Si l'origine sociale n'est pas une fatalité, elle conditionne cependant pour une part non négligeable les possibilités de réussir à l'école. Les établissements scolaires et leur personnel peuvent-ils faire une différence ? Si oui, à quelles conditions ? Le décrochage scolaire est devenu aujourd'hui un enjeu majeur dans la plupart des systèmes éducatifs, et la réussite du plus grand nombre semble constituer dorénavant une orientation privilégiée par tous. Il s'avère pertinent dans ce cadre de procéder à une analyse des politiques destinées aux élèves issus d'un milieu défavorisé, car ces derniers demeurent parmi les plus vulnérables et les plus à risque de ne pas terminer leurs études.
Research Anthology on Racial Equity, Identity, and Privilege Management Association, Information Resources 2022-01-14 Past injustice against racial groups rings out throughout history and negatively affects today's society. Not only do people hold onto negative perceptions, but government processes and laws have remnants of these past ideas that impact people today. To enact change and promote justice, it is essential to recognize the generational trauma experienced by these groups. The Research Anthology on Racial Equity, Identity, and Privilege analyzes the impact that past racial inequality has on society today. This book discusses the barriers that were created throughout history and the ways to overcome them and heal as a community. Covering topics such as critical race theory, transformative change, and intergenerational trauma, this three-volume comprehensive major reference work is a dynamic resource for sociologists, community leaders, government officials, policymakers, education administration, preservice teachers, students and professors of higher education, justice advocates, researchers, and academicians.
Urban Policy in the Time of Obama James DeFilippis 2016-11-08 With his background as a community organizer and as a state legislator representing Chicago's South Side, Barack Obama became America's most "urban" president since Teddy Roosevelt. But what has been his

record in dealing with the issues most impacting our metropolitan areas today? Looking past the current administration, what are the future prospects of the nation's cities, and how have they been shaped by our policies in this century? Seeking to answer these questions, the contributors to Urban Policy in the Time of Obama explore a broad range of policy arenas that shape, both directly and indirectly, metropolitan areas and urbanization processes. This volume reveals the Obama administration's surprisingly limited impact on cities, through direct policy initiatives such as Strong Cities, Strong Communities, Promise Neighborhoods, and Choice Neighborhood Initiatives. There has been greater impact with broader policies that shape urban life and governance, including immigration reform, education, and health care. Closing with Cedric Johnson's afterword illuminating the Black Lives Matter movement and what its broader social context says about city governance in our times, Urban Policy in the Time of Obama finds that most of the dominant policies and policy regimes of recent years have fallen short of easing the ills of America's cities, and calls for a more equitable and just urban policy regime. Contributors: Rachel G. Bratt, Tufts University; Christine Thurlow Brenner, University of Massachusetts Boston; Karen Chapple, University of California, Berkeley; James Fraser, Vanderbilt University; Edward G. Goetz, University of Minnesota; Dan Immergluck, Georgia Tech; Amy T. Khare, University of Chicago; Robert W. Lake, Rutgers University; Pauline Lipman, University of Illinois at Chicago; Lorraine C. Minnite, Rutgers University–Camden; Kathe Newman, Rutgers University; Deirdre Oakley, Georgia State; Frances Fox Piven, City University of New York; Hilary Silver, Brown University; Janet Smith, University of Illinois at Chicago; Preston H. Smith II, Mount Holyoke College; Todd Swanstrom, University of Missouri–St. Louis; Nik Theodore, University of Illinois at Chicago; J. Phillip Thompson, MIT.

Participatory Pedagogy: Emerging Research and Opportunities Davis McGaw, Martha Ann 2020-07-17 The metrics presently being used to gauge student success have become outdated and irrelevant. Enrollment, persistence, and degree attainment are secondary measures, missing entirely the question of whether students are truly achieving an effective life skillset while attempting to complete degree or graduation fulfillment. Student success, and the success of the education system, will be based on collaborative and cooperative efforts by all stakeholders as well as those with vested interests in the future economic development of local communities as well as national development. Participatory Pedagogy: Emerging Research and Opportunities is an academic research publication

that explores educational change and methodologies for the promotion of lifelong learning. Highlighting a wide range of topics such as educational achievement, learning experience, and public education, this book is ideal for teachers, administrators, curriculum developers, education professionals, practitioners, researchers, and students.

Handbook of Research on Innovative Technology Integration in Higher Education Nafukho, Fredrick Muyia 2015-02-28 Our increasingly globalized world is driven by shared knowledge, and nowhere is that knowledge more important than in education. Now more than ever, there is a demand for technology that will assist in the spread of knowledge through customized, self-paced, and on-demand learning. The Handbook of Research on Innovative Technology Integration in Higher Education provides an international perspective on the need for information and communication technology in education and training. Highlighting the use of technology in both formal and informal learning, this book is an essential reference for academics, corporate leaders, government agencies, profit and non-profit organizations, policymakers, or anyone interested in the use of technology to educate and share information.

Challenges and Opportunities of Educational Leadership Research and Practice Alex J. Bowers 2015-09-01 As the sixth volume in the International Research on School Leadership series, the contributing authors in this volume consider the history, challenges, and opportunities of the field of research and practice in educational leadership and administration in schools and districts. Ten years after the work of Firestone and Riehl (2005) and their contributing authors, our aim with the present volume was to summarize and update the work of the field, and provide a space to consider the multiple futures of educational leadership in schools and districts, as both challenges and opportunities. The first decade of the twenty?first century brought significant critiques, challenges, and competition to the research and practice of training leaders and administrators of schools and districts around the world. Congruently, the field experienced significant growth and change, as multiple new sub?domains flourished and were founded. Thus, in this volume we were delighted to included excellent chapters from multiple authors that considered the duality of the challenges and opportunities of: - The work of the field of educational leadership and administration research to date. - The opportunities and challenges of new visions of leadership in traditional and non?traditional schools. - The evolving state of research evidence in educational leadership and the increasing sophistication of multiple methodologies, including qualitative research, quantitative modeling, the

ability to test theory, and the increasing opportunities brought on by the intersection of data, research, and practice. - The preparation of educational leaders. - And the emerging trends in the professional development of school leaders. The authors of the nine chapters in the present book volume took on this challenge of confronting the duality of not only including the past as we look to the future, but also the duality of the critique of the field in the midst of exciting and significant progress in our knowledge and understanding of leadership in schools. In the first section of the book (Chapters 2, 3 and 4), the authors examine the interplay of educational leadership research and theory as it relates to reform in schools, especially as it relates to serving historically underserved populations globally. In section 2 (Chapters 5 and 6), the authors highlight the importance of methodological considerations in school leadership research as a means to understand theory and practice as well as providing interesting avenues that point to multiple exciting future possibilities through rely ing on current innovations noted within the chapters. Section 3, (Chapters 7 and 8) examine the research and practice of school leadership preparation, especially as it relates to university?district partnerships and non?traditional school settings. And in the final chapter, (Chapter 9), our capstone contributor provides a means to link the present volume with the past writings on these topics, while also providing a lens to view the exciting possibilities and promises of the multiple futures of the field of educational leadership research and practice. Teacher Education Policy in the United States Penelope M. Earley 2011-05-23 This book advances deep understanding of the nature and sources of policy affecting the preparation of teachers in the U.S. and the conflicts or interconnections of these policies with the broader field of education policy.

Placing Practitioner Knowledge at the Center of Teacher Education Margaret Macintyre Latta 2012-05-01 Rethinking the Education Doctorate so that practitioner knowledge is at the center of programmatic concern in teacher education raises provocative education policy/practice considerations. Participants in the national Carnegie Project on the Education Doctorate (CPED) are doing just this. Their accounts of rethinking what counts as educational knowledge and their reconsideration of the roles of teacher educators, scholar-practitioners, students, policy makers, and others are illuminated in this book. Asserting the primacy of practitioner knowledge, the book generates a rich and complex terrain of issues and considerations that participating CPED institutions navigate as multiple technical, normative, and political questions at the crux of

educator preparation, professional growth, and control of their field. And, it is this terrain that calls attention to the nature of practitioner knowledge and its inherent potential for redirecting, mediating, and generating education policy. Conversations within and across national and local levels orient away from technical means-ends "what works" questions alone, and open into normative and political questions about educational value and professional action. In documenting the largest, most coordinated effort to rethink the educational doctorate in a century of such efforts, this book will interest teacher educators and programs engaged in pre-service and graduate level teacher education, practicing K-16 teachers, and education policy/practice interest groups and individuals. Illustrating a policy development method that is neither top-down nor necessarily 'grass roots', it also invites the interest of other educational sectors. Additionally, as CPED implementation contexts value interdisciplinarity, multiple methodological perspectives, and interactions and deliberations across interests, the lived consequences and significances of doing so are mapped out and, as such, hold much potential for policy/practice intersections within manifold education settings, and beyond, to settings of all kinds invested in the primacy of practitioner knowledge. Thus, a core goal of this volume is to broach these considerations with a broad readership.

Handbook of Research on STEM Education Carla C. Johnson 2020-04-27 The Handbook of Research on STEM Education represents a groundbreaking and comprehensive synthesis of research and presentation of policy within the realm of science, technology, engineering, and mathematics (STEM) education. What distinguishes this Handbook from others is the nature of integration of the disciplines that is the founding premise for the work – all chapters in this book speak directly to the integration of STEM, rather than discussion of research within the individual content areas. The Handbook of Research on STEM Education explores the most pressing areas of STEM within an international context. Divided into six sections, the authors cover topics including: the nature of STEM, STEM learning, STEM pedagogy, curriculum and assessment, critical issues in STEM, STEM teacher education, and STEM policy and reform. The Handbook utilizes the lens of equity and access by focusing on STEM literacy, early childhood STEM, learners with disabilities, informal STEM, socio-scientific issues, race-related factors, gender equity, cultural-relevancy, and parental involvement. Additionally, discussion of STEM education policy in a variety of countries is included, as well as a focus on engaging business/industry and teachers in advocacy for STEM education.

The Handbook's 37 chapters provide a deep and meaningful landscape of the implementation of STEM over the past two decades. As such, the findings that are presented within provide the reader with clear directions for future research into effective practice and supports for integrated STEM, which are grounded in the literature to date.

Human Frailties Prof Sir Cary L Cooper CBE 2014-02-28 Every day we hear stories about the consequences of human frailties for individuals, their families and friends, and their organizations. Some of these stories are about alcohol and drug addiction and other harmful lifestyle choices, but human frailty also leads to all kinds of unethical and illegal behaviour. Individuals are convicted of bribery and corruption, price fixing, theft and fraud, sexual harassment and abuse of authority. Politicians fiddle their expenses, sports people cheat and fix matches and school and university students and teachers cheat to enhance exam results. Studies have shown that business students cheat more than others and efforts to teach ethical behaviour in business schools make little difference. The media who bring us stories of others' frailties themselves engage in unethical and illegal conduct in pursuit of an edge over their rivals. The contributions to this latest addition to Gower's Psychological and Behavioural Aspects of Risk Series place the spotlight on individuals, their behavioural choices and the consequences that follow for theirs and others' lives and careers. The conclusion is that people do have choices and options and that, whilst there are no easy or quick fixes in addressing self-limiting behaviours, successful avoidance of the worst outcomes can been achieved. This book provides guidance on the practical steps that need to be taken in order to gain a sense of proportion of what is important and of how we are doing, if we are to address our frailties and stop making unethical choices.

World Yearbook of Education 2012 Gita Steiner-Khamsi 2012-03-12 The phenomenon of "travelling reforms" has become an object of great professional interest and intensive academic scrutiny. The fact that the same set of educational reforms is transferred from one country to another made scholars wonder whether policy transfer has increased as a result of globalization. But also the fact that policy makers increasingly import "best practices "and international standards and use them as a tool to accelerate reform has captured the imagination of many that deal with policy studies. An international comparative perspective is key for understanding why reforms travel from one corner of the world to another. Not surprisingly, the study of policy borrowing and lending constitutes one of the core research topics of comparative policy studies; a new area of research that links comparative education with policy studies. The World Yearbook of

Education 2012 brings together a diverse range of perspectives on education policy through contributions from internationally renowned authors. It reflects on the way policy borrowing and lending is reconfiguring the world of education and offers a new collection of insights into the changes occurring across the world. It particularly focuses on: The political and economic reasons for policy borrowing, The agencies, international networks and regimes that instigate policy change, The process of borrowing and lending The impact of these systems, agendas and institutions on indigenous settings. This book will prove invaluable to researchers of globalization and to policy experts, especially those interested in comparative and international educational studies. It is also essential reading for undergraduate and postgraduate students and anyone involved in the sociology, economy or history of education. Gita Steiner-Khamsi is Professor of Comparative and International Education at Teachers College Columbia University, New York, US. Florian Waldow is Research Director at the University of Münster, Germany.

Enduring Myths That Inhibit School Turnaround Coby V. Meyers 2017-05-01 The concept of school turnaround—rapidly improving schools and increasing student achievement outcomes in a short period of time—has become politicized despite the relative newness of the idea. Unprecedented funding levels for school improvement combined with few examples of schools substantially increasing student achievement outcomes has resulted in doubt about whether or not turnaround is achievable. Skeptics have enumerated a number of reasons to abandon school turnaround at this early juncture. This book is the first in a new series on school turnaround and reform intended to spur ongoing dialogue among and between researchers, policymakers, and practitioners on improving the lowest-performing schools and the systems in which they operate. The "turnaround challenge" remains salient regardless of what we call it. We must improve the nation's lowest-performing schools for many moral, social, and economic reasons. In this first book, education researchers and scholars have identified a number of myths that have inhibited our ability to successfully turn schools around. Our intention is not to suggest that if these myths are addressed school turnaround will always be achieved. Business and other literatures outside of education make it clear that turnaround is, at best, difficult work. However, for a number of reasons, we in education have developed policies and practices that are often antithetical to turnaround. Indeed, we are making already challenging work harder. The myths identified in this book suggest that we still struggle to define or understand what we mean by turnaround or how best, or even

adequately, measure whether it has been achieved. Moreover, it is clear that there are a number of factors limiting how effectively we structure and support low-performing schools both systemically and locally. And we have done a rather poor job of effectively leveraging human resources to raise student achievement and improve organizational outcomes. We anticipate this book having wide appeal for researchers, policymakers, and practitioners in consideration of how to support these schools taking into account context, root causes of low-performance, and the complex work to ensure their opportunity to be successful. Too frequently we have expected these schools to turn themselves around while failing to assist them with the vision and supports to realize meaningful, lasting organizational change. The myths identified and debunked in this book potentially illustrate a way forward.

Handbook of Research on Teaching and Learning in K-20 Education Wang, Victor C.X. 2013-06-30 While the general agreement in education remains that the more senses involved in learning, the better we learn; the question still remains as to the distinction between the education of children and the education of adults. Handbook of Research on Teaching and Learning in K-20 Education provides well-rounded research in providing teaching and learning theories that can be applied to both adults and children while acknowledging the difference between both. This book serves as a comprehensive collection of expertise, research, skill, and experiences which will be useful to educators, scholars, and practitioners in the K-12 education, higher education, and adult education field.

Rethinking US Education Policy Daniel Araya 2016-02-11 Drawing on discussions of the "Creative Economy," the "Network Economy," and the "Green Economy," Rethinking US Education Policy critiques educational policies authored by the Obama administration and considers the need for a new educational policy framework that is better adapted to an era of accelerating innovation.

Britannica Book of the Year 2013

Complementary Research Methods for Educational Leadership and Policy Studies Chad R. Lochmiller 2018-08-30 This edited volume brings together leading scholars from the fields of educational leadership and policy studies to discuss qualitative, quantitative, and mixed research methods in an accessible and pedagogically well-designed volume. Authors discuss ways in which various research methodologies and methods can productively be brought together to expand our current understanding of leadership issues and the contemporary policy context that surrounds them. Chapters provide both practical recommendations for using the

methods discussed as well as suggestions for further reading.

A Learning-Centered Framework for Education Reform Elizabeth Demarest 2015-04-24 In her new book, Betty Demarest describes a bold agenda for education reform—one that is firmly grounded in a synthesis of educational research about learning, teaching, and the contexts of education. The author's "learning-centered" framework includes: (1) a broad and balanced set of education goals, (2) a multi-faceted concept of achievement, (3) classroom capacity for learning, (4) systemic capacity and infrastructure, (5) shared, reciprocal accountability, and (6) systems of multiple assessments. New research-based concepts in these six areas are critically compared to older concepts behind standards-based reform and No Child Left Behind. Book Features: A comprehensive, alternative framework for future education reform that focuses on improving the core educational practices of learning, teaching, content, and leadership. A federal role that emphasizes meaningful partnerships rather than top-down control. A critique of past standards and present accountability-based frameworks, with implications of the learning-centered framework for future national policy, especially ESEA An operational definition of educational capacity, a re-conceptualization of accountability, and a sharp reversal of the relative emphasis placed on these strategies. Elizabeth J. Demarestis an education consultant living in Alexandria, Virginia. She was formerly with the U.S. Department of Education and the National Education Association. "Betty Demarest clearly defines a learning-centered framework for improving policy and practice. Practitioners can benefit from the strategies outlining a clear pathway for transforming to learning-centered practice in our nation's classrooms." —Gerald N. Tirozzi, executive director, National Association of Secondary School Principals "Betty Demarest's deep experience with research and policy development allows her to re-envision reform at many levels, all based on research evidence for valid concepts and practices of teaching and learning. This book is a welcome gift to policymakers and practitioners." —Roland Tharp, research professor, University of California, Berkeley "Demarest provides a research-based foundation for informed discussion and debate as Congress renews federal education law. Her synthesis of key issues should provide a starting point for any serious discussion of the way forward in federal education policy." —Mary Haywood Metz, professor emerita, University of Wisconsin–Madison

Advancing Equity and Achievement in America's Diverse Schools Camille M. Wilson 2013-09-05 Advancing Equity and Achievement in America's Diverse Schools illustrates how educators, students, families and

community partners can work in strategic ways to build on social, cultural, and ethnic diversity to advance educational equity and achievement. By drawing on the latest data on demographic change, constructions of culture and cultural difference, and the politics of school reform in urban, rural, and suburban school communities, this volume looks toward solutions and strategies for meaningful educational improvement. Contributors consider both the diversity of youth and families served in public schools, and the culture of U.S. schooling, highlighting the influence of policy and reform agendas; students' identities and agency; experiences and approaches of diverse educators; and the workings of effective school partnerships. Chapters also focus on those often overlooked in educational scholarship such as Native Americans, students experiencing poverty and/or homelessness, Muslim students, students with special needs, and students and educators who are lesbian, gay, bisexual, transgender, intersex, or queer. In all, this edited collection stresses the need for high quality education that is inclusive, culturally responsive and unifying so all students can experience academic success. This book is a meaningful resource for educators, policymakers, and community-based leaders interested in doing such transformative work.

The Phenomenon of Obama and the Agenda for Education Brad J. Porfilio 2011-05-01 Who should read this book? Anyone who is touched by public education – teachers, administrators, teacher-educators, students, parents, politicians, pundits, and citizens – ought to read this book. It will speak to educators, policymakers and citizens who are concerned about the future of education and its relation to a robust, participatory democracy. The perspectives offered by a wonderfully diverse collection of contributors provide a glimpse into the complex, multilayered factors that shape, and are shaped by, institutions of schooling today. The analyses presented in this text are critical of how globalization and neoliberalism exert increasing levels of control over the public institutions meant to support the common good. Readers of this book will be well prepared to participate in the dialogue that will influence the future of public education in this nation – a dialogue that must seek the kind of change that represents hope for all students. As for the question contained in the title of the book--Can hope audaciously trump neoliberalism?--, Carr and Porfilio develop a framework that integrates the work of the contributors, including Christine Sleeter and Dennis Carlson, who wrote the forward and afterword respectively, that problematizes how the Obama administration has presented an extremely constrained, conservative notion of change in and through education. The rhetoric has not been matched by meaningful, tangible, transformative

proposals, policies and programs aimed at transformative change. There are many reasons for this, and, according to the contributors to this book, it is clear that neoliberalism is a major obstacle to stimulating the hope that so many have been hoping for. Addressing systemic inequities embedded within neoliberalism, Carr and Porfilio argue, is key to achieving the hope so brilliantly presented by Obama during the campaign that brought him to the presidency.