

# Extending Educational Reform

From one school to many

Amara D. Dabrowski, Edith M. Dabrowski and Hugh Michman



# Scaling Up School Reform

**Chee-Kit Looi, Laik Woon Teh**



## **Scaling Up School Reform:**

Scale-up in Education: Issues in practice Barbara L. Schneider, Sarah-Kathryn McDonald, 2007 Scale Up in Education Volume 2 Issues in Practice explores the challenges of implementing and assessing educational interventions in varied classroom contexts Included are reflections on the challenges of designing studies for improving the instructional core of schools guidelines for establishing evidence of interventions impacts across a wide range of settings and an assessment of national efforts to bring reform to scale in high poverty schools This volume also includes findings and insights from several federally funded research projects charged with bringing conceptual and analytic rigor to studies of successful scale up All of the chapters address the challenges of conducting scientific research in schools and provide insights for obtaining the support of teachers and school administrators The result is a highly readable volume ideally suited for educators interested in the issues that inform intervention research researchers concerned with designing practical studies that are methodologically sound and policymakers engaged in evidence based school reform

**Perspectives on Scaling Up School Reform** Robert E. Blum, United States. Office of Educational Research and Improvement, Northwest Regional Educational Laboratory, 1997 *Expanding the Reach of Education Reforms: Perspectives from Leaders in the Scale-Up of Educational Interventions* Thomas K. Glennan, Susan J. Bodilly, Jolene Galegher, Kerri A. Kerr, 2000-10-28 How does one spread a successful educational reform The essays here recount the authors experiences with the scale up process Among their lessons are the importance of building the capacity to implement and sustain the reforms adjusting for local culture and policy ensuring quality control providing the necessary infrastructure and fostering a sense of ownership The process is iterative and complex and requires cooperation among many actors who must ensure that the results align with goals

**Leadership Lessons from Comprehensive School Reforms** Joseph Murphy, Amanda Datnow, 2003 Leadership Lessons From Comprehensive School Reform addresses a topic that has received far too little attention in the comprehensive school reform movement the role of school and district leaders in the reform process This volume shows how much we ve learned about how leaders shape comprehensive reform and how the reform process must shape leadership Robert Slavin Co Director Center for Research on the Education of Students Placed at Risk Johns Hopkins University This volume provides the most thorough balanced and informative source available on comprehensive school reform In addition to insights regarding implementation of many of the most prominent CSR models the book is a primer on distributed leadership providing perspectives on the interplay of principals teacher leaders central office administrators and model developers engaged in school and district reform James Lytle Superintendent Trenton New Jersey Public Schools This book offers well grounded insights about the leadership practices of educators involved in the implementation of Comprehensive School Reform models Leaders and leadership scholars will find it a rewarding read I recommend it highly Kenneth Leithwood Ontario Institute for Studies in Education Ontario Canada Discover what we ve learned about educational leadership from comprehensive school

reforms models straight from the experts and insiders Comprehensive School Reform CSR is proving to be one of the most promising avenues for improving student achievement The authors have found that leadership is frequently acknowledged to be a prime factor in the successful implementation of comprehensive school reform Murphy and Datnow have gathered together a group of CSR insiders and researchers to examine the issue of leadership in CSR for the first time Contributors and CSR models include Expeditionary Learning Schools Modern Red Schoolhouse Co Nect Success for All New American Schools Chicago Annenberg Challenge Bay Area School Reform Collaborative Accelerated Schools Coalition of Essential Schools Comer School Development Process **Scale-Up in Education** Barbara Schneider,Sarah-Kathryn

McDonald,2006-12-05 Scale Up in Education Volume 1 Ideas in Principle examines the challenges of scaling up from a multidisciplinary perspective It brings together contributions from disciplines that routinely take promising innovations to scale including medicine business engineering computing and education Together the contributors explore appropriate methods for estimating the effects of innovations in larger more diverse settings and provide theories and models to guide the design of innovations most likely to remain viable at large scales Specially commissioned commentaries also discuss the analytical requirements and theoretical possibilities of a program of educational research on scale up built upon these foundations This volume is ideally suited for researchers policymakers and graduate students charged with determining the effectiveness of educational interventions With its insights into the conceptual and methodological prerequisites for obtaining rigorous actionable evidence of intervention effects the volume provides reading for program evaluation courses in schools of education and public policy *Creating and Sustaining Arts-Based School Reform* George W. Noblit,H. Dickson

Corbett,Bruce L. Wilson,Monica B. McKinney,2009-01-13 This comprehensive longitudinal analysis of arts in education initiatives based on the A School Program discusses the political fiscal and curricular implications inherent in taking the arts seriously and offers a model for implementation and evaluation that can be widely adapted in other schools and school districts Scaling-up Higher Order Thinking Anat Zohar,2023-05-30 This open access book addresses the evasive problem

of why truly effective educational innovation on a wide scale is so difficult to achieve and what leaders may do about this Examining the case of system wide reform processes centering on teaching a thinking rich curriculum it discusses general issues pertaining to implementing deep large scale changes in the core of learning and instruction The book emphasizes challenges related to professional development assessment achievement gaps and the tension between knowledge and skills in 21st century curricula It summarizes insights the author has gained from approximately 25 years of engaging with these topics both as an academic and as a practitioner who led a national change process With a Forward by David Perkins

Extending Educational Reform Amanda Datnow,Lea Hubbard,Hugh Mehan,2005-11-02 In an effort to improve student achievement thousands of US schools have adopted school reform models devised externally by universities and other organizations Such models have been successful in improving individual schools or groups of schools but what happens when

educational reform attempts to extend from one school to many Through qualitative data from several studies this book explores what happens when school reform goes to scale Topics covered include why and how schools are adopting reforms the influence of the local context and wider constraints on the implementation of reform teachers and principals as change agents in schools the evolution of reform design teams the implementation sustainability and expiration of reform and its impact on educational change Each chapter concludes with guidelines for policy and practice This book will be of interest to educational leaders and staff developers educational researchers and policy makers in the US and internationally Scaling Up Success Chris Dede, James P. Honan, Laurence C. Peters, 2015-06-10 Drawing from the information presented at conference sponsored by the Harvard Graduate School of Education and the Mid Atlantic Regional Technology in Education Consortium leading educators researchers and policymakers Scaling Up Success translate theory into practice and provide a hands on resource that clearly describes different models for scaling up success This important resource is filled with illustrative examples of best practices that are grounded in real life case studies of technology based educational innovation<sup>3</sup> <sup>4</sup>from networking a failing school district in New Jersey to using computer visualization to teach scientific inquiry in Chicago Scaling Up Success show how the lessons learned from technology based educational innovation can be applied to other school improvement efforts Second International Handbook of Science Education Barry Fraser, Kenneth Tobin, Campbell J. McRobbie, 2011-12-14 The International Handbook of Science Education is a two volume edition pertaining to the most significant issues in science education It is a follow up to the first Handbook published in 1998 which is seen as the most authoritative resource ever produced in science education The chapters in this edition are reviews of research in science education and retain the strong international flavor of the project It covers the diverse theories and methods that have been a foundation for science education and continue to characterize this field Each section contains a lead chapter that provides an overview and synthesis of the field and related chapters that provide a narrower focus on research and current thinking on the key issues in that field Leading researchers from around the world have participated as authors and consultants to produce a resource that is comprehensive detailed and up to date The chapters provide the most recent and advanced thinking in science education making the Handbook again the most authoritative resource in science education **Scaling Educational Innovations** Chee-Kit Looi, Laik Woon Teh, 2015-07-09 This volume stimulates critical discussions of the different variants of implementation translation and scaling research approaches It presents an integrated collection of different implementation and scaling studies that analyse the different facets of co design learning design curriculum development technology development professional development and programme implementation It also provides critical reflections on their impact and efficacies on transforming practices informing policy making and theory derivation and improvement The chapters in this volume will provide readers a deeper understanding of scaling of educational innovations in diverse socio cultural contexts *Large Scale School Reform and Social Capital Building* Ian R. Haslam, Myint Swe

Khine, Issa M. Saleh, 2013-06-26 This book introduces and explores the nature of large scale reform and offers a fresh insight into the importance of social capital and professional development leadership for teachers and school management. It synthesizes research on the role of the professional development leader and the importance of social capital in schools and examines its potential to impact large scale system wide reform projects. The text presents a range of international examples and theories from renowned researchers and educationists which illustrate the challenge of raising the prominence of education social capital in schools. Considering crucial research that informs effective adult learning interventions underlying themes supporting constructivist and transformative interventions are identified and woven into the narrative. Factors and variables needed to encourage and implement initiatives are examined and each section is accompanied by case studies from around the world. The book is split into five sections and twelve parts which include: The Lesson of Large Scale Reform for Leadership Development; Assessment of Wide Scale Educational Reform Initiatives; Developing Social Capital through National Education Reform; System Improvement through Professional Learning Communities; Large Scale School Reform and Social Capital Building. This will be of interest to policy makers and system reform leaders along with researchers and postgraduate students with a focus on continuous professional development, educational reform and school leadership.

**Education Quality and Social Justice in the Global South** Leon Tikly, Angeline M. Barrett, 2013-06-07 How we understand education quality is inextricably linked with perspectives on social justice. Questions of inclusion, relevance and democracy in education are increasingly contested, most especially in the global South, and improving the quality of education, particularly for the most disadvantaged, has become a topic of fundamental concern for education policy makers, practitioners and the international development community. The reality experienced by many learners continues to be of inadequately prepared and poorly motivated teachers struggling to deliver a rapidly changing curriculum without sufficient support and often using outmoded teaching methods in over crowded or dilapidated classrooms. *Education Quality and Social Justice in the South* includes contributions from leading scholars in the field of education and development. The text draws upon state of the art evidence from the five year EdQual research programme which focuses upon raising achievement in low income countries and demonstrates how systems of high quality universal education can be sustained. By exploring recent research initiatives to improve education quality, the importance of supporting local policy makers, educators and parents as agents of change and students as active inquirers is highlighted and the challenge of taking successful initiatives to scale is explained. The book is divided into three main parts: Framing Education Quality; Planning and Policies for Quality; Implementing Quality in Schools. *Education Quality and Social Justice in the South* argues that implementing a high quality of education using theories of social justice can inform the understanding of inclusion, relevance and democracy in education. The book should be essential reading for both students and researchers within the fields of international and comparative education along with educational policy, poverty and development studies. Building Knowledge for a Nation of Learners, 1997 *Scaling Up*

*Education Reform* Russell Bishop, Dominic O'Sullivan, Mere Berryman, 2010-01-01 What is school reform What makes it sustainable Who needs to be involved How is scaling up achieved This book is about the need for educational reforms that have built into them from the outset those elements that will see them sustained in the original sites and spread to others Using the Te Kotahitanga Project as a model the authors branch out from the project itself to seek to uncover how an educational reform can become both extendable and sustainable Their model can be applied to a variety of levels within education classroom school and system wide It has seven elements that should be present in the reform initiative from the outset These elements include establishing goals and a vision for reducing disparities embedding a new pedagogy to depth in order to change the core of educational practice developing new institutions and organisational structures to support in class initiatives developing leadership that is responsive proactive and distributed spreading the reform to include all teachers parents community members and external agencies developing and using appropriate measures of performance as evidence for modifying core classroom and school practices creating opportunities for all involved to take ownership of the reform in such a way that the original objectives of the reform are protected and sustained This book is an essential read for anyone who is involved in the process of trying to achieve sustainable school reform that addresses the question of how mainstream schools can effectively address the learning needs of students currently not well served by education The authors of this book are descended from a number of Maori tribes in New Zealand They are part of the growing ethnic revitalisation movement that has seen Maori people seeking their own solutions to the ongoing social economic and political disparities that continue to plague Maori people in Aotearoa New Zealand This book focuses on their attempts to work within and change mainstream classrooms to include all children in the benefits that education has to offer

**Pharmacy on a Bicycle** Eric G. Bing, Marc J. Epstein, 2013-05-06 Every four minutes over 50 children under the age of five die In the same four minutes 2 mothers lose their lives in childbirth Every year malaria kills nearly 1 2 million people despite the fact that it can be prevented with a mosquito net and treated for less than 1 50 Sadly this list goes on and on Millions are dying from diseases that we can easily and inexpensively prevent diagnose and treat Why Because even though we know exactly what people need we just can't get it to them They are dying not because we can't solve a medical problem but because we can't solve a logistics problem In this profoundly important book Eric G Bing and Marc J Epstein lay out a solution a new kind of bottom up health care that is delivered at the source We need microclinics micropharmacies and microentrepreneurs located in the remote hard to reach communities they serve By building a new model that scales down to train and incentivize all kinds of health care providers in their own villages and towns we can create an army of on site professionals who can prevent tragedy at a fraction of the cost of top down bureaucratic programs Bing and Epstein have seen the model work and they provide example after example of the extraordinary results it has achieved in Africa Asia and Latin America This is a book about taking health care the last mile sometimes literally to prevent widespread unnecessary and easily avoided death and suffering Pharmacy on a Bicycle

shows how the same forces of innovation and entrepreneurship that work in first world business cultures can be unleashed to save the lives of millions      **Scaling Up Urban School Reform** Temple University. Laboratory for Student Success,1998\*

Education Reform and the Concept of Good Teaching Derek Gottlieb,2014-08-27 In an effort to address the problems confronting the American education system the Obama administration has issued structural and systematic reforms such as Race to the Top These initiatives introduce new statistics and accountability systems to gauge what constitutes good teaching both from an administrative standpoint and the perspective of teacher training programs This volume offers a direct critique of this approach concluding that it does not respond adequately to the issues of education reform but rather raises new problems and actively stymies progress The author argues that at the heart of the confusion lies a misguided and rationalistic view of teaching and learning He draws on the philosophical strategies of Ludwig Wittgenstein to break down the guiding assumptions of Race to the Top allowing both the positive and the negative aspects of the policies to be heard The author then proposes a different view of teaching and learning which considers how to effectively address the problems Race to the Top seeks to confront      **Resources in Education** ,1998      **Facing the Challenges of Whole-school Reform** Mark Berends,Susan J. Bodilly,Sheila Nataraj Kirby,2002 About a decade ago New American Schools NAS set out to address theperceived lagging performance of American students and the lacklusterresults of school reform efforts As a private nonprofit organization NAS s mission was and is to help schools and districts raise studentachievement levels by using whole school designs and design team assistanceduring implementation Since its inception NAS has engaged in adevelopment phase 1992 1993 a demonstration phase 1993 1995 and ascale up phase 1995 present Over the last ten years RAND has been monitoring the progress of the NASinitiative This book is a retrospective on NAS and draws together thefindings from RAND research The book underscores the significantcontributions made by NAS to comprehensive school reform but also highlightsthe challenges of trying to reform schools through whole school designs Divided into sections on each research phase the book concludes with anafterword by NAS updating its own strategy for the future This book willinterest those who want to better understand comprehensive school reform andits effects on teaching and learning within high stakes accountabilityenvironments



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