

*Susan H. Fuhrman
Jennifer A. O'Day
Editors*

REWARDS AND REFORM

**Creating
Educational
Incentives
That Work**

CONSORTIUM FOR POLICY RESEARCH IN
EDUCATION AND THE PEW FORUM ON
EDUCATION REFORM

Rewards And Reform Creating Educational Incentives That Work

**International Journal of Educational
Reform, Charles J. Russo, Ed.D., J.D.,
Panzer Chair in Education, University
of Dayton**

Rewards And Reform Creating Educational Incentives That Work:

Rewards and Reform Susan H. Fuhrman, Jennifer A. O'Day, 1996-05-06 Rewards and Reform offers a comprehensive view of student teacher managerial and organizational incentives and shows how they are linked to school reform goals. Noted experts in education policy practice and research as well as respected thinkers and practitioners from the public and private sectors consider a variety of incentive approaches. Drawing from such diverse sources as studies of performance incentives, reforms in Vermont, school structuring in New York City, private sector research on management and current theories of motivation and organizational development, the book explains the underlying issues surrounding incentives and reform and provides a framework for future research and policy. The book shows for example how workplace redesigns could answer teachers' needs for autonomy and participation and so bolster the professional nature of teaching. It also examines alternative ways of thinking about teacher compensation. *Jsl Vol 19-N5 JOURNAL OF SCHOOL LEADERSHIP*, 2010-04-16 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with international authors, authors from traditionally marginalized populations, and in work that is relevant to practitioners around the world. Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice. Teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement. No Child Left Behind and the Reduction of the Achievement Gap Alan R. Sadovnik, Jennifer A. O'Day, George W. Bohrnstedt, Kathryn M. Borman, 2013-10-11 This monumental collection presents the first ever sociological analysis of the No Child Left Behind Act and its effects on children, teachers, parents, and schools. More importantly, these leading sociologists consider whether NCLB can or will accomplish its major goal to eliminate the achievement gap by 2014. Based on theoretical and empirical research, the essays examine the history of federal educational policy and place NCLB in a larger sociological and historical context. Taking up a number of policy areas affected by the law, including accountability and assessment, curriculum and instruction, teacher quality, parental involvement, school choice, and urban education, this book examines the effects of NCLB on different groups of students and schools and the ways in which school organization and structure affect achievement. No Child Left Behind concludes with a discussion of the important contributions of sociological research and sociological analysis integral to understanding the limits and possibilities of the law to reduce the achievement gap. *IJER Vol 27-N4 International Journal of Educational Reform*, Charles J. Russo, Ed.D., J.D., Panzer Chair in Education, University of Dayton, 2019-01-31 Assessing Teachers for Professional Certification Lawrence Ingvarson, John Hattie, 2008-02-04 The National Board for Professional Teaching Standards (NBPTS) in the USA is the most ambitious and successful attempt by any country to establish a certification system for recognizing and rewarding teachers who reach high professional standards.

This book focuses on The National Board for Professional Teaching Standards NBPTS **The New Meaning of Educational Change** Michael Fullan,2001-01-01 Over the last few decades there have been attempts at planned educational change The benefits have not equalled the cost Fullan distils from these experiences lessons about how to cope with and influence educational change Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources,2016-10-12 The delivery of quality education to students relies heavily on the actions of an institution s administrative staff Effective leadership strategies allow for the continued progress of modern educational initiatives Educational Leadership and Administration Concepts Methodologies Tools and Applications provides comprehensive research perspectives on the multi faceted issues of leadership and administration considerations within the education sector Emphasizing theoretical frameworks emerging strategic initiatives and future outlooks this publication is an ideal reference source for educators professionals school administrators researchers and practitioners in the field of education *Mapping Primary School Leadership in a Post-Conflict Context* Shayla Maria Babo Ribeiro,Simon Clarke,Tom O'Donoghue,2020-09-04 This book focuses on primary school leadership in the post conflict and developing country of Timor Leste In doing so it reports on research that has charted a narrative arc comprising the historical background to primary school leadership as well as the current concerns perceived by primary school leaders and the strategies they adopt when dealing with the challenges encountered in their day to day work This exposition reveals the significant progress that has been made in establishing a universal mandatory and free Basic Education system during the country s emergence as a post conflict society It also conveys the lived experience of practitioners and describes vividly the realities of their work in leading their schools and communities The book will be useful for researchers in the field of educational leadership for school leaders for education policy makers and for those responsible for preparing developing and supporting primary school leaders in Timor Leste as well as in other post conflict and developing countries **The Principles of Educational Leadership & Management** Tony Bush,Les Bell,David Middlewood,2010-05-05 Fully revised and thoroughly updated this Second Edition of this classic book brings together many leading international authors on educational leadership with brand new chapters from leaders in the field Ken Leithwood Paul Begley Allan Walker and Alma Harris Providing an overview of essential topics within the field this book adopts an international perspective and offers conceptual and empirical insights *Alternative Teacher Compensation Systems* Emilio Landolfi,2003-09 A look at existing emerging alternative approaches to the single salary teacher compensation structure found in most school districts in Canada **Schooling Students Placed at Risk** Mavis G. Sanders,2013-06-17 This book examines historical approaches and current research and practice related to the education of adolescents placed at risk of school failure as a result of social and economic conditions One major goal is to expand the intellectual exchange among researchers policymakers practitioners and concerned citizens on factors influencing the achievement of poor and minority youth specifically students

in middle and high schools Another is to encourage increased dialogue about policies and practices that can make a difference in educational opportunities and outcomes for these students Although the chapters in this volume are not exhaustive they represent an array of theoretical and methodological approaches that provide readers with new and diverse ways to think about issues of educational equality and opportunity in the United States A premise that runs through each chapter is that school success is possible for poor and minority adolescents if adequate support from the school family and community is available The conceptual approach Section I places the research and practice on students placed at risk in a historical context and sets the stage for an important reframing of current definitions research policies and practices aimed at this population Multiple research methodologies Sections II and III allow for comparisons across racial and ethnic groups as well as within groups and contribute to different and complementary insights Section III Focus on African American Students specifically addresses gender and social class differences among African American adolescents Current reform strategies presently being implemented in schools throughout the United States are presented and discussed Part IV These strategies or programs highlight how schools families and communities can apply research findings like the ones this book presents thus bridging the often wide gap between social science research and educational practice

Research Methods for Studying Young Children Olivia N. Saracho, 2025-06-20 *Research Methods for Studying Young Children* is a volume developed to bring together in one source research techniques that researchers can use to collect data in early childhood education

Algebra in the Early Grades James J. Kaput, David W. Carraher, Maria L. Blanton, 2017-09-25 This volume is the first to offer a comprehensive research based multi faceted look at issues in early algebra In recent years the National Council for Teachers of Mathematics has recommended that algebra become a strand flowing throughout the K 12 curriculum and the 2003 RAND Mathematics Study Panel has recommended that algebra be the initial topical choice for focused and coordinated research and development in K 12 mathematics This book provides a rationale for a stronger and more sustained approach to algebra in school as well as concrete examples of how algebraic reasoning may be developed in the early grades It is organized around three themes The Nature of Early Algebra Students Capacity for Algebraic Thinking Issues of Implementation Taking Early Algebra to the Classrooms The contributors to this landmark volume have been at the forefront of an effort to integrate algebra into the existing early grades mathematics curriculum They include scholars who have been developing the conceptual foundations for such changes as well as researchers and developers who have led empirical investigations in school settings *Algebra in the Early Grades* aims to bridge the worlds of research practice design and theory for educators researchers students policy makers and curriculum developers in mathematics education

Evaluating Professional Development Thomas R. Guskey, 2000 How do we determine the effects and effectiveness of activities designed to enhance the professional knowledge and skills of educators so that they might improve the learning of students Thomas R Guskey explores the processes and procedures involved in evaluating professional development from the

very simple to the very complex at five increasing levels of sophistication
Participants reactions to professional development
How much participants learn
Evaluating organizational support and change
How participants use their new knowledge and skills
Improvement in student learning complete with sample evaluation forms checklists and helpful hints and tips

American Capitalism and the Changing Role of Government Harry G. Shaffer, 1999-07-30 The conventional wisdom has it that a balanced budget is the height of economic rationality that social security should be privatized and that most adult welfare recipients could and should get jobs All our social and economic problems we are told are due to too much government if we only left the American free enterprise system alone the free market would heal all that ails our society and lead to lasting prosperity Challenging these widespread stereotypes and myths this book starts with the fundamental theory underlying capitalist ideology showing that even in theory an unfettered free market cannot deal effectively with the many needs of a modern economy Our society has many social goals to which the great majority subscribe goals such as sustained full employment universal health care and quality education for all The free market will not the author argues bring us quality education for every American child affordable universal health care Social Security for the elderly assistance for the poor or protection of the environment Only an active participant government can affect positive change in such areas of social concern

Making Money Matter National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Education Finance, 1999-11-30 The United States annually spends over 300 billion on public elementary and secondary education As the nation enters the 21st century it faces a major challenge how best to tie this financial investment to the goal of high levels of achievement for all students In addition policymakers want assurance that education dollars are being raised and used in the most efficient and effective possible ways The book covers such topics as Legal and legislative efforts to reduce spending and achievement gaps The shift from equity to adequacy as a new standard for determining fairness in education spending The debate and the evidence over the productivity of American schools Strategies for using school finance in support of broader reforms aimed at raising student achievement This book contains a comprehensive review of the theory and practice of financing public schools by federal state and local governments in the United States It distills the best available knowledge about the fairness and productivity of expenditures on education and assesses options for changing the finance system

Teachers As Owners Edward J. Dirks, 2002-05-21 What if teachers were owners not employees Teacher ownership is a revolutionary way to put excitement and meaning back into the teaching profession and to revitalize public education This book demonstrates how being an owner rather than an employee can give teachers control of their professional activity including full responsibility and accountability for creating and sustaining high performing learning communities It presents examples of teacher ownership in practice and provides practical models for those who would like to experience the professional satisfaction found in ownership Like doctors lawyers and other professionals teachers have the same opportunity to work for themselves

through ownership of professional partnerships In a professional partnership the teachers are the leaders and decision makers They control their own work and their own relationships to students including determining curriculum setting the budget choosing the level of technology available to students determining their own salaries selecting their colleagues monitoring performance and hiring administrators to work for them not vice versa

International Handbook of Educational Policy Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, David Livingstone, 2008-05-14 Nina Bascia Alister Cumming Amanda Datnow Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research in over fifty chapters written by nearly ninety leading researchers from a number of countries It is organized into five broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice The chapters themselves are empirically grounded providing illustrations of the conceptual implications contained within them as well as allowing for comparisons across them The serendipity within chapters with respect to jurisdictional particularities and contrasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy They address in turn the contemporary strategic emphasis on large scale reform substantive emphases at several levels on leadership and governance improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding finally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy

Teacher Preparation Initiatives United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth, and Families, 1998 This hearing focused on the subject of teacher recruitment and preparation The hearing began with opening statements by several Congressmen the Honorable Frank Riggs Matthew Martinez William Gooding George Miller and Robert Scott Following the opening statements were statements by the Honorable Eugene Hickock Secretary of Education Commonwealth of Pennsylvania Mr E D Hirsh Jr President Core Knowledge Foundation Charlottesville VA Dr Eric Hanushek Director W Allen Wallis Institute of Political Economy University of Rochester NY Dr Richard Ingersoll Professor of Sociology University of Georgia Athens Ms C Emily Feistritzer President National Center for Educational Information Washington DC Dr Dale Ballou Professor of Economics University of Massachusetts MA Ms Kati Haycock President the Education Trust Inc Washington DC Mr Paul F Steidler Director Alexis de Toqueville Institution Arlington VA and Mr Barnett Berry Associate Director for Policy and State Relations National Commission on Teaching and America's Future Columbia SC Statements and written testimony are appended The appendixes also include two reports by the National Commission on Teaching and America's Future 1 What Matters Most Teaching for America's Future and 2

Doing What Matters Most Investing in Quality Teaching SM **Ghetto Schooling** Jean Anyon, 1997 Argues that without fundamental change in government and business policies and restoring political power and economic opportunities to inner city residents and the redirection of major resources back into the schools and the communities they serve urban schools are consigned to failure and no effort at raising standards improving teaching or boosting achievement can occur

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