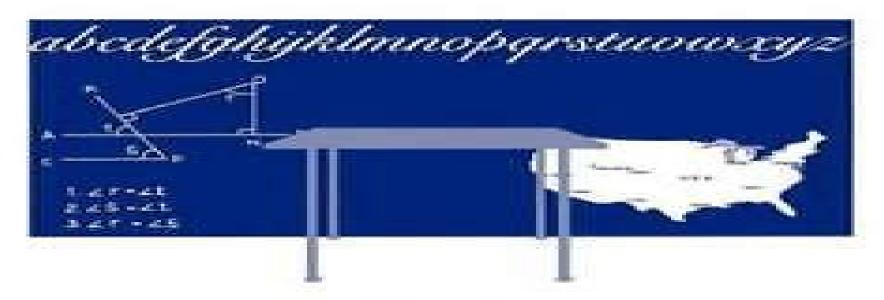
# Restructuring Schools

**Promising Practices and Policies** 



Edited by Maureen T. Hallinan

### **Restructuring Schools Promising Practices And Policies**

Mary G. Visher, David Emanuel, Peter Teitelbaum

#### **Restructuring Schools Promising Practices And Policies:**

**Restructuring Schools** Maureen T. Hallinan,2013-11-11 Restructuring Schools presents conceptual and empirical models of school organization for promoting students achievement Papers by nationally recognized educational sociologists examine four dimensions of the educational process school organization and governance organization of students for instruction classroom processes and school to work transitions and suggest methods to increase the effectiveness of each The volume also explores the innovative concept of output driven education which redirects attention to student achievement as an outcome variable **Key High School Reform Strategies** Mary G. Visher, David Emanuel, Peter Teitelbaum, 1999

Handbook of Research on School Choice Mark Berends, 2009-05-07 Since the early 1990s when the nation's first charter school was opened in Minneapolis the scope and availability of school based options to parents has steadily expanded No longer can public education be characterized as a monopoly Sponsored by the National Center on School Choice NCSC this handbook makes readily available the most rigorous and policy relevant research on K 12 school choice Coverage includes charters vouchers home schooling magnet schools cyber schools and other forms of choice with the ultimate goal of defining the current state of this evolving field of research policy and practice Key Features include Comprehensive this is the first book to provide a comprehensive review of what is known about the major forms of school choice from multiple perspectives historical political economic legal methodological and international It also includes work on the governance structure process effectiveness and costs of school choice Readable the editors and authors have taken care to translate rigorous research findings into comprehensible prose accessible to a broad range of readers International in addition to thorough coverage of domestic research the volume also draws on international and comparative studies of choice in foreign countries Expertise the National Center on School Choice NCSC is a consortium that is headquartered at Vanderbilt University and includes the following partners Brookings Institution Brown University Harvard University National Bureau of Economic Research Northwest Evaluation Association and Stanford University This book is suitable for researchers faculty and graduate students in education policy studies politics of education and social foundations of education It should also be of interest to inservice administrators and policy makers International Handbook of Educational Change Andy Hargreaves, A. Lieberman, M. Fullan, D.W. Hopkins, 2014-11-14 The International Handbook of Educational Change is a state of the art collection of the most important ideas and evidence of educational change The book brings together some of the most influential thinkers and writers on educational change It deals with issues like educational innovation reform restructuring culture building inspection school review and change management It asks why some people resist change and what their resistance means It looks at how men and women older teachers and younger teachers experience change differently It looks at the positive aspects of change but does not hesitate to raise uncomfortable questions about many aspects of educational change either It looks critically and controversially at the social economic cultural and political forces that are driving educational change

School leaders system administration teacher leaders consultants facilitators educational researchers staff developers and change agents of all kinds will find this book an indispensable resource for guiding them to both classic and cutting edge understandings of educational change no other work provides as comprehensive coverage of the field of educational change

Fundamental Change Michael Fullan, 2007-12-29 ANDY HARGREAVES Department of Teacher Education Curriculum and Instruction Lynch School of Education Boston College MA U S A ANN LIEBERMAN Carnegie Foundation for the Advancement of Teaching Stanford U S A MICHAEL FULLAN Ontario Institute for Studies Education University of Toronto Canada DAVID HOPKINS Department for Education and Slalls London U K This set of four volumes on brings together evidence and insights on educational change issues from leading writers and researchers in the field from across the world Many of these writers whose chapters have been specially written for these books have been investigating helping initiate and implementing educational change for most or all of their lengthy careers Others are working on the cutting edge of theory and practice in educational change taking the field in new or even more challenging directions And some are more skeptical about the literature of educational change and the assumptions on which it rests They help us to approach projects of understanding or initiating educational change more deeply reflectively and realistically Educational change and reform have rarely had so much prominence within public policy in so many different places Educational change is ubiquitous It figures large in Presidential and Prime Ministerial speeches It is at or near the top of many National policy agendas Everywhere educational change is not only a policy priority but also major public news Yet action to bring about educational change usually exceeds people s understanding of how to do so effectively **Isl Vol 7-N6** JOURNAL OF SCHOOL LEADERSHIP, 1997-11-01 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 **Resources in Education** ,2001-04 Research on Schools, Neighborhoods and Communities William F. Tate IV,2012-02-23 Research on Schools Neighborhoods and Communities Toward Civic Responsibility focuses on research and theoretical developments related to the role of geography in education human development and health William F Tate IV the Edward Mallinckrodt Distinguished University Professor in Arts Sciences at Washington University in St Louis and former President of the American Educational Research Association presents a collection of chapters from across disciplines to further understand the strengths of and problems in our communities Today many research literatures e g health housing transportation and education focus on civic progress yet rarely are there efforts to interrelate these literatures to better understand urgent problems and promising possibilities in education wherein social context is central In this volume social context in particular the unequal opportunities that result from geography is integral to the arguments analyses and case studies presented Written by more than 40 educational scholars from top universities across the nation the research presented in this volume provides historical moral and scientifically based arguments with the potential to inform understandings of civic problems associated with education youth and families and to guide the actions of responsible citizens and institutions dedicated to advancing the public good

Research on Schools, Neighborhoods and Communities William F. Tate, 2012-02-23 Research on Schools Neighborhoods and Communities Toward Civic Responsibility focuses on research and theoretical developments related to the role of geography in education human development and health William F Tate IV the Edward Mallinckrodt Distinguished University Professor in Arts Sciences at Washington University in St Louis and former President of the American Educational Research Association presents a collection of chapters from across disciplines to further understand the strengths of and problems in our communities Today many research literatures e g health housing transportation and education focus on civic progress yet rarely are there efforts to interrelate these literatures to better understand urgent problems and promising possibilities in education wherein social context is central In this volume social context in particular the unequal opportunities that result from geography is integral to the arguments analyses and case studies presented Written by more than 40 educational scholars from top universities across the nation the research presented in this volume provides historical moral and scientifically based arguments with the potential to inform understandings of civic problems associated with education youth and families and to guide the actions of responsible citizens and institutions dedicated to advancing the public good

School Choice at the Crossroads Mark Berends, R. Joseph Waddington, John Schoenig, 2018-10-04 School Choice at the Crossroads compiles exemplary policy relevant research on school choice options voucher private charter and traditional public schools as they have been implemented across the nation Renowned contributors highlight the latest rigorous research findings and implications on school vouchers tuition tax credits and charter schools in states and local areas at the forefront of school choice policy Examining national and state level perspectives each chapter discusses the effects of choice and vouchers on student outcomes the processes of choice supportive conditions of school choice programs comparative features of school choice and future research This timely volume addresses whether school choice works under what conditions and for whom further informing educational research policy and practice Diversity in Schools Richard C. Hunter, Frank Brown, Saran Donahoo, 2012-09-06 Written and signed by experts in the topic this volume in the point counterpoint Debating Issues in American Education reference series tackles the subject of diversity in schools Key Questions in Education John T. Smith, 2016-06-16 The media is full of reference to failing schools troublesome pupils underperforming boys disappearing childhood and a teaching profession in crisis as more and more teachers contemplate

abandoning their careers Key Questions in Education looks at the current and historical debates of each of these issues examining how a multitude of stakeholders have viewed and still view childhood and schooling In highlighting how these same or similar issues have persistently been debated throughout time John T Smith shows something of their complexity and the need to break apart these key enduring questions in education Each chapter covers a key question such as How far should the state interfere in education Should schools feed their pupils and Why do children misbehave Analysing each key question chapters discuss how such issues were viewed or defined in the past what solutions and outcomes were envisaged and compare and contrast how this relates to where we are now Clear links are made throughout between historical sources and current ideology policy practice and research In opening up these debates through case studies and vignettes students are encouraged to reflect on how these contentious issues might be resolved and how this affects them as future educators

Studies in Science Education in the Asia-Pacific Region May May Hung Cheng, Alister Jones, Cathy Buntting, 2017-09-13 Consistent with international trends there is an active pursuit of more engaging science education in the Asia Pacific region The aim of this book is to bring together some examples of research being undertaken at a range of levels from studies of curriculum and assessment tools to classroom case studies and investigations into models of teacher professional learning and development While neither a comprehensive nor definitive representation of the work that is being carried out in the region the contributions from China Hong Kong Taiwan Korea Japan Singapore Australia and New Zealand give a taste of some of the issues being explored and the hopes that researchers have of positively influencing the types of science education experienced by school students The purpose of this book is therefore to share contextual information related to science education in the Asia Pacific region as well as offering insights for conducting studies in this region and outlining possible questions for further investigation In addition we anticipate that the specific resources and strategies introduced in this book will provide a useful reference for curriculum developers and science educators when they design school science curricula and science both pre service and in service teacher education programmes The first section of the book examines features of science learners and learning and includes studies investigating the processes associated with science conceptual learning scientific inquiry model construction and students attitudes towards science The second section focuses on teachers and teaching It discusses some more innovative teaching approaches adopted in the region including the use of group work inquiry based instruction developing scientific literacy and the use of questions and analogies The third section reports on initiatives related to assessments and curriculum reform including initiatives associated with school based assessment formative assessment strategies and teacher support accompanying curriculum reform **Trusting Teachers** with School Success Kim Farris-Berg, Edward J. Dirkswager, Amy Junge, 2013 Lately our nation s strategy for improving our schools is mostly limited to getting tough with teachers Blaming teachers for poor outcomes we spend almost all of our energy trying to control teachers behavior and school operations But what if all of this is exactly the opposite of what is

needed What if teachers are the answer and not the problem What if trusting teachers and not controlling them is the key to school success Examining the experiences of teachers who are already trusted to call the shots this book answers What would teachers do if they had the autonomy not just to make classroom decisions but to collectively with their colleagues make the decisions influencing whole school success Decisions such as school curriculum how to allocate the school budget and whom to hire Teachers with decision making authority create the schools that many of us profess to want They individualize learning Their students are active not passive learners who gain academic and life skills The teachers create school cultures that are the same as those in high performing organizations. They accept accountability and innovate and make efficient use of resources These promising results suggest it s time to trust teachers Recent Publications of the Department of Education United States. Department of Education, 1991 **Selecting Research Methods: Methods for** coding and measuring data W. Paul Vogt, 2008 Selecting Research Methods provides advice from prominent social scientists concerning the most crucial steps for planning and undertaking meaningful research selecting the methods to be used Contributors to the collection address methodological choices in four stages design sampling coding and measurement and analysis The volumes provide an integrated approach to methodological choice in two ways First the contributions range from the early decisions about design options through the concluding choices about analyzing interpreting and presenting results Second the collection is integrated because it addresses the needs of projects that collect qualitative evidence quantitative data or both Volume 1 concerns design choice the articles focus on selecting designs that are effective for answering research guestions and achieving the goals of the researcher Volume 2 is on sampling and includes in addition to sampling from populations advice on choosing methods for recruiting informants for interviews selecting sites for participant observation and assigning subjects to control and experimental groups Volume 3 reviews options for coding and measurement it emphasizes methodological choices that enable researchers to study concepts in ways that enhance the reliability and validity of the research Finally the articles included in Volume 4 review the range of choices available among methods to analyze results and interpret the meanings of evidence The School Uniform Movement and What It Tells **Us about American Education** David L. Brunsma, 2004-06-25 This book represents the most thorough exposition on our present understanding of the impetuses debates legalities and effectiveness of school uniform policies that have rapidly entered the discourse of school reform in the United States In it David Brunsma provides an antidote to the ungrounded anecdotal components that define the contemporary conversation regarding policies of standardized dress in American K 12 districts and schools Recent Department of Education Publications in ERIC United States. Dept. of Education, 1991 Recent Department of Education Publications in ERIC United States. Department of Education, 1992 Journal of School

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