

*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

Lawrence Ingvarson, John Hattie



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.

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.

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.

Selected Papers in School Finance, 1995 **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

International Handbook of Educational Change Andy Hargreaves, A. Lieberman, M. Fullan, D.W. Hopkins, 1998-05-31 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 **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 contexts 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 Learning from the Federal Market? Based Reforms William J. Mathis, Tina M. Trujillo, 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

Making Schools Smarter Kenneth Leithwood, Robert Aitken, Doris Jantzi, 2006-01-06 Proven tools for data driven school improvement From strategic planning and accountability to restructuring goals school leaders face a myriad of organizational tasks each one vying for immediate action Where to begin and where best to allocate resources become critical questions as the issue of organization becomes more prevalent The third edition of a powerful bestseller Making Schools Smarter provides the refined and updated tools to create a workable model for reshaping today s school districts for positive outcomes This practical guide addresses and helps resolve significant issues in district and school leadership including Determining a comprehensive and real image of future schools and districts as professional learning communities Highlighting critical changes for achieving missions and goals Providing school leaders with much needed tools to demonstrate and improve accountability With No Child Left Behind and increased accountability as powerful reminders of what s at stake Making Schools Smarter gets to the heart of the argument that smarter schools mean enhanced learning for all

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

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