

Volume 100, Issue 2, 2025

ISSN: 0161-956X

Peabody Journal of Education

Issues of Leadership, Policy, and Organizations



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Volume 77 Number 4

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Reevaluating Evaluation Laura M. Desimone, 2018-12-07 In the context of the evolution of education program evaluation and the current emphasis on scientific precision this special issue presents several of the challenges to program evaluation that scholars are facing today In addition it shares recent insights and experiences that will contribute to continued improvement of program evaluation and responds to the call for more exactness without losing sight of the lessons learned from evaluation over the past several decades The eight papers address five main areas evaluation design instrumentation implementation politics and analysis As a whole this issue is designed shed light on the five issues as well as provide information useful for those interested in increasing the rigor of education research to increase the ability to improve schools

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 serenity 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

Inquiry in Education, Volume I Mark W. Aulls, Bruce M. Shore, 2023-05-09 Why should inquiry the engine for independent curiosity and interest driven life long learning be a curricular imperative and its presence a criterion for excellent education Is it possible to teach inquiry skills systematically and to engage learners in being inquirers across elementary secondary and post secondary schooling To answer these urgent questions this book pulls together more than four decades of expert opinion quantitative research and qualitative research on inquiry in different disciplines school subjects and levels of education and presents a dozen different pedagogical philosophical and disciplinary traditions within which evidence and rationale are found for building learning and teaching experiences around inquiry based curricula Inquiry in Education Volume I The Conceptual Foundations for Research as a Curricular Imperative is the first book to gather all these sources together to build

a cross disciplinary case for inquiry as the central core of sound curriculum design and to offer an organized interpretation of this large body of knowledge from a variety of perspectives and for different educational purposes A companion volume Shore Aulls Delcourt Eds *Inquiry in Education Volume II Overcoming Barriers to Successful Implementation* focuses on a corollary question If inquiry is such a good thing why is it not universal practice What barriers stand in the way and how can teachers overcome them *Inquiry in Education Volume I* is intended for scholars faculty and students of education and for practitioners at all levels of schooling who support inquiry oriented reforms in education and who want to learn more about how to use inquiry in their own practice *Handbook of Research on Schools, Schooling and Human Development* Judith L. Meece, Jacquelynne S. Eccles, 2010-06-10 Children spend more time in school than in any social institution outside the home And schools probably exert more influence on children s development and life chances than any environment beyond the home and neighbourhood The purpose of this book is to document some important ways schools influence children s development and to describe various models and methods for studying schooling effects Key features include Comprehensive Coverage this is the first book to provide a comprehensive review of what is known about schools as a context for human development Topical coverage ranges from theoretical foundations to investigative methodologies and from classroom level influences such as teacher student relations to broader influences such as school organization and educational policies Cross Disciplinary this volume brings together the divergent perspectives methods and findings of scholars from a variety of disciplines among them educational psychology developmental psychology school psychology social psychology psychiatry sociology and educational policy Chapter Structure to ensure continuity chapter authors describe 1 how schooling influences are conceptualized 2 identify their theoretical and methodological approaches 3 discuss the strengths and weaknesses of existing research and 4 highlight implications for future research practice and policy Methodologies chapters included in the text feature various methodologies including longitudinal studies hierarchical linear models experimental and quasi experimental designs and mixed methods **Handbook of Education Policy Research** Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive

future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net> **Current Index**

to Journals in Education, 2000 **Handbook of Education Policy Research** Lora Cohen-Vogel, Peter Youngs, Janelle Scott, 2025-07-17 The second edition of the Handbook of Education Policy Research the largest volume published in AERA's history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi-sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners [Lesson Study in Initial Teacher Education](#) Phil

Wood, Deborah Lynn Sorton Larssen, Nina Helgevold, Wasyl Cajkler, 2019-11-29 Lesson Study in Initial Teacher Education highlights the importance of embedding lesson study within initial teacher education programmes including building partnerships making time to carry out collaborative inquiries using lesson study and frameworks for reporting on lesson study projects *Catalogue of the Library of the Peabody Museum of Archaeology and Ethnology* Peabody Museum of Archaeology and Ethnology. Library, 1963

Handbook of Forensic Anthropology and Archaeology Joshua Blau, 2016-06-03 Over the last 10 years interest in the disciplines of forensic anthropology and archaeology has exploded In order to provide archaeologists and their students with a reliable understanding of these disciplines this authoritative volume draws contributions from fifty experienced practitioners from around the world to offer a solid foundation in both the practical and ethical components of forensic work Over 40 chapters weave together historical development current field methods in analyzing crime natural disasters and human atrocities an array of laboratory techniques key case studies legal professional and ethical issues and promising future directions all from a global perspective This volume will be the benchmark for the understanding of anthropological and archaeological forensics for years to come **Books in Print**

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 Who's who in the West ,1998 **Assessing Teacher, Classroom, and School Effects** Allan Odden,2014-04-04 This is Volume 79 Issue 4 2004 of the Peabody Journal of Education and this special issue provides a collection of works on the topic of Assessing Teacher Classroom and School Effects in the US The six articles focus generally on new directions in assessing and measuring teacher classroom and school effects on improvements in student academic achievement and more specifically analyze the criterion validity and surrounding human resources strategies of new efforts to implement performance based teacher evaluations the results of which in some cases are linked to new knowledge and skills based teacher salary schedules **The International Journal of Assessment and Evaluation** Bill Cope,Mary Kalantzis,2014-11-11

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