



The Role of Districts in Fostering Instructional Improvement

Lessons From Three Urban Districts Partnered with the Institute for Learning

John A. Marshall, David M. Ryan, David Karpus, Doug Evers, Marissa Karpus, and the Learning Research Center



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Role Of Districts In Fostering Instructional Improvement

Cynthia E. Coburn, Mary Kay Stein



Role Of Districts In Fostering Instructional Improvement:

The Role of Districts in Fostering Instructional Improvement Julie A. Marsh, 2005 The current high stakes accountability environment brought on by the federal No Child Left Behind Act places great pressure on school districts to demonstrate success by meeting yearly progress goals for student achievement and eventually demonstrating that all students achieve at high standards Many urban school districts in particular face great challenges in meeting these goals This study analyzes three urban districts efforts to face these challenges and assesses the contribution to those efforts made by an intermediary organization the Institute for Learning It describes the districts work in four areas promoting principals instructional leadership supporting teachers professional learning in particular through school based coaching models specifying curriculum and promoting data based decisionmaking for planning and instructional improvement For each area it identifies constraints and enablers of district success assesses the nature and effect of district intermediary partnerships and makes recommendations for districts undertaking similar instructional reforms

System-wide Efforts to Improve Student Achievement Kenneth K. Wong, Stacey Rutledge, 2006-03-01 Strong system wide support is increasingly being identified as laying an important role in policy efforts aimed at increasing student achievement Hightower Knapp March and McLaughlin 2002 Yet current research often views district and other system wide support as largely governance changes without substantive linkage to school improvement outcomes Cuban and Usdan 2003 In this volume we seek to deepen our understanding of the role of school districts and system wide initiatives through a series of case studies that focus on how school districts and system wide actors facilitate policy innovation and reform initiatives that are designed to improve student achievement Through both quantitative and qualitative studies from diverse settings across the country chapters in this volume examine the role of instructional technology alternative accountability practices management and partnership reforms and school improvement efforts through new incentive and support practices While challenges remain these case studies demonstrate how districts support and facilitate school change aimed at improving student achievement

Research and Practice in Education Cynthia E. Coburn, Mary Kay Stein, 2010-04-16 That there is a divide between research and practice is a common lament across policy oriented disciplines and education is no exception Rhetoric abounds about the role research plays or does not play in the improvement of schools and classrooms and policy makers push solutions that are rooted in assumptions about the way that research should influence practice Yet few people have studied the relationship between research and practice empirically This book presents findings from a series of interlocking case studies of nationally visible R D projects with a unique focus on how researchers and practitioners actually worked together and the policy social and institutional processes that either enabled or hindered their work The book investigates the dynamics of cross institutional collaboration and the relationship between tool design teacher learning and the implementation of research based approaches It also explores conditions for learning in schools and the role of evidence in

district decision making By investigating the roles played by research and practice in these ten educational improvement efforts the book illuminates lessons for those who seek to do this kind of work in the future It concludes by suggesting implications for designers funders school and district leaders and universities *Democratic Dilemmas* Julie A.

Marsh,2012-02-01 Drawing on three years of field research and extensive theoretical and empirical literature *Democratic Dilemmas* chronicles the day to day efforts of educators and laypersons working together to advance student learning in two California school districts Julie A Marsh reveals how power values organizational climates and trust played key roles in these two districts achieving vastly different results In one district parents citizens teachers and administrators effectively developed and implemented districtwide improvement strategies in the other community and district leaders unsuccessfully attempted to improve systemwide accountability through dialogue The book highlights the inherent tensions of deliberative democracy competing notions of representation limitations of current conceptions of educational accountability and the foundational importance of trust to democracy and education reform It further provides a framework for improving community educator collaboration and lessons for policy and practice **Culturally Responsive Instructional**

Supervision Dwayne Ray Cormier,Ian M. Mette,Yanira Oliveras,2024 This book responds to the urgent need for instructional practices that recognize student diversity and cultural backgrounds as valuable assets As the United States continues to grapple with policies that promote culturally dominant ideologies the opportunity gaps continue to widen for minoritized marginalized and otherized PK 12 students This timely book provides a comprehensive developmental framework for implementing Culturally Responsive Instructional Supervision that fosters an educational environment that disrupts the culture of white supremacy promotes a sense of belonging and achieves culturally appropriate instructional outcomes for all learners The authors show educators how to establish diverse and representative supervision teams that provide formative feedback and promote self reflection Schools can use this book to effectively observe assess and support teachers on their journey toward becoming culturally responsive practitioners Book Features Encourages instructional leaders to embrace their role as equity leaders and actively work to dismantle harmful educational practices Offers strategies focused on the strengths and assets children bring to school every day instead of the deficit oriented perspectives reinforced by the accountability movement Centers sociocultural identities as the key factor to providing feedback to teachers about culturally responsive practices while maintaining rigorous expectations for student learning and academic outcomes Includes the foundations practical approaches and examples of praxis for the implementation of Culturally Responsive Instructional Supervision **Handbook of Data-Based Decision Making in Education** Theodore Kowalski,Thomas J.

Lasley,2010-04-15 Pt 1 Theoretical and practical perspectives pt 2 Building support for data based decisions pt 3 Data based applications *JSL Vol 27-N5 JOURNAL OF SCHOOL LEADERSHIP*,2018-01-26 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 Handbook of Education Policy Research Lora Cohen-Vogel, Peter Youngs, Janelle Scott, 2025-08-15 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

A Learning-Centered Framework for Education Reform Elizabeth Demarest, 2015-04-24 In her new book Betty Demarest describes a bold agenda for education reform one that is firmly grounded in a synthesis of educational research about learning teaching and the contexts of education The author's learning centered framework includes 1 a broad and balanced set of education goals 2 a multi faceted concept of achievement 3 classroom capacity for learning 4 systemic capacity and infrastructure 5 shared reciprocal accountability and 6 systems of multiple assessments New research based concepts in these six areas are critically compared to older concepts behind standards based reform and No Child Left Behind Book Features A comprehensive alternative framework for future education reform that focuses on improving the core educational practices of learning teaching content and leadership A federal role that emphasizes meaningful partnerships rather than top down control A critique of past standards and present accountability based frameworks with implications of the learning centered framework for future national policy especially ESEA An operational definition of educational capacity a re conceptualization of accountability and a sharp reversal of the relative emphasis placed on these strategies Elizabeth J Demarest is an education consultant living in Alexandria Virginia She was formerly with the U S Department of Education and the National Education Association Betty Demarest clearly defines a learning centered framework for improving policy and practice Practitioners can benefit from the strategies outlining a clear pathway for transforming to learning centered practice in our nation's classrooms Gerald N Tirozzi executive director National Association of Secondary School Principals

Betty Demarest's deep experience with research and policy development allows her to re-envision reform at many levels all based on research evidence for valid concepts and practices of teaching and learning. This book is a welcome gift to policymakers and practitioners. Roland Tharp, research professor, University of California Berkeley. Demarest provides a research-based foundation for informed discussion and debate as Congress renews federal education law. Her synthesis of key issues should provide a starting point for any serious discussion of the way forward in federal education policy. Mary Haywood Metz, professor emerita, University of Wisconsin-Madison. *Strong States, Weak Schools*. Bruce Fuller, Emily Hannum, Melissa K. Henne, 2008-06-30. Why are governments pushing to centrally regulate teaching and learning at this historical moment? Do these accountability mechanisms succeed in boosting student achievement? How are teachers responding to top-down rules, incentives, and the recasting of what knowledge counts inside school? This book answers these questions.

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