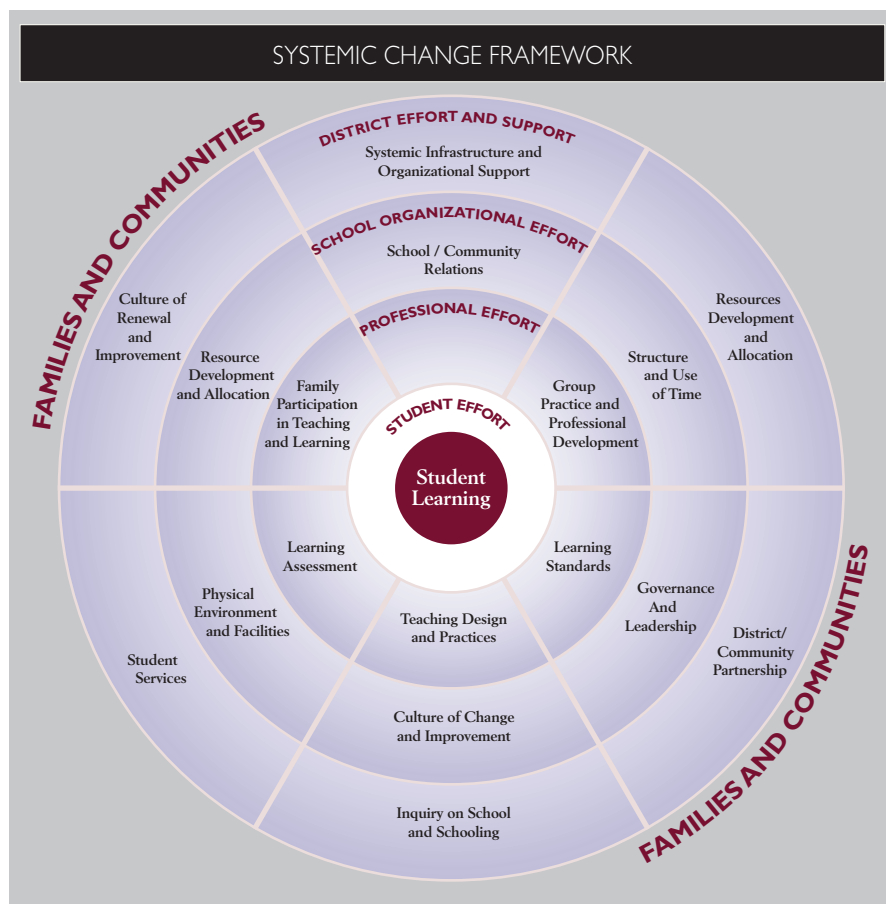


Transformed, Inclusive Schools: A Resource Guide to Fundamental Change in Urban Schools



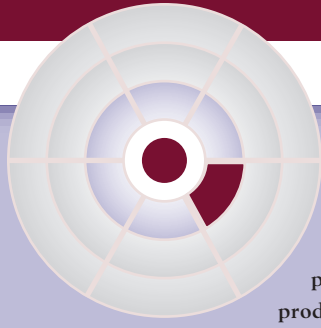
Preamble

This document is a companion to the *Systemic Change Framework Rubrics assessment handbook*. The annotated bibliography connects elements of the *Systemic Change Framework* to research-based evidence that can guide changes in practice at the district, school and classroom level. This compilation of journal articles, statistical reports and books was carefully selected based on the evidence presented in item.

Once teachers, whole schools, or district leaders have assessed their current progress in systems change, using the *Systemic Change Framework Rubrics Assessment Handbook*, they will want to focus their change efforts on specific elements that need attention. This Resource Guide provides direction for those change efforts, based on the best research in the field are changing across the United States as educators,

A Systemic Change Resource Guide

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Professional Effort: Learning Standards

- **ACADEMIC GOALS**
- **GRADUATION GOALS**
- **SPECIAL/PERSONAL**
- **GROWTH GOALS**

ELEMENT DESCRIPTION The longitudinal study indicates that there is a reciprocal relationship among teacher learning, teacher practice, restructuring, and student outcomes. The teacher variables produce practitioner knowledge that benefits student outcomes

Ancess, J. (2000). The reciprocal influence of teachers' learning, teaching practice, school restructuring, and student learning outcomes. *Teachers College Record*, 102, 590-619.

The longitudinal study indicates that there is a reciprocal relationship among teacher learning, teacher practice, restructuring, and student outcomes. The teacher variables produce practitioner knowledge that benefits student outcomes

Chatterji, M. (2002). Models and methods for examining standards-based reforms and accountability initiatives: Have the tools of inquiry answered pressing questions on improving schools? *Review of Educational Research*. 72, 345-386.

Presents a study that examined existing research on school reform and accountability. Meaning of standards-based reform and accountability; Distinction between academic and evaluation research; Implementation of standards-based reforms; Validity of standards-based assessments and accountability.

David, J. & Shields, P. (2001). When theory hits reality: Standards-based reform in urban districts. Menlo Park, CA: SRI International.

This book presents a review of findings from a study of the Pew Charitable Trusts' four-year grants to seven urban school districts to support standards-based reform.

Deschenes, S., Cuban, L. & Tyack, D. (2001). Mismatch: historical perspectives on schools and students who don't fit them. *Teachers College Record*, 103(4), 525-548.

Discusses how the differences in school environment and education affect student learning. Argues that educators should focus on adapting the school better to the child, to avoid a mismatch in the standards movement addressing social inequalities that extend beyond the classroom.

Fennema, E., Carpenter, T., Franke, M., Levi, I., Jacobs, V. & Empson, S. (1996). A longitudinal study of learning to use children's thinking in mathematics instruction. *Journal for Research in Mathematics Education*, 27(4), 403-435.

Multi-year study that examined the changes in the beliefs and instruction of 21 primary grade teachers with their participation in a Cognitively Guided Instruction (CGI) program.

Fuchs, L. S. & Fuchs, D. (1998). General educators' instructional adaptation for students with learning disabilities. *Learning Disability Quarterly*, 21, 23-33.

Details research exploring methods by which general educators introduce instructional adaptations to meet the needs of students with learning disabilities (LD) and provide an overview of the methods developed to extend general educators' adaptation strategies for students with LD. Results indicate variability in the extent to which teachers incorporate specialized adaptations to curriculum, instruction and assessments.

Gunter, P. L., Reffel, J. M., Rice, C., Peterson, S. & Venn, M. L. (2005, Winter). Instructional modifications used by national board-certified teachers. *Preventing School Failure*, 49(2), 47-55.

Three National Board-Certified Teachers share modifications they used with preschool, elementary, and middle school students identified as difficult to teach. Each modification shared is presented in the reflective format recommended by NBTC.

Hargreaves, A., Earl, L., Moore, S. & Manning, S. (2001). *Learning to change: Teaching beyond subjects and standards*. San Francisco: Jossey-Bass.

Examines the realities of educational change from the frontline perspective of reform-minded teachers. It charts the perceptions and experiences of twenty-nine teachers in grades 7 and 8 from four school districts.

Jitendra, A. K., Griffin, C., Deatline-Buchman, A., Dippi-Hoy, C., Sczesniak, E., Sokol, N. G., & Xin, Y.P. (2005). Adherence to Mathematics Professional Standards and Instructional Design Criteria for Problem-Solving in Mathematics. *Exceptional Children*, 71(3), 319-337.

The authors evaluated five third grade math text (Harcourt, Houghton Mifflin, McGraw Hill, Scott Foresman-Addison Wesley and Silver Burdett & Ginn) to measure alignment to NCTM standards. Results presented in a detailed table across NCTM standards showed that only problem solving standard was evident across all five text books.

Lipsky, D.K. & Gartner, A. (2001). *Standards and inclusion: Can we have both?* Baltimore, MD: Paul H. Brookes Publishing Co.

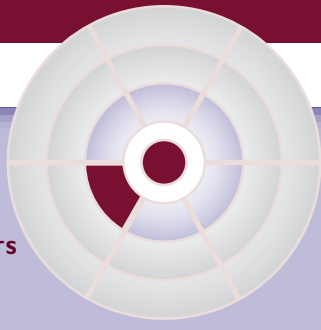
Description of students with full and complete access to the same curriculum and opportunities as the general education population rather than when they are placed in segregated settings.

Professional Effort: Learning Standards

<p>McLaughlin, M. W. & Zarrow, J. (2001). Teachers engaged in evidence-based reform: Trajectories of teacher's inquiry, analysis, and action. In A. Lieberman & L. Miller, (Eds.), <i>Teachers caught in the action: Professional development that matters</i>, 79-101. New York: Teachers College Press.</p>	<p>Summarizes the results of a study of the Bay Area School Reform Collaborative in which teachers used the inquiry process as a means for learning and changing their school and classroom practices.</p>
<p>National Council of Teachers of Mathematics (2005). <i>Principals and Standards for School Mathematics</i>. Ruston, VA: NCTM</p>	<p>This book updates the messages of NCTM's previous Standards and shows how students' learning should grow across four grade bands—pre- K–2, 3–5, 6–8, and 9–12. It incorporates a clear set of principles and an increased focus on how students' knowledge grows as shown by recent research.</p>
<p>National Science Teachers Association. (1996). NSTA pathways to the science standards: <i>Guidelines for moving the vision into practice</i>. Arlington, VA: Author</p>	<p>Highlights the NSTA process of developing standards for teaching science at the K-12th grade level.</p>
<p>Neufeld, B. (2000). Challenges and consequences of standards-based reform: A brief analysis based on evaluation data from school districts supported by the Edna McConnell Clark Foundation. Boston: Education Matters.</p>	<p>Describes five positive outcomes of the Clark Foundation's support for standards-based middle school reform in Corpus Christi, San Diego, and Long Beach districts. Districts developed and implemented content and performance standards and provided principals, as well as teachers, with professional development focused on improving instruction.</p>
<p>Nolet, V. & McLaughlin, M.J. (2000). <i>Accessing the general curriculum: Including students with disabilities in standardsbased reform</i>. Thousand Oaks, CA: Corwin Press</p>	<p>Presents a framework and strategies for K-12 teachers in inclusive environments that makes it easier to design instruction that enables all students to access and make progress in the general curriculum.</p>
<p>Peterson, C. L. & Bond, N. (2004, Summer). Online compared to face-to-face teacher preparation for learning standards-based planning skills.</p>	<p>This study compared pre-service teachers' learning of instructional planning in two pairs of asynchronous online and face-to-face (FTF) courses aligned with national standards for teacher preparation. The quasi-experimental design was supported by interviews of a purposive sample of participants.</p>
<p>Robert Q.B. (2005). Introduction: Building an infrastructure for equity in mathematics education. <i>High School Journal</i>, 88(4), 1-5.</p>	<p>The article reports that the National Council of Teachers Mathematics (NCTM) has had the most profound influence on reform in mathematics education with the publications of its standards.</p>
<p>Quenemoen, R.F., Lehr, C.A., Thurlow, M.L., & Massanari, C.B. (2001). <i>Students with disabilities in standards-based assessment and accountability system: Emerging issues, strategies and recommendations</i> (Synthesis Report 37). Minneapolis, MN: University of Minnesota, National Center for Educational Outcomes.</p>	<p>For ALL students we must keep the standards high, and do whatever it takes to help students be successful. The curriculum, structure, the time it takes to learn, the way we assess may change, but we cannot lower standards</p>
<p>Rothman, R. (2000). <i>Bringing all students to high standards: Report on national education goals panel filed hearings. Lessons from the states</i>. Washington, D.C.: National Education Goals Panel.</p>	<p>Common themes that emerged in report on standards were high expectations for all students; consistency over time, clear accountability, using data to drive improvement; improving teacher quality; expanding the school day and year; supporting children and families; and support from the business community.</p>
<p>Schoenfeld, A. H. (2002). Making mathematics work for all children: Issues of standards, testing, and equity. <i>Educational Researcher</i> 31(1), 13-25.</p>	<p>This article tells the importance of math literacy in our society, and the history of inequities associated with mathematics education; states that in recent years the new mathematics curricula enable more students to do better.</p>

Professional Effort: Learning Standards

<p>Stodden, R. A., Galloway, L.M. & Stodden, N. J. (2003, Fall). Secondary school curricula issues: impact on postsecondary students with disabilities. <i>Exceptional children</i>, 70(1), 9-36.</p>	<p>This article presents an overview of issues surrounding standards-based curricula and individualized education for youth with disabilities in secondary school settings.</p>
<p>Sunderman, G. L. & Kim, J. R. (2001). Influence of state policy on standards and school practices: A comparison of three urban districts. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.</p>	<p>Urban districts in Cleveland, Chicago, and Detroit that were implementing standards-based reforms in their schools were investigated to identify features of their accountability systems. Authors sought to understand the role of standards within each context and to understand the influence of state policy on school and classroom practices.</p>
<p>Supovitz, J. & Snyder Taylor B. (2003) The impact of standard based reform in Duval County, Florida: 1999-2002. Philadelphia: Consortium for Policy Research in Education</p>	<p>Authors studied elementary and middle school reading, writing and mathematics results from the spring of 1999 to the spring of 2002 on the Florida Comprehensive Assessment Test in Duval County, relative to seven other counties in Florida. Results indicate positive effects in Duval County elementary schools, yet indistinguishing differences or negative effects in middle schools.</p>
<p>Tomlinson, C.A. (2000). Reconcilable differences? Standards based teaching and differentiation. <i>Educational Leadership</i>, 58(1), 6-11.</p>	<p>This article explains the beliefs used in differentiation technique of teaching and learning; Factors to consider regarding the difference of standards-based teaching and differentiation; Examples on the use of the approaches.</p>
<p>U.S. Congress House Committee on Science, Subcommittee on Research (2004). Implementation of the math and science partnership program: views from the field: hearing before the Subcommittee on Research of the Committee on Science, House of Representatives, One Hundred Eighth Congress, first session, October 30, 2003. Washington : U.S. G.P.O</p>	<p>This report highlights the Math & Science Partnership. The project provides grants to partnerships of universities and school (and sometimes businesses) to improve districts K-12 math and science education.</p>
<p>U.S. Department of Education (2002). Strategic Plan; 2002- 2007. Government Document retrieved from http://www.ed.gov/about/reports/strat/plan2002-07/plan.pdf.</p>	<p>This government document outlines the plan for public education according to the administration of President Bush and former Secretary Rod Paige.</p>
<p>Web Resources (2005). The Access Center: Improving Outcomes for All Students K – 8. PDF available at http://www.k8accesscenter.org/training_resources/documents /Research %20Supported%20Strategies%20Chart.pdf</p>	<p>The Access Center provides technical assistance that strengthens state and local capacity to help students with disabilities effectively learn in the general education curriculum. This electronic resource provides a variety of references on Instructional Methods and Practices, Supports and Accommodations, and Assessment.</p>



- STANDARDIZED TESTS
- ALTERNATIVE ASSESSMENTS
- PORTFOLIOS
- ANECDOTAL RECORDS

Professional Effort: Learning Assessment

ELEMENT DESCRIPTION Learning Assessment helps teachers understand the knowledge and skills of each student while defining goals for learning.

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School & Clinic* 4(4), 195-211.

Describes a variety of ways that culture influences teacher-student and teacher-parent interactions and provides recommendations to help educators respond to the educational needs of CLD students with and without disabilities.

Darling-Hammond, L. (2004). Standards, accountability and school reform. *Teachers College Record* 106(6), 1047-86.

Discusses the unintended outcome of academic standards, accountability reporting and school reform. Specifically the impact of academic performance rating on student learning is addressed.

International Reading Association (1999). High-stakes assessments in reading: A position statement of the International Reading Association. *Journal of Adolescent & Adult Literacy*, 43(3), 305-313.

International Reading Association presents its statement on high-stakes testing. States implications of high-stakes testing on students and tells why using tests for high-stakes decisions can cause problems.

IRA & NCTE Joint Task Force on Assessment (1994). *Standards for the assessment of reading and writing*. Newark, DE: IRA and Urbana, IL: NCTE.

International Reading Association & National Council of Teachers of English outline standards for assessing reading and writing.

Janisch, C. & Johnson, M. (2003). Effective Literacy Practices and Challenging Curriculum for At-Risk Learners: Great Expectations. *Journal of Education for Students Placed at Risk*, 8(3), 295-308.

Described a research project carried out in a school serving students of diverse linguistic, cultural, and economic backgrounds—a population often the least well served by the educational system

Kame'enui, E., Simmons, D., & Cornachione, C. (2001). *A practical guide to reading assessments. An activity of partnership for family involvement in education*. Washington, D.C.: U.S. Department of Education.

Designed to provide teachers and reading tutor with an easy-to-use and practical guide to selecting and using reading assessment tools for English and Spanish speaking students. Encourages the use of assessment to guide instruction.

Kitchen, R. S. & Wilson, L. D. (2004). Lessons learned from students about assessment and instruction. *Teaching Children Mathematics* 10(8), 394-99.

Analyzes the alignment between the task, a released item from the 1996 Fourth-Grade National Assessment of Educational Progress and Geometry Standard, and whether the task elicits student thinking that matches the quality of the learning goals.

National Center for Educational Statistics, (2003). *Results of the NAEP 2003 trial urban district assessment*. Washington, D.C.: U.S. Department of Education.

Presents data on the National Assessment of Educational Progress

Pellegrino, J. W. & Chudowsky, N. (2003). FOCUS ARTICLE: The Foundations of Assessment. *Measurement* 1(2), 103-148..

Presents major messages from the National Research Council report, *Knowing What Students Know: The Science and Design of Educational Assessment* (2001). The committee's work focused on the assessment of achievement (or school learning), as opposed to the assessment of aptitude (or ability), although many of the principles set forth generally apply to both types of testing.

Protheroe, N. (2001, Summer). Improving teaching and learning with data-based decisions: Asking the right questions and acting on the answers. *Educational Research Service: Spectrum*: 19(3), 4-9.

Identified essential elements of effective use of data to improve instruction including: 1) good data; 2) staff expertise with collection and analysis of data; 3) sufficient time structured into the schedule for staff to analyze the information; and 4) carefully designed changes in curriculum and instruction in that address the needs identified by the analysis.

Professional Effort: Learning Assessment

Shriner, J. G. (2000). Legal perspectives on school outcomes assessment for students with disabilities. *Journal of Special Education*, 33 (4), 232-240.

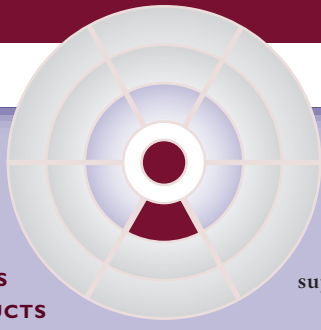
Shows assessment of educational results for students with disabilities. IDEA '97 includes specific provisions regarding the participation of students with disabilities in general education assessment of student progress at both the district and state levels.

Smith, M. E., Teemant, A. & Pinnegar, S. (2004). Principles and practices of socio-cultural assessment: foundations for effective strategies for linguistically diverse classrooms. *Multicultural Perspectives*, 6 (2), 38-47.

Provides assessment principles and practices that are coherent with the socio-cultural perspective and emphasizes four assessment accommodations that are appropriate for ESL learners in mainstream classrooms.

Stone, C. A. & Lane, S. (2003). Consequences of a state accountability program: examining relationships between school performance gains and teacher, student, and school variables. *Applied Measurement in Education* 16 (1), 1-26.

Study explored the relationship between (a) changes in the scores from the Maryland State Performance Assessment Program from 1993 to 1998 and (b) classroom instruction and assessment practices, student learning and motivation. Several factors from each of these dimensions were found to explain a significant amount of variability in school performance over time using growth models.



- **ACTIVITIES**
- **FEEDBACK**
- **MULTIPLE INTELLIGENCES**
- **FLEXIBLE TASKS & PRODUCTS**

Professional Effort: Teaching Design & Practices

ELEMENT DESCRIPTION Practitioners thrive and are better able to innovate, support student effort and outcomes when their organization supports and encourages their creativity and professionalism.

Allexaht-Snider, M. & Hart, L.E. (2001). Mathematics for all—How do we get there? *Theory into Practice*, 40(2), 93-101.

Reviews research literature and policy documents on mathematics education, concluding that a combination of high quality curriculum materials, professional development, pedagogical strategies, and assessment, based on recent standards documents, is necessary, but not sufficient for achieving mathematics for all.

Borko, H., Mayfield, V., Marion, S., Flexer, R., & Cumbo, K. (1997). Teachers' developing ideas and practices about mathematics performance assessment: Successes, stumbling blocks, and implications for professional development. *Teaching and Teacher Education*, 13, 259-278.

Describes the positive outcomes in how teachers align assessment and instruction through varied professional development opportunities both inside and outside the school.

Castle, S., Deniz, C.B., & Tortora, M. (2005, February). *Flexible grouping and student learning in a high-needs school*. *Education and Urban Society* 37 (2), 139-51.

Gives the results of a five year study that used flexible groups to meet the needs of learners identified as having high-needs. Students ability to master skills increased as teachers usage of flexible groups increased.

Delpit, L. (1995). *Other People's Children: Cultural conflict in the classroom*. New York, NY: The New Press

Suggests that many of the academic problems attributed to children of color are actually the result of miscommunication as schools and "other people's children" struggle with the imbalance of power and the dynamics of inequality.

Educational Research Service (2000). Effective classrooms: Teacher behavior that produce high student achievement. *The Informed Educator*.

Shows that the most important factor affecting student learning is the teacher.

Feldman, J. & Tung, R. (2001). Using data-based inquiry and decision making to improve instruction. *Education and Research Service: Spectrum* 19(3), 4-9

Teacher inquiry groups using data-based inquiry and decision making helps to create (DBDM) helps to create a more professional culture where teachers can be reflective about their practice and can base their instructional programs on objective data.

Ferguson, P. (2001). *On infusing disability studies into the general curriculum*. Denver, CO: National Institute for Urban School Improvement.

There is a recognized need to include more children with disabilities into the general education classroom, with access to the general curriculum. There is also a need to infuse that same curriculum with more discussion of disabilities themselves.

Ferguson, D.L., Ralph, G., Meyer, G., Lester, J., Droege, C., Gudjonsdottir, H., Sampson, N., & Williams, J., (2001). *Designing personalized learning for every student*. Alexandria, VA: Association for Supervision and Curriculum Development.

Proposes a systemic change framework that structures change efforts at district, school, and classroom levels.

Flippo, R. (Ed.) (2001). Reading researchers in search of common ground. Newark, DE: International Reading Association.

Reveals that teachers need the flexibility to select methods, approaches, and materials to fit the particular child and situation.

Grenot-Scheyer, M. Fisher, M., & Staub, D. (2001). *At the end of the day: Lessons learned in inclusive classrooms*. Baltimore, MD: Paul H. Brookes Publishing.

Uses eight case studies featuring children with varying disabilities—from preschool to high school—that show how including them in the classroom affects families, teachers, and other students. Enables educators to evaluate different methods for inclusion.

Professional Effort: Teaching Design & Practices

Janisch, C. & Johnson, M. (2003). Effective Literacy Practices and Challenging Curriculum for At-Risk Learners: Great Expectations. *Journal of Education for Students Placed at Risk*, 8(3), 295-308

Describes a study of instructional strategies used to teach culturally and linguistically diverse students. Project is a collaboration between a university and an elementary school. Data includes teacher interviews, field notes taken during classroom observations and during the discussions and teaching demonstrations occurring in weekly course meetings.

Lowry, M. (2000). Math lessons: A case study in the adoption of an innovative math curriculum. *NASSP Bulletin* 84(615): 61-73.

Provides information on a case study regarding the adoption of an innovative math curriculum. Discusses how teachers responded to the changes and the process.

Palincsar, A.S., Magnusson, S.J., & Collins, K. M. (2001). Making science accessible to all: results of a design experiment in inclusive classrooms. *Learning Disability Quarterly*, 24(1) p. 15-32

Findings from study of four elementary classrooms indicated that with advanced instructional strategies to support special needs students, all students demonstrated significant learning gains, and that special needs and low-achieving students in three of four classes showed changes in understanding comparable to those of normally achieving students.

Sands, D.J., Kozleski, E.B., & French, N. (2000). *Inclusive education for the 21st century: A new introduction to special education*. Belmont, CA: Wadsworth Publishing.

Include everyone--regardless of intelligence, disability, ethnicity--in supportive, mainstream classrooms and schools in which all student needs are met and all students are offered the same opportunities for success.

Schniedewind, N. & Davidson, E. (2000). Differentiating cooperative learning. *Educational Leadership*, 58(1), 24-27.

Encourages teachers to implement cooperative learning more thoughtfully and differentiate tasks within the group to personalize learning for each student. Challenging individual students to appreciate their peers' diverse competencies and experiences leads to educational equity.

Silver, H.F. Strong, R.W. & Perini, M.J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development

One of the greatest challenges faced by every school and every educator is encouraging and accommodating a full range of student diversity while simultaneously promoting a uniformly high level of academic achievement for all students.

Topping, K.J. & Sanders, (2000). Teacher Effectiveness and Computer Assessment of Reading: Relating Value Added and Learning Information System Data. *School Effectiveness and School Improvement*, 11, 305-337.

Discusses data from the Tennessee Value-Added Assessment System, the largest longitudinally merged database of student achievement data in the US. Illuminated some factors in teacher management of the quality and quantity of student reading practice

Welch, M. (2000). Descriptive analysis of team teaching in two elementary classrooms: a formative experimental approach. *Remedial and Special Education*. 21(6), p. 366-76.

Descriptive information regarding planning time, type of instructional format of team teaching, student groupings, and follow-up evaluation time were collected. Performance of typical students and students with learning disabilities on curriculum-based assessments measures suggest academic gains in reading and spelling for all students.

Wolfe, P. (2001). *Brain matters: Translating research into classroom practice*. Alexandria, VA: Association for Supervision and Curriculum Development

Discusses the need to match teaching practice to brain functioning, but understanding how the brain functions is primary.



- ACTION RESEARCH
- CO-TEACHING
- STUDY GROUPS
- TEACH TEACHING, RISK TAKING
- INTERDISCIPLINARY INSTRUCTION

Professional Effort: Group Practice & PD

ELEMENT DESCRIPTION The literature on effective and inclusive schools, in to identifying specific educator practices, also highlights the need for collaboration among and between general and special educators. School professionals need support, training, and coaching in order to implement high quality, inclusionary practices effectively.

Brahier, D. J. & Schaffner, M. (2004, April). The effects of a study-group process on the implementation of reform in mathematics education. *School Science & Mathematics, 104*(4), p. 170-179.

Three consecutive year study of 48 elementary school teachers. Surveys, interviews, and site visits showed that teachers underwent significant changes in their knowledge, beliefs, and teaching practices.

Brantlinger, E. (2001). Poverty, class, and disability: A historical, social and political perspective. *Focus on Exceptional Children, 33*(7), 1-19.

Presents a historical, social and political perspective on poverty, class and disability particularly regarding benefits to students who have been classified as having "special needs," and the necessity of inclusion and special education reform

Center for Development and Learning, (2000). *Improving teaching, improving learning: Linking professional development to improved student achievement*. Covington, LA.

Professional development is important in raising student achievement, because better teaching results in better student learning.

Cochran-Smith, M. (2003). Standing at the crossroads: multicultural teacher education at the beginning of the 21st century. *Multicultural Perspectives, 5*(3), 3-12

Analysis of research basis for college- and university-based training of teachers on multi-cultural education.

Cochran-Smith, M. (2002). The Research Base for Teacher Education: Metaphors We Live (and Die) By. *Journal of Teacher Education, 53*(4), 283-285

Editorial of research based teacher preparation practices. Analysis – conclusions about the research base for teacher education are often dependent on different assumptions in the first place about teaching, learning, and schooling.

Cochran-Smith, M. (2002). Reporting on Teacher Quality: The Politics of Politics. *Journal of Teacher Education, 53*(5), 379-382.

Critiques of Secretary of Education Rod Paige's report to Congress on the status of teacher quality in the nation, Meeting the Highly Qualified Teachers Challenge. Analysis - secretary's report ignores empirical evidence that contradicts its recommendations.

Darling-Hammond, L., Chung, R. & Frelow, F. (2002). Variation in Teacher Preparation: How Well Do Different Pathways Prepare Teachers To Teach? *Journal of Teacher Education, 53*(4), 286-302

Examines data from a 1998 survey of nearly 3000 beginning teachers in New York City regarding their views of their preparation for teaching, their beliefs and practice, and their plans to remain in teaching. Findings indicate that teachers who were prepared in teacher education programs felt significantly better prepared across most dimensions of teaching than those who entered teaching through alternative programs or without preparation.

De Valenzuela, J. S., Connery, M. C. & Musanti, S. I. (2000). The theoretical foundations of professional development in special education: Is socio-cultural theory enough? *Remedial and Special Education, 21, 2*, 111-120

Focuses on the relevance and contributions of socio-cultural theory and multicultural and critical pedagogies to professional development in special education. Vignettes illustrating such dilemmas, with reference to the 1998 Council for Exceptional Children professional standards, are presented.

Ferguson, D.L. (1999). *On preparing teachers for the future*. Denver, CO: National Institute for Urban School Improvement.

Prepare all teachers with a common core of knowledge and capacity in the theories and strategies of the teaching/learning event and then systematically expand all teachers' capacity to use those basic skills across more and more student diversity through continuing professional development.

Ferguson, D.L. (1999). *On working together: Groupwork, teamwork, and collaborative work among teachers*. Denver, CO: National Institute for Urban School Improvement.

School professionals must articulate a mission and work collaboratively to achieve it. General and special educators must collaborate in using state standards and curriculum frameworks to design curriculum and teaching for each student, including students with disabilities.

Professional Effort: Group Practice & Professional Development

<p>Gay, G. (2002). Preparing for Culturally Responsive Teaching. <i>Journal of Teacher Education</i>, 53(2), 106-116.</p>	<p>Discusses improving the school success of ethnically diverse students through culturally responsive teaching and for preparing teachers in pre-service education programs with the knowledge, attitudes, and skills needed to do this.</p>
<p>Grant, G. & Murray, C.E. (1999). <i>Teaching in America: The slow revolution</i>. Cambridge, MA: Harvard University Press.</p>	<p>Grant and Murray describe the evolution of the teaching profession over the last hundred years, and then focus in depth on recent experiments that gave teachers the power to shape their schools and mentor young educators.</p>
<p>Haslam, M. B., Seremet, C. P. (2001). Strategies for improving professional development: A guide for school districts. Arlington, VA: New American Schools, 4</p>	<p>Guide explained how school districts can review current professional development programs and policies and realign them into a coherent system.</p>
<p>Hodgkinson, H. L. (2003). <i>Leaving too many children behind: A demographer's view on the neglect of America's youngest children</i>. Washington, D. C.: The Institute for Educational Leadership.</p>	<p>Presents a discussion on understanding of why, in the wealthiest nation in the world, we invest such a pitifully small percentage of our resources and our concern in the early years of the people who will obviously inherit the nation—our youngest children.</p>
<p>International Reading Association (2004, February/March). For committed teachers, study groups offer ample rewards. <i>Reading Today</i>, 21 (4), 24-25</p>	<p>News brief highlights the benefits of study groups and provides tips for organizing a literacy focused faculty study group.</p>
<p>Johnson, L. (2002). My Eyes Have Been Opened: White Teachers and Racial Awareness. <i>Journal of Teacher Education</i>, 53(2), 153-167.</p>	<p>Examines the narratives of 6 White teachers of racially diverse classrooms who had been nominated as being "aware of race and racism" by a diverse panel of experts. Provided implications for restructuring teacher education programs include revising candidate selection criteria, increasing the racial diversity of students and faculty, experiencing "immersion" in communities of color, and using autobiographical narrative as a pedagogical tool.</p>
<p>Klinger, J.K., Vaughn, S., Hughes, M.T., Schumm, J.S. & Elbaum, B. (1998). Outcomes for students with and without learning disabilities in inclusive classrooms. <i>Learning Disabilities Research & Practice</i>, 13 (3), 153-161.</p>	<p>Focuses on intensive staff development for general and special educators that taught the educators how to implement instructional strategies with students who had a wide range of abilities in an inclusive classroom.</p>
<p>Kozleski, E. B., Gamm, S., Radner, B. (2003). Looking for answers in all the right places: Urban schools and universities solve the dilemma of teacher preparation together. <i>Journal of Special Education Administration</i>, 16, 41-51</p>	<p>Focuses on strategies to development university/school/system partnerships for educational renewal.</p>
<p>Levin, J. and Quinn, M. (2003) <i>Missed opportunities: How we keep high-quality teachers out of urban classrooms</i>. New York City: New Teacher Project.</p>	<p>The New Teacher Project provides an in-depth study of urban district hiring practices and their effect on applicant attrition and teacher quality by analyzing data from four "hard to staff" districts. Data reveal that late hiring practices contribute more to the loss of high quality applicants than any other practice or policy of district human resource offices.</p>
<p>McAllister, G. & Jordan, J. I. (2002). The Role of Empathy in Teaching Culturally Diverse Students: A Qualitative Study of Teachers' Beliefs. <i>Journal of Teacher Education</i>, 53(5), 433-443.</p>	<p>Provides a description of 34 practicing teachers' beliefs regarding the role of empathy as an attribute in their effectiveness with culturally diverse students. Results underscore the importance of creating contexts in teacher education and professional development programs for teachers and pre-service teachers to use and nurture empathetic dispositions and behaviors.</p>

Professional Effort: Group Practice & Professional Development

McLaughlin, M. W. & Zarrow, J. (2001). Teachers engaged in evidence-based reform: Trajectories of teacher's inquiry, analysis, and action. In A. Lieberman & L. Miller, (Eds.), *Teachers caught in the action: Professional development that matters*, (79-101). New York: Teachers College Press.

Summarizes the results of a study of the Bay Area School Reform Collaborative in which teachers used the inquiry process as a means for learning and changing their school and classroom practices

Meyer, G. (2001). *On time and how to get more of it*. Denver, CO: National Institute for Urban School Improvement.

Achieving real, lasting change requires that everyone in schools stops, thinks, and works together to make the kinds of changes that need to occur.

Wildman, T.M., Hable, M. P., Preston, M.M. & Magliaro, S.G. (2000). Faculty study groups: solving "good problems" through study, reflection, and collaboration. *Innovative Higher Education*, 24 (4), 247-264.

Describes the development, implementation, and assessment of a faculty study group program designed to foster teaching as a reflective, collaborative activity within a research university. The process is clearly outlined and takes planning but provides a guide for teachers to use this process.

Morocco, C. C. & Aguilar, C. M. (2002). Co-teaching for content understanding: A school-wide model. *Journal of Educational & Psychological Consultation*, 13 (4), 315-348

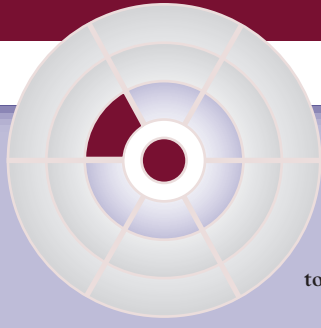
Describes a promising form of professional collaboration: co-teaching between a content area teacher and a special education teacher. Essential to the success of co-teaching partnerships were collaborative school structures, equal status rules for teachers, a commitment to all students' learning, and strong content knowledge.

Scott Ridley, D.S., Hurwitz, S. Hackett, M.R. & Miller, K.K. (2005). Comparing PDS and campus-based pre-service teacher preparation: Is PDS-based preparation really better? *Journal of Teacher Education*, 5(1), 46-56.

Reports on a 2-year study comparing the lesson planning, teaching effectiveness, post lesson reflectivity, and content retention of professional teaching knowledge for teachers prepared at a PDS or campus-based program. During the 1st year of teaching, PDS-prepared teachers scored significantly higher than campus-prepared teachers on teaching effectiveness.

Weinstein, C. S., Tomlinson-Clarke, S. & Curran, M. (2004). Toward a conception of culturally responsive classroom management *Journal of Teacher Education*, 55(1), 25 - 38.

Discussion of culturally responsive classroom management (CRCM). Propose a conception of CRCM that includes five essential components: (a) recognition of one's own ethnocentrism; (b) knowledge of students' cultural backgrounds; (c) understanding of the broader social, economic, and political context; (d) ability and willingness to use culturally appropriate management strategies; and (e) commitment to building caring classrooms.



• **OPPORTUNITIES TO PARTICIPATE**
• **SHARED INFORMATION AND DECISION-MAKING**

Professional Effort: Family Participation in Teaching & Learning

ELEMENT DESCRIPTION The Urban schools need families not only to support school efforts outside of school, but more importantly, to contribute to the ongoing mission and operations of the school.

Anguiano, R.P. (2004). Families and schools: the effect of parental involvement on high school completion. *Journal of Family Issues*, 25, (1), 61-85.

This study used data from the National Education Longitudinal Study (NIELS) of 1988 and Higher Linear Modeling to examine the impact of parent involvement on high school graduation rates for European American, Latino, Asian American, and Native American families. The findings reflected that different types of parental involvement were important in a student's high school completion, depending on ethnicity.

Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children & Youth Services Review*, 26(1), 24-63.

Used data from the Chicago Longitudinal study to investigate the association between parent involvement in elementary school and success in high school. Results indicated that even after controlling for background characteristics and risk factors, parent involvement in school was significantly associated with lower rates of high school dropout, increased on-time high school completion, and highest grade completed

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School & Clinic* 4(4), 195-211.

Describes a variety of ways that culture influences teacher-student and teacher-parent interactions and provides recommendations to help educators respond to the educational needs of culturally and linguistically diverse students with and without disabilities.

Clements, M.A., Reynolds, A.J. & Hickey, E. (2004). Site-level predictors of children's school and social competence in the Chicago Child-Parent Centers. *Early Childhood Research Quarterly* 19 (2), 273-296

Examined the influence of individual and site-level factors from the Chicago Child-Parent Centers (CPC) early educational program on four competence outcomes for 1539 minority youth in the Chicago Longitudinal Study.

Comer, J.P. (2005, March). The rewards of parent participation. *Educational Leadership*, 62 (6), 38-43.

Focuses on the benefits of parental involvement in the School Development Program; identifies factors that intimidate undereducated and parents from low-SES communities.

Daniel, P.T. (2000). Education for students with special needs: The judicially defined role of parents in the process. *Journal of Law & Education*, 29(1), 1-30.

The new or revised congressional initiative gave parents an expanded role in how elements of this statute can be carried out for the betterment of students with special needs. The information must be shared for all involved

DeMoss, S. & Vaughn, C. (1999). A parent-culture's perceptions of parent involvement. *School Community Journal*, 9 (2), 67-83.

A phenomenological research project surveyed a culture of 26 participating parents in one district. Involved parents are motivated to pursue involvement in their children's lives both in and outside of school and with their children's friends. Involved parents also seek information about their children through various sources.

Epstein, J.L. (2001). *School, family, and community partnerships: Preparing educators, and improving schools*. Boulder, Co: Westview Press.

Examines how teachers and administrators can prepare themselves to create positive relationships and productive partnerships with families and communities.

Ferguson, P. M. & Squires, J. (1998). *Strengthening the linkages between schools and families of children with disabilities*. Eugene, OR: Oregon School Study Council.

Challenges the assumptions long held by professionals about the attitudes, roles, emotional adjustments, needs, strength and competence of families of students with disabilities.

Garcia, D.C. (2004). Exploring connections between the construct of teacher efficacy and family involvement practices. *Urban Education* 39(3),

The purpose of this exploratory study was to investigate the relationship between teachers' level of self-efficacy and the degree of family involvement practices reported by teachers in their classrooms. The theoretical framework was based on Bandura's Teacher Efficacy Scale. Epstein's typology of home-school and community partnerships was used as a correlate.

Professional Effort: Family Participation in Teaching & Learning

Harry, B., Kalyanpur, M., & Day, M. (1999). *Building cultural reciprocity with families: Case studies in special education*. Baltimore: Paul H. Brookes Publishing.

By employing a posture of cultural reciprocity to build a framework for relationships between professionals and parents or caregivers educators and professionals will be more prepared to meet the needs of every student while respecting individual beliefs, even when these beliefs conflict with the culture of special education.

Hill, N.E. & Taylor, L. C. (2004). Parental school involvement and children's academic achievement. *Current Directions in Psychological Science*, 13(4), 161-164

This article outlines some of the mechanisms through which parental school involvement affects achievement and identify how patterns and amounts of involvement vary across cultural, economic, and community contexts and across developmental levels.

Kelly, S. (2004). Do increased levels of parental involvement account for social class differences in track placement? *Social Science Research*, 33(4), 626-659.

The article examines whether increased levels of school involvement among socially advantaged parents account for children's advantage in track placement in United States high schools.

Maeroff, G.I. (1999). *Altered destinies: Making life better for schoolchildren in need*. New York: St. Martin's Griffin.

Talks about how far schools can and should reach out into the community, especially to parents in poor communities who are not being allowed to parent because of a lack of economic opportunity

O'Connor, S. (2001). Voices of parents and teachers in a poor white urban school. *Journal of Education for Students Placed at Risk*, 6 (3), 175-198.

This case study consists of interviews with teachers and parents about school/family relations in an all white urban school. Themes of separation between home and school, the function of parent volunteers, structural barriers to more family involvement, friendship between teachers and parents, service to the school, teacher attitudes about parents, and parent attitudes about teachers are explored.

Overstreet, S., Devine, J., Bevans, K., Efreom, Y. (2005). Predicting parental involvement in children's schooling within an economically disadvantaged African American sample. *Psychology in the Schools*, 42 (1), 101-112.

Predictors of parental school involvement were examined within a sample of 159 economically disadvantaged, African American parents living in an urban setting. School involvement was defined in terms of parent activity within the school.

Reay, D. (2004). Education and cultural capital: the implications of changing trends in education policies. *Cultural Trends*, 13 (2), 73-86.

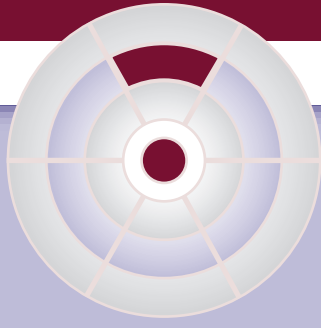
The article discusses the impact of policies that empower parents through school choice options, gifted & talented programs and parental involvement in general. The concept of cultural capital is discussed as a perpetuator of economic advantages for privileged parents and exacerbating class inequalities in lower income families.

Samaras, A. P. & Wilson, J. C. (1999). Am I invited? Perspectives of family involvement with technology in inner-city schools. *Urban Education*, 34, (4), 499-530.

This article reviewed an after-school technology based family literacy program that focused on African American parents and school relationships. Program participants were students, family members and pre-service teachers. Results showed that parental perceptions of school involvement improved and pre-service teachers gained a different perspective on parental involvement.

Zentella, A. C. (1997). Latino youth at home, in their communities and in school: The language link. *Education and Urban Society*, 30 (1), 122-130.

Latino English-Spanish bilingualism represents a resource to building bridges between communities, homes and schools. Strategies and programs are discussed to facilitate participation of Latino families.



School Organizational Effort: School/Community Relations

- STUDENT/ADULT RELATIONSHIPS
- SCHOOL CLIMATE
- ADULT RELATIONSHIPS
- STUDENT/PEER RELATIONSHIPS
- STUDENT PARTICIPATION
- RULES AND SUPERVISION

ELEMENT DESCRIPTION Close school/community relationships are at the heart of successful, comprehensive, and inclusive urban schools.

Abrams, L. (2000). Planning for school change: School-community collaboration in a full service elementary school. *Urban Education*, 35(1), 79-103.

Presents a qualitative study of a planning year for a full-service elementary school, with a focus on conflicts and tensions arising from the school-community cooperation.

Cibulka, J. G. & Krietek, W. J. (1996). *Coordination among schools, families, and communities: Prospects for Educational Reform*. Albany: NY, State University of New York Press.

Improving the connection among schools, families, and communities has emerged as a recent focus of the educational reform movement. Both the diverse goals of the coordinated services movement and variety of models are presented.

Cook, B. G. & Semmel, M. I. (1999). Peer acceptance of included students with disabilities as a function of severity of disability and classroom composition. *The Journal of Special Education*, 33 (1), 50-61.

Students with mild or "hidden" disabilities are more accepted by their non-disabled peers. The greater the perception of disability, the lower the acceptance rating.

Koegel, L. K., Harrower, J. K. & Koegel, R. L. (1999). Support for children with developmental disabilities in inclusion classrooms through self-management. *Journal of Positive Behavior Interventions*, 1 (1), 26-34.

Implementation of self-management resulted in high levels of appropriate performance of schoolwork activities, negligible levels of disruptive behavior and elimination of time spent in time-out.

Peterson, K. D. (1999). Time use flows from school culture. *Journal of Staff Development*, 20 (2), 16-19.

School leaders must learn to read the culture and focus staff development on cultural issues affecting how people use time. This paper discusses cultures that nurture and wound and describes how to shape more nurturing cultures.

Robinson, M. (1998). A collaboration model for school and community music collaboration. *Arts Education Policy Review*, 100 (2), 32-39.

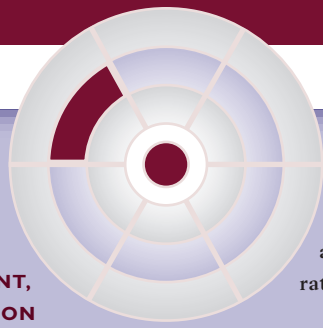
Considers a collaboration model (Eastman-Rochester Partnership) between an urban school district music program and a nationally recognized collegiate-level school of music. Explains that the purpose of this coalition is to build a new model of urban music education while restoring a once outstanding inner-city music program.

Scheurich, J. J. (1998). Highly successful and loving, public elementary schools populated mainly by low-SES children of color: Core beliefs and cultural characteristics. *Urban Education*, 33 (4), 451-491.

There is a popular assumption about the pervasive school failure of students of color whom are also from households with low SES. These highly successful schools are academically competitive with – and even superior to – the better Anglo schools suggesting that these schools may have developed a better model for schooling.

Shoho, A. R., Katims, D. S. & Wilks, D. (1997). Perceptions of alienation among students with learning disabilities in inclusive and resource settings. *The High School Journal*, 81 (1), 28-36.

Students with learning disabilities who received pull-out academic support daily for 45 minutes reported significantly higher levels of alienation students who were fully included in the regular classroom.



- PARTNERSHIPS
- BUDGET REQUESTS
- PERSONNEL, RECRUITMENT, SELECTION AND RETENTION

School Organizational Effort: Resource Development & Allocation

ELEMENT DESCRIPTION In a transformed, inclusive school learning and other educational supports are organized to meet the needs of all students rather than historical conventions or the way the rooms are arranged in the building

Beloin, K. & Peterson, M. (2000). *For Richer or Poorer: Building Inclusive Schools in Poor Urban and Rural Communities*. *International Journal of Disability, Development and Education*, 47(1), 15-24.

Multiple barriers to inclusive schools are identified, the commonalities and differences between poor rural and urban schools are explored, and specific strategies for utilizing available resources are described.

Burke, S. M. & White, G. P. (2001). The Influence of District Characteristics on Intra-District Resource Allocations. *Journal of Education Finance* 26 (3), 259-80.

District size figures significantly in inequalities present within districts. Equalizing both school and district size is essential for achieving equitable distribution patterns.

Cohen, D., Raudenbush, S.W., Ball Loewenberg D. (2003) Resources, instruction and research. *Educational Evaluation and Policy Analysis*, 25 (2) 119-141.

Discuss how resource use is influenced by the management of certain key problems of instruction, including coordination, incentives to use resources, and management of instructional environments. Additionally, authors highlight research designs that would be appropriate to identify resource effects.

Education Vital Statistics (2004, January). Northwest. *American School Board Journal*, 191, 31-33.

This chart presents 1998-2003 statistical information on finances, school and classroom characteristics and achievement of Northwest states in the U.S.

Herbert, K. S. & Hatch, T. (2001). *Keeping Up the Good Work: Developing and Sustaining Capacity for School Improvement*. San Francisco, CA: William and Flora Hewlett Foundation. (ERIC Document Reproduction Service No. ED456535)

Paper describes findings from a study of school capacity, defined as the ability of schools to improve their practices and to sustain those improvements over time.

Hussain, S. & Monk, D. H. (2000). Structural Influences on the Internal Allocation of School District Resources: Evidence from New York State. *Educational Evaluation and Policy Analysis*, 22 (1), 1-26.

Study examines the potential for inconsistent resource allocation decisions to be made at different administrative levels of school districts and schools.

Keller, B. (2000). Shades of Gray. *Education Week*, 20 (13), 28-35.

Discusses the competition for public resources that will be waged between the nation's older population and U.S. public schools in the coming decades.

Miles, K. H. (2001). Putting Money Where it Matters. *Educational Leadership*, 59 (1), 53-57.

Discusses how school and district leaders must set priorities and make tough decisions about how they allocate funds.

Odden, A. (2000). The costs of sustaining educational change through comprehensive reform. *Phi Delta Kappan*, 81 (6), 433-438.

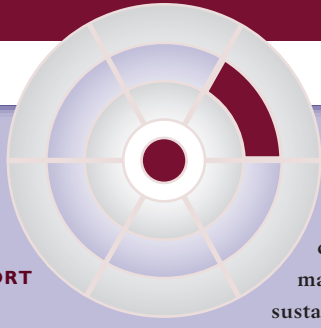
Discussion centers on elements that should be included in comprehensive school reform at the elementary school level. The elements of the design are elaborated upon and estimated costs are included.

Odden, A., Archibald, S. & Tychsen, A. (1999). *Hollister Elementary School: A Case Study of Resource Reallocation*. (Report No. R3086A60003). Madison, WI: National Center for Effective Schools. (ERIC Document Reproduction Service No. ED455582)

Report tells of a school's adoption, implementation, and funding of the Success for All reading and Math Wings programs. The salient point is that the staff at the school managed to implement one of the most expensive comprehensive school designs with very little additional funding on top of already limited funding.

Picus, L. O. & Wattenbarger, J. L. (Eds). (2000). *How Schools Allocate and Use Their Resources*. (Report No. BBB19033) Thousand Oaks, CA: American Education Finance Association. (ERIC Document Reproduction Service No. ED403659)

Digest summarizes data on expenditures and staffing patterns in the nation's schools, weighs the impact of financial resources on students' educational outcomes, and discusses the implications of these allocation patterns for future policy at both the state and local levels



- POLICIES
- SUPPORT SERVICES
- ORGANIZATIONAL SUPPORT

School Organizational Efforts: Structure & Use of Time

ELEMENT DESCRIPTION Without time during the work day to meet, discuss, and challenge one another's ideas and activities, it is difficult to imagine many educators achieving the quality of dialogue and inquiry necessary for sustained, whole school improvement.

Hamre, B. & Oyler, C. (2004, March/April). Preparing teachers for inclusive classrooms. *Journal of Teacher Education*, 55 (2), 154-163.

This article examines the topics of concern and questions expressed by six general education student teachers in a collaborative dialogue group focused on inclusive classrooms.

Murphy, C.U. (1999). Use of time for faculty study. *Journal of Staff Development*, 20 (2), 20-25.

Discusses advantages to the whole-faculty study-group process, which involves small groups that meet regularly to focus on some area of educational improvement. Includes guidelines and concludes that study groups can help teachers accomplish together what they are already expected to do.

Salpeter, J. (2004). Data mining with a mission. *Technology & Learning*, 24(8), 30-36.

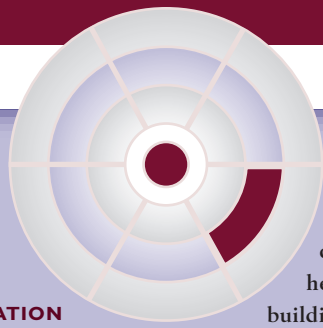
Article discusses issues concerning data-driven decision making in the school setting. A key aspect of data-driven decision making involves looking at information over an extended period of time.

Strahan, D. (2003). Promoting a collaborative professional culture in three elementary schools that have beaten the odds. *Elementary School Journal*, 104 (2), 127-147.

Three-year study examined the dynamics of school culture in 3 elementary schools that have beaten the odds in improving low-income and minority student achievement.

Wildman, T.M., Hable, M.P., Preston, M.M. & Magliaro, S.G. (2000). Faculty study groups: solving "good problems" through study, reflection, and collaboration. *Innovative Higher Education*, 24 (4), 247-264.

Describes the development, implementation, and assessment of a faculty study group program designed to foster teaching as a reflective, collaborative activity within a research university.



- LEADERSHIP TEAM
- IMPROVEMENT CYCLES
- SHARED VISION
- COMMUNITY COLLABORATION

School Organizational Efforts: Governance & Leadership

ELEMENT DESCRIPTION The most challenging students require the combined expertise of many individuals including administrators, teachers, mental health personnel, community advocates, and students themselves. The use of building-level leadership teams creates the opportunity for shared decision-making resulting in important benefits to students with and without disabilities.

Annenberg Institute for School Reform (2000). *The promise of urban schools*. Boston: author.

Discusses issues impacting urban schools with implications of policy change.

Bauer, S.C. (2001). "Caught in the middle: District administrators' experiences in comprehensive school reform." Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA (April, 2000).

Attempts to address a paradox of education reform – that both "more school autonomy and greater central office coordination are necessary" by both reviewing the literature on the district role in supporting school-based change and by drawing on data from an evaluation of the pseudonymous Riverside Public Schools' experience implementing comprehensive school reform.

Berends, M., Chun, J., Schuyler, G., Stockly, S., & Briggs, R.J. (2002). *Challenges of conflicting school reforms: Effects of New American Schools in a high-poverty district*. Santa Monica, CA: RAND.

Book describes a two-year, mixed method study examining, first, the differences between classrooms of schools adopting New American Schools (NAS) designs and the classrooms of non-NAS campuses and, second, the relationships between classroom conditions and student achievement within a high-poverty, urban Texas school district.

Buell B., Kober, N., Pinkerton, E., Scott, C. (2004) *From the capital to the classroom: Year 2 of the No Child Left Behind Act*. Washington, DC: Center on Educational Policy

Report from the Center on Education Policy describes the implementation and effects of the No Child Left Behind Act (NCLB) during calendar year 2003, the second year of the Act's existence.

Cawelti G. and Protheroe N. (2003) *High student achievement: How six school districts changed into high performance systems*. Arlington, VA: Educational Research services.

Highlights six school districts – most of which enroll a large proportion of high-poverty and at-risk students – that posted impressive gains in student achievement. Data based on site visits and interviews.

Crissman, C., Spires, H. A., Pope, C. A. & Beal, C. (2000). *Creating pathways of change: One school begins the journey*. *Urban Education*, 35, (1), 104-120.

Discusses how a school influenced the community members' perceptions. The school: 1) created a school identity, 2) experienced a "community of the mind", and 3) developed the sense of the school as a human agency.

Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington DC: The Albert Shanker Institute.

Presents a conundrum about school leaders: asked to assume responsibilities they are largely unequipped to assume. Charts a way out of this conundrum through an understanding of large scale instructional improvement.

Kinsella, M. & Richards, P. (2004). *Supporting school leaders*. *American School Board Journal*, 191(8), 32-35.

Describes and gives examples of administrative mentoring programs in schools in the United States and outlines benefits of the program for schools, administrators and superintendents.

Marsh, D. & LeFever, K. (2004). *School principals as standards-based educational leaders: looking across policy contexts*. *Educational Management Administration & Leadership*, 32(4), 387-404.

Compared the work of principals/heads in two policy contexts. Context 1, standards for student performance were common and well-established, and authority was devolved to the school level for reshaping the school to meet those standards. Policy Context 2 involved attention to more locally defined standards, and authority was more rule-driven rather than directed by local self-management. Context 1 provided several advantages for educational leaders.

Marsh, J.A. (2000). *Connecting districts to the policy dialogue: A review of literature on the relationship of districts with states, schools, and communities*. Seattle, WA: Center for the Study of Teaching and Policy.

Presents a literature review focused on the role districts play in reform, how they interact with their respective partners and community, and what factors contribute to (or hinder) the achievement of reform goals. The quality of the studies is analyzed at two levels: district-state relations and district-school/ teacher relations.

School Organizational Efforts: Governance & Leadership

Mayrowetz, D. & Weinstein, C.S. (1999). Sources of leadership for inclusive education: Creating schools for all children. *Educational Administration Quarterly* 35(3), 423-449.

Study examined leadership for inclusion in three schools according to leadership functions. Found that multiple people in the schools from parents, paras, and teachers contributed leadership for the success of the program.

No author listed. (2001) . Three school districts recognized. *School Planning & Management*, 40 (5) 21-23.

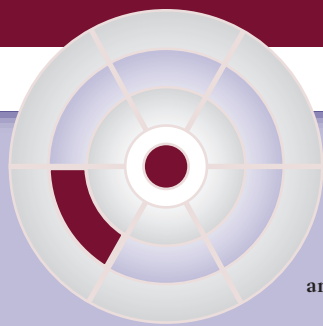
Presents three award-winning school districts that have successfully used proactive community relations programs in keeping positive impressions in front of the public. Profiles are provided along with summarized program descriptions.

Ouchi, W. G, Cooper, B. S., and Segal, L. G. (2003). The impact of organization on the performance of nine school systems: Lessons for California. California Policy Options 2003

Study of nine school districts with different models of management. Three are top-down (U-Form); three are totally decentralized (all Catholic, known as H-form); and three are "in-between" (M-form). Concludes that M-form school districts (Seattle, Edmonton, and Houston) have better student achievement.

Puzon, B., Stevens, J. & Gaff, J. (2000). Quality and cost. *Liberal Education*; 86(1), 54-58.

Examines a mixed-methodology study of collaborative leadership using cost containment strategies.



- BUILDING UPKEEP
- PHYSICAL CLEANLINESS
- IMPROVEMENT CYCLES

School Organization Effort: Physical Environment & Facilities

ELEMENT DESCRIPTION By using the space and equipment thoughtfully, school professionals can reduce the amount of talking they do to manage the group and increase the time students spend learning the explicit curriculum.

Chan, T.C., Richardson, M.D. & Jording, C. (2001). Carpet in Schools: Myth and Reality. *School Business Affairs*, 67 (6), 19-22.

Carpet can serve as a type of finish over concrete, improves the acoustical environment and helps build more conducive, personalized learning environment.

Clayton, M. K. (2001). *Classroom Spaces That Work. Strategies for Teachers Series*. Greensfield, MA: Northeast Foundation for Children. (ERIC Document Reproduction Service No. ED452990)

Based on the responsive classroom approach, this guide for educators of kindergarten through grade 6 is designed to help teachers set up physical spaces that are conducive to effective learning and teaching.

Crane, Steve. (2001) General Classroom Space. *School Planning & Management*, 40 (4), 54-55.

Illustrates how a Utah school district created classroom learning environments in their elementary schools that prepared students for life-long learning by teaching them in a collaborative, interactive, hands-on way. Arrangements of classrooms as learning centers that foster a team atmosphere are stressed.

Day, C. William. (2001). From the Reviewers: Rethinking School Design. *Learning by Design*, 10, 4-6.

Discusses the impact current educational reforms and new teaching styles are having on school design and the themes and trends that are emerging in designs for 2001.

Peterson, K. D. & Skiba, R. (2001). Creating school climates that prevent school violence. *Clearing House*, 74 (3), 155-163.

Explains sets of school wide value statements that provide a base of expectations for school behavior.

Prager, Gary C. (2001) Designing Safe Schools. *American School & University*, 73 (11), 40, 42-43.

Explores facility design techniques that schools can use to enhance security in the absence of built-in security systems.

Reiger, R. C. (2000). Management and Motivation: An Analysis of Productivity in Education and the Workplace. *Education*, 121 (1), 62-64.

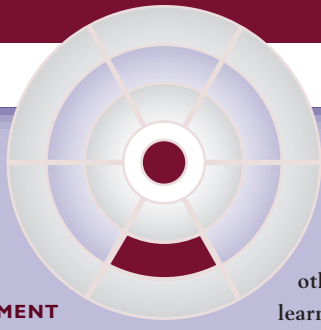
Motivation as a form of business/human resource development can be tailored into greater productivity for teaching professionals with the development of a strong organization and a positive work environment.

Reiser, R. A. & Butzin, S. M. (2000) Using Teaming, Active Learning, and Technology to Improve Instruction. *Middle School Journal*, 32 (2), 21-29.

Discusses the Technology Enhancing Achievement in Middle School (TEAMS) approach to classroom design, which incorporates interdisciplinary teams, active learning, and technology as an instructional tool.

Uline, C.L. (2000). Decent Facilities and Learning: Thirman A. Milner Elementary and Beyond. *Teachers College Record*, 102 (2), 442-460

Reviews the research that relates building design and condition to learning and suggests strategies for reinvigorating the design process.



- SCHOOL CLIMATE
- COLLABORATIVE RELATIONSHIPS
- PROFESSIONAL DEVELOPMENT

School Organization Effort: Culture of Change & Improvement

ELEMENT DESCRIPTION A school must provide the intellectual and emotional climate to support sustained improvement of practice. Teachers and other practitioners must use the information that students provide about their learning progress to inform curriculum and teaching decisions.

Bruno, J. E. (2000). Teacher temporal orientation and management of urban school reform and change process. *Urban Education*, 35 (2), 141-164.

Recommendations and strategies for enhancing classroom teacher participation in urban school reform activities are presented.

Cooper, R. (2000). Urban school reform from a student- of-color perspective. *Urban Education*, 34 (5), 597-622.

This article looks at one school community's efforts to fundamentally alter the structure, curriculum and instructional practices in ways that would help to provide greater educational opportunities for all students.

Desimone, L., Porter, A. C., Birman, B. F., Garet, M. S. & Yoon, K. S. (2002). How Do District Management and Implementation Strategies Relate to the Quality of the Professional Development That Districts Provide to Teachers? *Teachers College Record*, 104, (7), 1265-1312.

Study uses the data from a national probability sample of district professional development coordinators in districts that received federal funding from the Eisenhower Professional Development Program. Results found that management/implementation strategies, such as aligning professional development to standards and assessments, continuous improvement efforts, and teacher involvement in planning, are associated with the provision of higher quality professional development for teachers.

Duchnowski, A. J., Kutash, K. & Oliveira, B. (2004, March/April). A Systematic Examination of School Improvement Activities That Include Special Education. *Remedial & Special Education*, 25 (2), 117-130.

Includes a reliable and valid method to (a) systematically describe and assess the school improvement process and (b) examine its relationship to special education by including in the investigation programs for students with emotional disturbance.

Ferguson, D. L., Kozleski, E. B., Smith, A. (Ed.). (2003). *Transformed, Inclusive Schools: A Framework to Guide Fundamental Change in Urban Schools*. Elsevier Science, 15.

Presents a model for transforming schools through a systemic change framework.

Foley, E. (2001). Contradictions and control in systemic reform: The ascendancy of the central office under Children Achieving. Philadelphia: Consortium for Policy Research in Education.

Describes the implementation of Children Achieving, Philadelphia's systemic reform initiative of 1995-2000, from the central office perspective. Identifies key beliefs and assumptions underlying the theory of action of the reform and describes how an initial emphasis on decentralization gave way to more central office prescription over the course of the reform.

Fullan, M. (2000). The return of large-scale reform. *Journal of Educational Change*, 1, 1-25.

Reviews three "types" of large-scale reforms and the emerging lessons being learned. Whole school district reform involving all schools in a district; whole school reform in which hundreds of schools attempt to implement particular models of change, and; state or national initiatives in which all or most of the schools in the state are involved. Eight factors and issues are identified and discussed – factors, if addressed, promise to achieve reform on a larger scale than ever before.

Harvey, J., McAdams, D., and Hill, P. (2000). Leaving no child behind: Lessons from the Houston independent school district. Houston: Center for Reform of School Systems.

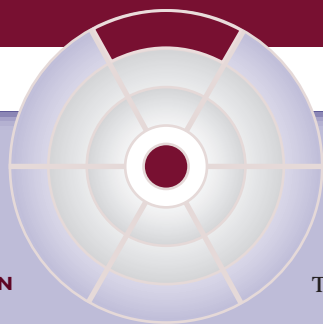
Reports on an October 2000 conference in Houston called "Making the Grade," Descriptions of Houston's accomplishments, and of next steps, implications, and overall experience frame the last section of this report, which discusses the national implications of Houston's reform movement.

Little, J. W., Horn, I., & Bartlett, L. (2000). *Teacher learning, professional community, and accountability in the context of high school reform*. Berkeley, CA: National Partnership for Excellence and Accountability in Teaching.

Study of two restructured, high performing schools in which the active engagement in change by teachers underpins school improvement efforts and outcomes for students.

Wagner, T. & Vander Ark, T. (2002). *Making the grade: Reinventing America's schools*. New York: NY, Routledge-Falmer Publishing.

Describes how schools of today- and schools of the future- must respond to sweeping societal changes or they will remain mired in an obsolete and ineffective system of education.



- DATA SYSTEMS
- DISTRICT VISION
- COMMUNICATION WITHIN AND ACROSS LEVELS
- REPORTING TO PARENTS AND COMMUNITY
- MENTORING

District Effort & Support: Infrastructure & Organizational Support

ELEMENT DESCRIPTION The functions of central administration must be organized in such a way that efficiency and individualization are accommodated. Thoughtful supports provide coherent, continuous opportunities for improved practices.

Feist, Michelle (2003) *A web of support: The role of districts in urban middle-grades reform*. Washington, DC: Academy for Educational Development.

Report by the Academy for Educational Development (AED), presents information and strategies for implementing reform efforts in middle-grades schools; in particular, it draws on the perspectives and experiences of 50 district administrators from 35 urban districts who participated in the Urban Middle-Grades Reform Network.

Fincher, R. E., Simpson, D. E., Mennin, S.P., Rosenfeld, G.C., Rothman, A., McGrew, M. C., Hansen, P. A., Marzmanian, P. E., & Turnbull, J. M. (2000). *Scholarship in teaching: An imperative for the 21st century. Academic Medicine, 75 (9), 887-894.*

Outlines an organizational infrastructure needed to support scholars in education.

Holland, B. A. (2000). Institutional impacts and organizational issues related to service-learning. *Michigan Journal of Community Service Learning, Special Issue, 52-60.*

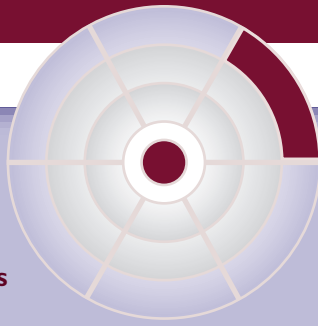
Identifies issues related to infrastructure and support and possible solutions.

Massell, D. (2000). *The district's role in building capacity: Four strategies*. Policy Brief. Philadelphia: Consortium for Policy Research in Education.

Explores the promises and challenges of four major capacity-building strategies that researchers at the Consortium for Policy Research in Education observed in twenty-two districts in California, Florida, Kentucky, Maryland, Michigan, Minnesota, and Texas over a two-year period.

Snipes, J., Doolittle, F., and Herlihy, C. (2002). *Foundations for Success: Case studies of how urban school systems improve student achievement*. Washington, DC: Manpower Demonstration Research Corporation and Council of the Great City Schools.

Reports findings from case studies on four urban school districts that demonstrated improvement in student achievement and in narrowing the achievement gap between minorities and whites at a faster rate than two anonymous comparison districts.



- **SPECIAL PROJECTS & INITIATIVES**
- **EQUITY AMONG SCHOOLS**
- **EXTERNALLY FUNDED PROJECTS (PRIVATE DEMONSTRATION, CORPORATE)**

District Effort & Support: Resource Development & Allocation

ELEMENT DESCRIPTION Districts strategically and flexibly develop and allocate resources to support the work of schools.

Crampton, F.E. (2001). Financing education in the twenty-first century: What state legislative trends of the 1990s portend. *Journal of Education Financing*, 27 (1), 470-500.

Reviews of school finance legislation, analyzes five year trends in funding and discusses future funding ideas.

Fernandez, R. & Rogerson, R. (2001). The determinants of public education expenditures: Longer-run evidence from the states. *Journal of Education Finance*, 27 (1), 567-584.

Determines how long-run changes in certain factors affect resources devoted to K-12 education.

Iatorola, P., Fruchter, N., and Zurer, E. (2002). Resources and school effectiveness: A study of investment strategies in New York City public schools and districts. New York: New York University, Institute for Education and Social Policy.

Reports findings of two-part study and establish that New York City Community school districts contribute significantly to student achievement. Characterizes "district effects" and identifies a variety of instructional practices that differentiate high-performing from low-performing districts through comparative case studies of four sample districts.

Killeen, K, Monk, D. and Plecki M.L. (2002, Summer). School district spending on professional development: Insights available from National Data (1992-1998). *Journal of Education Finance*, 28, 25-50.

Analysis provides new insights into the amount U.S. school districts spend on teacher professional development. Professional development expenditures are analyzed using three panels of data from the U.S. Census Bureau. Findings reveal that districts devote approximately three percent of total general expenditures to professional development activities.

Miles, K. H. (2000). Matching spending with strategy: Aligning district spending to support a strategy of comprehensive school reform. District Issues Brief. Washington, DC: New American Schools.

Offers five ways in which districts can shift their spending and staffing to align with reform efforts. New American Schools tool is one of three that encourages districts to re-evaluate their spending.

Miles, K. H., and Hornbeck, M. (2000). Reinvesting in teachers: Aligning district professional development spending to support a comprehensive school reform strategy. District Issues Brief. Washington, DC: New American Schools.

Analyzes professional development spending in four urban districts to assist district leaders in planning and developing a professional development strategy that supports the implementation of comprehensive school reform designs.

Monk, D. H. & Hussain, S. (2000). Structural influences on the internal allocation of school district resources: Evidence from New York state. *Educational Evaluation and Policy Analysis*, 22 (1), 1-26.

Examines the potential for inconsistent resource allocation decisions to be made at different administrative levels of school districts and schools.

Monk, D. H.; Pijanowski, J.C. & Hussain, S. (1997). How and where the education dollar is spent. *Future of children*, 7 (3), 51-62.

Describes budgetary authority at the federal, state, school district, and school site level, discussing spending patterns and reviewing research on site-based management. In spite of great difference among districts, most are remarkably similar in allotting 60% to 63% of their budgets to instruction and dividing the rest among student services including administration

Skrla, L., Scheurich, J. J., and Johnson, J. F. (2000). Equity-driven achievement-focused school districts. Austin: University of Texas, Charles A. Dana Center.

Demonstrates that whole school districts (rather than just individual schools) and the Texas educational accountability system can play powerful roles in facilitating academic success for children of color and those of low socioeconomic status.



- **ALTERNATIVE SCHOOLS**
- **SERVICES TO STUDENTS WITH DISABILITIES**
- **SECOND LANGUAGE SERVICES**

District Effort & Support: Student Services

ELEMENT DESCRIPTION A range of services are available to students and families that involve practitioners other than teachers that are designed to realize all students' potential.

Chen, M.K.; Konantz, J.L.; Rosenfeld, M.L. & Frost, C. (2000). Working with urban schools that serve predominantly minority students. *New Directions for Community Colleges*, 27 (4), 73-82.

Discusses how the Los Angeles Trade Technical College and the Los Angeles Unified School District have collaborated in several ways to help ethnically diverse, urban school children prepare for and make the transition to college. Document describes collaboration details, including customized academic and vocational partnerships, outreach efforts and college instruction activities.

Corcoran, T., Fuhrman, S.F., and Belcher, C. (2001). "The district's role in instructional improvement," *Phi Delta Kappan* 83(1), 78-84.

Describes findings from a Consortium for Policy Research study of the role of central office staff members in shaping and supporting instructional reforms in three large urban school districts.

Fisher, D. (2000). Curriculum & instruction for all abilities and intelligences. *High School Magazine*, 7 (7), 21-25.

Describes use of a "web of support" to help a San Diego-area high school make structural adjustments that foster inclusion while challenging all students.

Newfield, S.A. & Johnson, D.M.B. (2001). Enhancing wellness in a high school: A community partnership. *Journal of School Nursing*, 17 (1), 38-43.

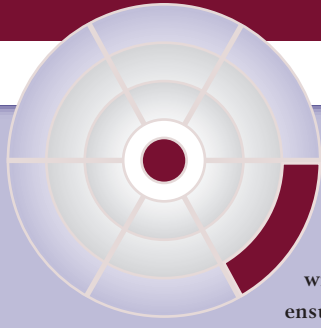
Describes a partnership between a school district and a university school of nursing to meet the wellness needs of high school students reporting high-risk behaviors. The school nurse, school of nursing faculty, and nursing students provided wellness programs to student, faculty, and staff. Positive evaluations and high demand for the services demonstrated the program's importance and success.

Salend, S. J. (2005). Report card models that support communication and differentiation of instruction. *Journal of Exceptional Children* 37(4), 28-34.

Focuses on the need for teachers to consider the grading of students with special needs in the context of report card grading policies for all students in the U.S

Togneri, W, Anderson, S. (2003) Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools. Washington DC: Learning First Alliance

Outlines lessons from five districts that were selected based on their ability to exhibit at least three years of improvement in student achievement in mathematics and/or reading across multiple grades and across all races and ethnicities.



- EXISTING PARTNERSHIPS
- TEACHER PREPARATION & INDUCTION

District Effort & Support: District/Community Partnerships

ELEMENT DESCRIPTION For many of the same reasons individual schools need to partner with families and communities, districts need to partner with their local judicial, social, recreational, health and government agencies to ensure that students are able to attend school ready to learn.

Honig M. (2003). Building policy from practice: District central office administrators' roles and capacity for implementing collaborative education policy. *Educational Administration Quarterly*, 39 (3).

Defines district central office administrators' roles and capacity to support the implementation of school-community partnerships. Findings come from a strategic case study of Oakland, California (1990-2000).

Marx, E. & Northrop, D. (2000). Partnerships to keep students healthy. *Educational Leadership*, 57 (6), 22-24.

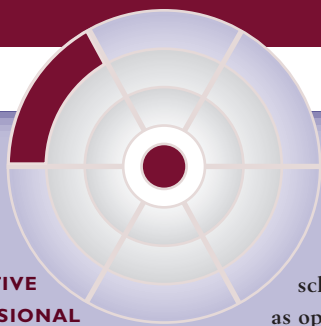
Describes a model for a coordinated school health program included a healthy environment, comprehensive health education, physical education, health and nutrition services, counseling, staff health promotion, and family and community involvement.

Perreault, H. (2000). Developing successful business partnership. *Business Education Forum*, 54 (4), 30-32.

Examples of types of successful partnership agreements between a school district and community businesses illustrate that, although each has unique features, all include a commitment to improving student skills and abilities.

Wohlstetter, P., Malloy, C. L., Chau, D., & Polhemus, J. L. (2003). Improving schools through networks: A new approach to urban school reform. *Educational Policy*, 17(4), 399-430.

Presents data from an evaluation of the Annenberg Challenge in Los Angeles, a reform effort that experimented with school networks as a vehicle for improving schools.



- RISK-TAKING CLIMATE
- DISTRICT STANDARDS
- INVESTMENT IN COLLECTIVE AND INDIVIDUAL PROFESSIONAL DEVELOPMENTS

District Effort & Support: Culture of Renewal & Improvements

ELEMENT DESCRIPTION Through professional development schools, the research values of teacher educators are combined with the primary concern of schools to find solutions to practical problems. Risk-taking and failure are seen as opportunities for growth.

Barnett, M., Keating, T., Harwood, W., Saam, J. (2000). Using emerging technologies to help bridge the gap between university theory and classroom practice: challenges and successes. *School Science & Mathematics*, 102 (6), 299-314.

Describes the challenges that the authors faced as they integrated a web-supported professional development system into elementary science methods courses. Provides recommendations concerning the implementation of a web-based professional development system into elementary methods science courses and describes what appear to be successful strategies for fostering a collaborative atmosphere between teacher educators, pre-service teachers, and in-service teachers.

Boss, S. (2001). Blue ribbon planning. *Northwest Education*, 6 (4), 14-18.

Described changes in a district that created a sense of ownership, created spaces that implement food educational ideas and accommodate community activities and given each school its own "signature."

Hightower, A., Knapp, M., Marsh, J., McLaughlin, M.W. (Eds.) (2002). *School District and Instructional Renewal*. New York: Teachers College Press.

Volume shows how school districts can and do make essential contributions to the renewal and enhancement of American education.

Maxson, S.; Wright, C.R.; Houck, J.W.; Lynn, P. & Fowler, L. (2000). Urban Teachers' Views on areas of need for k-12/university collaboration. *Action in Teacher Education*, 22 (2), 39-53.

Examined urban teachers' and site administrators' attitudes about problems and needs in culturally and linguistically diverse urban classrooms, investigating teachers' beliefs about the most pressing needs for school-university collaborations in education. Using data from teacher surveys, representative from the university and school district worked to develop a community education partnership that addressed the listed needs.

Moffett, C.A. (2000). Sustaining change: The answers are blowing in the wind. *Educational Leadership*, 57 (7), 35-38.

Brings educators up to speed on staff development, support, adult learning time, and reducing fragmentation and overload.

Noblit, G. W., Malloy, C. E., Malloy, W. W., Brayboy, B., Veitch, J., Hatt, B., Cozart, S., and Jennings, M. (2000). District context and Comer schools: How school districts manage school reform. Chapel Hill, NC: University of North Carolina.

Two districts' capacities were examined regarding their role in implementing the Comer School Development Program. Case study analyses revealed that school districts abandoned systemic reform because their efforts were undermined by accountability policies.

Terry, A.W., Bohnenberger, J. E. (2004). Blueprint for incorporating service learning: a basic, developmental, K-12 service learning typology. *Journal of Experiential Education*, 27(1), 15-31.

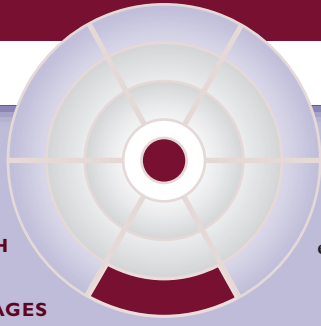
Provides a developmental framework for K-12 service learning and distinguishes three levels of service learning: Community Service, Community Exploration, and Community Action.

Watson, N., Fullan, M., Kilcher, A. (2001). The role of the district: Professional learning and district reform. The Ontario Institute for Studying in Education of the University of Toronto.

Three-year study examined how four school districts (two American and two Canadian) organized, managed and pushed for professional development as a broader district level reform strategy to improve teaching and learning.

Youngs, P. (2001). District and state policy influences on professional development and school capacity. *Educational Policy* 15(2), 278-303.

Examines the effects on different aspects of school capacity of several recent reforms related to professional development. The reforms include teacher networks in California, the use of consultants and intervisitation in New York City's District 2, student assessments in Kentucky and Maryland, and school improvement plans in South Carolina.



- CLASSROOM PRACTICES
SUPPORT LEARNERS WITH
DIVERSE ABILITIES,
BACKGROUND, & LANGUAGES
- DATA POLICIES AND
PROCEDURES
- SCHOOL IMPROVEMENT

District Effort & Support: Inquiry on Schools & Schooling

ELEMENT DESCRIPTION Educators, families, and students are engaged in ongoing reflection and practice-based inquiry in classrooms and schools.

Codding, J. B. & Tucker, M. S. (2000). A new high school design focused on student performance. *NASSP Bulletin*, 84, (616), 49-60.

Performance-driven schools create a results-oriented culture, strongly support staff development, build community services and supports for students, help parents support their children's academic progress and develop an inclusive school leadership style.

Johnson, G.C. (2004). Reconceptualizing the visual in narrative inquiry into teaching. *Teacher & Teacher Education* (20)5, 423-434.

Reports on a study that attempts to encourage teachers to use a visual and verbal approach to storytelling as a method of critical reflection

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record* 104(4), 842-867.

Restores some clarity to the concept of reflection and what it means to think, by going back to the roots of reflection in the work of John Dewey.

Spillane, J. P. (2002). Local theories of teacher change: The pedagogy of district policies and programs. *Teachers College Record* 104(3), 376-420.

Examines district officials' theories about teacher learning and change, identifying and elaborating three perspectives – behaviorist, situated, and cognitive – based on a study of nine school districts. The behaviorist perspective on teacher learning dominated among the district officials in the study.

Spillane, J. P. (2000). Cognition and policy implementation: District policy-makers and the reform of mathematics education. *Cognition and Instruction* 18(2), 141-179.

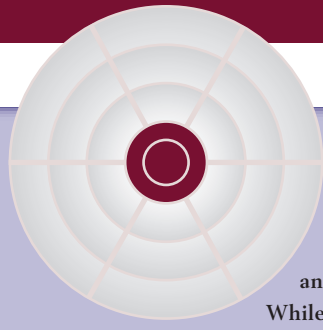
Analysis of ideas about instruction that district leaders construct from the mathematics reform to identify dominant patterns in their understandings. Focuses on the forms of the mathematics reforms rather than epistemological and pedagogical functions.

Spillane, J. P., and Callahan, K. (2000). Science standards: What district policy-makers make of the hoopla. *Journal of Research on Science Teaching* 37(5), 401-425.

Explores districts' response to state science standards. Adopting a cognitive perspective on the implementation process, the authors examine the ideas about science education that district policy makers construct from science standards.

Stein, M.K. & D'Amico, L. (2002, October). Inquiry at the crossroads of policy and learning: A study of a district-wide literacy initiative. *Teachers College Record*, 104 (7), 1313-1345.

Presents result of 100 classroom observations and interviews with teachers, district administrators and staff developers on the implementation of the Balanced Literacy Program in NY District #2; focus was the relationship between policy and practice.



Student Support: Student Learning

ELEMENT DESCRIPTION Student learning is the heart of all school effort.

Learning is defined broadly to include self, social, career, and academic knowledge and competence. Learning is a central, defining function of each human being.

While learning is developmental, functional and socially constructed, it also requires effort.

Brown, E.L. (2002). Mrs. Boyd's fifth-grade inclusive classroom: A study of multicultural teaching strategies. *Urban Education*, 37 (1), 126-141.

Presents a case study of one exemplary multicultural fifth-grade classroom teacher provides educators with accommodation activities that support and encourage all students without limiting or impeding their academic or social development.

Hmelo-Silver, C. E. (2004). Problem-based learning: what and how do students learn? *Educational Psychology Review*, 16(3), 235-266.

Provides an exploration of the goals of PBL and discusses the nature of learning in PBL and examines the empirical evidence supporting it.

Shann, M.H. (2001). Students' use of time outside of school: A case for afterschool programs for urban middle school youth. *The Urban Review*, 33 (4), 339-356.

Implications for designing after school programs are discussed in light of the students' highly unproductive use of time outside school.

Young, B. A. (2003). Public high school dropouts and completers from the common core of data: School Year 2000-01. Washington, D. C.: National Center for Education Statistics.

Presents the number and percentage of students dropping out of and completing public school (among states that reported dropouts) for the 2000-01 school year.

GREAT URBAN SCHOOLS:

❖
Produce high achieving students.

❖
Construct education for
social justice, access and equity.

❖
Expand students' life opportunities,
available choices and community contributions.

❖
Build on the extraordinary resources that
urban communities provide for life-long learning.

❖
Use the valuable knowledge and experience that
children and their families bring to school learning.

❖
Need individuals, family organizations and communities to
work together to create future generations of possibility.

❖
Practice scholarship by creating partnerships
for action-based research and inquiry.

❖
Shape their practice based on evidence of what
results in successful learning of each student.

❖
Foster relationships based on care,
respect and responsibility.

❖
Understand that people learn in different
ways throughout their lives.

❖
Respond with learning
opportunities that work.



National Institute for Urban School Improvement

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