A ladder of citizen participation

Type	Journal Article
Author	S. R. Arnstein
Abstract	The heated controversy over "citizen participation," "citizen control", and "maximum feasible involvement of the poor," has been waged largely in terms of exacerbated rhetoric and misleading euphemisms. To encourage a more enlightened dialogue, a typology of citizen participation is offered using examples from three federal social programs: urban renewal, anti-poverty, and Model Cities. The typology, which is designed to be provocative, is arranged in a ladder pattern with each rung corresponding to the extent of citizens' power in determining the plan and/or program.
Publication	Journal of the American Institute of Planners
Volume	35
Issue	4
Pages	216-224
Date	1969
URL	http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html
Date Added	17 November 2007 15:29:07
Modified	10 January 2008 15:04:01

Attachments

A Ladder of Citizen Participation - Sherry R Arnstein

A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance

Type	Journal Article
Author	Charles Izzo
Author	Roger P. Weissberg
Author	Wesley J. Kasprow
Author	Michael Fendrich
Abstract	This study examines the ways in which parental involvement in children's education changes over time and how it relates to children's social and academic functioning in school. Teachers provided information on parent involvement and school performance for 1,205 urban, kindergarten through third-grade children for 3 consecutive years. They rated the following four dimensions of parent involvement: frequency of parent-teacher contact, quality of the parent-teacher interactions, participation in educational activities at home, and participation in school activities. As predicted, the frequency of parent-teacher contacts, quality of parent-teacher interactions, and parent participation at school declined from Years 1 to 3. Every parent involvement variable correlated moderately with school performance and parent involvement in Years 1 and 2, and accounted for a small, but significant amount of variance in Year 3 performance after controlling for initial performance level. Participation in educational activities at home

predicted the widest range of performance variables. Results suggest that enhancing parental involvement in children's schooling relates to improvements in school functioning.

Publication	American journal of community psychology
Volume	27
Issue	6
Pages	817-39
Date	Dec 1999
Journal Abbr	Am J Community Psychol
ISSN	00910562
Repository	NCBI PubMed
Extra	PMID: 10723536
Date Added	04 January 2008 17:18:15
Modified	11 January 2008 16:47:56

Attachments

PubMed Snapshot

A Meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement

Type	Journal Article
Author	W. H. Jeynes
Abstract	This meta-analysis of 41 studies examines the relationship between parental involvement and the academic achievement of urban elementary school children. Analyses determined the effect sizes for parental involvement overall and subcategories of involvement. Results indicate a significant relationship between parental involvement overall and academic achievement. Parental involvement, as a whole, was associated with all the academic variables by about 0.7 to 0.75 of a standard deviation unit. This relationship held for White and minority children and also for boys and girls. The significance of these results is discussed.
Publication	Urban Education
Volume	40
Issue	3
Pages	237
Date	2005
Date Added	04 January 2008 16:34:20
Modified	04 January 2008 16:34:42

Attachments

237.pdf

A Model for Shared Decision Making in the School Principalship

Type	Journal Article
Author	Edwin M Bridges

Abstract Undoubtedly every principal follows his own peculiar "model" for the participation of teachers in school decisions. But it must be readily con ceded that not all models produce maximum results for the school sys tem as a whole. After surveying much of the relevant literature, the author discusses some crucial questions that principals should consider in sharing decisions with teaching staffs. Mr. Bridges is assistant profes sor of educational administration and social relations at Washington University, St. Louis

Publication	Educational Administration Quarterly
Volume	3
Issue	1
Pages	49-61
Date	1967
URL	http://eaq.sagepub.com/cgi/content/abstract/3/1/49
Date Added	17 November 2007 16:38:39
Modified	17 November 2007 16:38:39

Attachments

49.pdf

A New Era of School Reform: Going where the Research Takes Us

Type	Book
Author	R. J. Marzano
Publisher	Mid-continent Research for Education and Learning; US Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center
Date	2001
URL	http://www.mcrel.org/PDF/SchoolImprovementReform/5002RR_NewEraSchoolReform.pdf
Date Added	08 January 2008 10:35:05
Modified	08 January 2008 10:37:15

Attachments

5002RR_NewEraSchoolReform.pdf

An Overview of Cooperative Learning

Type	Book Section
Author	T. Roger
Author	D. Johnson

Book Title	J. Thousand, A. Villa and A. Nevin (Eds), Creativity and Collaborative Learning; Brookes Press, Baltimore, 1994.
Date	1994
URL	http://www.co-operation.org/pages/overviewpaper.html
Accessed	04 January 2008 14:29:09
Date Added	04 January 2008 14:29:09
Modified	11 January 2008 16:43:52

Attachments

An Overview of Cooperative Learning

Applications of social capital in educational literature: A critical synthesis

Type	Journal Article
Author	Sandra L Dika
Author	Kusum Singh

Abstract This critical synthesis incorporates both theoretical and empirical literature on social capital sinc Colleman (1988) in the late 1980s. The focus on the review is on educational literature that stud approach, the authors briefly trace the intellectual history of the concept and its transport to the the literature by firs examining trends in conceptualization, methods and outcomes and than ass positively linked to educational and psychological outcomes. Finally, they discuss gaps in the cc educational literature.

Publication	Review of Educational Research
Volume	72
Issue	1
Pages	31-66
Date	2002
URL	file:///P:/research/ESP%20OSF4%20participation/bibliography/EdResearcher/01RER02_applic
Accessed	05 January 2008 22:11:43
Date Added	05 January 2008 22:11:43
Modified	11 January 2008 16:48:39

Attachments

01RER02_applications_of_social_capital_in_education_literature_synthesis.pdf

Autonomy, Participation and Learning: Findings from Argentine Schools, and Implications for Decentralization

Type	Journal Article
Author	G.S. Eskeland

Abstract According to a theoretical model, student learning can be raised by school autonomy and parental participation through separate channels. Increased school autonomy increases

the rent that can be distributed among stakeholders at the school, while institutions for parental participation (such as a school board) empowers parents to command a higher share of this surplus, for instance through student learning. With a rich cross-section data set from Argentine schools (6th and 7th grade), autonomy and participation are found to raise student test scores for a given level of inputs in a multiplicative way, consistent with the model. Autonomy has a direct effect on learning (but not for very low levels of participation), and participation affects learning only through mediation the effect of autonomy. The results are robust to a variety of robustness checks, and for sub-samples of children from poor households, children of uneducated mothers, schools with low mean family wealth, and public schools, the results are the same or stronger. It is possible that autonomy and participation are endogenously determined and that this biases the results, and the data available do not allow this to be ruled out with certainty. Plausible predictors of autonomy and participation are also plausible predictors of test scores directly, and fail tests for the over-identifying restrictions. Heuristically argued, however, the potential for correlation with unobserved variables may be limited: the data set is rich in observed variables, and autonomy and participation show very low correlation with observed variables. Subject to the caveats mentioned, the results may have relevance for decentralization in two ways. First, as decentralization moves responsibility from the center toward the province/state level and/or toward local governments, the results should be directly relevant if this raises autonomy and participation in schools. Second, if the results are interpreted to represent a more general effect of moving decision-making toward users and the local community, the results have relevance even if little happens to autonomy and participation in schools. More importantly, perhaps, we illustrate empirically how important it is to check who is being empowered when higher-level strings are loosened.

Publication	Education Economics
Volume	15
Issue	1
Pages	103-127
Date	2007
Short Title	Autonomy, Participation and Learning
URL	http://econ.worldbank.org/files/3617_wps2766.pdf
Repository	Google Scholar
Date Added	07 January 2008 13:08:39
Modified	11 January 2008 16:46:19

Attachments

3617_wps2766.pdf

Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement. A Working Paper.

Type	Document
Author	Tim Waters
Author	Robert J. Marzano
Author	Brian McNulty

Abstract This paper reports on an examination of the effects of leadership practices on student achieveme
It includes a meta-analysis of nearly every available study since the 1970s, including doctoral
dissertations, that indicated it examined the effects of leadership on student achievement. From
total of more than 5,000 studies, 70 met the researchers' criteria for design, control, data analysi
and rigor. (Reports on the 70 studies are reference in an appendix.) From the analysis, the
researchers have created what they call "a balanced leadership framework." This framework
describes the knowledge, skills, strategies, resources, and tools educational leaders need to impr
student achievement. The framework is predicated on the notion that effective leadership means
more than simply knowing what to do; it means knowing when, how, and why to do it. The data
from the meta-analysis demonstrate that there is, in fact, a substantial relationship between
leadership and student achievement. (The effect size is discussed and expressed as a correlation
The paper also contains a listing of 21 specific leadership responsibilities significantly correlate
with student achievement. The average effect sizes for their affect on student achievement are a
reported. (WFA)
  Publisher Mid-Continent Research for Education and Learning, 2550 South Parker Road, Suite 500, Auro
CO 80014. Tel: 303-337-0990; Fax: 303-337-3005; Web site: http://www.mcrel.org. For full te
http://www.mcrel.org/PDF/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership
  Date 2003
Short Title Balanced Leadership
  URL http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/83/a1.pdf
Repository ERIC
Date Added 07 January 2008 14:56:08
  Modified 10 January 2008 16:03:19

Attachments

5031RR_BalancedLeadership.pdf

Can Research Improve Educational Leadership?

  Type Journal Article
  Author Henry M. Lewin
Publication Educational Researcher
  Volume 35
  Issue 8
  Pages 38
  Date 2006
  URL http://edr.sagepub.com/cgi/content/citation/35/8/38
  Accessed 06 January 2008 06:35:24
Date Added 06 January 2008 06:35:24
  Modified 11 January 2008 16:48:46

Attachments

08EDR_06_Can_research_improve_educational_leadership.pdf

Characteristics of Improved School Districts: Themes from research

Type Report

Author Sue Shannon

Author Pete Bylsma

Abstract (2004). Characteristics of Improved School Districts: Themes from Research. Office of Superintendent of Public Instruction. Olympia, WA. Many studies have documented the characteristics of improved schools, but relatively little is known about districts that have shown significant improvement. Research on school districts has been conducted largely within the past 10–15 years and is primarily descriptive based on case studies. To provide a better understanding of improved school districts and their characteristics and actions, the Research and Evaluation Office at the Office of Superintendent of Public Instruction collected and analyzed more than 80 research reports and articles. The studies shed light on the relationship between school district policy, programs, and practices and the improvement of student learning. The studies focused primarily on districts that have shown improvement at the elementary level, and all the schools in the districts may not be high performing. In most districts, secondary schools (especially high schools) continue to present challenges. Moreover, these reports provide examples of school districts that are making substantial progress in improving student learning at one point in time. Because school districts are complex systems within the contexts of states and communities, the strategies discussed in these studies may not be applicable in other settings. Therefore, they should not be considered prescriptions to follow but rather ideas to consider. An analysis of the studies identified 13 common themes, which have been clustered into four broad categories: Effective Leadership, Quality Teaching and Learning, Support for Systemwide Improvement, and Clear and Collaborative Relationships.The themes should be viewed as integrated and interrelated—they are important to district effectiveness but not sufficient in isolation. Although they are treated discretely in the synthesis of research, they are connected, impact one another, and infuse the organization. A conceptual framework illustrates the relationships among these 13 themes and four categories. Each of the themes is briefly defined and described below. Following the definitions and descriptions for each, several questions are posed to help districts and schools reflect on how a district is implementing educational reform. The body of this document provides examples from the research in order to discuss each theme in more detail. A matrix in Appendix B shows the extent to which the common themes are included in 23 of selected studies. EFFECTIVE LEADERSHIP Effective leadership that focuses on all students learning is at the core of improved school districts. Leadership is committed, persistent, proactive, and distributed through the system. The two themes focus on all students learning and dynamic and distributed leadership are at the center in the conceptual model to illustrate their importance throughout the system as they connect and inform personnel, policy, programs, and practices in the district. A third theme—sustained improvement over time—indicates the forward and upward direction the district must take to have all students meet high expectations.

Institution Office of Superintendent of Public Instruction

Date 2004

URL http://www.k12.wa.us/research/

Accessed 05 January 2008 20:34:07

Date Added 05 January 2008 20:34:07

Modified 11 January 2008 15:13:10

Attachments

District_Improvement_Report.pdf

Children's participation: From tokenism to citizenship

Type Report

Author Roger Hart

Abstract A nation is democratic to the extent that its citizens are involved, particularly at the community level. The confidence and competence to be involved must be gradually acquired through practice. It is for this reason that there should be gradually increasing opportunities for children to participate in any aspiring democracy, and particularly in those nations already convinced that they are democratic. With the growth of children's rights we are beginning to see an increasing recognition of children's abilities to speak for themselves. Regrettably, while children's and youths' participation does occur in different degrees around the world, it is often exploitative or frivolous. This Essay is designed to stimulate a dialogue on this important topic. This Essay is written for people who know that young people have something to say but who would like to reflect further on the process. It is also written for those people who have it in their power to assist children in having a voice, but who, unwittingly or not, trivialize their involvement.

Institution UNICEF International Child Development Centre

Date 1992

URL http://www.unicef-irc.org/cgi-bin/unicef/download_insert.sql?
ProductID=100

Date Added 17 November 2007 18:08:37

Modified 11 January 2008 16:49:11

Attachments

childrens_participation.pdf

Childrens Conceptions of Participation and Influence in Pre-school: a perspective on pedagogical quality

Type Journal Article

Author S. Sheridan

Author IP Samuelsson

Abstract The United Nations Convention and the Swedish curriculum for pre-school clearly state the right of children to express their views in all matters of concern to them. It is imperative, therefore, that an evaluation of the quality of early childhood education includes the voices of children. Without these, an essential part of how children experience quality within various childcare settings as well as an overall understanding of quality in early childhood education is missing. In a study carried out in a small community in Sweden, the quality of various pre-school settings was evaluated both by

an external evaluator and by self-evaluations. From the results of the external evaluations, three pre-school units evaluated to be of low quality and three of good quality were selected for in-depth studies. Thirty-nine 5 year-old children from these pre-school units were interviewed about their conceptions of decision-making and how they experienced the opportunities for them to exercise influence in their pre-school setting. The results show that it is vital for the children to participate in decision-making and the meanings given by the children to the concept 'to decide', have been grouped into five qualitatively different categories.

Publication	Contemporary Issues in Early Childhood
Volume	2
Issue	2
Date	2001
URL	http://www.wwwords.co.uk/pdf/viewpdf.asp? j=ciec&vol=2&issue=2&…
Date Added	17 November 2007 17:17:47
Modified	10 January 2008 16:28:54

Attachments

validate.pdf

Children's Rights and the Wheel of Life

Type	Book
Author	E. Boulding
Publisher	Transaction Publishers
Date	1979
Repository	Google Scholar
Date Added	11 January 2008 17:19:34
Modified	11 January 2008 17:19:34

Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen.

Type	Report
Author	Judith Torney-Purta
Author	Rainer Lehmann
Author	Hans Oswald
Author	Wolfram Schulz
Abstract	In 1994 the General Assembly of the International Association for the Evaluation of Educational Achievement (IEA) decided to undertake a study on civic education. This volume reports on Phase 2 of the project, which consisted of a test (keyed cognitive items) and a survey (un-keyed attitudinal and behavioral items) administered in each participating country to representative samples of about 3,000 students in the modal grade for 14-year-olds. A

questionnaire was administered to civic-related teachers and to school principals. This report will give educators, policymakers, and the public information about what 14-year-old students know and think about democratic institutions and processes. It also provides a snapshot of the civic activities of young people and an indication of their intentions regarding future participation in civic affairs. It is divided into the following chapters: (1) "Introduction to the IEA Civic Education Study"; (2) "Instrument Development, Sampling, Testing and Quality Control"; (3) "Knowledge of Content and Skills in Interpreting Civic Information"; (4) "Students' Concepts of Democracy, Citizenship and Government"; (5) "Students' Attitudes toward the Nation, the Government, Immigrants and Women's Political Rights"; (6) "Students' Civic Engagement and Political Activities"; (7) "Students' Views' of Opportunities for Civic Engagement in Classrooms, Schools and Youth Organizations"; (8) "A Model for Explaining Students' Civic Knowledge and Engagement"; (9) "The Teaching of Civic Education"; and (10) "Civic Knowledge and Engagement: A Synthesis." Appendices contain examples of items from the civic knowledge test; item-by-score maps for scales reported in chapters 5 through 7; classical psychometric indices (selected); standard deviations of total civic knowledge; and teachers' reports. (Contains extensive references.) (BT)

Institution	International Association for the Evaluation of Educational Achievement
Date	2001
Short Title	Citizenship and Education in Twenty-Eight Countries
URL	http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/e5/37.pdf
Repository	ERIC
Date Added	09 January 2008 13:51:00
Modified	10 January 2008 16:32:10

Notes:

In 1994 the General Assembly of the International Association for the Evaluation of Educational Achievement (IEA) decided to undertake a study on civic education. This volume reports on Phase 2 of the project, which consisted of a test (keyed cognitive items) and a survey (un-keyed attitudinal and behavioral items) administered in each participating country to representative samples of about 3,000 students in the modal grade for 14-year-olds. A questionnaire was administered to civic-related teachers and to school principals. This report will give educators, policymakers, and the public information about what 14-year-old students know and think about democratic institutions and processes. It also provides a snapshot of the civic activities of young people and an indication of their intentions regarding future participation in civic affairs. It is divided into the following chapters: (1) "Introduction to the IEA Civic Education Study"; (2) "Instrument Development, Sampling, Testing and Quality Control"; (3) "Knowledge of Content and Skills in Interpreting Civic Information"; (4) "Students' Concepts of Democracy, Citizenship and Government"; (5) "Students' Attitudes toward the Nation, the Government, Immigrants and Women's Political Rights"; (6) "Students' Civic Engagement and Political Activities"; (7) "Students' Views' of Opportunities for Civic Engagement in Classrooms, Schools and Youth Organizations"; (8) "A Model for Explaining Students' Civic Knowledge and Engagement"; (9) "The Teaching of Civic Education"; and (10) "Civic Knowledge and Engagement: A Synthesis." Appendices contain examples of items from the civic knowledge test; item-by-score maps for scales reported in chapters 5 through 7; classical psychometric indices (selected); standard deviations of total civic knowledge; and teachers' reports. (Contains extensive references.) (BT)

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eb.pdf

Exe%20Sum%20embargoed.pdf

Comprehensive School Reform and Achievement: A Meta-Analysis

Type Journal Article
Author G. D. Borman
Author G. M. Hewes
Author L. T. Overman
Author S. Brown
Abstract This meta-analysis reviews research on the achievement effects of comprehensive school reform (CSR) and summarizes the specific effects of 29 widely implemented models. There are limitations on the overall quantity and quality of the research base, but the overall effects of CSR appear promising. The combined quantity, quality, and statistical significance of evidence from three models, in particular, set them apart. Whether evaluations are conducted by developers or by third-party evaluators and whether evaluators use one-group pre-post designs or control groups are important factors for understanding differences in CSR effects. Schools that implemented CSR models for 5 years or more showed particularly strong effects, and the benefits were consistent across schools of varying poverty levels. A long-term commitment to research-proven educational reform is needed to establish a strong marketplace of scientifically based CSR models.
Publication Review of Educational Research
Volume 73
Issue 2
Pages 125
Date 2003
Short Title Comprehensive School Reform and Achievement
URL http://www.csos.jhu.edu/crespar/techreports/report59.pdf
Repository Google Scholar
Date Added 07 January 2008 12:59:07
Modified 10 January 2008 16:34:52

Attachments

12_CSR_and_Student_Achievement_A_Meta_Analysis.pdf

Consulting Pupils about Teaching and Learning

Type Book
Author Jean Rudduck
Author Madeleine Arnot
Author Helen Demetriou
Author John MacBeath
Author Julia Flutter

Author Donald Mcintrye
Author Kate Myers
Author Dave Pedder
Author Beth Wang
Author Michael Fielding
Author Sarah Bragg
Author Diane Reay

Abstract Decades of calls for educational reform have not succeeded in making schools places where all young people want to and are able to learn. It is time to invite students to join the conversations about how we might accomplish that. (Cook-Sather, 2002) Consultation is about responding to that situation – about understanding what learning is like from the pupil perspective and trying to get bits of it better for different pupils and different groups of pupils. The Project was designed to respond to our awareness that experience of consulting pupils, competence in consulting pupils and confidence in the process of consultation were patchy across schools. The paper summarises the various things we did to build awareness and confidence, the issues we encountered and the impact that consultation can have on pupils, teachers and schools.

Publisher Economic and Social Research Council
Date 2003
URL http://www.tlrp.org/pub/documents/no5_ruddock.pdf
Date Added 09 January 2008 13:09:06
Modified 11 January 2008 16:49:26

Attachments

no5_ruddock.pdf

Contextual factors and effective school improvement

Type Journal Article
Author H. Sun
Publication School Effectiveness and School Improvement
Volume 18
Issue 1
Pages 93-122
Date 2007
Repository Google Scholar
Date Added 11 January 2008 17:24:47
Modified 11 January 2008 17:24:47

Convention on the Rights of the Child

Type Report
Institution UN General Assembly Document

Date 1989
URL http://www.cirp.org/library/ethics/UN-convention/
Accessed 11 January 2008 17:02:33
Date Added 11 January 2008 17:02:33
Modified 11 January 2008 17:03:57

Attachments

Convention on the Rights of the Child (1989)

Decentralisation And School-Based Management In Thailand.

Type Journal Article
Author David T. Gamage
Author Pacharapimon Sooksomchitra

Abstract School-based management (SBM) in Thailand began in 1997 in the course of a reform aimed at overcoming a profound crisis in the education system. The present contribution reports on the introduction and institutionalisation of decentralisation and SBM with community participation in Thailand. The data reported here are based on an empirical survey of 1,000 school-board members from Bangkok as well as provincial and rural areas which was followed by 45 interviews with all relevant stakeholders. The results of the study are promising, as they show broad support for the reform among school principals as well as board members. However, they also reveal a continuing need to train principals and board members in educational leadership and management.

Publication International Review of Education
Volume 50
Issue 3/4
Pages 291-308
Date July 2004
DOI Article
ISSN 00208566
Repository EBSCOhost
Date Added 07 January 2008 14:09:14
Modified 11 January 2008 15:37:48

Attachments

EBSCOhost
thailand.pdf

Democratic Participation in Small-Town Schools

Type Journal Article
Author Patricia Schmuck
Author Richard Schmuck

Abstract To study democratic participation in small-town schools, over 5 months the authors interviewed and observed local educators, policymakers, and students from 25 districts in 21 states. The article presents data on citizen involvement, administrator-teacher collaboration, teacher collegiality, student voice, and cooperative learning. The democracy that was found had little to do with academic life. The authors conclude with recommendations to enhance democratic participation about academic matters in small-town schools

Publication Educational Researcher

Volume 19

Issue 8

Pages 14-19

Date 1990

URL http://edr.sagepub.com/cgi/content/abstract/19/8/14

Date Added 17 November 2007 16:16:48

Modified 17 November 2007 16:16:48

Attachments

14.pdf

Do Community-Managed Schools Work? An Evaluation of El Salvador's EDUCO Program

Type Report

Author Emmanuel Jimenez

Author Yasuyuki Sawada

Institution Development Research Group; The World Bank

URL http://povertydev.forumone.com/files/14055_EDUCO-ElSalv.pdf

Accessed 27 December 2007 14:08:42

Date Added 27 December 2007 14:08:41

Modified 11 January 2008 16:48:32

Attachments

14055_EDUCO-ElSalv.pdf

Does Governance Matter for School Improvement?

Type Journal Article

Author R Ranson

Author C Farrel

Author N Peim

Author P Smitih

Publication School Effectiveness and School Improvement

Volume	16
Issue	3
Pages	305-325
Date	2005
Date Added	13 January 2008 22:22:59
Modified	13 January 2008 22:25:00

Attachments

does governance matter for school imporvement.pdf

Does School Decentralization Raise Student Outcomes? Th eory and Evidence on the Roles of School Autonomy and Community Participation

Type	Report
Author	L Gunnarsson
Author	P Orazem
Author	M Sanchez
Author	A Verdisco
Abstract	Gunnarsson, L., P. Orazem, M. Sanchez, and A. Verdisco. 2004. " "
Institution	(Working Paper #04005). Ames, Ia.: Iowa State University.
Date	2004
Date Added	13 January 2008 07:24:23
Modified	13 January 2008 07:26:35

Education - Impact Evaluation

Type	Web Page
Author	The World Bank
Website Type	worldbank.org
Date	2007
URL	http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMD
Accessed	27 December 2007 14:47:06
Date Added	27 December 2007 14:47:05
Modified	12 January 2008 10:34:44

Education and Civic Engagement: Review of Research and a Study on Norwegian Youths

Type	Report
Author	Jon Lauglo

Author Tormod Óia
Abstract What difference does education make for young adults. engagement in politics and social issues? This study is part of the OECD.s Centre for Educational Research and Innovation (CERI) project on .Measuring the Social Outcomes of Learning. (SOL). It discusses relevant international research, with special attention to studies in the Nordic countries, and analyses survey responses by more than 11 000 Norwegian youths aged 13 to 19. .Engagement. is defined as youth.s declared interest in politics and social issues and by their participation in various forms of political activity. Educational performance and especially educational aspirations matter for this type of engagement. Socialisation in family environments with regard to civic related issues, however, matters even more for taking interest in such types of civic engagement. It also seems that young people experience educational benefits from growing up in families who care about the civic domain. Separately, the findings suggest that young people who are politically active do not easily conform to the status quo. Rather, they confront the authority structures of their schools more often than other young people do. The paper concludes with suggestions for policy and research.
Institution Organisation for Economic Co-operation and Development - Directorate for education
Date 2007
URL http://www.oecd.org/dataoecd/37/48/39676435.pdf
Date Added 09 January 2008 11:23:07
Modified 10 January 2008 16:51:20

Attachments

39676435.pdf

Education at a Glance 2006 - Home

Type Web Page
Author OECD
Date 2006
URL http://www.oecd.org/document/52/0,3343,en_2649_39263238_37328564_1_1_1_1,00.html
Accessed 27 December 2007 15:58:13
Date Added 27 December 2007 15:58:13
Modified 14 January 2008 09:41:50

Attachments

Education at a Glance 2006 - Home

Education Policies for Students at Risk and those with Disabilities in South Eastern Europe - Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, FYR of Macedonia, Moldova, Montenegro, Romania and Serbia

Type Report

Author OECD
Institution Organisation for Economic Co-operation and Development
Date 2006
URL http://213.253.134.43/oecd/pdfs/browseit/9606011E.PDF
Date Added 31 December 2007 14:33:45
Modified 11 January 2008 10:12:32

Attachments

9606011E.pdf

Education Policies for Students at Risk and those with Disabilities in South Eastern Europe: Findings from the Follow-Up Visits, October 2006-January 2007

Type Report
Author Johanna Crighton
Author Gerhard Kowar
Institution OECD Directorate for Education
Date 2007
URL http://www.oecd.org/dataoecd/16/61/38613229.pdf
Date Added 05 January 2008 21:44:22
Modified 11 January 2008 10:20:12

Attachments

education policies for students at risk and those with disabilities.pdf

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Educational leadership development in England and the Czech Republic: comparing perspectives.

Type Journal Article
Author Mark Brundrett
Author Lenka Slavíková
Author Stanislav Karabec
Author Brendan Murden
Author Ann Dering
Author Maria Nicolaido
Abstract The development of educational leadership programmes and qualifications has become an international phenomenon in recent years. This article is one of a series that springs out of a British Council sponsored conference held in the Czech Republic in 2003, organized jointly by the Educational Management Centre of the Faculty of Education at Charles University, Prague, and the Centre for Educational Leadership of the Faculty of Education at the University of Manchester, UK. One of the key aims of the conference was to develop a dialogue on the topic of educational leadership development between

European nations. The paper charts the emergence of leadership programmes in England and the Czech Republic. Key commonalities, differences and emergent themes are outlined. It is argued that the changes in leadership development evident in these nations fit within the paradigm of 'glocalization' developed by Robertson, where international trends are subject to culturally specific interpretation.

Publication	School Leadership & Management
Volume	26
Issue	2
Pages	93-106
Date	April 2006
DOI	Article
ISSN	13632434
Short Title	Educational leadership development in England and the Czech Republic
Repository	EBSCOhost
Date Added	07 January 2008 14:24:32
Modified	11 January 2008 15:24:43

Attachments

21055788.pdf

Equality of educational opportunity

Type	Document
Author	James S. Coleman

Abstract The product of an extensive survey requested by the civil rights act of 1964, this report documents the availability of equal educational opportunities in the public schools for minority group negroes, puerto ricans, mexican-americans, oriental-americans, and american indians, as compared with opportunities for majority group whites. Comparative estimates are made on a regional as well as on a national basis. Specifically, the report details the degree of segregation of minority group pupils and teachers in the schools and the relationship between students' achievement, as measured by achievement tests, and the kinds of schools they attend. Educational quality is assessed in terms of curriculums offered, school facilities such as textbooks, laboratories, and libraries, such academic practices as testing for aptitude and achievement, and the personal, social, and academic characteristics of the teachers and the student bodies in the schools. Also in the report is a discussion of future teachers of minority group children, case studies of school integration, and sections on higher education of minorities and school nonenrollment rates. Information relevant to the survey's research procedures is appended. Notable among the findings on the survey are that negro students and teachers are largely and unequally segregated from their white counterparts, and that the average minority pupil achieves less and is more affected by the quality of his school than the average white pupil.

Date	1966
Repository	ERIC
Date Added	11 January 2008 17:05:51

Modified 11 January 2008 17:35:59

Ethnicity and Language Contributions to Dimensions of Parent Involvement.

Type Journal Article
Author Shuk Wa Wong
Author Jan N. Hughes

Abstract This study examined ethnic and language group differences on dimensions of parent-rated and teacher-rated parent involvement after adjusting for the influence of family socioeconomic factors. A total of 179 teachers and 481 parents provided information on parent school involvement for a sample of ethnically and linguistically diverse first-grade children attending one of three school districts in Texas. Four groups were examined: White, Black, Hispanic--English speaking, and Hispanic--Spanish speaking. Exploratory and confirmatory factor analysis supported four parent-reported involvement dimensions (positive perceptions about school, communication, parent--teacher shared responsibility, and parent school-based involvement) and three teacher-reported dimensions (alliance, general parent involvement, and teacher initiation of involvement). Data generally supported the hypothesized ethnic and language group differences in parent involvement and the moderating effect of dimension of parent involvement on group differences. Implications for school psychologists are discussed.

Publication School Psychology Review
Volume 35
Issue 4
Pages 645-662
Date 2006
DOI Article
ISSN 02796015
Repository EBSCOhost
Date Added 07 January 2008 14:07:00
Modified 11 January 2008 16:49:31

Attachments

EBSCOhost
ethnicity.pdf

From Family Deficit to Family Strength: Viewing Families' Contributions to Children's Learning from a Family Resilience Perspective.

Type Journal Article
Author Ellen S. Amatea
Author Sondra Smith-Adcock
Author Elizabeth Villares

Abstract This article presents an overview of a research-informed family resilience framework, developed as a conceptual map to guide school counselors' preventive and interventive efforts with students and their families. Key processes that characterize children's and families' resilience are outlined along with recommendations for how school counselors might apply this family resilience framework in their work.

Short Title From Family Deficit to Family Strength

Repository EBSCOhost

Date Added 08 January 2008 11:43:51

Modified 11 January 2008 15:25:46

Attachments

detail.html

Glocalisation: Time-Space and Homogeneity-Heterogeneity

Type	Book Section
Author	Roland Robertson
Book Title	Mike Featherstone, Scott Lash, and Roland Robertson: Global Modernities
Place	London: Sage, pp. 25-44.
Date	1995
Date Added	12 January 2008 10:37:47
Modified	12 January 2008 10:41:23

How can comprehensive school reform models be successfully implemented?

Type Journal Article

Author Laura Desimone

Abstract Comprehensive school reform, or CSR, a currently a popular approach to school improvement, is intended to foster schoolwide change that affects all aspects of schooling (e.g., curriculum, instruction, organization, professional development, and parent involvement). Federal, state, and local legislation and funding have supported CSR implementation, and in 1997 Congress enacted the Comprehensive School Reform Demonstration program, which gives financial support to schools adopting such reforms. This article reviews and synthesizes the literature that documents CSR implementation, positing that the more specific, consistent, authoritative, powerful, and stable a policy is,

the stronger its implementation will be. It finds that all five policy attributes contribute to implementation; in particular, specificity is related to implementation fidelity, power to immediate implementation effects, and consistency, authority, and stability to long-lasting change.

Publication	Review of Educational Research
Issue	3
Pages	433-479
Date	2002
Accessed	06 January 2008 06:24:10
Date Added	06 January 2008 06:24:10
Modified	11 January 2008 16:48:29

Attachments

03RER02_how_can_comprehensive_school_reform_models_be_scuccessfully_implemented.pdf

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How Principals of Autonomous Schools in Israel View Implementation of Decentralization and Restructuring Policy: Risks, Rights, and Wrongs

Type	Journal Article
Author	D. Gibton
Author	N. Sabar
Author	E. B. Goldring
Abstract	Studied the views of Israeli principals about school decentralization and restructuring policy. Findings from a survey of 50 principals shed light on the potential of the reforms, the hardships principals face implementing them, and the complexity of implementing decentralization policies.
Publication	Educational Evaluation and Policy Analysis
Volume	22
Issue	2
Pages	193
Date	2000
Date Added	08 January 2008 13:40:48
Modified	08 January 2008 13:41:53

Inequality: A Reassessment of the Effect of Family and Schooling in America

Type	Book
Author	C. Jencks
Author	Marshall Smith
Author	Henry Acland
Author	Mary Jo Bane
Publisher	Harper & Row

Date 1972
Short Title Inequality
Repository Google Scholar
Date Added 11 January 2008 17:11:42
Modified 11 January 2008 17:14:34

Inspiring Schools: Taking up the Challenge of Pupil Participation - A Literature Reviewthe

Type Report
Author L. Davies
Author C. Williams
Author H. Yamashita
Institution Carnegie Trust
Date 2005
URL http://www.participationforschools.org.uk/pdfs/InspiringSchools_P2.pdf
Date Added 11 January 2008 12:12:10
Modified 11 January 2008 12:17:43

Attachments

InspiringSchools_P2.pdf

Inspiring Schools: Taking up the Challenge of Pupil Participation - Impact and outcomes

Type Report
Author L. Davies
Author C. Williams
Author Hiromi Yamashita
Abstract The purpose of this study was to search for evidence of the impact of student participation in schools and colleges. It used a definition of participation as involvement in a collective decision-making process with a recognisable social and/or educational outcome. It therefore limited the search to: a) a focus on participation in decision-making (that is,not just any 'taking part' in school or lessons); b) a focus on impact and outcomes (that is, not just being descriptive of participatory activities, on evaluating materials and toolkits). Seventy five studies, mainly from UK, but also internationally, were scrutinised. An annotated bibliography to support this study was produced and is published separately online (www.carnegie-youth.org.uk). Firstly, there is a link with academic achievement. The association was indirect, but there was clear consensus that: ? students in more democratic schools were happier and felt more in control of their learning; ? if students gave feedback on teaching, this had the twin effect of teachers' practice improving and students gaining in awareness of the learning process; ? participation enhanced skills of communication and competence as a learner; ? skills in

specific curriculum areas such as citizenship improved, as well as in other curriculum areas. The evidence of any impact on academic achievement of participation in extra-curricular activities was however not so clear cut. A second, and linked personal outcome is greater self-esteem and confidence. This came from taking responsibility and having a sense of ownership of various aspects of school life. Increased confidence was particularly apparent for school councillors and others taking a public role. It was also apparent for those with special needs, who gained a stronger sense of self-belief and engagement in learning. Interpersonal and political skills were enhanced, particularly through community and voluntary work. Participation in school and outside was an apprenticeship in democracy, where skills of speaking, listening to the views of others, advocacy, argument, negotiation, compromise and teamwork could be practised. A final aspect of personal impact was that of agency and efficacy. Students felt they could influence events and school structures, and had a greater sense of direction of their own lives.

Institution	Carnegie Trust
Date	2005
URL	http://www.participationforschools.org.uk/pdfs/InspiringSchools_P1.pdf
Date Added	11 January 2008 10:51:15
Modified	11 January 2008 16:48:13

Attachments

InspiringSchools_P1.pdf

Interpreting Recent Research on Schooling in Developing Countries

Type	Report
Author	Eric A. Hanushek
Abstract	Schooling policy in developing countries has frequently been viewed as necessitating an undesirable choice provide broad access or provide high quality schools. Recent evidence, however, suggests that this is a very bad way to think about human capital development. Students respond to quality schools in ways that lessen existing inefficiencies, perhaps even sufficiently to recoup immediately investments in quality. Promoting high quality schools is, nonetheless, more difficult than many have thought. This difficulty suggests that inefficiency is only going to be tackled by introduction of substantial performance incentives in schools and by more directed evaluation of educational experiments. Incentives, decentralized decision making, and evaluation are, of course, very alien terms to education, in both developed and developing countries. Yet, they seem to hold the key to improvement that has eluded policy makers pursuing traditional policies.
Institution	University of Rochester
Date	1995
URL	https://urresearch.rochester.edu/retrieve/2210/WWP3-+Hanushek.pdf
Accessed	27 December 2007 13:59:14
Date Added	27 December 2007 13:59:13
Modified	11 January 2008 16:48:42

Attachments

WWP3-+Hanushek.pdf

Local School Boards Under Review: Their Role and Effectiveness in Relation to Students' Academic Achievement

Type	Journal Article
Author	Deborah Land
Abstract	Local school boards have traditionally governed public education in the United States but have seldom been the focus of empirical research. This article provides a review of literature published in the past two decades on the role and effectiveness of local school boards, specifically with respect to school boards' influence on students' academic achievement. First, a brief history of school boards is presented. Second, their current status is described. Next, school board and educational governance reforms are examined. Then characteristics of effective school boards that experts have identified are delineated. The final section is devoted to discussion of research limitations and future directions.
Publication	Review of Educational Research
Volume	72
Issue	2
Pages	229-278
Date	2002
URL	http://www.csos.jhu.edu/crespar/techReports/report56.pdf
Accessed	05 January 2008 22:25:03
Date Added	05 January 2008 22:25:03
Modified	11 January 2008 14:09:08

Attachments

02RER02_local_school_boards_under_review.pdf

My voice, my vote, my community

Type	Book
Author	H. Haste
Publisher	Croydon, UK: Nestlé Social Research Programme.(Report no. 4.)
Date	2005
URL	http://www.spreckley.co.uk/nestle/my-voice-my-vote.pdf
Date Added	09 January 2008 13:16:05
Modified	09 January 2008 13:23:25

Attachments

my-voice-my-vote.pdf

Nicaragua's School Autonomy Reform: A First Look

Type Report

Author Nicaragua Reform Evaluation Team

Abstract This is a first report on the impact of Nicaragua's recent education reform on how schools opera
initial data on schools that became autonomous in the past few years and those that did not. The
of school and summarizes the views of members of the academic community with respect to the
and incentives, and infrastructure. The data indicate systematic differences between autonomou
to interpret these differences as the full impact of the reform. Education indicators such as achie
be felt over the next few years. The current analysis is only the first step in an assessment of its

Institution World Bank

Date 1996

URL http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1

Accessed 27 December 2007 14:37:43

Date Added 27 December 2007 14:37:43

Modified 14 January 2008 00:46:05

Attachments

Nicaragua_School_Autonomy_Reform.pdf

Parent Involvement: Contributions of Teacher Efficacy, School Socioeconomic Status, and Other School Characteristics

Type Journal Article

Author K. V. Hoover-Dempsey

Author O. C. Bassler

Author J. S. Brissie

Abstract The study tested the hypothesis that varying levels of parent involvement would be
related to variations in qualities of school settings, specifically school socioeconomic
status, teacher degree level, grade level, class size, teachers' sense of efficacy, principal
perceptions of teacher efficacy, organizational rigidity, and instructional coordination.
Teacher (n = 1,003) and principal (n = 66) reports and perceptions of the variables of
interest were assessed in a sample of 66 elementary schools distributed across a large
mid-Southern state. Stepwise multiple regression analyses revealed that various
combinations of the predictors accounted for significant portions of the variance in all
parent involvement outcomes: parent conferences (52%), parent volunteers (27%),
parent home tutoring (24%), parent involvement in home instruction programs (22%),
and teacher perception of parent support (41%). Variables most consistently involved in
outcomes were teacher efficacy and school socioeconomic status. Results are discussed
with reference to parent-teacher role complementarity and implications for increasing
productive interconnections between parents and schools.

Publication American Educational Research Journal

Volume 24

Issue 3

Pages 417-435
Date 1987
Date Added 17 November 2007 17:27:23
Modified 17 November 2007 17:28:19

Parental involvement: the key to improved student achievement

Type Journal Article
Author S R Hara
Author D J Burke
Publication School Community Journal
Volume 8(2)
Pages 9-11
Date 1998
Date Added 13 January 2008 22:00:22
Modified 13 January 2008 22:15:37

Attachments

HaraBurkeFall1998.pdf

Policy for the Unpredictable (Uncertainty Research and Policy)

Type Journal Article
Author G. V. Glass
Publication Educational Researcher
Volume 8
Issue 9
Pages 12-14
Date 1979
Repository Google Scholar
Date Added 11 January 2008 17:22:46
Modified 11 January 2008 17:22:46

Promoting children and young people's participation through the National Healthy School Standard

Type Report
Author S. Blake
Author G. Francis
Place London

Institution National Health School Standard
Date 2004
Date Added 11 January 2008 17:28:51
Modified 11 January 2008 22:37:08

Public Understanding and Education Decision-Making

Type Journal Article
Author Dale Mann
Abstract Decisional participation is legitimated at least in part through its sub stantive or factual basis. The disparity between the public's stock of education-relevant facts and the professional's is a source of recurring tension. This article examines some evidence about public understand ing of education policy, compares it to similar understandings of other public policy fields, and discusses some of the steps that may be taken to deal with the prevailing levels of understanding. Dale Mann is an assistant professor in the Department of Educational Administration at Teachers College, Columbia University and a faculty associate of the Teachers College/Educational Testing Service Joint Institute on Urban and Minority Education.
Publication Educational Administration Quarterly
Volume 10
Issue 2
Pages 1-18
Date 1974
URL http://eaq.sagepub.com/cgi/framedreprint/10/2/1?
Accessed 17 November 2007 17:46:35
Date Added 17 November 2007 17:46:35
Modified 11 January 2008 14:18:47

Attachments

1.pdf
Public Understanding and Education Decision-Making -- Mann 10 (2): 1 -- Educational Administration Quarterly

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Review of school and instructional effectiveness research

Type Report
Author J. Scheerens
Date 2005
URL http://unesdoc.unesco.org/images/0014/001466/146695e.pdf
Extra Paper commissioned for the EFA Global Monitoring Report 2005, The Quality Imperative
Date Added 11 January 2008 22:44:21
Modified 13 January 2008 19:41:35

Attachments

conceptual review and meta-analysis of school effectivenss.doc

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School effectiveness in developed and developing countries; a review of the research evidence

Type Report

Author Jaap Scheerens

Abstract Research approaches and substantive outcomes of different strands of educational effectiveness research in industrialized countries are summarized in the first part of the paper. Concerning education production function research, the debate on the significance of resource input factors like teacher/pupil ratio and teacher qualifications has flared up during the last five years, challenging the message "money does not matter" that emerged from earlier research reviews. Research on effective schools, is developing into more integrated, multi-level studies in which school environmental variables, school inputs, school organizational conditions and instructional practices are all included. The study of effective teaching and instruction has focused on classroom management and structured didactic approaches; a perspective that is challenged by constructivist views on teaching. Results altogether indicate a modest impact of resource input and school organizational factors and a medium-size impact of instructional conditions. Reviews of studies on educational effectiveness in developing countries show a strong predominance of the production function type of study. Only a small minority of studies include school organizational and instructional variables. Results show greater frequency of resource input factors having a significant impact than in the case of industrialized countries. There is little evidence so far on the impact of instructional conditions. It is argued that a blending of research orientations in the choice of independent variables and methodology between the two "worlds" could improve research practice in both contexts. The available knowledge base can be applied as a basis for selecting relevant input and process conditions of schooling in different types of evaluation studies. Synergy between program evaluation, effectiveness research and monitoring is seen as an important condition for furthering applied research. A second type of application, the use of the school effectiveness knowledge base for the planning of education projects in developing countries, should be approached with much prudence and sensitivity of cultural contingencies. A tentative set of suggestions is presented.

Institution University of Twente/ The World Bank

Date 1999

Date Added 12 January 2008 10:25:35

Modified 12 January 2008 10:33:33

School Effectiveness Research: From a review of the criticism to recommendations for further development

Type Journal Article

Author Hans Luyten
Author Adrie Visscher
Author Bob Witziers
Abstract School effectiveness research (SER) has flourished since the 1980s. In recent years, however, various authors have criticised several aspects of SER. A thorough review of recent criticism can serve as a good starting point for addressing the flaws of SER, where appropriate, thereby supporting its further development. This article begins by reviewing the criticism from different perspectives by discussing the political-ideological nature of SER, its theoretical limitations and the research methodology it applies. The review of each type of criticism is accompanied by a review of the recommendations that the critics propose for improving SER. We then proceed to present our views on each line of criticism and propose 5 avenues that we consider promising for the further development of SER.
Publication School Effectiveness & School Improvement
Volume 16
Issue 3
Pages 249-279
Date 2005
DOI Article
ISSN 09243453
Short Title School Effectiveness Research
Repository EBSCOhost
Date Added 07 January 2008 14:29:40
Modified 11 January 2008 15:30:15

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17941611.pdf

School Improvement, Pre-Service Teacher Education and the Construction of Social Networks in New Zealand and England

Type Journal Article
Author Robert Strathdee
Publication Journal of Education for Teaching: International Research and Pedagogy, Vol. 33, No. 1, pp. 19-33
Date Added 14 January 2008 03:29:46
Modified 14 January 2008 03:31:00

School-Based Management

Type Web Page
Author Kathleen Cotton

Abstract The history of American public education is characterized by periodic alternations between centralization and decentralization of power and authority (Cuban 1990; Darling-Hammond 1988; Lindelow and Heynderickx 1989; and Mojkowski and Fleming 1988). In times of greater centralized authority, large administrative structures, such as states, school districts, and school boards, maintain control over decisions regarding educational policy, budget, and operations. When the pendulum swings toward decentralization, much of this control shifts to smaller administrative units--smaller school boards, for example, and, more recently, individual schools. During the past several years, the educational system in the United States has been evolving from largely centralized structures to more decentralized ones; and although the main expression of this trend goes by many different names, it is often called SCHOOL-BASED MANAGEMENT. To its proponents, however, contemporary school-based management is considerably more than a new name for an old and recurring phenomenon. They argue that, unlike previous approaches to decentralizing education, school-based management invokes fundamental changes. As described by White (1989): Previous attempts to decentralize were aimed at shifting authority from a large, central board of education to smaller, local boards...replacing one form of bureaucracy with another. Past reforms avoided a transfer of power to the school site....SBM is different....it changes the entire system of district and school organization and restructures most roles in the district (p. 2). A great many school-based management programs have been launched and are currently in operation in districts around the country, and new ones continue to be implemented. Associated with these developments is the appearance, during recent years, of a great many articles on school-based management in both technical and popular educational publications. This proliferation of programs and accompanying literature raises provocative questions about the concept and practice of school-based management--questions such as: * What are the terms used to denote the school-based management concept? * How is school-based management defined? * What kinds of variation does one see among schoolbased management efforts? * What is the history of and rationale for implementing this type of organization? * How do the roles of board, central office, and school personnel change under school-based management? * What obstacles to success are commonly encountered during attempts to implement and operate school-based management? * What attitudes toward school-based management are held by those who are involved in school-based management efforts? * Does school-based management lead to improved student performance or other desirable schooling attributes? * Do the findings about school-based management lead to any recommendations for those considering implementation of this approach? If so, what are they? The present review represents an attempt to answer these questions, drawing upon findings from recent research and other educational literature. Sixty-nine documents--books, monographs, journal articles, conference papers, etc.--were reviewed in preparation for this report. Of these, 42 provide findings from research on the nature and outcomes of school-based management efforts and are cited in the Key References. The General References section cites another 27 documents--opinion papers, project descriptions, theoretical essays, and other writings of interest.

Date 2001

URL http://www.nwrel.org/scpd/sirs/7/topsyn6.html

Accessed 27 December 2007 13:52:09

Date Added 27 December 2007 13:52:09

Modified 14 January 2008 00:08:54

Attachments

School-Based Management

SSRN-School Choice, Student Performance, and Teacher and School Characteristics: The Chilean Case

Type Web Page

Author Emiliana Vegas

Abstract Vegas explores how schools change in response to increased competition generated by voucher programs in Chile. A unique data set provides information on teacher demographics and labor market characteristics, as well as teachers' perceptions of school management. When teacher data are marched with school-level data on student achievement using a national assessment data set (SIMCE), some teacher and school characteristics affect student performance, but a great deal of unexplained variance among sectors remains important in predicting student outcomes. Teacher education, decentralization of decisionmaking authority, whether the school schedule is strictly enforced, and the extent to which teachers have autonomy in designing teaching plans and implementing projects all appear to affect student outcomes. Interestingly, teacher autonomy has positive effects on student outcomes only when decisionmaking authority is decentralized.

Date 1999

URL http://papers.ssrn.com/sol3/papers.cfm?
abstract_id=636199

Accessed 27 December 2007 15:57:46

Date Added 27 December 2007 15:57:46

Modified 11 January 2008 13:03:20

Attachments

SSRN-School Choice, Student Performance, and Teacher and School Characteristics: The Chilean Case by Emiliana Vegas

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Stepping Back from 'The Ladder': Refl ections on a Model of Participatory Work with Children

Type Web Page

Author Roger Hart

Abstract It is with some reticence that I write these comments on the 'the ladder of children's participation' for this metaphor was introduced by me long ago in order to problematise an issue that now has a significant body of practice and critical reflection. But my colleagues, the editors of this volume, suggested that because the ladder is still used a great deal as a model it might be useful to stand back and make a few comments about the ways it has been interpreted. The ladder probably drew so much attention because when it was first published in Children's Participation: From Tokenism to Citizenship by

UNICEF in 1992, there was very little written of a conceptual nature on the theme of children's participation in their programmes, projects, or organisations. The book was simply meant to stimulate a dialogue on a theme that needed to be addressed critically. But many people have chosen to use the ladder as a comprehensive tool for measuring their work with children rather than as a jumping-off point for their own reflections. Keywords participation, youth, children, models, citizenship

Website Title	Participation and Learning
Date	2008
Short Title	Stepping Back from 'The Ladder'
Date Added	04 January 2008 16:23:13
Modified	11 January 2008 16:41:25

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SpringerLink Snapshot

Systems Thinking A Skill to Improve Student Achievement.

Type	Journal Article
Author	Bill Thornton
Author	Gary Peltier
Author	George Perreault
Abstract	Examines how schools can avoid barriers to systems thinking in relation to improving student achievement. Concept of systems thinking; Significance of a data-based culture for teachers; Impact of the No Child Left Behind Act on school administration; Implications of a constructivist approach for staff development; Pitfalls that prevent systems thinking in organizations; Characteristics of effective education leaders; Benefits of systems thinking.
Publication	Clearing House
Volume	77
Issue	5
Pages	222-227
Date	May May 2004
DOI	Article
ISSN	00098655
Repository	EBSCOhost
Date Added	07 January 2008 14:31:55
Modified	11 January 2008 15:30:55

Attachments

13437416.pdf

The balanced leadership framework: Connecting vision with action

Type	Book
Author	T. Waters
Author	G. Cameron
Publisher	Denver, CO: Mid-continent Research for Education and Learning (McREL)
Date	2006
URL	http://www.mcrel.org/pdf/leadershiporganizationdevelopment/4005IR_BL_Framework.pdf
Date Added	08 January 2008 10:38:54
Modified	08 January 2008 10:39:53

Attachments

4005IR_BL_Framework.pdf

The Challenge of School Autonomy: Supporting Principals

Type	Report
Author	A. Rodríguez
Author	K. Hovde
Abstract	Kruger, Meta L. et al. (2007) "The Impact of School Leadership on School Level Factors: Valid 18, No. 1, pp. 1-20 xxfrom Daniels analysis This study aims to contribute to a better understand of the principal's leadership on intervening and outcome variables. A path analysis was conduct effects of educational leadership on student commitment; instead a reciprocal relationship was f antecedent variables appears to have more effects on the school culture than educational leaders educational leadership behaviours. The findings suggest the importance of cognitive processes i have an impact on school effectiveness and school improvement. The results also underline the
Institution	The World Bank
Date	2002
Short Title	The Challenge of School Autonomy
URL	http://wbln0018.worldbank.org/lac/lacinfoclient.nsf/590e830e72216ab88525694c00781195/07
Repository	Google Scholar
Date Added	07 January 2008 12:56:37
Modified	11 January 2008 16:49:05

Attachments

77-School-Autonomy-Principals.pdf

The CRS parent-school partnership program evaluation case study: Participants' Perceptions of Change in Bosnia-Herzegovina and Kosovo

Type	Report
Author	Catholic Relief Services
Institution	Catholic Relief Services - Europe/Middle East Regional Office
Date	2006

URL	http://crs.org/education/pubs/Edu200702_e.pdf
Accessed	04 January 2008 10:42:02
Date Added	04 January 2008 10:42:02
Modified	11 January 2008 14:33:01

Attachments

Edu200702_e.pdf

The EURIDEM Project: A Review of Pupil Democracy in Europe

Type	Book
Author	L. Davies
Author	G. Kirkpatrick
Publisher	Children's Rights Alliance for England
Date	2000
Date Added	09 January 2008 10:44:00
Modified	11 January 2008 14:34:34

The foundations of educational effectiveness

Type	Book
Author	J. Scheerens
Author	R. J. Bosker
Abstract	How much do schools really matter? How sure are we on "what works" in education and why? Why is it that certain educational practices work better than others in improving educational effectiveness? In this book recent research and theoretical interpretations are used in a critical analysis of the knowledge base on educational effectiveness. It offers new insights into the most promising levers for school improvement and shows future directions for educational research. In the first part of the book concepts of school and educational analysis are defined, and various alternative perspectives discussed. The scope and range of application of the concept of school effectivenesss is demonstrated by referring to empirical studies on the stability of school effects over time, the consistency of effects over grades, classrooms and subject matter areas and the generalizability of research findings across contexts. Particular attention is given to international comparative findings. The second part of the book is an assessment of the available knowledge base by means of a context analysis of instruments to measure hypothetical effectiveness enhancing conditions and a review of reviews and meta-analyses. In the third part the modelling and theoretical interpretation of educational effectiveness is the central issue, laying bare basic explanatory mechanisms that are examined for their usefulness as levers for school improvement. In the final chapter implications for future research in educational effectiveness are examined.
Publisher	Pergamon Oxford
Date	1997
Date Added	08 January 2008 11:23:58

Modified 08 January 2008 11:29:57

The Politics of School-Based Management: Understanding the Process of Devolving Authority in Urban School Districts

Type Journal Article

Author Elaine M. Walker

Abstract Since the late 1970s the problem of urban education has been cast as partially a problem of governance and authority structures. This focus mirrors a larger preoccupation by educational reformers with democratizing the decision-making process in public schools, a preoccupation that is evident not only in this country but also many nations throughout the world. Borrowing from the private sector, the underlying assumption behind decentralization is that educational improvement is only possible if those closest to the point at which decision are enacted become the architects of these decisions. Thus, school-based management or participatory decision-making is viewed as a means to formally incorporate the voices of parents, teachers and the community in the management of their schools. This paper discusses the findings of a recently conducted study on school-based management in thirty of New Jersey's poorest districts (referred to as the Abbott Districts). These districts have begun a process of complex reform after the State's Supreme Court ruled that the state had failed to constitutionally provide a thorough and efficient education for its poorest students by the absence of parity funding. Populated by primarily black and Hispanic students, and representing most of the larger urban communities in the state, students in these districts exhibit performance levels significantly below that of the state average. The results of the study indicate that (1) genuine autonomy has been usurped by an intensification in state power and authority, (ii) state elites have provided little opportunity for districts and SBM teams to build capacity; (iii) the level of democratization or opening-up of decision making to local community members has been minimal as the teams become teacher dominated; and (iv) in the absence of clear guidelines from the State, conflict over the appropriate role of SBM members, principals, central office staff and local school boards has emerged. The paper on the basis of these findings explores some policy options that need to be considered both at the state and local levels as school communities move toward more decentralized governance structures.

Publication Education Policy Analysis Archives

Volume 10

Issue 33

Pages 16

Date 2002

URL http://epaa.asu.edu/epaa/v10n33.html

Accessed 27 December 2007 15:55:55

Date Added 27 December 2007 15:55:55

Modified 11 January 2008 14:38:29

Attachments

EPAA Vol. 10 No. 33 Walker: The Politics of School-Based Management

The Radical Modernization of School and Education System Leadership in the United Arab Emirates: Towards Indigenized and Educative Leadership

Type	Journal Article
Author	Reynold Macpherson
Author	Pieter Kachelhoffer
Author	Medhat El Nemr
Abstract	This case study of school and systemic reform in the United Arab Emirates (UAE) begins with a highly critical evaluation of the national system of schooling. It will identify the indigenous theory of modernization that lies behind the reform program just allocated AED 48 billion (USD 13 billion) for the next 10 years. It will indicate the unique requirements of the reform program now being planned and mounted by the Ministry of Education and each of the Emirates' education councils (or equivalent). The paper will then explain how Abu Dhabi University (ADU) has developed two new masters programs (in teaching and learning, and in educational leadership) to help transform the capacities of the nation's current professionals. It will be argued that, despite the use of external standards, a fresh blend of theory and praxis unique to the UAE will need to be developed as lead teachers and school and system managers are encouraged to develop the knowledge, skills and attitudes essential to whole system reform. The most immediate challenge is to engage a critical mass of current professionals in a process of becoming educative managers and leaders, enabling colleagues to learn and to create learning organizations. The case highlights the interplay of historical, cultural, political and economic factors that tend to drive national educational reform agendas, while also reflecting the presence of common factors, principally the impact of information and communication technology (ICT), many forms of globalization, the internationalization of knowledge about effective educational leadership, and the wilfulness of reflective and determined leaders. It also reflects on some of the dilemmas potentially created by the globalization of leadership standards developed in an American context, and suggest how, with judicious leadership by educative consultants, they could develop an indigenous form of educative leadership. The paper ends with an invitation to educational researchers...
Publication	International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))
Volume	35
Issue	1
Pages	60-77
Date	2007
DOI	Article
Short Title	The Radical Modernization of School and Education System Leadership in the United Arab Emirates
Repository	EBSCOhost
Date Added	07 January 2008 14:22:02
Modified	11 January 2008 15:32:53

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UAE.pdf

The Relationship between Socioeconomic Status and Academic Achievement.

Type Journal Article

Author Karl R. White

Abstract Meta-analysis techniques were used to examine almost 200 studies that considered the relationship between socioeconomic status (SES) and academic achievement. Results indicated that as SES is typically defined and used, it is only weakly correlated with academic achievement.

Publication Psychological Bulletin

Volume 91

Pages 461-481

Date 1982

Repository ERIC

Date Added 08 January 2008 11:47:06

Modified 11 January 2008 14:44:31

Notes:

Meta-analysis techniques for integrating research findings are utilized in this report to determine the magnitude of the relationship between socioeconomic status (SES) and academic achievement. Also investigated are the factors which contribute to the large amount of variance in previously reported correlations between these two variables. Over 100 studies yielding 636 correlation coefficients are included in the meta-analysis. Findings indicate that the relationship between SES and academic achievement is probably much weaker than many people have assumed. Findings also indicate that the variance in reported correlations between SES and academic achievement are due to the fact that most of the significant variables which influence the strength of the correlation are directly under the researcher's control. Recommendations concerning the most appropriate way of using measures of SES in future research applications are made. (Author/EB)

The Significance of Students: Can Increasing "Student Voice" in Schools Lead to Gains in Youth Development?

Type Journal Article

Author Dana L. Mitra

Abstract The notion of "student voice," or a student role in the decision making and change efforts of schools, has emerged in the new millennium as a potential strategy for improving the success of school reform efforts. Yet few studies have examined this construct either theoretically or empirically. Grounded in a sociocultural perspective, this article provides some of the first empirical data on youth participation in student voice efforts by identifying how student voice opportunities appear to contribute to "youth development" outcomes in young people. The article finds that student voice activities can create meaningful experiences for youth that help to meet fundamental developmental needs--especially for students who otherwise do not find meaning in their school experiences. Specifically, this research finds a marked consistency in the growth of

agency, belonging and competence--three assets that are central to youth development. While these outcomes were consistent across the students in this study, the data demonstrate how the structure of student voice efforts and nature of adult/student relations fundamentally influence the forms of youth development outcomes that emerge.

Publication	Teachers College Record
Volume	106
Issue	4
Pages	651-688
Date	April 2004
DOI	Article
ISSN	01614681
Short Title	The Significance of Students
Repository	EBSCOhost
Date Added	09 January 2008 14:38:25
Modified	11 January 2008 15:33:39

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12633733.pdf

Theorizing change in the educational field: re-readings of student participation projects

Type	Journal Article
Author	P. Thomson
Author	R. Holdsworth

Abstract There is a burgeoning literature on educational change – how to make it and how to understand its failures in order that the causes can be remedied next time. Much of this literature implies that when free and autonomous policy agents know what they are doing, they can shift institutional structures and habituated ways of doing and being. In this article we mobilize Bourdieu, who rejected this binary of structure and agency, in favour of the notion of 'field', 'habitus' and 'capitals', to theorize one case of change. We describe the shifting policy-scape in Australia in the latter part of the twentieth century which created some opportunities for students to act as educational leaders and participate in making decisions about their learning and schooling. We then develop a specific and situated theorization of change in a contested and hierarchical educational 'field'. We argue that the continued press from the political field and the wider field of power to increase levels of mass schooling produced a 'principal opposition' in the schooling field between democratization and hierarchization. This opposition, we propose, is now in policies, institutional changes and the varying actions of educators, making the field not only contested but also unstable: this produces further spaces and opportunities for both hierarchic and democratic changes.

Publication	International Journal of Leadership in Education
Volume	6
Issue	4
Pages	371–391

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11985409.pdf

Towards a theory of leadership practice: a distributed perspective.

Author James P. Spillane
Author Richard Halverson
Author John B. Diamond
Abstract School-level conditions and school leadership, in particular, are key issues in efforts to change instruction. While new organizational structures and new leadership roles matter to instructional innovation, what seems most critical is how leadership practice is undertaken. Yet, the practice of school leadership has received limited attention in the research literature. Building on activity theory and theories of distributed cognition, this paper develops a distributed perspective on school leadership as a frame for studying leadership practice, arguing that leadership practice is constituted in the interaction of school leaders, followers, and the situation.

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12313662.pdf

Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy

Author John A. Ross
Author Peter Gray

Abstract Transformational leadership researchers have given little attention to teacher expectations that mediate between goals and actions. The most important of these expectations, teacher efficacy, refers to teacher beliefs that they will be able to bring about student learning. This study examined the mediating effects of teacher efficacy by comparing two models derived from Bandura's socialcognitive theory. Model A hypothesized that transformational leadership would contribute to teacher commitment to organizational values exclusively through collective teacher efficacy. Model B hypothesized that leadership would have direct effects on teacher commitment and indirect effects through teacher efficacy. Data from 3,074 teachers in 218 elementary schools in a crossvalidation sample design provided greater support for Model B than Model A. Transformational leadership had an impact on the collective teacher efficacy of the school; teacher efficacy alone predicted teacher commitment to community partnerships; and transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community.

URL http://www.oise.utoronto.ca/field-centres/ross/CTEleadership.pdf

Accessed 06 January 2008 07:20:11

Date Added 06 January 2008 07:20:11

Modified 11 January 2008 16:48:35

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03_ transformational leadership and teacher commitment to organizational values.pdf

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Transformational school leadership for large scale reform: Effects on students, teachers, and their classroom practices

Type Journal Article

Author Kenneth Leithwood

Author Doris Jantzi

Abstract Using data from a larger 4-year evaluation of England's National Literacy and Numeracy Strategies, this study tested the effects of a school-specific model of transformational leadership on teachers (motivation, capacities, and work settings), their classroom practices, and gains in student achievement. Some 2,290 teachers from 655 primary schools responded to 2 forms of a survey (literacy and numeracy) measuring all variables in our framework. Our measure of student achievement was gains in the British government's own Key Stage 2 tests over either 2 (numeracy) or 3 (literacy) years. Path analytic techniques were used to analyze the several different versions of the results. Results indicate significant effects of leadership on teachers' classroom practices but not on student achievement. Introduction

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04_transformational school leadership for large scale reform.pdf

We can. We volunteer. Pro-social values/behaviour and employability amongst young people in SEE and the impact of volunteer work camps

Type Report
Author Steve Powell
Author Esad Bratović
Institution SEEYN: South-East European Youth Network
Date 2007
URL http://www.promente.org/files/research/promente_SEEYN_voluntarism_research_results.doc
Date Added 09 January 2008 07:29:04
Modified 11 January 2008 16:49:00

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promente SEEYN voluntarism research results.pdf

What Do We Know About Teacher Leadership? Findings From Two Decades of Scholarship

Type Journal Article
Author J. York-Barr
Author K. Duke
Abstract The concept and practice of teacher leadership have gained momentum in the past two decades. Teachers are assuming more leadership functions at both instructional and organizational levels of practice. Empirical literature reveals numerous small-scale, qualitative studies that describe dimensions of teacher leadership practice, teacher leader characteristics, and conditions that promote and challenge teacher leadership. Less is known about how teacher leadership develops and about its effects. In addition, the construct of teacher leadership is not well defined, conceptually or operationally. Future research focused on the differentiated paths by which teachers influence organizational capacity, professionalism, instructional improvement, and student learning has the potential to advance the practice of teacher leadership. A conceptual framework is offered to guide such inquiry.

Publication	Review of Educational Research
Volume	74
Issue	3
Pages	255
Date	2004
Short Title	What Do We Know About Teacher Leadership?
Repository	Google Scholar
Date Added	07 January 2008 13:00:38
Modified	07 January 2008 13:01:14

What Is Instructional Leadership?

Type	Journal Article
Author	Thomas R. Hoerr
Abstract	The article focuses on the role of school principals. It describes the responsibilities held by the position, such as being a leader, disciplining students, and maintaining school security. Other duties mentioned include ensuring school cleanliness, building relationships with students' parents, and managing the school's personnel. The role of the principal as an educator is analyzed, and it is suggested that teachers in 2007 know more about teaching than principals do. Suggestions for school principals are provided, such as encouraging teachers to hold constructive conversations with each other and asking questions about their lesson plans.
Publication	Educational Leadership
Volume	65
Issue	4
Pages	84-85
Date	Dec December 2008
DOI	Article
ISSN	00131784
Repository	EBSCOhost
Date Added	07 January 2008 13:55:18
Modified	11 January 2008 15:34:56

What's Decentralization Got To Do With Learning? The Case of Nicaragua's School Autonomy Reform

Type	Report
Author	Elizabeth M. King
Author	Berk Özler
Abstract	Despite its growing popularity, school-based management is seldom evaluated systematically w impact of the current school autonomy reform in Nicaragua on learning within an educational p indeed making more decisions about pedagogical and administrative matters than do traditional decision-making after a school becomes legally autonomous, autonomy de jure does not appear

variable which measures the actual level of decision-making by the school is positively associat
with respect to teacher staffing and the monitoring and evaluation of teachers appear to be more

Institution	Development Research Group; The World Bank
Date	1998
URL	http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1
Accessed	27 December 2007 14:26:59
Date Added	27 December 2007 14:26:59
Modified	11 January 2008 16:48:24

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What_Decentralization_Learning.pdf

Worldwide Workshop on Youth Involvement as a Strategy for Social, Economic
and Democratic Development: Held in San José, Costa Rica, January 4-7, 2000

Type	Book
Author	H. Perold
Publisher	Ford Foundation
Date	2000
Short Title	Worldwide Workshop on Youth Involvement as a Strategy for Social, Economic and Democratic Development
Repository	Google Scholar
Date Added	11 January 2008 17:20:28
Modified	11 January 2008 17:21:14