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AUTHOR Kamsapel, Patricia J.; Rogaard, Lela; Coe, Pamela; McCoy, Cynthia A.

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ABSTRACT

From 1990 to 2000, a qualitative study of the implementation of the Kentucky Education Reform Act (KERA) was conducted in four small rural school districts in Kentucky. KERA reflects key components of what would later be termed "systemic reform": a unifying set of goals that all students must attain, a coherent system of instructional guidance, and a restructured governance system. In addition, KERA has other components, such as the upgraded primary program. This book presents findings from the second phase of the 10-year study, focusing on the effects of KERA on curriculum, instruction, and student learning in six elementary schools in the four districts. In all six schools, student achievement improved, but in five schools, teachers focused more on improving whole-school performance on achievement measures than on improving the learning of each student, and had difficulty raising their expectations for low-income and minority children. KERA reforms increased classroom writing, the variety of instructional strategies, integration of subject matter, classroom computer use, and open-ended response and portfolio items for classroom assessment. However, teachers had difficulty moving beyond a teacher directed approach, and only a few integrated technology effectively into the curriculum. Testing for accountability became the focus of the assessment system, and the KERA goal of continuous performance-based student evaluation was neglected. School based decision-making councils did not make most key decisions as intended by KERA. The findings also note the importance of school leadership accountability goals and the need for more time for teachers in meeting school professional development. Ten appendices present KERA goals; dissemination efforts; data collection and research questions for both phases

Elementary Change Moving Toward Systemic Reform In Rural Kentucky

Xiaolong Qi



Elementary Change Moving Toward Systemic Reform In Rural Kentucky:

Elementary Change Patricia J. Kannapel, Lola Aagaard, Pamela Coe, Cynthia A. Reeves, 2000 From 1990 to 2000 a qualitative study of the implementation of the Kentucky Education Reform Act KERA was conducted in four small rural school districts in Kentucky KERA reflects key components of what would later be termed systemic reform a unifying set of goals that all students must attain a coherent system of instructional guidance and a restructured governance system In addition KERA has other components such as the ungraded primary program This book presents findings from the second phase of the 10 year study focusing on the effects of KERA on curriculum instruction and student learning in six elementary schools in the four districts In all six schools student achievement improved but in five schools teachers focused more on improving whole school performance on achievement measures than on improving the learning of each student and had difficulty raising their expectations for low income and minority children KERA reforms increased classroom writing the variety of instructional strategies integration of subject matter classroom computer use and open ended response and portfolio items for classroom assessment However teachers had difficulty moving beyond a teacher directed approach and only a few integrated technology effectively into the curriculum Testing for accountability became the focus of the assessment system and the KERA goal of continuous performance based student evaluation was neglected School based decision making councils did not make most key decisions as intended by KERA The findings also note the importance of school leadership accountability goals and the need for more time for teachers in meeting school professional development Ten appendices present KERA goals dissemination efforts data collection and research questions for both phases of the study interview protocols and characteristics of parents students and community members interviewed Contains 151 references TD **The Link**, 2001 Resources in Education, 2001-10 **Learner-Centered Leadership** Arnold B. Danzig, Kathryn M. Borman, Bruce A. Jones, William F. Wright, 2017-09-25 Many new approaches to school improvement are being proposed in the current climate of assessment and school accountability This book explores one of these approaches a new model of leadership training known as Learner Centered Leadership LCL It is built around the fundamental idea that learning and learning communities are natural processes that when properly harnessed can lead to the highest levels of professional engagement and problem solving Key features of this exciting new approach to school leadership include the following Broad based and Generative The book's narratives vividly illustrate the extraordinary ability of LCL to generate new approaches to leadership development For example encouraging and assisting school leaders to reflect on their own leadership attributes relative to the implementation of the school mission to ensure high teacher efficacy and student learning In this respect the volume contributes significantly to the field of school leadership and professional development by extending above and beyond a narrow focus on instructional leadership Practice Oriented By creating communities that encourage conversation and analysis the new data driven models of school improvement are more likely to be successfully implemented Without

analytical discourse the process of interpreting school data and transforming it into practice would be largely lost Conceptually Appropriate The realization that everyone within a school students teachers administrators belongs to the same learning community minimizes status differences and encourages teamwork The LCL administrator is much less likely to be authoritarian and power oriented and much more likely to be transformative and student outcome focused This book is appropriate for master s level courses and certification seminars and for inservice workshops dealing with school leadership

The Rising State Bonnie C. Fusarelli, Bruce S. Cooper, 2009-02-02 State and national policymakers are increasingly important in shaping the nature scope and direction of education initiatives resulting in the erosion of local control The Rising State weaves together leading national experts perspectives that focus on equity comparative differences in state educational policies agenda setting and the nationalization of education policy The contributors provide policymakers teachers administrators parents and the general public with an opportunity and means to understand the success and failure of the growth of state power and centralization of control of education in the United States and offer forecasts for future developments Journal of Research in Rural Education ,2001 **Good Intentions are Not Enough** Carolyn M. Shields, 2003 A manual designed to raise the awareness of all concerned citizens about how to develop schools with diverse populations There are stories about practitioners and schools across the USA Canada and the South Pacific along with theories and practical ideas for both teachers and administrators **The Institutions of American Democracy** Susan Fuhrman, Marvin Lazerson, 2005-05-26 From curriculum standards and testing to school choice and civic learning issues in American education are some of the most debated in the United States The Institutions of American Democracy a collection of essays by the nation s leading education scholars and professionals is designed to inform the debate and stimulate change In association with the Annenberg Foundation Trust at Sunnylands and the Annenberg Public Policy Center at the University of Pennsylvania The Institutions of American Democracy is the first in a series of books commissioned to enhance public understanding of the nature and function of democratic institutions A national advisory board including among others Nancy Kassebaum Baker David Boren John Brademas Ellen Condliffe Lagemann David Gergen and Lee Hamilton will guide the vision of the project which includes future volumes on the press and the three branches of government Each essay in The Institutions of American Democracy addresses essential questions for policymakers educators and anyone committed to public education What role should public education play in a democracy How has that role changed through American history Have the schools lost sight of their responsibility to teach civics and citizenship How are current debates about education shaping the future of this democratic institution Among the contributors are William Galston Director of the Institute for Philosophy and Public Policy at the University of Maryland Clarence Stone Professor in the Department of Government and Politics at the University of Maryland College Park and editor of Changing Urban Education and Regime Politics Governing Atlanta 1946 1988 University Press of Kansas 1998 Susan Moore Johnson Pforzheimer Professor of Education in Learning

and Teaching Harvard University Michael Johanek Executive Director of K 12 Professional Development College Board Kathy Simon co executive director of the Coalition for Essential Schools and author of Moral Questions in the Classroom Yale University Press 2001 and Jennifer Hochschild Professor of Government and Professor of Afro American Studies at Harvard University and author of Facing Up to the American Dream Race Class and the Soul of the Nation Princeton University Press 1995

Thinking About Schools Aimee Howley, Craig Howley, 2012-11-12 As its title implies this book has a deceptively simple mission to prepare would be school leaders to draw upon a variety of theoretical perspectives when thinking about schools and schooling It shows how theories can function as cognitive tools to be mastered carefully stored in one s intellectual toolbox and used to interpret and resolve real world problems Beneath this goal lies the belief that the most effective leaders are those who are able to construct their own well grounded interpretations of events and their own responses to those events Key features of this exciting new text include the following Focus on Alternative Theories The functionalist theoretical views that have dominated administrator preparation programs for the last half century are reviewed early in the book and are shown to be inadequate to the task of understanding and coping with the complex realities of modern day schooling The remainder of the book presents alternative views of schooling that taken together can be thought of as a theoretical repertoire from which to construct interpretations and solutions to everyday real world problems Focus on Diversity Diversity is examined from a variety of viewpoints Chapter 6 looks at the cultural bases of leadership Chapter 7 at comparative and international contexts and Chapter 8 at gender and sexual orientation Illustrative Cases Each chapter contains a case with an embedded dilemma similar to those that real world administrators confront While illustrating the particular theoretical view presented in the chapter these cases are sufficiently complex that they lend themselves to interpretation by any of the other theories considered in the book This book is appropriate for graduate level courses with titles such as Organizational Theory Theory of School Leadership or Introduction to Educational Administration It might also be used as one of several texts in advanced courses on leadership theory

Motivation, Engagement and Educational Performance J. Elliott, N. Hufton, W. Willis, L. Illushin, 2005-08-17 Key factors that impact upon children s educational motivation and engagement are here considered from an international and comparative perspective Based upon a major programme of research undertaken in sites in England the USA and Russia the authors identify interrelated elements operating at international national and local levels These include children s self perceptions goals interests and aspirations curriculum and pedagogy peer and parental influences teacher perceptions school traditions and practices together with the pervasive influence of broader social cultural historical and economic factors

Practicing Anthropology, 2001

The New Accountability Martin Carnoy, Richard Elmore, Leslie Siskin, 2003-12-16 When it comes to the issue of US education reform hopeful politicians liberal and conservative alike have long touted the promises of standards based accountability But do accountability based reforms actually work What happens when they encounter the formidable challenge of the

comprehensive high school The New Accountability explores the current wave of assessment based accountability reforms at the high school level in the United States *Rural Education News* ,2001 *Hearing on the Challenges Facing Urban and Rural Schools* United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1992 Testimony given at a congressional hearing on the unique problems of urban and rural schools the federal role in addressing these problems and the availability of resources at state and local levels is presented in this report Representative William Jefferson described the disadvantages of urban schools compared to suburban schools with respect to reaching the six national education goals for the year 2000 He spoke in support of the proposed Urban Schools of America Act USA which would fund urban school improvement at the local level renovation of facilities research and evaluation activities technical assistance and staff development Lois Adams Rogers from the Kentucky Department of Education discussed rural poverty in Kentucky rural cultural influences on education the special needs of rural education the Kentucky Education Reform Act of 1990 and the need for federal aid Dale Lestina represented Organizations Concerned about Rural Education OCRE whose goals are reforming rural school curriculum developing rural schools as community centers and promoting the role of rural schools in community economic revitalization OCRE supported the proposed Rural Schools of America Act of 1991 which would fund early childhood programs parent involvement activities school community linkages capital improvement and educational innovation Superintendents from Tucson Arizona and Portland Oregon outlined the poor status of urban schools on the national education goals Also included are charts of the share of statewide expenditures and poverty enrollment for 47 cities and estimated USA grants to eligible cities SV Books in Print Supplement ,2002 **Challenges in Systemic Education Reform** Susan Fuhrman,1994 Resources in Education ,1997 *Legislative Calendar* United States. Congress. House. Committee on Education and Labor, **Current Index to Journals in Education** ,2002 **Water Crises and Sustainable Management in the Global South** Sylvester Chibueze Izah,Matthew Chidozie Ogwu,Athanasios Loukas,Hossein Hamidifar,2024 Zusammenfassung This book is a reference material on how to sustainably manage water crises The causes and effects of water crises under different regions in the Global South are explored in this book Approaches for the sustainable management of water crises are also highlighted in the book especially in the Global South where the level of technologies available for sustainable management of water are limited Water crisis is a global problem but with disproportionate higher consequences in the loba South About 25% of the global population resides in water stressed countries and about 10% of the world population lives in areas with high water vulnerability Furthermore many millions of people across the globe lack access to potable water supplies As such many people could be displaced by water crises or scarcity shortly The effects of the water crisis on the environment include increased salinity nutrient pollution the loss of floodplains the drying of riverbeds the loss of habitat wetlands disappearing and ecosystem loss On the human level it could lead to disease outbreaks drought famine and death This may have more

severe effects in countries in the Global South as compared to nations in the Global North This is because the water cycle is very intense in Asia and Africa which are important areas in the Global South This book is of interest and useful to aquatic toxicologists water quality experts practitioners trainees and trainers environmentalists biological sciences scientists academics researchers students especially undergraduates and postgraduates libraries and other public knowledge repositories interested in novel and advanced practices in sustainable water management

Ignite the flame of optimism with is motivational masterpiece, **Elementary Change Moving Toward Systemic Reform In Rural Kentucky** . In a downloadable PDF format (Download in PDF: *), this ebook is a beacon of encouragement. Download now and let the words propel you towards a brighter, more motivated tomorrow.

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