

RESEARCH AREA & SOURCE	DESCRIPTION & MAIN FINDINGS / ARGUMENTS
<p>Professional Development / Leadership</p> <p><i>Journal of Staff Development</i> Vol. 29, No. 4, pp. 60 - 63</p>	<p>Drago-Severson, E. (2008) Four practices serve as pillars for adult learning.</p> <p>The author draws on her research on effective principals to suggest four strategies that principals can use to promote adult learning within schools.</p> <p>Main Findings / Arguments:</p> <p>The four strategies are:</p> <ul style="list-style-type: none"> • <i>Teaming</i> – Collaboration in the schools studied centered around curriculum, literacy, technology, teaching, and diversity. Getting teachers working in teams helped to: <ul style="list-style-type: none"> - Open communication and decrease isolation; - Share philosophies of teaching and learning; - Provide a safe environment to share perspectives, challenge each others’ thinking, and question assumptions about curriculum and student work; - Examine the school’s mission; - Overcome adults’ resistance to change; - Facilitate the implementation of new initiatives; - Share leadership and make decisions collaboratively. • <i>Giving leadership responsibility</i> – When principals get colleagues to step up to increased responsibility, it gives them the chance “uncover their assumptions and test out new ways of working as professionals.” The effect was often transformational. <ul style="list-style-type: none"> • <i>Collegial inquiry</i> – Effective principals get adults engaged in conflict resolution, goal-setting, decision-making, and studying the school’s curriculum and instructional practices. <ul style="list-style-type: none"> • <i>Mentoring</i> – “Mentoring and coaching creates an opportunity for broadening perspectives, examining assumptions, and sharing expertise and leadership,” varying from “mission spreading” to sharing valuable insights to giving emotional support to novice teachers. • Robert Kegan identifies three “ways of knowing.” Being aware of these can help principals be thoughtful about customizing the above initiatives for maximum adult learning. <ul style="list-style-type: none"> - Instrumental – This is a concrete orientation to life: “What do you have that can help me? What do I have that can help you?” People in this way of knowing are oriented toward following rules and procedures and accomplishing their goals. “These learners cannot yet fully consider or acknowledge another person’s perspective. Principals and teachers can help instrumental knowers grow by creating situations where they must consider multiple perspectives.” - Socializing – “Others’ approval and acceptance is of utmost importance to socializing knowers. Interpersonal conflict is almost always experienced as a threat...” School leaders can help these adults share their views in small groups before getting

	<p>involved in large-group discussions.</p> <ul style="list-style-type: none"> - Self-authoring – These adults have developed their own internal value system, but may be unable to recognize that other people can legitimately hold completely opposite views that may be worth hearing. Principals and colleagues can support self-authoring knowers’ growth by gently challenging them to let go of their own perspectives and embrace alternative, diametrically opposing points of view that can inform their own.
<p>Curriculum Implementation</p> <p><i>Review of Educational Research</i> Vol. 78, No. 1, pp. 33 - 84</p>	<p>O’Donnell, C. (2008) Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K – 12 curriculum intervention research.</p> <p>This paper examines a number of studies that measure fidelity of implementation of curriculum innovations in order to define fidelity of implementation as a concept, examine its relevance for studying curriculum implementation as well as its relationship to learner outcomes.</p> <p>Main Findings / Arguments:</p> <ul style="list-style-type: none"> • Overall fidelity was defined most often in terms of adherence to the intentions of curriculum developers. • There is an inherent tension in the literature between fidelity to the intentions of expert curriculum developers and the role of classroom teachers in implementing curriculum. • In many studies it was not measured, but the most common way of measuring fidelity was to identify a program theory and critical components of a curriculum intervention / innovation and then develop measures based on these components. • All studies where fidelity was measured quantitatively showed statistically significantly higher outcomes for learners when the program was implemented with greater fidelity. • More flexible innovations (ones that can be more easily adapted to fit a wider range of contexts) are implemented more rapidly and with a higher degree of sustainability.
<p>Teaching Practices - Homework</p> <p><i>Learning and Instruction</i> Vol. 17, pp 372 - 388</p>	<p>Trautwein, U. (2007) The homework-achievement relation reconsidered: Differentiating homework time, homework frequency, and homework effort.</p> <p>The PISA studies reported evidence for a positive relationships between homework and achievement for a great majority of the countries included in the study. Researchers in Germany questioned the validity of the PISA conclusions for a number of reasons; (1) though the homework data related to three subjects, the only achievement measure used was a reading score; (2) no distinction was made between homework assigned and homework completed; and (3) no control was made for prior achievement or other possibly confounding variables.</p> <p>The researchers conducted a series three studies with students in German secondary schools to attempt to separate and measure the effects of (1) actual time spent working on homework; (2) frequency of homework assignments; and (3) effort expended on homework (as measured by a self-reporting survey).</p> <p>Main Findings:</p>

	<ul style="list-style-type: none"> • In terms of time spent on homework, there was far greater variance between students within a school than between schools. • In all three studies, amount of time spent on homework was negatively related to achievement at the student level (possibly indicating that more time spent on homework may indicate problems of understanding or motivational problems). • Higher frequency of homework assignments was related to higher achievement (in a longitudinal study) • Higher levels of effort expended on homework were positively related to achievement gains. • There was no positive correlation between homework effort and time spent on homework (indicating that time spent on homework is not a suitable indicator of the effort students put into homework).
<p>Teaching Practices - Homework</p> <p><i>Journal of Educational Psychology Vol. 99 No. 2 pp. 432 - 444</i></p>	<p>Trautwein, U. and Ludtke, O. (2007) Students' self-reported effort and time on homework in six schools: Between-students different and within-student variation.</p> <p>In this study of 511 Grade 8 and 9 students in German schools, the researchers investigated variables affecting the amount of effort and the amount of time students spent on homework.</p> <p>Main Findings:</p> <ul style="list-style-type: none"> • 47% of the variance in homework effort was at the between students level and 53% at the with student level - indicating that whether students put effort into homework depends both on their general tendency to do homework and on factors specific to certain subjects. • Between-students level - students who are generally more conscientious spend more time on homework. • Within-student level - Students reported putting more effort into homework where they perceived the quality of homework to be high, where they perceived teacher control of homework to be high, where they perceived that their parents valued the subject highly, where their previous level of achievement was high and when homework expectancy and value belief (the expectancy of being successful on a homework task and the belief that putting effort into homework will pay off in terms of future achievement) was high. • The correlation between homework expectancy / value belief and homework effort remained even when prior achievement was controlled for. • There was considerable consensus in classes as to the perceived quality of homework. • Perceived homework control had a greater effect on less conscientious students and almost no effect on the most conscientious students. • Parental help with homework did not relate positively to homework effort. • The association between homework effort and homework time was negative, indicating that students spend more time on their 'weaker' subjects • Students with lower cognitive abilities spent more time on homework.

<p>Teaching Practices – Differentiation / Intervention</p> <p>Phi Delta Kappan, October 2007, pp. 105 - 114</p>	<p>Grubb, W. (2007) Dynamic inequality and intervention: Lessons from a small country.</p> <p>The author notes the fact that Finland scored highest on literacy and second on math in the 2000 PISA results. More importantly, Finland had significantly smaller variations in scores than most countries, indicating a higher level of equality in the education system. Finland achieved similar results in 2003. The author compares interventions for struggling students in Finland and the US to determine some possible causes for the differences in equality.</p> <p>Main findings / arguments</p> <ul style="list-style-type: none"> • Finland has a series of interlocking, consistent policies for dealing with students who appear to have difficulties with the curriculum - (1) classroom teachers are responsible for identifying students who are failing to master a particular competence (they do not wait for diagnostic testing to do this). The teacher works with identified students one-on-one or in small groups to correct the particular problems, sometimes during the day, sometimes before school at lunch or after school. (2) If a student needs further help classrooms have a teacher assistant, who though not a fully qualified teacher has done a year of specialized study in supporting students who are behind. (3) If a student needs further help a multidisciplinary team is established consisting of the teacher, the special-needs teacher, the counselor and individuals from outside the school (social workers, representatives from public housing etc.). Special needs teachers do not only work with students who have diagnosed special needs, but also with those who just need some extra help. Individuals from outside the school can supply services beyond the capacity of an individual school. • In the US, intervention policy is largely the domain of individual schools who tend to have a grab bag of fragmented policies, often following the policy of intensification (more of the same) and often with no attempt to link regular classroom work with the intensification work. The Finnish approach of having the classroom teacher direct the support leads to substantially greater consistency. • Finland has some features which further support equity - (1) Class sizes are small (generally 16 – 20). (2) Schools are small (generally 200 – 300) (3) Teacher training is more thorough (4) Teaching programs in universities are highly selective (with an acceptance rate of only 10%) (5) Teachers are treated as independent professionals with judgment and expertise in both their subject and related pedagogy (rather than deliverers of a ‘teacher-proof’ curriculum) (6)The Finnish welfare state supports equity in many ways.
<p>Teaching Strategies – Behavior Management</p>	<p>Greene, R. (2008) Kids do well if they can.</p> <p>The author identifies two possible approaches to student misbehavior:</p> <ul style="list-style-type: none"> - Kids do well if they <i>want</i> to. - Kids do well if they <i>can</i>. <p>Teachers and parents with the first philosophy assume that misbehaving kids aren’t doing the right thing because they don’t <i>want</i> to. Common</p>

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solution strategies include rewards and / or punishments and consequences.

Parents and teachers with the second philosophy assume that misbehaving students *lack the skills* to do the right thing. The adult challenge is to figure out which skills the child needs to be taught to behave more appropriately.

Greene proceeds to identify several clusters of skill deficits that are quite common in troubled students:

- *Difficulty reflecting on several thoughts or ideas simultaneously (disorganized); difficulty considering a range of solutions to a problem; difficulty considering the likely outcomes or consequences of one's actions (impulsive).*
- *Difficulty expressing concerns, needs, or thoughts in words.*
- *Difficulty shifting gears from an emotional response to thinking rationally about a situation (separation of affect)*
- *Difficulty seeing the "grays"; concrete, literal, black-and-white thinking; difficulty deviating from rules, routines, or the original plan; difficulty handling unpredictability, ambiguity, uncertainty, or novelty; difficulty shifting from an original idea or solution; difficulty adapting to changes in plan*

The following standard responses to misbehavior, don't work well for students who lack skills:

- Telling the child that we don't approve of the behavior and suggesting alternatives.
- Natural consequences such as embarrassment, being scolded, being disliked, etc.
- Logical consequences such as being kept in from recess, put on detention, or suspended.

Greene concludes that "kids who haven't responded to natural consequences don't need more consequences; they need adults who are knowledgeable about how challenging kids come to be challenging, who can identify the lagging skills and unsolved problems that are setting the stage for maladaptive behavior, and who know how to teach those skills and help solve those problems."