ICSEI International Congress for School Effectiveness and Improvement
Glasgow, 6-9 January 2016

‘Connecting teachers, schools and systems: creating the conditions for effective learning’

CONFIRMED SPEAKERS TO INCLUDE:
• Dr Rowena Arshad, University of Edinburgh
• Professor Graham Donaldson, University of Glasgow
• Marinieves Alba, Community School Director, New York
• Professor Pasi Salberg, visiting Professor of Practice, Harvard University Graduate School of Education, USA

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• Glasgow has the largest rail network in the UK outside London
• 20 trains per day from London – journey time just 4hrs 30 mins

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Find out more: www.icsei.net/2016/ @ICSEIGlasgow2016

www.gtcs.org.uk
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Welcome to the 28th International Congress for School Effectiveness and Improvement!

The University of Cincinnati, Fayette County (KY) Schools, Cincinnati Public Schools, and the members of the organizing committee from Education Northwest and the American Institutes for Research (AIR) are pleased you will be a part of a unique gathering of international researchers, educators, and policymakers sharing how we can improve children’s lives through the best educational practices.

This year’s theme, Think Globally, Act Locally, and Educate All Children To Their Full Potential, has attracted more than 250 papers and presentations designed to explore our current understanding of what comprises effective schools and educational programs worldwide and, perhaps more important, to address the pressing educational challenges that still confront us.

From the opening keynote examining the latest data on worldwide student assessments, through three days of explorations led by accomplished researchers, practitioners, and policymakers, we hope you will find inspiration and expand your own education, returning home to share a broader horizon and base of knowledge with your colleagues.

We encourage you to attend the broadest selection of sessions on a diverse range of topics, coming from more than 30 countries. We also encourage you to consider one of the two “country highlight” sessions this year. The first focuses on Scotland, which will be the host of ICSEI’s 2016 congress, and Chile, which hosted the 2013 congress.

Finally, please introduce yourself to the many scholars and practitioners from around the country and around the world. ICSEI is at its best when we are simultaneously learning new information about educational improvement and making new worldwide contacts.

Program Committee:
Sam Stringfield, University of Cincinnati, Co-Chair
Tom Sheldon, Superintendent, Fayette County Schools, Co-Chair
Danette Parsley, Education Northwest
Olga Vargas, Education Northwest
Steve Fleischman, Education Northwest
Coby Meyers, American Institutes for Research
Marlene Darwin, American Institutes for Research
President’s Message

ICSEI 2015 has brought together an exciting line up of keynote speakers and an impressive range of papers, symposia, and posters. The ICSEI 2015 program highlights the fact that the contemporary research undertaken by those in the SESI field remains grounded, relevant, and cutting edge. The SESI field continues to inform policymakers, practitioners, and researchers around the globe.

The ICSEI networks play a vital role in the formulation and sharing of new knowledge. Their work is pivotal in ensuring that ICSEI remains a vibrant intellectual force and an important source of grounded, empirical evidence. In my experience, the network meeting are really engaging, intellectually stimulating, and inclusive sessions. The network sessions and meetings will undoubtedly be a highlight of ICSEI 2015.

I am also really pleased to be chairing various sessions at ICSEI 2015. One session that is particularly close to my heart focuses on improving “low-performing” schools. My research, and the research contribution of many others in the SESI field, continues to highlight that schools under the most challenging circumstances can improve, do improve, and continue to improve. These schools radically change the life chances of young people and at best, can transform an entire community.

Thanks to Sam and Kathleen Stringfield for leading ICSEI 2015 so ably. I am also grateful to the entire U.S. ICSEI team for making Cincinnati 2015 a reality. To all conference participants, I look forward to welcoming you to ICSEI 2015. It will be a great conference and an important opportunity for policymakers, practitioners, and researchers to act locally but think globally.

Professor Dr. Alma Harris
Director, Institute of Educational Leadership, University of Malaya
ICSEI President 2013–2015

2014 ICSEI Board:

Alma Harris President Malaysia
Lorna Earl Past President Canada
Michael Schratz President Elect Austria
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Kim Schildkamp Board Member Netherlands
Tony Mackay Board Member Australia
Abigail Felber-Smith Student Representative USA
Sam Stringfield 2015 Conference USA
Margery McMahon 2016 Conference Scotland
Acknowledgments

The Program Committee would like to acknowledge and express its deep and sincere appreciation to the many people who made this conference possible.

First, of course, a thank you to the folks at ICSEI who have carried the organization throughout the years:

The Board of ICSEI        Executive Director Jenny Lewis
President Alma Harris      Webmaster Robin Edwards

Next, thanks to all of the ICSEI members and nonmembers who volunteered to review proposals and to chair paper sessions. It apparently takes a world of scholars to make an ICSEI conference happen and indeed, it would not have happened without you! Please say thank you as you encounter any of these individuals:

Alma Harris              Giorgio Ostinelli              Michelle Striepe
Anton Florek             Jan Vanhoof                 Mike Siebersma
Bert Creemers            Joanna Ebbeler               Mireille Hubers
Bob Ronau                Julie Edmunds                Naomi Mertens
Boudewijn van Velzen     Karen Seashore Louis       Nettie Legters
Caitlin Scott            Kevin Crouse                Paige Fisher
Chris Chapman            Kim Schildkamp              Persille Schwartz
Cindy Poortman           Kristen van Lommel          Pierre Tulowitzki
Coby Meyers              Leonidas Kyriakides          Roos van Gasse
Danette Parsley          Lorna Earl                  Steve Fleischman
Daniel Muijs             Margery McMahon            Susan Bowles Therriault
David Reynolds           Marisa Castellano           Susan E. Elliott-Johns
Elisabeth Davis          Marjolein I. Deunk           Tony Townsend
Erica van Roosmalen      Marlene Darwin              Wan Noor Adzmin Mohd Sabri
Gene Schaffer            Mary Yakimowski

We owe sincere thanks, as well, to University of Cincinnati staff members:

Rachel Fausz              Katy Roberto Marston       Katelyn Scott
Starr Harris              Florine Postell            Kaitlyn Baker Wessels

You wouldn't have this handsome program in your hands without the dedicated editing and design work of Rhonda Barton and Denise Crabtree of Education Northwest, with the support of Olga Vargas and senior staff. Thank you, ladies.

And, our gratitude to the incredible staff at the Hilton Netherlands, Lisa Willer and Cheryl Schmitt, and their many colleagues who are making this a great place to come together.

ICSEI 2015 extends sincere appreciation to the sponsors who have played no small part in its success. Find more information about each sponsor at the end of this program.

University of Cincinnati, CECH        The Ohio State University        Ai Media
American Institutes for Research     Journal of Theory and Practice       Corwin
Education Northwest                  The University of Kentucky
Cincinnati Public Schools            ICSEI 2016

Finally, but by no means least, our sincere appreciation to all of the practitioners, policymakers, and scholars who have taken the time to think about this work and prepared to share it with us and their many colleagues. We appreciate the opportunity to learn from you.
Keynote Presenters

Andreas Schleicher, Director for Education and Skills, Organization for Economic Co-Operation and Development (OECD) and Special Advisor on Education Policy to the Secretary-General

The Program for International Student Assessment: An Overview on Global Performance

Mr. Schleicher will present detailed results of the most recent Program for International Student Assessment (PISA), comprising 500,000+ students from 65 economies, representing about 28 million students globally.

As a key member of the OECD senior management team, Mr. Schleicher supports the Secretary-General’s strategy to produce analysis and policy advice that advances economic growth and social progress. He promotes the work of the Directorate for Education and Skills on a global stage and fosters co-operation both within and outside the OECD. In addition to policy and country reviews, the work of the Directorate includes the PISA, the OECD Survey of Adult Skills (PIAAC), the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES).

Before joining the OECD, Mr. Schleicher was Director for Analysis at the International Association for Educational Achievement (IEA). He studied physics in Germany and received a degree in mathematics and statistics in Australia. He is the recipient of numerous honors and awards, including the “Theodor Heuss” prize, awarded in the name of the first president of the Federal Republic of Germany for “exemplary democratic engagement.” He holds an honorary professorship at the University of Heidelberg. A German citizen, Mr. Schleicher is married and has three children. He speaks German, English, Italian, and French.

Dr. Vivian Tseng, Vice President, Program, William T. Grant Foundation

Investing in Innovation

Dr. Tseng will lead a keynote session examining efforts to scale up reforms from idea to several schools, from several schools to dozens of schools, and from substantial numbers of schools to hundreds or thousands of schools.

Dr. Tseng leads the foundation’s grantmaking and spearheads its initiatives on increasing understanding of the use of research in policy and practice and improving research-practice connections. Since joining the foundation in 2004, she has served in multiple capacities, most recently as senior program officer. Dr. Tseng has a deep interest in mentoring young researchers and is committed to strengthening the career pipeline for scholars of color. Thus, she also oversees the William T. Grant Scholars Program for promising early-career researchers and has significantly enhanced the program’s mentoring components.

Previously, Dr. Tseng was an assistant professor in psychology and Asian American studies at California State University, Northridge. She received her doctorate in community psychology, with a minor in quantitative methods and a concentration in developmental psychology, from New York University and her bachelor of arts in psychology, with a specialization in Asian American studies, from the University of California, Los Angeles. Her research has focused on understanding how immigration, race, and culture affect youth and their families.


Dr. Thomas L. Good, Professor, University of Arizona

Teacher Effects: What is Known, Forgotten and, Maybe, Found Again

Professor Good will discuss what is known about teaching actions that consistently have been linked to student achievement across grade levels and subject matter areas. He notes that this information about good teaching has been known for a long time (but forgotten) and some (but not all) of it has been rediscovered over time. Based in part on his previous book, written with Alyson Lavigne, Teacher
and Student Evaluation: Moving Beyond the Failures of School Reform (2013) and his forthcoming book with Lavigne, Improving Teaching Through Observation and Feedback (2015), he explains why new projects such as the Bill & Melinda Gates Foundation-funded Measures of Effective Teaching have not moved the study of teaching forward. This is, in part, because of their ahistorical approaches.

Dr. Good, who earned his Ph.D. at Indiana University, is a professor and head of the Department of Educational Psychology at the University of Arizona. His previous appointments were at the University of Texas at Austin and the University of Missouri. His policy interests include school choice and youth, while his research focuses on communication of performance expectations in classroom settings and the analysis of effective instruction, especially in schools that serve children in poverty. His work has been supported by numerous agencies, including the National Science Foundation and the National Institute of Mental Health. He has been a Fulbright Fellow (Australia) and continues as long-term editor of the Elementary School Journal published by the University of Chicago Press. He has published numerous books, including Looking in Classrooms, co-authored with Jere Brophy. His books have been published in various languages including Chinese, German, Japanese, and Spanish.

Dr. Robert J. Marzano, Co-Founder and CEO of Marzano Research Laboratory

A Model of High-Reliability Schools

Dr. Marzano will present results from his meta-analyses of school- and system-level educational effects, driving his call for High-Reliability Organization (HRO) structures in educational reform.

A leading researcher in education, he is a speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include The Art and Science of Teaching and Effective Supervision. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators. Dr. Marzano received a bachelor’s degree from Iona College in New York, a master’s degree from Seattle University, and a doctorate from the University of Washington.

Dr. Dan Duke, Professor of Leadership, Foundations and Policy, Curry School of Education at the University of Virginia

Turning Around Low-Performing Schools

If there is one imperative of the world’s research on educational effectiveness, it was put forward by the late Ron Edmonds a third of a century ago: We must improve schools that serve large numbers of less-advantaged students. In the United States, such schools are often concentrated in urban areas. Perhaps no one has written more persuasively and done more to prepare school principals for the work of turning around historically low-performing schools than Dr. Duke. He will present his research and related work.

After teaching high school social studies and serving as a secondary school administrator, he embarked on a career in higher education. For more than three decades he has taught courses on educational leadership, organizational change, and school policy, as well as conducting research on various aspects of public schools. After serving on the faculties of Lewis & Clark College and Stanford University, he came to the University of Virginia as Chair of Educational Leadership and Policy Studies. Duke founded and directed the Thomas Jefferson Center for Educational Design and helped establish the Darden-Curry Partnership for Leaders in Education (PLE), a unique enterprise involving the Curry School of Education and the Darden Graduate School of Business Administration. He served as Research Director for the PLE until 2010. A prolific writer, Duke has authored or co-authored 32 books and several hundred scholarly articles, monographs, chapters, and reports. His most recent books include The Challenges of Educational Change (2004); Education Empire: The Evolution of an Excellent Suburban School System (2005); Teachers’ Guide to School Turnarounds (2007); The Little School System That Could: Transforming a City School District (2008); Differentiating School Leadership (2010); and The Challenges of School District Leadership (2010). A highly regarded consultant, Dr. Duke has worked with more than 150 school systems, state agencies, foundations, and governments across the United States and abroad. Recently he helped develop the Texas Turnaround Leadership Academy and the Florida Turnaround Leaders Program. He has served as president of the University Council for Educational Administration and was chosen as Professor of the Year at the Curry School of Education.
ICSEI Networks

ICSEI networks provide an international forum for the exchange of information and dialogue on critical issues though active discussion among researchers, practitioners, and policymakers, both online and at ICSEI conferences.

There are five active networks (described below). The networks, initiated at our Fort Lauderdale conference in 2006, consist of groups within ICSEI that were already forming and holding events between regular annual meetings. Since 2006 the networks have been officially recognized and more closely tied to ICSEI. During annual conferences, each network hosts meetings open to preregistered conference participants, organizes preconference workshops (held this year on January 3), and supports the presentation of papers and symposia specific to their focus areas.

ICSEI members are encouraged to join the networks to strengthen and facilitate the sharing of thoughts, experiences, and challenges and to build professional learning communities.

The Five Networks

The Educational Leadership (EL) Network is for leaders at all levels: in practice, policy, and research. The focus is on sharing and advancing the creation of knowledge in the field of educational leadership, drawing on perspectives from around the globe. The network includes members from all over the world, who currently strive to examine how educational leadership aimed at school effectiveness and strengthening the quality of teaching and learning is enacted and studied in various country contexts. The aim of this work is to identify emerging themes of interest in the field of educational leadership in and around schools for policy, practice, and research.

The Methods of Researching Educational Effectiveness (MoRE) Network focuses on presenting and interpreting results of empirical studies in educational effectiveness; exchanging ideas for research in effectiveness and evaluation of improvement programs; developing research proposals for studies in educational effectiveness, especially international comparative studies; discussing problems encountered in educational effectiveness research and identifying possible solutions; identifying new research methods for issues unique to educational effectiveness; and contributing to the establishment of a databank of research instruments used in educational effectiveness studies.

The Early Childhood Education and Care (ECEC) Network consists of a conglomerate of practitioners, researchers, and policymakers who have attended ICSEI since the beginning of the network in 2008. Globally there’s an increased focus on the economic, as well as human, benefits of young children attending quality ECEC institutions. The degree of expansion varies tremendously, leaving room for learning among nations. The network serves as a platform for gaining quick access to and exchanging knowledge about the rapid development of ECEC around the world, especially in the countries that network members represent. Since most members are unable to attend the congress on a regular basis, network membership is updated once a year and congress participants working with ECEC matters are welcome to join.

Practitioners (e.g., teachers, principals, administrators, consultants, and trainers) often work in isolation, but frequently they are required to collaborate with policymakers and politicians. Partnerships among these groups are the focus of the 3P (Policymakers, Politicians, and Practitioners) Network. It is important to emphasize capacity building so that as local educational and children's services policy is developed, it stimulates and facilitates school improvement, which then becomes integrated into the broader construct of health, well-being, and community and lifelong learning. The 3P Network is a professional practice and research network for all professionals engaged in the policy determination, planning, and delivery of educational and other services to children, young people, and families.

The Data Use Network brings together researchers, policymakers, and practitioners working in the field of data-based decision making. The focus is on the use of data, such as assessments, observations, and surveys, to improve education at the school, classroom, and individual student levels. Important topics for the network are aspects of policy or practice with regard to data use that have positive impacts in different countries’ contexts; factors that hinder or enable the use of data; effects and side effects of data use; definitions of effective data use (i.e., what does data use in different countries look like); support of schools in the use of data; and characteristics of effective professional development in the use of data.
Theme of the Preconference and Program

The central theme of the preconference is networking. If you are not familiar with the ICSEI networks, we invite you to come to the preconference to get to know the networks and their members. For those who do know the networks and/or are already a member of one or more of the groups, use this opportunity to discuss current issues in your field with fellow researchers, practitioners, and policymakers.

In the morning, each network will introduce itself briefly and put forward a question from its field for discussion. The ECEC Network will focus on the pros and cons of different national strategies for supporting access to and/or improvement of early childhood institutions. The Data Use Network will focus on effective professional development in data-based decision making. The MoRE Network will explore methodological issues in comparative research, such as sampling, age and grade differences in different countries, and issues with translations of surveys (e.g., cultural ways in which people respond to questions). The EL Network will discuss the theme of globalization: the collaborative enterprise for educational effectiveness at home and abroad. The 3P Network will consider how policymakers, practitioners, and researchers working in collaboration, both locally and globally, can more effectively contribute to improved outcomes for communities in general and for children and youth in particular.

After this plenary introduction we will break out in round table sessions. Each network will lead one round table where participants can get to know the networks and engage in an in-depth discussion of the issue or question put forward by the network. After these sessions, the preconference will end with closing remarks from ICSEI President Alma Harris.

Network Preconference Schedule (Open to all conference participants)

9:00–10:00 a.m.  Introduction of all networks and their discussion issues or questions
10:00–10:30 a.m.  Break
10:30–11:45 a.m.  Round table sessions
11:45–12:00 p.m.  Closing remarks by ICSEI President Alma Harris

Network Meetings (Open to preregistered participants)

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<tr>
<th>Network</th>
<th>Meeting Type</th>
<th>Date</th>
<th>Time</th>
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<tr>
<td>ECEC</td>
<td>Breakfast meeting</td>
<td>Monday, January 5</td>
<td>7:30–8:30 a.m.</td>
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<tr>
<td>MoRE</td>
<td>Breakfast meeting</td>
<td>Sunday, January 4</td>
<td>7:30–8:30 a.m.</td>
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<td>Data Use</td>
<td>Lunch meeting</td>
<td>Sunday, January 4</td>
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<td>3P</td>
<td>Breakfast meeting 1</td>
<td>Sunday, January 4</td>
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<td>3P</td>
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<td>Tuesday, January 6</td>
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<td>Breakfast meeting</td>
<td>Tuesday, January 6</td>
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Network Leaders

Educational Leadership (EL): Jacob Easley II (drjeasleyii@gmail.com); Pierre Tulowitzki (ptulowitzki@gmail.com)

Methods of Researching Educational Effectiveness (MoRE): Saad Chahine (saad.chahine@gmail.com); Daniel Muijs (D.Muijs@soton.ac.uk)

Early Childhood Education and Care (ECEC): Persille Schwartz (psc@eva.dk)

Policymakers, Politicians, and Practitioners (3P): Naomi Mertens (N.Mertens@aps.nl); Erica van Roosmalen (vanRoosmalenE@hcdsb.org)

Data Use: Kim Schildkamp (k.schildkamp@utwente.nl); Jan Vanhoof (jan.vanhoof@ua.ac.be)
School Tours

Cincinnati Public Schools, the University of Cincinnati, Oak Hills Local School District, and ICSEI 2015 are pleased to provide the opportunity to visit some of our most interesting local schools.

If you have not already registered for a tour, please check with the registration for available options.

The Arlitt Child and Family Research and Education Center: A model preschool program on the University of Cincinnati campus. Preschool: Ages 3–5 (http://cech.uc.edu/centers/arlitt.html)

Oak Hills High School: A 2,000+ student suburban high school implementing the Asia Society’s ISSN Program. Grades 9–12 (http://ohlsd.us/ohhs/)

Academy of World Languages: A magnet program offering Arabic, Chinese, Japanese, Russian, and English as a Second Language. Preschool–grade 8 (http://awl.cps-k12.org)

Academy of Multilingual Immersion Studies: A citywide magnet school offering immersion and partial immersion curricula aimed at fluency in Spanish. Also offers English as a Second Language programs. Preschool–grade 8 (http://amis.cps-k12.org)

Fairview-Clifton German Language School: A magnet school with a German-language based curriculum. Preschool–grade 6 (http://fairview.cps-k12.org)

Hughes STEM High School: Emphasizes science, technology, engineering, and mathematics. This college-prep focus includes project-based learning and is part of a state and national effort to give students opportunities and a strong academic foundation in the global economy. Grades 7–12 (http://hughesstem.cps-k12.org)

Woodward Career Technical High School: High-standard academic and career technical education programs focused on Advanced Technologies and Engineering, Building Technologies and Architecture, and Health Occupations/Bio-Science, as well as offering mentoring and internship links to businesses and universities. Grades 7–12 (http://woodwardcareertech.cps-k12.org)

Cincinnati Public Schools: http://www.cps-k12.org/schools/find-a-school
## Conference Overview

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<th>Friday, 2 Jan</th>
<th>Saturday, 3 Jan</th>
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<td>8:00</td>
<td>Registration 8:00–6:00</td>
<td>Keynote 2: Tom Good 8:30–10:00 Hall of Mirrors</td>
<td>Keynote 4: Vivian Tseng 8:30–10:00 Hall of Mirrors</td>
<td>Workshops:</td>
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<td>10:00–10:30</td>
<td>Break 10:00–10:30</td>
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<td>Breakout session 3</td>
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<td>Rosewood</td>
<td>Breakout session 6</td>
<td>School tours</td>
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<td>10:00</td>
<td>Cross-network meetings 8:30–noon</td>
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<td>Registration noon–5:00</td>
<td>Keynote 1: Andreas Schleicher 1:00–2:30 Hall of Mirrors</td>
<td>Keynote 3: Robert Marzano 1:00–2:30 Hall of Mirrors</td>
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<td>12:45</td>
<td>Member-only board meeting</td>
<td>Keynote 5: Dan Duke 1:00–2:30 Hall of Mirrors</td>
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Program Schedule

Friday, January 2
12:00 – 5:00 Registration 4th Floor Foyer
1:00 – 5:00 Board* meeting Salon A

Saturday, January 3
8:00 – 6:00 Registration 4th Floor Foyer
9:00 – 12:00 Cross-network meetings Rosewood
12:30 – 1:00 Opening ceremony Hall of Mirrors, 3rd Floor
1:00 – 2:30 Keynote 1: Andreas Schleicher Hall of Mirrors, 3rd Floor
2:30 – 3:00 Break Hall of Mirrors Foyer, 3rd Floor
3:00 – 4:15 Breakout session 1 Meeting rooms, 4th Floor
4:30 – 5:45 Breakout session 2 Meeting rooms, 4th Floor
6:30 – 8:00 Reception Pavillion, 4th Floor

Sunday, January 4
7:30 – 8:30 MoRE Network meeting Rue Reolon
8:30 – 12:30 Keynote 2: Tom Good Hall of Mirrors, 3rd Floor
10:00 – 10:30 Break Hall of Mirrors Foyer, 3rd Floor
10:30 – 11:45 Breakout session 3 Meeting rooms, 4th Floor
11:45 – 1:00 Lunch Pavillion, 4th Floor
1:00 – 2:30 Keynote 3: Robert Marzano Hall of Mirrors, 3rd Floor
2:45 – 4:00 Breakout session 4 Meeting rooms, 4th Floor
4:00 – 4:30 Break Hall of Nations, 4th Floor
4:30 – 5:45 Breakout session 5 Meeting rooms, 4th Floor
6:30 – 8:00 UC Reception Underground Railroad Freedom Center

Monday, January 5
7:30 – 8:30 ECEC Network meeting Rue Reolon
8:30 – 10:00 Keynote 4: Vivian Tseng Hall of Mirrors, 3rd Floor
10:00 – 10:30 Break Hall of Mirrors Foyer, 3rd Floor
10:30 – 11:45 Breakout session 6 Meeting rooms, 4th Floor
11:45 – 1:00 Lunch Pavillion, 4th Floor
1:00 – 2:30 Keynote 5: Dan Duke Hall of Mirrors, 3rd Floor
2:45 – 4:00 Breakout session 7 Meeting rooms, 4th Floor
4:00 – 4:30 Break Hall of Nations, 4th Floor
4:30 – 5:30 Annual general meeting Hall of Mirrors, 3rd Floor
7:30 – 11:00 Gala dinner dance (ticket required) Pavillion, 4th Floor

Tuesday, January 6
7:30 – 8:30 EL Network meeting Rue Reolon
8:30 – 1:30 Workshop: Meta-Analysis Salon B
8:30 – 12:30 Workshop: Building Researchers' Capacity Rookwood
8:30 – 12:30 Workshop: Becoming a Skilled Consumer Salon D
9:00 – 12:00 School tours 5th St. Lobby (“SL” in elevator)
1:30 – 2:30 Introduction to ICSEI 2016: Scotland Hall of Mirrors, 3rd Floor
Closing ceremony
3:00 – 4:30 Board* meeting Salon D

*Board activities are for board members only
Session Descriptions

Presentations are organized in one of five ways:

1. **Symposia**
   A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. They may present alternative solutions, interpretations, or contrasting points of view on a specific subject or in relation to a common theme. Often they feature a panel discussion format targeted at a clearly delineated research issue or idea. Frequently interactive, a large portion of the sessions may be devoted to dialogue among the presenters and discussants; questions and discussion among all those present; or small-group interaction.

2. **Innovative**
   The organizers encouraged presenters to consider alternative formats if a traditional mode wasn’t ideal. Several authors suggested presentations that we’ve labeled as “innovative” and we’re looking forward to the creativity involved in these sessions.

3. **Paper Sessions**
   In this format, authors present abbreviated versions of their papers, followed by comments/critique, if there is a discussant, and audience discussion. A typical structure for a session with four or five papers is approximately 5 minutes for the chair’s introduction, 10 minutes per author presentation, 20 minutes for critique, and 15 minutes for discussion. Session chairs may adjust the timing based on the number of presentations and discussants scheduled for the session. Individuals must be attentive to the time allotted for presenting their work. In the case of papers with multiple authors, more than one person may present. Again, presenters are urged to pay attention to the total time available to them so that allowing more than one speaker does not detract from the overall presentation or keep others from presenting their work.

4. **Poster Sessions**
   Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research. Individual presenters set up displays representing their papers in a large area with other presenters.

5. **Spotlight**
   Each year, we highlight one or two of the many countries that comprise ICSEI, wherein participants attending from that country can focus on its national educational achievements and issues. This year we are featuring Scotland, host of ICSEI 2016, and Chile, host of ICSEI 2013.

**Author Names and Affiliations**
In the Breakout Sessions (p. 14), only the participant names are listed. Author affiliations can be found in the Abstracts (p. 20). Home countries and contact information are included in the Participant Directory.

**Theme Abbreviations**
Authors were asked to designate a subtheme when submitting their proposals. Those are indicated for each session. Paper sessions may have multiple themes.

- **3P:** Policymakers, Politicians, and Practitioners
- **EL:** Educational Leadership
- **ECEC:** Early Childhood Education and Care
- **MoRE:** Methods of Researching Educational Effectiveness
- **MIE:** Methods of Improving Education Locally, Nationally, and Internationally
- **Data:** Data Use
- **Other:** Other
- **VET/CTE:** Vocational Education Training/Career & Technical Education
Breakout Sessions

Saturday | Breakout 1 | 3:00–4:15

1.1 | Schools and Accountability: “Bottom-Up” Perspectives From Five Countries
Saturday: 3:00–4:15 | Hall of Mirrors | Symposium: 3P | Chair: Karen Seashore Louis | Discussant: Anton Florek
Participants:
- The Development of School Boards and National Board Associations as Policy Actors: The Netherlands. Boudewijn A.M. van Velzen
- The New Middle School (NMS) Initiative: From the Center to Local Control and Back. Michael Schratt, Tanja Westfall-Greiter
- School Boards’ and Principals’ Function in the Governance of Sweden’s School System. Olof Johnsonson, Elisabet Nihlfors

1.2 | Diverse Teaching and Diverse Student Learnings
Saturday: 3:00–4:15 | Rosewood | Paper Session: EL, MIE, MoRE, Other | Chair: Lorna Earl
Participants:
- Improving the Capacity of Authoritative Teaching. Pål Roland
- Hidden Learning in Plain Sight. Jan Salberg
- Curriculum Improvements and Science Teaching Practice Effectiveness: Autoethnography and the Classroom. Vinta Angela Tianrani
- Creativity as Co-Construction. Sibylle Rahms, Barbara Vollmer

1.3 | Research Collaboratives With School Districts: With Diligence and Time, Can Partnerships Facilitate Enhanced Learning by Students and Enlightenment by Stakeholders?
Saturday: 3:00–4:15 | Salon B | Symposium: EL | Chair: Mary E. Yakimowski
Discussant: Sam Springfield
Participants:
- University-District Partnership Research To Understand College Readiness Among Baltimore City Students. Faith Connolly
- Design-Based Research Within the Constraints of Practice: AlgebraByExample. Susan Donovan
- Research-Practice Partnerships To Support the Development of High-Quality Mathematics Instruction for All Students. Brooks Rosenquist

1.4 | Developing Teaching Skills Through Coaching: Five Experiences From Canada/USA, Ontario, Mexico, Scotland, and Switzerland
Saturday: 3:00–4:15 | Rookwood | Symposium: EL | Chair: Lyn Sharratt
Participants:
- Co-Teaching Model (Ontario). Beatte Planche
- The Role of the API (Mexico). Carmen Barrios Veloso
- Coaching as Pedagogy for Professional Learning: Changing Practices, Shifting Landscapes for Teacher Development (Scotland). Margery McMahon
- Listening, Advising, and Helping Teachers, In-Between a Critical Friend and an Academic Researcher (Switzerland). Giorgio Ostinelli

1.5 | Race to the Top (RTTT) Reforms: An Assessment of Maryland’s Progress 2010–2014. Part 1
Saturday: 3:00–4:15 | Salon H | Symposium: 3P | Part 2, Saturday: 4:30–5:45, Salon H | Chair: Eugene C. Schaffer | Discussant: Sam Springfield
Participants:
- Overview. Raymond Lorion, Eugene C. Schaffer
- Standards and Assessments. Jessica Lake, Eugene C. Schaffer
- Great Teachers and Leaders. Cheryl North, Eugene C. Schaffer
- School Turnaround. Laura Strickling, Cheryl North
- Statewide Data Systems. Eugene C. Schaffer, John E. Smeadie, Jessica Lake

1.6 | Improving Schools in Politically Challenging Contexts
Saturday: 3:00–4:15 | Salon M | Paper Session: EL, MIE, Other | Chair: Marilyn Darwin
Participants:
- Exploring Differences in Reading Achievement in Greece Based on Students’ Immigration Background. Anna Karolina Retali, Vassilia Hatzinikita
- Do Teacher Leaders Matter in Adverse Circumstances? Findings From a Study Carried Out in Portugal. Maria Assunção Flores

1.7 | Enhancing Educational Opportunities and Equity
Saturday: 3:00–4:15 | Salon F | Paper Session: MIE | Chair: Elisabeth Davis
Participants:
- A National Attempt To Improve Education: Implementing Democratic Citizenship Education in High Schools in Ecuador. Daniela Braamwull
- Parent Involvement in Mathematics. L. Nicole Hammons
- Toward Nurturance of Inclusive and Egalitarian Society in India: Ensuring Quality Education for All Children. Sanjee Pandey
- Integration of Peace Education in the Mathematics Curriculum. Yee Han Joong, Joy Baker-Gibson, Shandene Binn-Thompson
- Teaching Quality in Socially and Ethnically Segregated Classes: The Interplay Between Teachers and Class Characteristics in Language Lessons. Lisa Dewulf, Johan van Braak, Mieke Van Houtte

1.8 | Using Data Effectively To Prepare Teachers and Improve Instruction
Saturday: 3:00–4:15 | Caprice 2 | Paper Session: Data | Chair: Tony Townsend
Participants:
- Teacher Capacity for and Beliefs About Data Use: A Review of International Research. Amanda Datnow, Lea Hubbard
- Data-Driven Teacher Professional Development: It Works! Dina El-Araby, Samir Fadel
- Collaboratively Learning How To Use Data: The Process of Knowledge Creation. Mireille Hubers, Candy Poortman, Kim Schildkamp, Adam Handelszals, Ines M. Pieters
- Prerequisites for Effective Formative Assessment Using DBDM: A Practical Review. Kim Schildkamp, Maaike Heitink, Maaike Heitink, Fabienne van der Kleij, Inge Hoogland, Anne Dijkstra, Wilma Kippers, Bernard Veldkamp

1.9 | Improving Low-Performing Schools
Saturday: 3:00–4:15 | Salon D | Paper Session: EL, MIE, Other | Chair: Nettie Legiers
Participants:
- Grounded Theory Study of Highly Effective Teachers in Low-Performing Urban Schools. Mary Poplin, Linda Hoff
- Prerequisites for Effective Formative Assessment Using DBDM: A Practical Review. Kim Schildkamp, Maaike Heitink, Fabienne van der Kleij, Inge Hoogland, Anne Dijkstra, Wilma Kippers, Bernard Veldkamp
- Shadowing as a Way To Research Educational Leadership: Definitions and Desiderata. Pierre Tulowitzki

Saturday | Breakout 2 | 4:30–5:45

2.1 | Coaching Collaborative Inquiry: A Weaving of Voices
2.2 | Quality or Quantity: Identifying Qualitative Indicators of School Effectiveness and How They Align to Student Growth as Measured Through Summative Assessments
Saturday: 4:30–5:45 | Salon D | Innovative Session: MoRE | Presenters: Chevonne Hall, Haroon Rashid

2.3 | Translating Research on Response to Intervention Into Practice
Saturday: 4:30–5:45 | Rookwood | Symposium: Data | Chair: Winsome Waite, Jim Lindsay, Deb Garke, John Hill

2.4 | Data-Based Decision Making at the Policy, Research, and Practice Levels
Saturday: 4:30–5:45 | Hall of Mirrors | Symposium: Data | Chair: Kim Schildkamp | Discussant: Amanda Datnow
Participants:
- Data-Based Decision Making From a National and Local Policy Perspective. Etyi Schippers, Tim Mosekii
- Data-Based Decision Making From a Practitioner's Perspective. Anne Tappel, Haradie Leusink, Marije Merdink
- Data-Based Decision Making From a Researcher Perspective. Johanna Ebheler, Cindy Postman, Kim Schildkamp

2.5 | Race to the Top Reforms: An Assessment of Maryland's Progress 2010–2014. Part 2 (See 1.5 for Part 1)
Saturday: 4:30–5:45 | Salon H | Symposium: 3P

2.6 | School Assessments, Profiles, and Improvement
Saturday: 4:30–5:45 | Salon M | Paper Session: EL, MoRE | Chair: Mike Siebersma
Participants:
- Assessing Administrator Attitude Toward Diversity and Equity. Barbara Shin, Anica Bowe, Bruce Center, Raulyn Carroll
- How Do School Quality Profiles Change Over Time? Empirical Evidence From a National Longitudinal Study in German All-Day Schools (StEG). Eva Wisberg, Lea Spillebeen, Ariane S. Willems
- Differential Effects of All-Day Schooling on the Development of Students’ Competencies in German Primary Education. Lea Spillebeen, Ariane S. Willems, Stephan Jarsinski, Eva Wisberg
- School Improvement Planning: A Failed Hope? Darryl Morrison

2.7 | School Leadership Practices
Saturday: 4:30–5:45 | Salon B | Paper Session: EL, MoRE | Chair: Alma Harris
Participants:
- Global Perspectives of Leadership Within the Professional Learning Community Process: Focusing on Educational Leadership in Three Countries. Diane F. Olivier, Jane B. Huffman, Ting Wang, Peiying Chen
- Mapping the School Improvement and Leadership Research in Latin America. Magdalena Fernandez Hernandez
- Factors of Educational Effectiveness (EE): Lessons From High Performing Hispanic Secondary Schools. Paola Madrigal-Chosnola
- Instructional Leadership: How Principals Understand, Value, and Practice It in Russian Schools. Marina Pinkaya, Irina Grunisheva

2.8 | School Networks Addressing Practical Problems
Saturday: 4:30–5:45 | Caprice 2 | Paper Session: EL, MIE, Other | Chair: Susan Bowes Therrailt
Participants:
- Knowledge Transfer in School-to-School Collaborations: The Role of Boundary Objects and Brokers. Daniel Nordholm
- Communities of Practice Emerging Within a Network of Schools Serving Culturally and Linguistically Diverse Students. Martin Scelan
- Teachers Matter: Approaches To Preparing Australian Preservice Teachers To Teach Disadvantaged Students Effectively. John Busb
- Supporting Children's Education in Mexico: Expectations of Teachers and Parents. Lisa Kathleen Scholla

2.9 | Mobilizing Communities for Better Educational Outcomes
Saturday: 4:30–5:45 | Caprice 1 | Symposium: 3P | Chair: Steve Fleischman
Discussants: Andy Hargreaves, Erica van Roosmalen

2.10 | Addressing Student Outcomes
Saturday: 4:30–5:45 | Rosewood | Paper Session: MIE, Other | Chair: Julie Edmonds
Participants:
- Student Success Skills: Results of a Randomized Controlled Trial of an Elementary School Counseling Curriculum. Linda Webb, John Carey
- Developmental Assets and Their Influence on Academic Achievement in Mexican High School Students. Melanie Inel Barrion Gaxiola, Martha Frias Armenta
- Enhancing Student Outcomes Through Out-of-Classroom Support Systems. Roger Sell
- Students as Mediators of School-Community Relationships: An Exploration of What Educational Practitioners Learn as Students Share About Their Social Worlds. Abigail Felker-Smith

Sunday | Breakout 3 | 10:30–11:45

3.1 | Engaging Networks: Stimulating and Supporting Educational Change in Remote Rural Schools
Sunday: 10:30–11:45 | Salon H | Symposium: Other | Chairs: Dennis Shirley, Andy Hargreaves | Discussant: Louise Stoll
Participants:
- Theorizing Change Networks: Understanding the Unique Challenges of Rural School Networks. Dennis Shirley
- Conscious and Collaborative Network Evolution: The Case of the NWRISE Project. Andy Hargreaves
- Rural School Improvement Networks: Challenges and Possibilities. Danette Parsley, Liz Cox
- A Rural Network for Student Engagement: Process and Outcomes. Michael O'Connor

3.2 | Performance-Based Assessment for Learning in Ohio
Sunday: 10:30–11:45 | Caprice 1 | Innovative Session: 3P | Presenters: Lauren Monowar-Jones, Casandra Daniels, Julie Rugh, Coby Meyers

3.3 | Data Collection and Data Analyses in Large Multisite Early Childhood Literacy Studies: Challenges and Recommendations
Participants:
- LARRC: Investigating Child Language and Reading Development. Kimberly Murphy, Jill Penitonti
- LARRC: Classroom Observation Measures. Jachyn Dynia, Shayne Piasta
- LARRC: Dealing With Missing Data in Multisite, Longitudinal Trials. Hui Jiang
- LARRC: Showcase Modeling Techniques. Gloria Yeomans-Maldonado, Jessica Logan

3.4 | International Principal Perspectives on the Implementation of New Teacher Evaluation Systems
Sunday: 10:30–11:45 | Salon B | Symposium: EL | Chair: Mary Lynne Derrington
Participants:
- Teacher Evaluation Policy as Perceived by School Principals: The Case of Flanders (Belgium). Geert Denos, Melissa Toutens
- Teachers’ and Principals’ Perceptions About the New Policy on Teacher Evaluation: The Case of Portugal. Maria Ataunção Flores
- Principal Perspectives on the Implementation of Teacher Evaluation: A 4-Year Study in a U.S. Southeastern State. Mary Lynne Derrington
3.5 | Scotland: Small System, Big Ideas. Is It Working?
Sunday: 10:30–11:45 | Hall of Mirrors | Spotlight Session | Chair: Anthony Finn | Participants: Anthony Finn, Alan Armstrong, Margery McMahon, Chris Chapman, Norrie McKay, Mayra Boland, George Gilchrist

3.6 | Educational Effectiveness Factors
Sunday: 10:30–11:45 | Salon D | Paper Session: 3P, MoRE, Other | Chair: Kristen van Lommol
Participants:
- Effectiveness Indicators in the Gulf States: An Analysis Based on Creemers’ Comprehensive Model of Educational Effectiveness Using TIMSS 2011. Oliver Neuschmidt, Nadine Rautenmacher
- Investigating Quality and Equity at the System Level: Secondary Analyses of PISA and TIMSS Studies. Bert Creemers, Leonidas Kyriakides, Evie Chsalambous
- Exploring Effective Factors in the Success of Shanghai-China in 2012 PISA. Hechuan Sun, Baoli Gao

3.7 | High School/College Ready
Sunday: 10:30–11:45 | Caprice 2 | Paper Session: EL, Other | Chair: Dave Reynolds
Participants:
- How San Jose Unified School District Is Taking a College Readiness Indicator System to Scale and Transforming Leadership Culture on the Way. Nettie Legters, Douglas Macleaver, Jason Willits, Emilie McGinnes
- The Impact of Blending High School and College. Julie Edmonds
- First-Year Impacts of the National Math and Science Initiative’s College Readiness Program. Dan Sherman, Marlene Darwin

3.8 | Multilayered Support for School Improvement
Sunday: 10:30–11:45 | Salon F | Paper Session: EL, MIE | Chair: Kevin Crouse
Participants:
- The Pendulum Syndrome: Toward a Paradigm Shift in the Israeli Education System. Ami Volansky
- Explaining Trinidad and Tobago’s Improving Scores on PIRLS: A Role for the 2005 School Performance Feedback System. Jerome De Lisle, Cheryl Borrin-William, Joann Neave, Sean Ansissette, Linda Mohammed
- District Conditions for Scale: A Practical Guide To Scaling Personalized Learning. Matt Williams, Jesse Meyer

3.9 | Creating the Future of Learning
Sunday: 10:30–11:45 | Rosewood | Symposium: Other | Presenters: Katherine Prince, Jason Swanson

3.10 | Systemwide Engagement in Education Reform
Sunday: 10:30–11:45 | Salon M | Innovative: MIE | Presenters: Mary Jean Gallagher, Doris McWhorter

4.1 | Student Achievement Effects of Data-Driven Teaching: Results From a Large-Scale Study
Sunday: 2:45–4:00 | Hall of Mirrors | Symposium: Data | Chairs: Ruol Booker, Simone Doulaard | Discussants: Daniel Meij
Participants:
- The Effect of Professional Communities of Primary School Teams on Student Learning Gains. Marjolein J. Deunk
- The Effect of Professionalization in Data-Driven Decision Making on Students’ Mathematics Performance. Lienke Ritzenma
- The Effect of a Teacher Professional Development Program on Students’ Reading Achievement. Miechteld van Kuijk

4.2 | Education Networks in Cincinnati and Beyond: Local and Global Insights Into Matters of Leadership, Policy, Practice, and Politics. Part 1

4.3 | The Critical Role of District Support in the Development of the Professional Learning Community Process in Schools: An Interactive Session. Part 1
Sunday: 2:45–4:00 | Caprice 2 | Innovative Session: EL | Part 2, Sunday: 4:30–5:45 | Caprice 2 | Chairs: Diane F. Olivier, Jane B. Huffman
Participants: Patrice Pujol, James K. Wilson, Mike Mattingly, Steve Westbrook, Jennifer Tustilson

4.4 | Perspectives on Transitions in Schooling and Instructional Practice: A Symposium
Sunday: 2:45–4:00 | Rosewood | Symposium: MIE | Presenters: Susan E. Elliott-Johns, Lyn Sharratt

4.5 | Education for All: Increasing Opportunities To Learn in the Visible Classroom
Sunday: 2:45–4:00 | Salon B | Symposium: MIE | Chair: Janet Clinton
Participants:
- The Visible Classroom. Janet Clinton, John Hattie
- Real-Time Captioning in a Deaf and Hard of Hearing Context. Tony Abrahams
- Reducing Anxiety and Promoting Participation for English Language Learners: The Role of Real-Time Captioning. Anna Dabrowski
- The Impact of Real Time Captioning and Visible Teacher Evaluation. John Hattie, Janet Clinton, Tony Abrahams

4.6 | Leading High Performance: Comparing Systems, Sectors, and Schools
Sunday: 2:45–4:00 | Rookwood | Symposium: EL | Chair: Alma Harris | Discussant: David Reynolds
Participants:
- Comparing Systems: Differential Performance. Alma Harris, Michelle Jones
- Comparing Sectors: How Organizations, Teams, and Communities Raise Performance. Andy Hargreaves
- Comparing Schools: Creating and Sustaining Dramatically Improved Secondary Schooling. Sam Stringfield, David Reynolds, Eugene Schaffer

4.7 | Use of Data for School-Level Improvement Decisions
Sunday: 2:45–4:00 | Salon D | Paper Session: 3P, Data | Chair: Kim Schildkamp
Participants:
- Data Use for School Improvement: Knowledge Sharing and Knowledge Brokerage in Network Structures. Mireille Hubers, Nienke Moolenaar, Kim Schildkamp, Alan Daly
- Conceptions of Data Use in Interventions To Build Capacity in New Zealand. Lisa Dyon, Mei Lai
- A Role for Support and Improvement in U.S. Educational Accountability? Katherine Ryan
- Exploring the Relationships Between Data Use Practice and Student Achievement in Trinidad and Tobago. Rhoda Mohammed, Jerome DeLisle

4.8 | Systems, Schools, and Improvement
Sunday: 2:45–4:00 | Caprice 1 | Paper Session: EL, MIE, Other | Chair: Cindy Poorman
Participants:
- Measuring Implementation Fidelity Across School Contexts Over Time. Cindy Meyers, Aylin Molele
- Classroom Interaction for Improved Student Learning: Exploring the Relationship Between Schools’ Organizational Factors and Classroom Interaction. Signur K. Eristavag, Pal Rolanda, Nina Grini
• Principal Leadership and Student Achievement in Indian Secondary Schools: A Mediated-Effects Model. Varsha Dutta, Sangeeta Sahney

• Accountability and Assistance Between the State and the District: Evaluating Massachusetts’ Accelerated Improvement Plan Process for Underperforming Districts. Matthew J. Welch, Laura Stein

4.9 | Exploring Teacher Collaboration and Learning
Sunday: 2:45–4:00 | Salon M | Paper Session: EL, Data | Chair: Jan Vanhoof
Participants:
• Explaining the Central Role of Collaboration in Teachers’ Use of Learning Outcomes. Roni Van Gasse, Jan Vanhoof
• Probing the Complexities of Leading Collaborative Learning. Beate Plansche, Lyn Sharratt
• Exploring School Leadership and Structural School Characteristics in Professional Learning Communities: A Multilevel Analysis. Benedicte Vanhaeve, Geert Dew\n
• To Make Sense of Teacher Collaboration and Common Learning: Development Efforts in Three Swedish Schools. Mette Liljenberg

5.1 | Fostering Data Conversations at the State, District, School, and Classroom Levels

5.2 | Education Networks in Cincinnati and Beyond: Local and Global Insights Into Matters of Leadership, Policy, Practice, and Politics. Part 2. See 4.2 for Part 1
Sunday: 4:30–5:45 | Salon H

5.3 | The Critical Role of District Support in the Development of the Professional Learning Community Process in Schools: An Interactive Session. Part 2. See 4.3 for Part 1
Sunday: 4:30–5:45 | Caprice 2

5.4 | Education’s Most Important Asset: Promoting Teacher Quality Through the Implementation of National Teaching Standards in Australia
Sunday: 4:30–5:45 | Rosewood | Symposium: 3P | Chair: Janet Clinton
Participants:
• Improving Teacher Quality. Janet Clinton, John Hattie
• Evaluating the Implementation of the APST. Janet Clinton, Anna Dabrowski
• Understanding Implementation. Gerard Calvin, Anna Dabrowski
• Local Networks and Global Connections. Janet Clinton, Gerard Calvin
• Teaching Standards and Their Impact: Contributing to the Evidence Base. Janet Clinton

5.5 | Networks for Change: Global Perspectives, Local Practices
Participants:
• Local Context: What Accounts for Variations in Effectiveness Across Schools? Stephen Anderson

• How Do We Create and Exchange Knowledge for Systemic Change? Louise Stoll


Uplifting Leadership: How Can Organizations, Teams, and Communities Raise Performance? Andy Hargreaves, Alna Harris

5.6 | Teacher Behavior and Student Outcomes
Sunday: 4:30–5:45 | Salon M | Paper Session: EL, MoRE, Other | Chair: Caitlin Scott
Participants:
• Balancing Science With Artistry: Teacher-Led System Improvement in Scotland. Christopher Chapman
• Pursuing Student-Generated Questions To Increase the Rigor and Relevance of Their Learning. Nabil Nartman, Janet Chrypeels
• Teacher Behavior, Reading Outcomes, and Reading Motivation. Jeannette Kautz, Thoni Hookers, Won van de Grift
• Building Professional Capital: Creating a Culture of Collaborative Learning. Cheryllynne Guelteau

Creating a Cycle of Continuous Improvement Through the Instructional Rounds Process. Cathy Meyer-Loosle

5.7 | School and District Factors Associated With Student Achievement
Sunday: 4:30–5:45 | Salon F | Paper Session: ECEC, EL, Other | Chair: Maryjane I. Deunk
Participants:
• Review on the Mediating Role of Individual Teacher Efficacy and Collective Teacher Efficacy in the Relationship Between School Leadership and Student Achievement. Peng Liu
• How Principal Mentorship, School Needs, Teacher Turnover, and Teacher Experience Relate to Student Achievement. Shakir Lasveggs, Erica Jensen, Dennis Sullivan, Theodore Sullivan, Elsa-Sofia Morante, Albert Inserra
• School-Level Factors Associated With Reduced Science Achievement Disparities. John Settage, Julienne Winner
• Do Standardized Instructional Leadership Efforts Undermine the Cultural Focus of a Charter School? Jason Johnson, Romina Madrid Miranda

5.8 | Measuring Teaching, Learning, and Student Growth
Sunday: 4:30–5:45 | Rosewood | Paper Session: MoRE | Chair: Mireille Hubers
Participants:
• The Quality of Classroom Interaction: Do Teachers, Students, and External Observers Agree? Sigrun K. Eftesvåg
• Stimulating School Development Through Classroom Observation Combined With Reflection Dialogues. Margritha Karlsson, Cecilia Hagstrom
• Student Learning Objectives as a Growth Measure in Teacher Evaluation Systems. Jeannette Joyce, Kevin Crouse

5.9 | Principal Development
Sunday: 4:30–5:45 | Salon B | Paper Session: EL | Chair: Marlene Darwin
Participants:
• Exploring Leadership Activity and Student Outcomes in Community Schools. Craig Hochhein, Bridget Desver
• Job-Embedded Learning in Principal Leadership Development. Colleen E. Chew, Chad R. Lochmiller
• Principals’ Preparation and Development in Indonesia: A Case Study in Three Regions. Bambang Sumintono
• The Cognitive Abilities of School Administrators Aspiring To Lead Turnaround Schools. Daniel Beyer-Guerra, John Piapia

5.10 | Poster Sessions
Sunday: 2:45–4:00 | Caprice 1 | Posters
Participants:
• Performance Appraisal Format for Vocational Training Teachers. Korale K. Jayasena
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| **6.1 Measuring What Matters: Broadening Measures of Success in Ontario Schools** | Monday: 10:30–11:45 | [Roomwood](#) | Symposium: MoRE | [Chairs: David Cameron, Annie Kidder](#) | [Participants:](#)  
  - School Context: The Interrelationship of School Practice and Measurement. [Nina Bascia](#)  
  - Creativity as a Critical Construct for Student Success: Defining and Measuring Creative Opportunities and Outcomes for Students. [Rena Upitis](#)  
  - Building and Measuring Democratic Citizenship Skills for Students: The Relationship Between School Institutional Practice and Pedagogical Practices. [Alan Sears](#)  
  - Social Emotional Learning: The Importance of School Conditions and Practices as a Construct of SEL Measurement. [Stuart Shonk](#)  
  - Physical and Mental Health: Opportunities for Schools To Play a Role in Long-Term Health of Students. [Bruce Ferguson, Keith Power](#)  
  - Views From Schools and the Public: Perspectives of Broadening the Definition of School Success and the Role of Schools. [Kelly MacKay Gallagher, David Hagen Cameron](#) |
| **6.2 Students in Five Countries in Africa and the Caribbean** | Monday: 10:30–11:45 | [Salon I](#) | Symposium: MIE | [Chairs: Yee Han Joong, Nalini Ramsawak-Jodha](#) | [Participants:](#)  
  - Secondary Reforms in Jamaica. [Yee Han Joong](#)  
  - Reforms in Guyana. [Peter Winters](#)  
  - Secondary Reforms in Trinidad. [Nalini Ramsawak-Jodha](#)  
  - Secondary Reforms in Sierra Leone. [Yee Han Joong](#)  
  - Secondary Reforms in Uganda. [Yee Han Joong](#)  
  - Secondary Reforms in Ontario and Quebec. [Clyde Glasgow](#)  
  - Comparisons of Five Countries With Canada. [Yee Han Joong](#) |
| **6.3 Challenges in Developing, Validating, and Scaling Evidence-Based Interventions: Lessons Learned from the i3 Program** | Monday: 10:30–11:45 | [Hall of Mirrors](#) | Symposium: 3P | [Chairs: Jerome D’Agostino, Emily Rodgers](#) | [Participants:](#)  
  - Hall of Mirrors. [Donald Prout](#)  
  - Panelists: [Dave Younkin](#), [Debby Kasak](#), [Jonathan Costa Sr.](#) |
| **6.4 Connecting Research to Practice for Educational Improvement: Knowledge Mobilization, Social Networks, and Professional Learning for Research Use in Canada, England, and USA** | Monday: 10:30–11:45 | [Salon B](#) | Symposium: Other | [Chair: Carol Campbell](#) | [Participants:](#)  
  - School Leaders in Partnership With Researchers To Mobilize Knowledge for Professional Learning and Educational Improvement. [Louise Stoll, Chris Boum](#)  
  - Developing Partnerships and Mobilizing Knowledge To Apply Evidence for Educational Change: Learning From the Knowledge Network for Applied Education Research. [Carol Campbell, Katina Pollock, Doris McWhorter](#)  
  - Leveraging Social Networks for Educational Improvements. [Kara S. Finnigan, Alan J. Daly, Jing Che, Nadine Hylton](#) |
| **6.5 Systems Leadership: Ceding Power to a New Collective** | Monday: 10:30–11:45 | [Rosewood](#) | Symposium: 3P | [Chair: Anton Florek](#) | [Participants:](#)  
  - Systems Leadership: From Concept to Practice. [Anton Florek](#)  
  - Our Kids Network, [Erika van Roosmalen](#)  
  - FACES (Family and Community Engagement Strategy). [Susan E. Elliott-Johns](#) |
| **6.6 Information Harvesting and Data Visualization for School Effectiveness and Improvement and Real-Time Individualized Student Academic Evaluation** | Monday: 10:30–11:45 | [Salon M](#) | Innovative Session | [Data]: [Presenters: Warren Lasefield, Brooks Applegate](#) |
| **6.7 Networks, Governance, and Effectiveness** | Monday: 10:30–11:45 | [Salon F](#) | Paper Sessions: EL, Data, MoRE, Other | [Chair: Joanna Ekhel](#) | [Participants:](#)  
  - Regional Education Networks and Their Potential for Educating All Children: Findings From the First Phase of a Longitudinal Study in Switzerland. [Stephen Gerhard Huber](#, Christine Wolfgramm, Vera Bender](#, [Marius Schwander](#, [Selin Kilic](#, [Laura Müller](#, [Jaël Borek](#))  
  - District Governance Contexts, School Culture, and Organizational Learning. [Karen Seashore Louis, Mouna Lee](#)  
  - The Development of a Measure for Transformational and Transactional Leadership. [Sigrun K. Ertevåg](#, [Constance Oerterki](#))  
  - Evaluation Standards for Compulsory Education Quality Based on a Comparative Study of 10 Provinces. [Hong Zheng, Sally Thomas, Hechuan Sun](#) |
| **6.8 Engaging Parents and Communities in Improvement** | Monday: 10:30–11:45 | [Caprice 2](#) | Paper Sessions: 3P, EL, Other | [Chair: Leonidas Kyriakides](#) | [Participants:](#)  
  - Parent-Teacher Engagement During Child-Centered Pedagogical Change in Elementary School: The Lived Experiences of Teachers and Involved Parents. [Cristiana F. White, Holly Voelp](#)  
  - Listening to Children’s Voices on School Improvement. [Angelides Panayiotsis, Christina Hajiostinou](#)  
  - School Belonging: A Concept Analysis. [Jerome St-Amand, François Bouw](#)  
  - Where Policy Meets Practice. [Bouwesijn A.M. van Velzen, Udite Bhatta](#) |
| **6.9 Spotlight on Chile** | Monday: 10:30–11:45 | [Salon D](#) | Spotlight Session | [Chair: Giorgio Ostinell](#) | [Participants:](#)  
  - Innovative Attendance Strategies To Diminish School Absences in Low-Income Schools in Chile. [Maria Trinidad Castro Amenañar, Jonathan Navarro](#)  
  - School Improvement Trajectories: A Proposal for an Empirical Typology. [Xavier Viñey, Cristian Bérriz, Juan Pablo Valenzuela, Daniel Contreras](#)  
  - Validation of an Assessment Center Process for the Selection of School Leaders in Chile. [Paulo Volante Beach](#)  
  - A Plan for School Achievement Improvement in the State-Owned Schools of the City of Iquique (Chile). [Haroldo Quinteros](#)  
  - Issues of Translating an Instructional Leadership Questionnaire Into Spanish. [Germán Forn](#) |
| **6.10 Teacher Leadership and Professional Development** | Monday: 10:30–11:45 | [Caprice 1](#) | Paper Sessions: EL, MIE | [Chair: Margery McMahon](#) | [Participants:](#)  
  - An Experiment Into the Effects of Workload Reduction, Enculturation in School (Policy), Professional Development Plans, Classroom Observations, and Mentoring on Teaching Skills and Attainment Rates of Beginning Teachers. [Wim van de Grift](#, [Michelle Helms-Lorenz](#, [Ridwan Maulana](#))  
  - Leveraging the Practice of Highly Effective Teachers To Support Teacher Professional Development. [S. Michael Thomas, Katherine Heynoski](#)  
  - Which Factors Matter for the Participation of Beginning Teachers in Professional Learning Activities Related to Differentiated Instruction? [Debbie De Neve, Geert Devos](#) |
• An Examination of Current Patterns of Distributed Leadership Practice: Using the Comprehensive Assessment of Leadership for Learning. Carolyn Kelley, Marsha Modeste

Monday | Breakout 7 | 2:45–4:00

7.1 | An Integrated Community and School Approach to School Effectiveness: The Use of Data for Educational Achievement, Equity, and Student Well-Being
Monday: 2:45–4:00 | Caprice 2 | Symposium: Data | Chairs: Erica van Roosmalen, Paul Favaro | Discussant: Doris McWhorter | Participants:
• School Community Partnerships: Valuing Community-Level Data for School Effectiveness and Improvement Planning. Erica van Roosmalen
• Using a Geographical Information System (GIS) To Illuminate Educational Equity: A Focus on Community, Educational, and Developmental Outcomes. Paul Favaro
• Use of Data To Enhance Early Literacy Achievement: Collaboration Across Disciplines and Administrative Levels. Steve Killip, Jackie Wood, Christine Sager

7.2 | Good-to–Great-to Innovate, Recalculating the Route, K–12+: What Leadership Skills Matter Most?
Monday: 2:45–4:00 | Rosewood | Symposium: EL | Presenters: Lyn Sharratt; Gale Harild

7.3 | What We Don’t Know (or Don’t Know Well Enough) and Should Be Studying Now: A Conversation
Monday: 2:45–4:00 | Salon D | Symposium: 3P | Chair: Sam Springfield | Panelists: Riel Bouker, Andy Hargreaves, Alma Harris, Craig Hochbein, Karen Seabrook Lewis, Daniel Muijs, Marie-Christine Opdenakker, David Reynolds

7.4 | Today for My Tomorrow
Monday: 2:45–4:00 | Salon B | Symposium: ECEC | Chairs: Cheryl Broadnax, Susan Bunte | Participants:
• History of Cincinnati Public School (CPS) Data and Instruction. Andrea Faulkner
• CPS: Restructuring of Early Childhood. Cheryl Broadnax
• CPS: Increased Teacher Learning and Services to English Language Learners. Marie Kobayashi
• CPS: Increased Connection for Students With Disabilities. Susan Bunte

7.5 | From Compliance to Commitment: Strengthening Educational Leadership in a Time of Disruptive Change
Monday: 2:45–4:00 | Salon F | Symposium: EL | Presenters: Lisa Riegel, Belinda Gimbert

7.6 | Understanding and Measuring Leadership Across Education
Monday: 2:45–4:00 | Salon H | Paper Sessions: EL, MIE | Chair: Marlene Darwin | Participants:
• Schools as Agents of System Change: A Practitioner Perspective. Niall MacKinnon
• The Impact of Leadership Styles on Teaching Practices: A Two-Step Nested Factor SEM. Marcus Pietsch
• Informal Learning and Informal Leading: The Role of School Managers in Teachers’ Informal Learning. Daniël van Amersfoort, Maarten de Laat

7.7 | Leveraging Technology To Improve Educational Outcomes
Monday: 2:45–4:00 | Salon M | Paper Sessions: EL, MIE | Chair: Jenny Lewis | Participants:
• Evaluating the Technology Acceptance and Use-Intention of School Administrators. Adam Steiner
• Assistive Technology: A review of Two Decades of Research. Adam Steiner
• Can a MOOC Be a Tool for Improving School Effectiveness? Tony Townsend, John MacBeath

7.8 | School Structures, School Effects Across Countries
Monday: 2:45–4:00 | Caprice 1 | Paper Sessions: EL, Other | Chair: Pierre Tulowitzki | Participants:
• Intersection: The Power of Formal Structure on Informal Patterns of Interaction in a Research-Sharing Community. Joelle Rodway McRae
• A Structural Analysis of the Effectiveness of School Autonomy in South Korea. Sung Tae Jang
• Effects of Interim Assessments on Student Achievement. Spyros Konstantopoulos, Wei Li
• Effects of School Structures on Teachers’ Collective Innovativeness: An Empirical Study From Germany. Ramona Buks

Tuesday | Workshops | 8:30

8.1 | Meta-Analysis: An Introduction ($50 registration)
Jeffrey Valentine
Topics will include the history and logic of meta-analysis, literature searching, and study coding, including assessing the quality of the included studies.
There will also be an introduction to computing effect sizes. Participants will conduct a basic meta-analysis and learn the most important dimensions to consider when assessing the quality of such a study.

8.2 | Building Researchers’ Capacity To Partner With Practitioners To Conduct Relevant and Useful Research
Presented by American Institutes for Research
Julie Kochanek, Carrie Schole
The learning objectives for early career scholars and advanced researchers participating in this workshop are to develop a deeper understanding of the various types of research-practice partnerships and their common features and stages; gain insights from the lessons learned from successful partnerships; and understand the steps needed to develop and realize a research-practice partnership’s theory of action. The session will feature a combination of brief presentations and hands-on exercises to build the participants’ capacity to partner with practitioners to conduct relevant research. This session will be divided into three specific segments: Examination of Collaborative Research Models, Lessons Learned From Successful Research-Practice Partnerships, and a Road Map for Realizing Your Theory of Action. During each segment, participants will be invited to ask questions, share reflective comments, and participate in hands-on exercises.

8.3 | Becoming a Skilled Consumer of Research
Presented by REL Midwest
Shazia R. Miller, Jeannie Poduska
As educators are increasingly called on to ensure that their decisions, programs, and strategies are “data-driven,” “research-based,” and “evidence-based,” this interactive session is designed to provide tools and skills to help those in educational settings be informed consumers of research. The specific objectives of the workshop are to provide practitioners with a strategy for identifying core issues; increase their ability to explain the basic criteria for judging the quality of research and assessing its context; increase the ability to apply the criteria to real-world information and judge quality and relevance of research; and provide straightforward tools to support practitioners’ efforts to use research-based practices. This workshop is designed to speak specifically to the practical needs of local and state education stakeholders (i.e., the need for strategies to tightly frame their questions, find relevant documents, recognize the attributes of strong research, and sort through issues of context).

Breakout Sessions
Abstracts

1.1 | Schools and Accountability: “Bottom Up” Perspectives From Five Countries | Symposium: 3P

Karen Seashore Louis, University of Minnesota

The ICSEI community has been engaged for nearly 30 years with the task of how to make schools work better for children. During that time, much has been learned about factors that are associated with effectiveness/improvement, and many policies to support these have been enacted. In spite of the accumulated research, however, there is limited evidence of long-term systemic improvements in improvement indicators in larger/economically wealthier countries (Patrinos, 2013). Most descriptions of highly effective or improving countries/states fail to establish specific policies that account for improvement. In addition, for countries that are declining in performance, explanations are even weaker and typically involve isolated country cases. For example, Europa and OECD (Europa, 2013; OECD, 2014) both point to equity policies as a factor—but one of the countries with the largest declines (Sweden) is relatively more equitable than many countries that have not declined. “School Improvement/Effectiveness Questions” Government and School Perspectives: In previous ICSEI meetings, the authors involved in this session have proposed that political culture may help to explain some of the differences in the specific improvement policies adopted in various countries, particularly those associated with accountability and a recent book provided both a framework and country comparisons related to this work (Louis & van Velzen, 2012). More recently, ICSEI members’ attention has turned to the way in which schools and local agencies also moderate the intent of both well-established and country comparisons related to this work (Louis, Thomas, & Anderson, 2010). This symposium will look at the way in which intermediary organizations (such as local governments, districts, associations, and NGOs) respond to the national educational system and how schools see themselves in relationship to intermediary organizations, parents, and perceived public values. (29)

1.1.1 | The Development of School Boards and National Board Associations as Policy Actors: The Netherlands

Boudewijn A.M. van Velzen, Education Consultant and Trainer

School boards in the Netherlands have acquired increasing influence under two decades of decentralization policy. Although the government still uses policies and inspection systems to guide education, individual boards have become the interpreters of public value for schools. This paper will describe how school boards have adapted to this role and differences in board cultures that affect how they interpret and legitimate particular public values to guide the schools within their jurisdiction. A case study of a group of eight Islamic schools looking for a balance of public value and identity will provide an insight into this process. In addition, it will draw attention to the way in which school boards have mobilized their collective influence by developing national associations that have significant influence on national policies. The paper will examine how the change in the role of school boards has affected autonomy and leadership for improvement in the Netherlands, a country that is characterized by relatively high performance and quality, but significant between-school issues of equity (Levin, Cornelis, & Hanisch-Corda, 2013).

1.1.2 | Schools in Challenging Circumstances: A U.S. Perspective

Karen Seashore Louis, University of Minnesota; Peter Demersath, University of Minnesota; Douglas Benichak, St. Paul Public Schools

U.S. states have very different political cultures, but all large urban systems share certain characteristics: high poverty, large populations of immigrants and minorities, and high turnover both in elected school boards and district leadership. This set of challenging circumstances will be examined through the experiences of two schools in one district. One of the schools is a high school which has a highly experienced principal but has only recently been deemed to be making adequate progress in raising student achievement scores. The emphasis will be on how the district has “managed” the continued pressure to increase student achievement by enacting local policies that are intended to both guide and support the schools. In addition, it will examine how principals and other leaders draw on resources both within and outside the school to create a coherent story about improvement that appeals to teachers and to the populations that they serve. The two case studies will examine how district policies that are intended to facilitate improved student learning and equity can disrupt school-developed improvement initiatives.

1.1.3 | Autonomy, Religious Freedom, and Administrator Supervision: The Flanders Experience With Policy Implementation

Gert Devos, Ghent University; Ene Vermeers, University of Ghent

Since 2007 schools have to evaluate all their teachers every four years, including tenured teachers. The evaluation has both formative and summative goals, but in line with global accountability initiatives, teachers with two unsatisfactory evaluations are to be dismissed. Because freedom of education is considered a fundamental right in Flanders, school boards have a high autonomy in the way they set up these evaluation systems, which has resulted in large differences between Catholic and public schools, and schools with more and less affluent students. In this paper the case study of a traditional Catholic school with a high SES population will illustrate how the evaluation policy has emphasized the formative function because initial hiring and supervision procedures have created a strong belief in the quality of the staff. The school is also more concerned with its own profile (reputation) than with cooperating with other schools in the region to improve teacher evaluation. A second case of a public school shows how difficulty in attracting and retaining highly qualified teachers has led to a clearer application of a summative evaluation focus that includes tenured teachers. The school also cooperates with other schools of the same region and the same school board to set up the evaluation system. Thus, the presentation will focus on the importance of local context in determining how schools implement a national policy that is designed to reflect a vision of more accountability in administrator supervision of teachers.

1.1.4 | The New Middle School (NMS) Initiative: From the Center to Local Control and Back

Michael Schnatz, University of Innsbruck; Tanja Westfall-Greiter, University of Innsbruck

Since the implementation of the “Neue Mittelschule” (NMS) began in 2012 in Austria, lower secondary schools are confronted with a wave of changes which have a significant impact on school culture. The NMS removes streaming, requiring teachers to transform their practice from a culture of selection to a culture of achievement. Combined with the national school quality initiative, “SQA,” and the national standards for the 8th grade, the NMS has led to a multitude of complex demands placed on school leaders and teachers, including new teacher leader roles and new assessment practices. Each school responds differently; each school experiences more or less upheaval as it begins implementation. To facilitate the transformation, resources for school development are provided on the provincial level and school leaders with a focus on change agents participate in national network meetings and qualification programs. This paper will present a case study focusing on how school leaders and practitioners experience the changes occurring in their school culture and its impact on the local community.

1.1.5 | School Boards’ and Principals’ Function in the Governance of Sweden’s School System

Olaf Johansson, Umea University; Elitaz Nihillor, Uppsala University

The objective of this research is to analyze the Swedish school boards and principals and their intermediary role in the governance chain. We identify differences between school boards and principals in their understanding of the tasks involved in improving and sustaining school improvement. How do the school boards and principals look upon their roles in the education system of a municipality? How do they understand the governing system, the political and administrative levels on the local level and do they experience tensions between the national and local level? In particular, we examine relationships with: (1) The Swedish government and Parliament, which make the basic decisions in relation to content through binding laws,
regulations for the schools and the school districts. The most important school laws establish the national curriculum and syllabuses for different subjects, decisions about teacher training, teacher qualifications and a compulsory principal training program for all newly appointed principals. (2) The National Agency for Education, which is the central administrative authority for the public school system, publicly organized preschooling, school-age childcare and adult education. The mission of this agency is to actively work for the attainment of the goals. (3) The Swedish Schools Inspectorate, the national agency that checks whether schools comply with the legislation and other provisions applicable to their activities. Study findings provide evidence to address a variety of issues currently being debated regarding school governance. The emerging themes will be described in the paper in relation to (a) control and trust, (b) power and influence, (c) quality assurance and satisfaction, (d) politics, administration and professionalism, and (e) multilevel governance.

1.2 | Diverse Teaching and Diverse Student Learnings | Paper Session

1.2.1 | Improving the Capacity of Authoritative Teaching (Paper: Other)
Pål Roland, University of Stavanger

The aim of the study is to explore teachers’ authoritative teaching style and challenges they face when implementing this style to their classroom practice. The theoretical framework is based on Diana Baumrind’s typology (1991), which is focusing on two dimensions: warm relation building from adults to children and how to practice control. The context for the study is the Respect Program, which is a whole school approach to prevent and reduce problem-solving, innovation, and collaboration, as well as increased student performance, ownership, and autonomy. However, the teachers were generally only able to perceive the students’ generic qualities when prompted by researchers. The study indicates that important learning outcomes may remain hidden between students’ and teachers’ perception of student learning outcomes. The program delivery should be clear and concrete, according to this subject. Also the complex relation and combination between relation building and control should be discussed extensively in the teachers’ colleagues’ groups. (122)

1.2.2 | Hidden Learning in Plain Sight (Paper: MIE)
Jan Sølberg, University of Copenhagen

Early results from a 5-year development project indicate large discrepancies between students’ and teachers’ perceptions of student learning outcomes. While students did not report any significant development, their teachers found that students had acquired many skills and qualities that were not directly linked to curricular goals. These qualities included creativity, problem solving, innovation, and collaboration, as well as increased student performance, ownership, and autonomy. A case study was conducted, with interviews of 15 teachers and field meetings, over a 2-year period. Findings showed that the teachers succeeded in implementing some action to improve control and regulation. However, they struggled in implementing actions to improve their relationships with the students. Implications for practice are to increase the focus on how to enhance relationships between teachers and students. The program delivery should be clear and concrete, according to this subject. Also the complex relation and combination between relation building and control should be discussed extensively in the teachers’ colleagues’ groups. (122)

1.2.3 | Curriculum Improvements and Science Teaching Practice Effectiveness: Autoethnography and the Classroom (Paper: Other)
Vinta Angela Tarani, State University of Yogyakarta

This paper is about primary science teaching in Central Java, Indonesia. More specifically, the study uses an autoethnographic and document analysis research methodology to investigate primary science teaching effectiveness. There is a serious dearth of research concerning primary science teaching in Asia and specifically Central Java, Indonesia. No such previous study has been attempted in Central Java or Indonesia, making it particularly important. The data reveal that there is a serious mismatch between what the curriculum expects students to learn, and what teachers actually do. Teachers’ experiences in teaching primary science are shaped by Javanese culture which maintains transmission approaches. Javanese culture is central to the implementation of primary science teaching in the schools. This study shows that teachers need to be guided by more effective teaching approaches which coincide with the Javanese culture that can contribute to the success of learning science for students. (80)

1.2.4 | Creativity as Co-Construction (Paper: EL)
Syleffe Rahm, University of Bamberg; Barbara Vollmer, University of Bamberg

Personal growth and team learning depend on opportunities to discover one’s own potential in a rapidly changing world (Sense, 2006; Kruse, 2011; Rahm, 2011). Consequently, PISA intends to examine problem-solving skills of students (PISA, 2012). Students’ openness and their drive to learn are essential for the development of skills and knowledge (Hattie, 2009). Encouraging creativity in classroom teaching is considered a main tool of instructional leadership (Guelford, 1950; Vignosky, 1967, 2004; Beghetto, 2010; Bush & Middlewood, 2013). A deep understanding of the creative process could provide information in order to support students when solving problems. Videos of problem-solving teachers and students are analyzed in a detailed way (Bohnack, 2011). First results show that the subjects differ highly in handling creative situations. In our research we reconstruct different approaches to challenging situations in order to elaborate a theory of creativity as co-construction. (28)

Mary E. Yakimowski, Sacred Heart University

There is growing attention to cultivating collaboration between educational practitioners, researchers, evaluators, and policy analysts. Previously, the goals and incentives to mutually conduct research in the K–12 school were seen as divergent; recently, school district leaders and researchers are beginning to realize the mutual benefits in a shared agenda to plan and conduct research. In celebration of the 20th anniversary of the Journal of Education for Students Placed at Risk (JESPAR), in 2014 a special double issue was announced seeking research manuscripts by practitioners and researchers aligning their interests to work collaboratively on conducting research to assist the at-risk population in K–12 school districts. Ten manuscripts were selected which captured district partnerships with higher education institutions, consortia, and others. Along with the research, authors incorporated discussions on the nature of the collaborative. For some this included the methods used to cultivate these partnerships and reach mutual agreement on the research agenda, the perspectives on the relevance and importance of the partnership, or other facets perceived to be insightful for the reader interested in initiating a partnership or enhancing an existing partnership. This symposium will provide pertinent literature on effective partnerships and outline the 10 manuscripts accepted. Each presenter will briefly (1) describe the study, (2) explain the partnership, (3) share perceived benefits for each party, (4) indicate what was learned by both parties, (5) share an unexpected element obtained, and (6) offer about two pieces of “wisdom” to individuals wishing to enter into a research collaboration. Dr. Stringfield, the editor of JESPAR for the past 20 years, will conclude the session with discussant comments with a special focus on the next frontier for collaborative partnership. (246)

1.3.1 | University-District Partnership Research To Understand College Readiness Among Baltimore City Students
Faith Connolly, Baltimore Education Research Consortium

1.3.2 | Design-Based Research Within the Constraints of Practice: AlgebraByExample
Suzanne Donovan, SERP Institute

1.3.3 | Research-Practice Partnerships To Support the Development of High-Quality Mathematics Instruction for All Students
Faith Connolly, Baltimore Education Research Consortium

1.3.4 | School District and University Leadership Development Collaborations: How Do Three Partnerships Line Up With Best Practices?
Zollie Stevenson, Howard University
1.4 Developing Teaching Skills Through Coaching: Five Experiences From Canada/USA, Ontario, Mexico, Scotland, and Switzerland | Symposium: EL

Lyn Sharratt, University of Toronto; Margery McMahon, University of Glasgow

In their seminal work Student Achievement Through Staff Development: Fundamentals of School Renewal (Joyce & Showers, 1995), Beverly Showers and Bruce Joyce illustrated how merely 5% of teachers develop new skills if they are only learning a theory. This grows to 10% if the theory is demonstrated, to 20% if teachers practice what they have learned, and increases to 25% if corrective feedback is added. When teacher learning is followed up with job-embedded coaching this amount rises dramatically to 90%. Therefore the practice of coaching and having coaches embedded in schools is critical for the development of teacher professionalism. This session will be presented from five different cultural perspectives but will maintain the belief that embedding a “knowledgeable other” (Sharratt et al., 2010) in schools will significantly increase teacher learning and ultimately increase student achievement: our core business. A lively discussion will follow five succinct presentations from differing perspectives and models of coaching. (218)

1.4.1 Introduction and Reflections on the Issue of Coaching in Contemporary School Systems (Canada/USA)

Lyn Sharratt, University of Toronto

This presentation will include current research from Bruce Wellman and Jim Knight. The North American overview will be guided by the following reflections: (1) Masterful coaches inspire people by helping them recognize the previously unseen possibilities that lay embedded in their existing circumstances. (Robert Hargrove); (2) Learning-focused relationships (a) offer support, (b) create challenges, and (c) facilitate the vision (Bruce Wellman); (3) The differences among consulting, collaborating, coaching (Sharratt); (4) Nine roles of the school-based coach (Killion & Harrison, 2005).

1.4.2 Co-Teaching Model (Ontario)

Beatrice Planche, Collaborative Learning Services

In Ontario, collaborative teacher inquiry has become a dynamic learning process which deepens engagement participants (Ontario Ministry of Education Monograph, Sept. 2010). As reinforced by Nelson & Slavitt (2008), experiences that involve teachers as co-learners build pedagogical and disciplinary knowledge. A powerful facilitated co-learning process includes co-planning, co-teaching, co-debriefing, and co-reflection with facilitators or coaches acting as co-learners and knowledgeable others—ready to provide “just in time support” and encouragement. The process can be adjusted to include work completed together in one day or over many days. The outcome is shared ownership of a lesson or lessons through co-planning; classroom practice that is focused on capturing student thinking and learning; shared observations and reflections and building on shared new knowledge over time (Planche, 2012).

1.4.3 The Role of the API (Mexico)

Carmen Barría Velás, Consejo Nacional de Fomento Educativo (CONAFE)

The educational services of the Consejo Nacional de Fomento Educativo (National Council for Educational Development) serve the rural, indigenous and vulnerable migrants in Mexico, mainly in areas of high and very high marginalization. For the development of its educational activity, CONAFE trains for six weeks the Líderes para la Educación Comunitaria (Leaders for Community Education [LEC]). These are young graduates from high school or middle school who will teach from preschool to secondary education students. The ASESORES PEDAGÓGICOS ITINERANTES (Itinerant Pedagogical Advisors [API]) support LEC with poor academic performance through educational intervention. This involves three aspects: (1) students: through personalized assistance, to develop or strengthen their math and communication skills; (2) LEC: through educational counseling actions (i.e., strategies to improve teaching and learning in multilevel groups); (3) parents and caregivers: through advisory actions to promote the development of parenting skills that enable them to participate in the processes of development and learning of their children. The API, as coach, assists community education leaders to acquire the tools to generate students’ experiential learning. The API also fosters innovative thinking for basic pedagogical alternatives aiming at the improvement of quality and equity in rural areas.

1.4.4 Coaching as Pedagogy for Professional Learning: Changing Practices, Shifting Landscapes for Teacher Development (Scotland)

Margery McMahon, University of Glasgow, Faculty of Education

In recent years coaching has gained prominence in Scotland as a means to support practitioners at key points of transition, notably entry into the profession and preparation for headship/principalship. As a result of recommendations from a major review of teacher education (Teaching Scotland’s Future, 2010), the place of coaching has been extended and its potential to support all teachers in developing their practice, individually and collaboratively, has been recognized. Specifically, Teaching Scotland’s Future recommended that all teachers should see themselves as teacher educators (recommendation 39) and that teachers should receive training in coaching and mentoring. This paper explores the implications of this, considering some of the emerging challenges from this extension of coaching as pedagogy for professional learning. (222)

1.4.5 Listening, Advising, and Helping Teachers, In-Between a Critical Friend and an Academic Researcher (Switzerland)

Giorgia Ostinelli, Universities of Milan and Bologna

We listened, advised, and helped teachers in performing a role that was between a critical friend and an academic researcher. This will be a reflection and an assessment of over seven years of experience with teachers in Swiss schools (Ostinelli, 2008; Crescentini & Kyburz, 2012) focusing in particular on the definition and understanding of the key factors of coaching. In order to better understand what worked, what did not work, and why not, a framework of the results will be presented. The framework includes the main objectives, the planned and implemented strategies, the rationale for choosing the strategies, and a statement of outcomes. (223)

1.5 Race to the Top Reforms: An Assessment of Maryland’s Progress 2010–2014. Double Session | Symposium: Other

Eugene C. Schaffer, University of Maryland, Baltimore County; Cheryl North, University of Maryland, Baltimore County

The symposium offers an accounting of the development and implementation of Maryland’s reform effort supported by a $256,000,000 Race To The Top (RTTT) grant to the state in 2010 from the U.S. Department of Education. This is a progress report of an ongoing evaluation by the Center for Application and Innovation Research in Education (CAIRE) of Maryland’s goals and strategies for reforming its education system to meet four assurance areas (standards and assessment, teacher and principal performance, achievement gaps, and statewide data systems) considered essential in the RTTT. Through a series of studies, CAIRE examined each of the four assurance areas, the structure of the Maryland State Department of Education (MSDE) used to implement the grant, changes to MSDE structure and personnel over the four years of the grant, and the impact of the changes on the reform. Assessments of each the four assurance areas are presented with both implementation and outcome data offered where possible. The symposium draws conclusions on the current status of reforms, impediments to the reforms, and suggests strategies for continuing the reform efforts. (158)

1.5.1 Maryland Race to the Top (RTTT) Reforms: Overview

Raymond Lerion, Towson University; Eugene C. Schaffer, University of Maryland, Baltimore County

The overview presentation describes the overall RTTT grant process and Maryland submission. Emphasis will be on the unique characteristics of the grant proposal and the changes in state law, policy, MSDE actions, and school and classroom practices proposed in the grant. A review of the changes that transpired over the four years of the grant will be addressed, including changes in essential personnel, interventions by the U.S. Department of Education, and the redirection of funding to support mid-grant corrections. The overview paper draws on public documents, interviews, and policy papers developed prior to the and over the course of the grant as well as interviews and observations. (159)
1.5.2 | Maryland RTTT: Standards and Assessments
Jessica Lake, Towson University; Eugene C. Schaffer, University of Maryland, Baltimore County; Cheryl North, University of Maryland, Baltimore County

This presentation examines the implementation of what was originally called the Common Core State Standards (CCSS), later changed to the Maryland College and Career-Ready Standards (MDCCRS) to blunt criticism and take ownership of the process. The presentation describes the introduction of the standards, the strategies for implementing the standards, and the political and technical issues in moving from standards to curriculum. Conclusions based on analysis of public documents, observation of training, discussions with project directors and survey results from participants during the training and follow-up implementation surveys suggest some progress, but significant issues with the implementation. (161)

1.5.3 | Maryland RTTT: Great Teachers and Leaders
Cheryl North, University of Maryland, Baltimore County; Eugene C. Schaffer, University of Maryland, Baltimore County; Laura Strickling, University of Maryland, Baltimore County; John E. Smeallie, Towson University; Raymond Lorion, Towson University

Three areas will be addressed in this presentation. First will be the teacher and principal evaluation system proposed by the state and implemented in a variety of strategies by local districts. The second will be the implementation of a required mentoring program for new teachers and those new to the state of Maryland. The third will be a discussion of placing teachers and leaders in locations needing the most effective teachers based on student needs. Each major project was assessed through different methods. In the case of the mentoring program, a contractor provided its own evaluation and CAIRE’s role was to monitor the process. State law required districts to support new teachers easing the way for the process to be implemented. Interviews with project leaders and observations of training sessions as well as surveys of participants formed the basis for the study. In the case of the teacher evaluations, USDE intervened to assure a timely completion of the teacher and principal evaluation process that met USDE requirements. Finally, the movement of teachers to high-needs areas was a challenge that was reviewed by interview and survey of local districts. There was limited progress on this front. (162)

1.5.4 | Maryland RTTT: School Turnaround
Laura Strickling, University of Maryland, Baltimore County; Cheryl North, University of Maryland, Baltimore County

Maryland’s response to the school turnaround assurance area was to further develop a program previously initiated called the Breakthrough Center, which was not actually a center but a technical assistance group designed to support district-level technical assistance to change consistently low-performing schools. Using a case study methodology, CAIRE investigators followed the state-level breakthrough center process and the initiation in three school districts and nine schools. Overall 13 case studies were prepared at three levels. Findings related to the development of the Breakthrough Center, the shift in efforts of members of the Breakthrough Center and the transference of these skills to the local district and schools are traced. Variation in implementation of the center concept and the potential for statewide implementation are discussed. (163)

1.5.5 | Maryland RTTT: Statewide Data Systems
Eugene C. Schaffer, University of Maryland, Baltimore County; John E. Smeallie, Towson University; Jessica Lake, Towson University

Maryland agreed to create a statewide data system at the state and local levels to track performance of schools and students over time. This system is intended to assist researchers and policymakers determine effective methods to teach children, monitor the progress of schools and ultimately assess the performance of teacher education programs. A second data system provides instructional materials to teachers, students, and parents through a blackboard system of posted materials available at the state and local levels. This was intended to establish the curriculum(s) used throughout the state to fulfill the standards of the MDCCRS. Both systems have been established after significant delays that impacted MDCCRS training. The use of these systems and the effectiveness remains uncertain with a series of issues related to usability, quality, and redundancy. (164)

Paper Sessions | Saturday: Breakout 1 | 3:00-4:15

1.6 | Improving Schools in Politically Challenging Contexts | Paper Session

1.6.1 | Bilingual Indigenous Community Education (BICE) in Burkina Faso: How Might It Change the Country (Paper: ME)
Corinne Brion, University of San Diego

Burkina Faso, a land-locked sub-Saharan country, has been openly battling high illiteracy and school dropout rates since its independence from France in 1960. Scholars suggest that a key reason is the lack of culturally appropriate education. This paper will explore both the causes and implications of this by specifically looking at the promising bilingual educational model that has been piloted but not yet widely used. It will show that the benefits of bilingual education are three-fold: first that it is the most effective means of educating the populace, second that it enhances financial stability and sustainability, and third that it produces robust relationships among all stakeholders. (9)

1.6.2 | Understanding International Immigration Laws and Their Effects on the Schooling of Immigrant Children: How Does the U.S. Differ for Schooling in a Global Society? (Paper: Other)
Carole de Casal, Tennessee State University

The purpose of this presentation is to explore the legal and policy issues of immigrant children and the potential impact on the ability and opportunity of these children to participate in and reap the benefits of their education to create and become productive citizens for their chosen and perhaps new country. Why do immigrant children in particular have the potential to become not only well-educated in their new country, but also global citizens? What are the policies of the immigrant nations who are receiving the largest number of children? Of the OECD nations? Of the nations that are developing the most rapidly? How do those policies differ from those of the United States in the content and manner in which immigrant children are educated? Have access to education? Are the policies national or state developed and enforced; are they enforced at all? What can be learned for a global society from understanding a broader view of education laws and policies for schools of the world’s immigrant children and next generation of global citizens? (242)

1.6.3 | Exploring Differences in Reading Achievement in Greece Based on Students’ Immigrant Background (Paper: Other)
Anna Karolina Retali, Hellenic Open University; Vassila Hatzisiketa, Hellenic Open University

Over the last two decades a large number of immigrants came to Greece, which led to a change in student populations. However, research on immigrant students’ academic achievement in Greece is very limited and findings from other countries with significant immigrant population vary, as each country constitutes a different case. Thus, there is an urgent need for better assessment of immigrant students’ achievement in Greece and of their educational needs in order to develop educational policies focusing on equity in learning. The present study analyzed immigrant students’ reading literacy in order to examine whether the findings of previous research that pointed to a need for a stronger language support policy at schools are supported and whether other factors are linked to immigrant students’ achievement in Greece. The study analyzed the Greek data from PISA 2009, using multilevel analysis, with fixed and random slope models. Factors that were also taken into account are socio-economic status, the percentage of immigrant students in schools, preschool attendance and students’ and their parents’ countries of origin. Overall, the results of the present study indicate the existence of educational inequalities in the Greek educational system and suggest directions for further research and development of educational policies. (92)
1.6.4 | Do Teacher Leaders Matter in Adverse Circumstances? Findings From a Study Carried Out in Portugal (Paper: EL)
Maria Assunção Flores, University of Minho

This paper reports on findings from funded research carried out over a 3-year period aimed at examining conditions for teacher leadership in challenging circumstances. The goals of the project are: (1) to understand the wider social, cultural, and political setting and the policy environment in which teachers’ work is framed, especially in terms of challenges and opportunities; (2) to analyze the professional and organizational culture and structures of the schools in which teachers work; (3) to understand the ways in which teachers construct their professionalism; (4) to develop strategies in order to enhance teacher leadership in schools. A mixed-methods research design was devised. In total, 2,702 teachers participated in a nationwide survey. Also, 45 focus groups were conducted with 108 students and 99 teachers. Eleven interviews were carried out with 11 principals. Issues such as bureaucracy, intensification, the deterioration of social image of the teaching profession, unemployment among teachers due to the financial and economic crisis, and endless reforms in education are among the external factors that account for teachers’ lack of motivation and dissatisfaction. However, internal factors such as teacher collaboration, classroom work, and the relationship with students were identified as sources of personal and professional motivation. (37)

1.7 | Enhancing Educational Opportunities and Equity | Paper Session

1.7.1 | A National Attempt To Improve Education: Implementing Democratic Citizenship Education in High Schools in Ecuador (Paper: MIE)
Daniela Brunsveld, University of Toronto

This paper presents findings from a study that analyzes a national strategy to improve education through a new high school program. The qualitative multiple case study focused on the new citizenship education curriculum and how six teachers approached it. It adopted a mutual-adaptation framework, where policy and teachers’ approaches mutually determine the results of policy, and complemented it with the Concern-Based Adoption Model (CBAM). Democratic citizenship education theory was essential to understanding the new curriculum, the textbook content and how teachers were implementing the new program. A continuum going from transmission (transmitting socially-established knowledge) to transformation (questioning and transforming society) paradigms was used. The main finding is teachers were not “approaching” the new curriculum; they were using student textbooks to implement the new program. Findings reflected mutual-adaptation, although it seemed the policy was “adapted” more than teachers’ approaches were. Teachers were obligated to use new material, but did not seem to change their practices or beliefs. Given the constraints they faced and the recent implementation of the program, these findings are not surprising. Finally, the CBAM’s Stages of Concern and Level of Use were applicable, even though CBAM hadn’t been used in Ecuador or in citizenship education before. (90)

1.7.2 | Parent Involvement in Mathematics (Paper: Other)
L. Nicole Hammons, University of Cincinnati

Local and global criticism of the struggling U.S. educational system often prompts a variety of school reforms. Yet, what is happening in the schools is only one part of the picture. This review recognizes another component of children’s education—the home—and calls for a specific focus on parent involvement in academics, especially mathematics. By focusing locally, on parents, education stakeholders can continue to work diligently to help students reach their full potential. The purpose of the review was to synthesize literature on parent involvement (PI), homework, and parental workshops, with an emphasis on mathematics when applicable, to identify potential practices for a parental math workshop series aimed at increasing parents’ mathematical knowledge and skills, improving their math self-efficacy, and increasing the quantity and quality of PI. This review acknowledges the benefits of PI, and calls for further research to be conducted and disseminated. (104)

1.7.3 | Toward Nurturance of Inclusive and Egalitarian Society in India: Ensuring Quality Education for All Children (Paper: MIE)
Saray Pandey, Indira Gandhi National Open University

This paper deals with the exclusions prevalent in Indian society and the government’s commitment to provide opportunity to each and every child of the country to develop to her fullest capacity through the Right to Education Act 2009 ensuring “access to equal quality of education for all.” There are several roadblocks and barriers ingrained in both the societal structure of exclusion, and the educational system, which are highlighted in this paper and which we have to overcome. This paper also deals with the various government schemes and implementation at the grassroots level; problems of training teachers and the challenges of quality of educational inputs in schools, which need to be addressed to help children locally to develop the capacity to become productive members of the wider global community. (3)

1.7.4 | Integration of Environmental and Peace Education in the Mathematics Curriculum (Paper: MIE)
Yee Han Joong, University of the West Indies; Jay Baker-Gishon, University of the West Indies, Shandeline Binnie-Thompson, University of the West Indies

This experimental mixed method research aimed to: (1) investigate the effects of integrating environmental and peace education in mathematics on students’ achievement in mathematics and environmental knowledge and behaviors; and (2) investigate teaching strategies that can be used for the integration. A sample of 225 students and 13 teachers was selected from three schools in Jamaica and one school in the United States. The findings revealed that there are numerous teaching strategies that can be used to integrate these concepts. The integration of environmental education significantly increases students’ achievement and their environmental knowledge and behaviors. The integration of peace education significantly increases students’ achievement and their knowledge, behaviors, and skills in violence prevention and conflict resolution. (62)

1.7.5 | Teaching Quality in Socially and Ethnically Segregated Classes: The Interplay Between Teachers and Class Characteristics in Language Lessons (Paper: MIE)
Lisa Dewulf, Ghent University; Johan van Braak, Ghent University; Mike Van Houtte, Ghent University

An important effect of teaching quality is seen on students’ cognitive and affective outcomes. The unfavorable educational position and less parental support of students at risk make them more dependent on teaching quality. In this regard it is crucial to gain insight into the quality of teaching in socially and ethnically segregated primary classes. This study examines six aspects of teaching quality: (1) safe and stimulating learning climate, (2) efficient classroom management, (3) clear instruction, (4) intensifying and activating the lesson, (5) adaptation of teaching, (6) teaching learning strategies, taking into account teachers’ experience and ethnic diversity in the class. Video analysis of language lessons of 26 primary teachers in segregated classes indicates large differences along the six aspects of teaching quality. Adaptation of teaching and teaching learning strategies seem the most challenging aspects of teaching quality, even for experienced teachers, regardless of the ethnic diverse class composition. (81)

1.8 | Using Data Effectively To Prepare Teachers and Improve Instruction | Paper Session

1.8.1 | Teacher Capacity for and Beliefs About Data Use: A Review of International Research (Paper: Data)
Amanda Dattnow, University of California, San Diego; Lea Hubbard, University of San Diego

For the past decade, data-driven decision making has been a key pillar of educational reform agendas in countries across the globe. Teacher capacity and belief systems have important consequences for whether data use will lead to instructional improvement. The purpose of this paper is to present a comprehensive review of the research on teacher capacity for and beliefs about using data to inform classroom instruction. An analysis of the research across a range of countries reveals that although some teachers
feel equipped to make decisions on the basis of data, many teachers do not feel adequately prepared to engage in data informed instruction. Absent sufficient training, these teachers lack confidence in their ability to use data. Data use is also shaped by teachers’ beliefs about assessment, teaching, and learning. In some contexts, especially those in which there is significant district and school support, data use is viewed positively by teachers, whereas in others it is seen as a distraction. Implications for policy, practice, and future research are discussed. (57)

1.8.2 | Data-Driven Teacher Professional Development: It Works! (Paper: Data)
Dina El-Araby, American Institutes for Research; Samir Fadel, American Institutes for Research

The paper will identify how data and information guided the Education Support Program, a USAID project administered by the American Institutes for Research in Egypt, to provide professional development in training for more than 100,000 newly appointed assistant teachers. The data not only informed the choice of topics but also highlighted the extent to which the project was successful. The feedback we received from participating teachers and the data from observing the teachers in classrooms were valuable to confirm the success of the project. In addition, the impact of the work informed policy and the ministry of education. Currently, all assistant teachers must go through this training in order to be licensed. This model of implementation can easily be replicated in other countries aiming at improving performance of great numbers of teachers. The paper shows the process of planning, implementation, and assessment. (59)

1.8.3 | Collaboratively Learning How To Use Data: The Process of Knowledge Creation (Paper: Data)
Mireille Hudson, University of Twente; Cindy Poortman, University of Twente; Kim Schildkamp, University of Twente; Adam Handelzalts, VU University of Amsterdam; Jules P. Pieters, University of Twente

Data-based decision making in education can lead to school improvement. However, teachers often do not use data effectively. In the Netherlands, school leaders and teachers work collaboratively in data teams to create knowledge about data use to improve their education. However, more insight into the process of knowledge creation is required to further support data use in schools. We studied this process using Nonaka and Takeuchi’s model of knowledge creation. For this qualitative micro-process case study we analyzed all meetings, log files and status reports of two data teams over a 2-year period. Results showed, for example, that over time, data teams reflected more often on their work. Furthermore, the content of the knowledge creation process changed, as the use of data was increasingly discussed. Furthermore, the knowledge creation processes differed between the two teams, for example in the frequency and depth with which they evaluated their data. (13)

1.8.4 | Prerequisites for Effective Formative Assessment Using DBDM: A Practical Review (Paper: Data)
Kim Schildkamp, University of Twente; Maaike Heitink, University of Twente; Fleur Kounen van der Kleij, Australian Catholic University; Inge Hoogland, University of Twente; Anne Dijkstra, University of Twente; Wilma Kippers, University of Twente; Bernard Veldkamp, University of Twente

Data-based decision making can be used for formative assessment when assessment data are used to inform learning by adapting instruction and providing feedback to students. The results of scientific research on formative assessment seems inconclusive and sometimes even contradictory, and consequently are hard to translate into practice. This study focused on identifying prerequisites and influencing factors that need to be taken into account when implementing formative assessment in education settings so that it leads to the desired results: increased student learning. Through a practical literature review an overview was created to identify the influencing factors across primary, secondary, and vocational education settings. Close collaboration with teachers and experts was maintained throughout the entire research project, and results from the literature review were cross-validated with practitioners. The results emphasized the importance of high-quality of test instruments, teacher knowledge and skills, and a supporting context, and highlight directions for future research. (48)

1.9 | Improving Low-Performing Schools | Paper Session

1.9.1 | Grounded Theory Study of Highly Effective Teachers in Low-Performing Urban Schools (Paper: EL)
Mary Poplin, Claremont Graduate University; Linda Hoff, Fresno Pacific University

This paper will present the results of a 5-year study of 30 highly effective teachers (determined by student achievement) in nine low-performing, K–12 urban schools in Los Angeles County. The study included a year of observations for each teacher, interviews, and surveys, as well as student surveys by a team of nine researchers with varied experiences in teaching and teacher education. The results suggest we use caution in recommending pedagogical strategies that fail to provide adequate explicit instruction. Implications for teacher evaluation, classroom management, curriculum and instruction, teacher education, as well as for conducting educational research are also suggested. (236)

1.9.2 | A Piece of the Puzzle: Expanded Learning Time for School Improvement in Oregon, USA (Paper: Other)
Caitlin Scott, Education Northwest; Jennifer McMurree, Center on Education Policy at The George Washington University

Under certain conditions, expanded learning time is a powerful tool for improving schools. Why isn’t it implemented more frequently? This paper combines results from two studies. In the first study by Education Northwest, we examined school improvement planning documents from all 17 Oregon schools receiving federal School Improvement Grants (SIG) that required expanding learning time. In the second study by the Center on Education Policy at The George Washington University, we conducted in-depth district and school-level interviews in 3 of the 17 schools. We found that expanded learning time was among the grant activities least likely to be fully implemented across the 17 Oregon SIG schools. The case studies revealed both barriers to implementing expanded learning time, as well as means of overcoming some of these barriers. Ultimately, however, case study participants saw expanded learning time as only one piece of the school improvement puzzle rather than an overarching strategy. (47)

1.9.3 | Exploring How Methodological Decisions Affect the Variability of Schools Identified as Beating the Odds (Paper: MIE)
Coby Meyers, American Institutes for Research; Yasuyo Abe, IMPAQ International

A number of states and school districts have identified schools that “beat the odds (BTO),” or perform better than expected given the populations they serve. But how stable are the identification results? This paper examines how a list of schools labeled as BTO in one state changes depending on the choice of statistical methods and technical specifications applied. The study utilizes the statewide school- and student-level data from K–12 public schools in the study state. By demonstrating the extent of variation that can be expected in the identification results, the paper highlights the importance of careful consideration of the selection criteria for BTO schools, as well as technical decisions in operationalizing these selection criteria. (97)

1.9.4 | Shadowing as a Way To Research Educational Leadership: Definitions And Desiderata (Paper: EL)
Pierre Talouwizki, Institute for the Management and Economics of Education

While self-report studies have been used and discussed quite frequently in the domain of educational leadership research, there is a method that has been employed yet rarely discussed: shadowing. Although there are contributions related to shadowing as a method (for example, Czarniawska, 2007; Martininko & Gardner, 1985; Meunier & Vasquez, 2008), these have for the most part been focused on (business) management research, not educational (leadership) research. Additionally, little emphasis has been placed on the methodical parameters of shadowing studies (i.e., how they
were conducted). This contribution aims at tackling these issues. First, it attempts to offer an overview of the use of shadowing as a research method when studying school leaders. Next, a critique is undertaken based on the findings from a review of existing studies employing shadowing. Finally, a definition is proposed, including an attempt to position shadowing on the spectrum of quantitative and qualitative research. (170)

**Symposia | Saturday, Breakout 2 | 4:30-5:45**

2.1 | Coaching Collaborative Inquiry: A Weaving of Voices | Innovative: ECEC
Paige Fisher, Vancouver Island University; Krestin Minnick, British Columbia Ministry of Education; Kathy Casteel, Director Agency for School Health; Linda Kaser, Networks of Inquiry and Innovation; Judy Haldert, Networks of Inquiry and Innovation; Debbie Koehn, University of Northern British Columbia; Rod Allen, British Columbia Ministry of Education; Mary-Lynn Epps, Vancouver Island University

This session will offer an innovative experience for participants by sharing diverse narratives using a métissage approach that incorporates both body and voice in a narrative aesthetic exploration of a pedagogical issue. A multifaceted team of researchers, classroom teachers, teacher educators, inquiry coaches, and government representatives/policymakers is working across roles and contexts to explore ways of supporting a systemic shift in professional learning culture in British Columbia, Canada. The “Spirit of Inquiry” (Halfert & Kaser, 2013) collaborative inquiry process is being used as a framework to guide inquiry coaching with learners from all levels in the education system—children, preschool teachers, practicing teachers, graduate students, and school leaders. (147)

2.2 | Quality or Quantity: Identifying Qualitative Indicators of School Effectiveness and How They Align to Student Growth as Measured Through Summative Assessments | Innovative: MoRE
Chevonne Hall, Baltimore City Public Schools System; Haroom F. Rashed, Baltimore City Public Schools System

Baltimore City Public Schools’ School Effectiveness Review (SER) flows directly from the district’s commitment to strengthen support to schools, while increasing student achievement. The SER is a 2-day qualitative review process in which a team of reviewers collects qualitative evidence gathered through focus groups, classroom visits, and document review on a school’s programs and initiatives based on the School Effectiveness Standards. This presentation will highlight key findings from the 168 SERs conducted to date and discuss the correlation between the qualitative trends and statewide student growth indicators. (63)

2.3 | Translating Research on Response to Intervention Into Practice | Symposium: Data
Winsome Waite, American Institutes for Research; Jim Lindsay, American Institutes for Research; Deb Garke, Milwaukee Public Schools; John Hill, Milwaukee Public Schools

Complex interventions often have more significant impacts in smaller randomized studies than in large ones, perhaps in part because implementation fidelity is more easily monitored and corrected in the smaller studies. If a complex intervention promoted as a school improvement strategy—such as Response to Intervention (RTI)—was implemented in a district but combined with a system that measures the degree to which the intervention is being implemented as intended, might the district be more likely to adjust implementation and thereby improve the chances that intervention produces positive student outcomes? REL Midwest partnered with Milwaukee Public Schools (MPS) to develop an RTI implementation fidelity monitoring and improvement system and tailor it to fit MPS needs. This 90-minute symposium will include individuals serving different roles in the development of the fidelity monitoring system: a researcher, an RTI consultant, and a school district administrator. The group will describe the context and development of the RTI implementation fidelity monitoring and improvement system and discuss its reception and use in Milwaukee schools. The panelists will also respond to audience members’ questions on system development and problem-solve potential impediments to developing and using a similar system for other interventions or other settings. (64)

2.4 | Data-Based Decision Making at the Policy, Research, and Practice Levels | Symposium: Data
Kim Schildberg, University of Twente; Johanna Ebbele, University of Twente

Data-based decision making (DBDM) can lead to school improvement. However, schools struggle with the implementation of DBDM. In this symposium, we will discuss research and the implementation of DBDM at the national and regional policy level and the classroom level. We will discuss policy issues around DBDM from the perspective of the Ministry of Education in the Netherlands. Next, one of the largest school boards from the Netherlands will provide its view on DBDM, and how it has implemented this in its schools through the so-called data team procedure. Teachers from a school from this school board will discuss the implementation of data teams in their school. Finally, the results of a study investigating the effects of data teams will be presented. To study the effects of the data team procedure a mixed-methods design was used, using a combination of a pretest-posttest and a quasi-experimental, control group design. The results show, for example, that data team participants’ knowledge and skills increased significantly according to a data literacy assessment. Also, teams were able to solve the educational problem they investigated and improve student achievement. (22)

2.4.1 | Data-Based Decision Making From a National and Local Policy Perspective
Etty Schippers, Ministry of Education, The Netherlands; Tom Morskie, School Board, Stichting Carmel College

In the Netherlands, schools have a lot of autonomy. This implies freedom in choosing the religious, ideological, and pedagogical principles on which their education is based and in organizing their teaching activities. The Netherlands do have an inspectorate, which holds schools accountable for their education. This presentation will focus on Dutch secondary education. At the end of secondary education students have to take a national test. This is the only standardized assessment that is used by all secondary schools in the Netherlands. This final exam consists of an internal school-based assessment, and an external national assessment. Both parts of the final examination, the external and internal part, are considered to be equally relevant: for each subject, the average school’s internal examination grade makes up 50% of the final examination grade, the average central examination grade makes up the other 50%. To obtain a leaving certificate, an examinee must have scored passing marks in a specified number of subjects, such as Dutch, English, and mathematics (Authors, 2012, p. 230). Other important data sources available to Dutch schools include: school inspection data; school self-evaluation data; data on intake, transfer, and school leavers; student work; curriculum assessments; and student and parent questionnaire data. At the policy level, schools are expected to make use of these data to improve their education. The aim is that all primary and secondary education schools in the Netherlands apply DBDM by 2020. However, currently only about 30% of the schools apply DBDM. This was one of the reasons to support the data team procedure. During the session, a representative from the Ministry and a representative from a school board will further discuss their view on DBDM and data teams in the Netherlands, and their decision to support the implementation of the data team procedure. (197)
data teams were all very efficient in coming up with hypotheses and testing these hypotheses. In all data teams, several hypotheses believed to be true were proven to be false. During this session, teachers that have worked with the data team procedure will talk about what it entails to work with a data team in a school, what are possible barriers, and what are possible promoting factors. They will also talk about what they have learned and what having a data team can mean for the students in the school. (198)

2.6.3 | Data-Based Decision Making From a Researcher Perspective
Johanna Ekedal, University of Twente; Cindy Poortman, University of Twente; Kira Schildhaupt, University of Twente

This presentation focuses on the effects of the data team procedure in schools. School improvement in terms of improved student achievement is the ultimate goal of the data team procedure. To accomplish improved student achievement, teachers need to have applied the knowledge and skills as learned in the data team procedure. In addition, teachers need to have actually improved their knowledge, skills, attitudes, and beliefs because of the data team procedure. A prerequisite for learning is that teachers respond positively in terms of their satisfaction about the professional development program. Consequently, we can distinguish four levels of effects for the data team procedure (Guskey, 2000). The results of our quantitative and qualitative analyses show that data team participants are, for example, satisfied about the support and the materials related to the data team procedure. In terms of their use of knowledge and skills, participants significantly improved in collaboration around data use. Finally, several teams found the causes for their problem and implemented measures to improve student achievement. This presentation will further discuss how the use of data in teams can impact teacher professionalization and school improvement. (199)

2.6.4 | School Improvement Planning: A Failed Hope? (Paper: MoRE)
Darryl Morrison, University of New Brunswick

Current practices around school improvement planning assumes that a school staff come together to construct the school improvement plan to make a positive change in their school. They review data, decide on improvement goals, select strategies for improvement, adapt or initiate instructional practice, and monitor the implementation of their collective efforts. But are these efforts realized and does school improvement take place? Is school improvement planning and its required processes a “best practice”? Does it achieve some deliberative end? Researchers like Dunaway et al. (2012) note that “little research has been done as to whether this ‘accepted practice’ actually improves schools” (p. 158). This paper will discuss a conceptual framework using a constructivist grounded theory methodology to explore teachers’ experiences using school improvement plans and if changes in their schools resulted. It contains several references which question if school improvement planning is a failed hope. Reference: Dunaway, D.M., Kim, D., & Szad, R. (2012). Teacher and principal perceptions of the purpose and value of the school improvement plan process. The Educational Forum 76(2),158–173. (41)

2.6.5 | Race to the Top Reforms: An Assessment of Maryland’s Progress 2010–2014. Double Session, Part 2. See 1.5 for Part 1 | Symposium: Other
Eugene C. Schaffer et al.
to discuss how global research serves to enrich the overall understanding of the professional learning community process. This research stems from investigation by a Global PLC Network (GloPLCNet), a community of international researchers focused on conducting international comparative studies of PLCs and school leadership in a globalized context. The overarching research questions for this qualitative study were: How can we understand the construct of leadership within the global PLC model and what commonalities and unique practices of leadership are present among the countries of the United States, China, and Taiwan? (102)

2.7.2 | Mapping the School Improvement and Leadership Research in Latin America (Paper: EL)
Magdalena Fernandez Hermosilla, University of Toronto

Research written in Spanish is rarely cited or even included in the international reviews of literature in the field. Given the language barriers, evidence on school leadership from Latin America is overlooked from the international research landscape. This is a rapid review of literature study capturing the evidence and gaps on school improvement and leadership during the last 15 years in Latin America. A sample of 191 documents (articles, books, book chapters, reports, thesis) were reviewed for the purpose of characterizing research development in the region, and 114 empirical studies reviewed to extract evidence. Preliminary findings suggest a majority of studies focus on school leadership characteristics and effectiveness, especially interested in the practice and role of school principals. (53)

2.7.3 | Factors of Educational Effectiveness (EE): Lessons From Highly Performing Hispanic Secondary Schools (Paper: MoRE)
Paula Madrigal-Chinolla, Claremont Graduate University/San Diego State University

By 2050 Latinos will make up to 25% of the population (Leidy, Guerra, & Toro, 2012), and their current educational math achievement is a concern (Waxman, Padron, & Garcia, 2007). Understanding high-performing Hispanic schools, specifically what factors correlate the most to math achievement, will help practitioners meet the needs of underperforming subgroups such as Latinos. The purpose of this four schools, case-studies, mixed-methods dissertation will be to test the Dynamic Model of Educational Effectiveness (DMEE) (Kyriakides & Creemers, 2008) in high-performing, Hispanic, middle and high school algebra classes and to compare their schools with the High-Performing Hispanic Student Framework (Reyes, Scribner, & Paredes-Scribner, 1999). Through Rasch Modeling analysis, correlations, interviews, and observations, this study will provide classroom-level factors that are correlated to math achievement, and determine the level of similarities among the case-study schools and HPHS framework schools. (141)

2.7.4 | Instructional Leadership: How Principals Understand, Value, and Practice It in Russian Schools (Paper: EL)
Marina Pinskyaya, National Research University Higher School of Economics, Moscow; Irina Grinichkova, National Research University Higher School of Economics, Moscow

One lasting legacy of the effective schools movement was the institution-alization of the term “instructional leadership” into the vocabulary of educational administration (Hallinger, 2007). As the Russian Federation is a newcomer in this movement (school effectiveness and school improvement research and practice frames have been launched through pilot projects of the Institute of Education HSE less than five years ago with the main focus on schools in challenging contexts) it is interesting to see how the concept of instructional leadership reveals itself in the Russian schools landscape. This paper ties together evidence drawn from National Monitoring of the Economy of Education, international research data about teachers (SABER), and data collected in schools facing challenging contexts where instructional leadership tends to be the crucial point for teachers’ development and students’ performance (Harris, 2002; Chapman & Harris, 2004; Leithwood, Day, Sammons, Harris, & Hopkins, 2008). The paper concludes by suggesting that instructional leadership is poorly developed in our schools and underestimated by principals and education administrators, so fine-grained and differentiated approaches are needed to cultivate it in schools, especially in those facing challenging circumstances. (70)

2.8 | School Networks Addressing Practical Problems | Paper Session

2.8.1 | Knowledge Transfer in School-to-School Collaborations: The Role of Boundary Objects and Brokers (Paper: Other)
Daniel Nordholm, University of Gothenburg

This paper reports findings from a case study carried out in a Swedish municipality focusing on school-to-school collaboration. The aim is to present and discuss how ideas for improvements in this temporary system were transferred to principals and teachers in the local schools. The findings presented are derived from audio-recordings (n = 13) and semistructured interviews (n = 21). Community of practice theory and more precisely the concepts of boundary objects and brokering guided the analysis work. The results revealed that, generally, transfer was restricted to boundary objects with a closed character. Additionally, nonformal brokers had less capacity to extend and lead improvement processes in local schools. The paper suggests that designers of improvement work have to consider how to combine boundary objects and brokering when transferring and fostering learning discussions between organizational units. (1)

2.8.2 | Communities of Practice Emerging Within a Network of Schools Serving Culturally and Linguistically Diverse Students (Paper: Other)
Martin Scanlan, Boston College/Marquette University

Students growing up in families in which language(s) other than English are used can be considered “culturally and linguistically diverse” (CLD). CLD students are growing in population rapidly in the United States (Hernandez, Denton, & Macartney, 2009; Taylor, 2014), making CLD students the “new mainstream” (Enright, 2011). CLD students are often denied equitable educational opportunities due to underprepared teachers, administrators, and schools (Williams, Hakuta, & Haertel, 2007). Moreover, schools across public and private sectors that are striving to ameliorate this problem typically work in isolated, not collaborative, manners (Hargreaves & Shirley, 2009; Louis, 2008). The purpose of this paper is to explore an exception to this by critically examining how communities of practice emerge within a network of schools ostensibly striving to effectively educate this new mainstream. (103)

2.8.3 | Teachers Matter: Approaches to Preparing Australian Preservice Teachers To Teach Disadvantaged Students Effectively (Paper: MIE)
John Bush, Social Ventures Australia

This innovative session will ask participants to imagine they are consultants providing advice and thoughtful provocations to two initiatives working to prepare Australian preservice teachers to teach effectively in disadvantaged schools. Although Australia has a high-performing education system when measured on international assessments such as PISA, the Australian system is not particularly equitable. By the time she is 15, a child from the poorest quartile is likely to be three years behind her most affluent peers. To address this problem, Social Ventures Australia (SVA) has initiated the Growing Great Teachers program to identify and support practices that are effective in identifying, developing, and retaining high-quality early career teachers for disadvantaged schools. This session will examine the work of two such practices within Australia: the National Exceptional Teachers for Disadvantaged Schools program, begun at the Queensland University of Technology; and Teachers Matter, an initiative of the Australian Council of Deans of Education in conjunction with SVA. Based on that examination, the session will tap the collective wisdom of the participants to identify key considerations for this work in its next stages and consider the implications of this work for practice in other jurisdictions. (148)
2.8.4 | Supporting Children's Education in Mexico: Expectations of Teachers and Parents (Paper: MIE)
Lisa Kathleen Schalla, University of Minnesota, Twin Cities

Drawing on data from 18 public elementary schools in Jalisco, Mexico, this quantitative study examines the factors that predict teacher and parent expectations for family-school collaboration in education. Expectations are measured by the psychological motivators efficacy and role construction, as employed in Hoover-Dempsey and Sandler's (1997) Model for Parent Involvement. Survey results showed that teacher gender and perceptions of community income levels are stronger predictors for their own and perceptions of parental expectations than are level of education or years of experience. Parent reports of their own efficacy and role construction in the family-school relationship are more strongly predicted by their own educational experiences than by contextual factors. Teachers also rated parents much lower in both efficacy and role construction toward involvement in education than parents rated themselves. Results demonstrate a stronger need for dialogue between teachers and parents in order to dispel misconceptions and work toward higher expectations for involvement by both groups of stakeholders. (87)

2.9 | Mobilizing Communities for Better Educational Outcomes | Symposium: 3P

Steve Fleischman, Education Northwest

Teachers and schools alone cannot close the educational and social opportunity gaps that persist in many societies. More systemic efforts are required by communities as a whole for student outcomes—particularly for traditionally underserved children and youth—to improve. At the community level in the United States numerous municipalities are now pursuing so-called “collective impact” reform initiatives that apply a systems perspective to achieve better educational and life outcomes for children and youth. The hope is that coordinated action across multiple public and private sectors in a community will yield the sustained educational improvements that have so far eluded many local school systems. A recently issued study produced by the symposium chair’s organization documents this growing phenomenon in the Northwest region of the United States, and identifies common early challenges faced by its leaders in creating and managing collective impact initiatives. A review of the report will serve as a springboard for participants to discuss whether and how collective impact–like efforts are taking place in their countries. The potential to create a common research agenda and a global network to track this approach will be explored. (67)

2.10 | Addressing Student Outcomes | Paper Session

2.10.1 | Student Success Skills: Results of a Randomized Controlled Trial of an Elementary School Counseling Curriculum (Paper: Other)
Linda Webb, Florida State University; John Carey, University of Massachusetts, Amherst

The need for strong research evidence to evaluate academic curricula for adoption and implementation in schools continues. The same is true of the need to evaluate developmental school counseling curricula, designed to improve student academic achievement and behavior outcomes, that will be considered for adoption and implementation. This presentation will: (1) briefly describe the Student Success Skills (SSS) intervention; (2) present the supporting theoretical framework and methodology used in the 4-year, IES funded, randomized control trial of Student Success Skills; (3) describe fidelity techniques and measures used during implementation of SSS and data collection phases; (4) present HLM analyses of control-treatment group differences related to changes in students as measured by a student self-rating, teacher-rating scales, and district level achievement data; and (5) identify the implications of these results for general education and school counseling practice. (121)

2.10.2 | Developmental Assets and Their Influence on Academic Achievement in Mexican High School Students (Paper: MIE)
Melanie Itzel Barrion Gaxiola, Universidad de Sonora; Martha Frias Armenta, Universidad de Sonora

International evaluation results show that in Mexico students’ grades are deficient. Therefore, the objective of this study was to analyze the influence of many developmental assets on academic performance. A battery was composed to measure self-efficacy, self-determination, self-regulation, family functioning, scholar context, and spirituality. Surveys with approximately 180 items were administered to 250 regular high school students. Univariate statistics (means, standard deviations for continuous variables, and frequencies for categorical variables) were estimated. Indexes were calculated with the average of the items for each scale. Two factors were formed to be included in a structural equation model: positive youth development and familial assets formed by emotional and instrumental support and communication with parents. A scholar context variable had a direct influence on the familial factor and this had an influence on the positive young development which, in turn, directly affected the students’ grades. In the same way, the scholar context variable directly and positively influenced student’s grades. The model exhibited goodness of fit. Its results indicate that scholar context and positive young development are the most salient factors predicting school grades in these high school students. (165)

2.10.3 | Enhancing Student Outcomes Through Out-of-Classroom Support Systems (Paper: Other)
G. Roger Sell, Independent

The most vital and difficult challenge for school improvement, as practiced in the USA, as well as other countries, is to elevate student learning and achievement to high levels in schools serving disadvantaged students (Berliner, 2006; Darling-Hammond, 2010; Duncan & Murnane, 2014; Edmonds, 1979; Harris & Chapman, 2004; Ravitch, 2010; Teddie & Stringfield, 1993; Tyack & Cuban, 1995). The purpose of this paper is to draw on the case study of a multiyear project in an urban area of the USA as a springboard for discussing “student outcomes” and “what works” in improvement efforts for high-poverty schools. The paper concludes with a proposed guide for school improvement that draws on field practices and published literature from an international perspective. (18)

2.10.4 | Students as Mediators of School-Community Relationships: An Exploration of What Educational Practitioners Learn as Students Share About Their Social Worlds (Paper: Other)
Abigail Felber-Smith, University of Minnesota, Twin Cities

In the current educational environment conversations around school-community relationships are ratcheting up among stakeholders with diverse agendas—political venues, educational organizations (e.g., The Coalition for Community Schools), community organizations, and researchers across a variety of fields and disciplines. Efforts to explore, understand, develop, and/or refine such relationships for improving student learning and development outcomes are gaining energy and momentum (Crowson & Goldring, 2009; Sanders, 2006; Arum, 2000). An important narrative is, however, all but missing from the discourses around school-community relationships; that is, students’ perspectives are rarely considered. This project—situated as a grounded theory case study—seeks (at least in part) to fill the gap in what is known about students as mediators of school-community relationships by exploring what can be learned as students assume the agency for teaching practitioners about their community(ies) via a photovoice project. (65)
3.1 | Engaging Networks: Stimulating and Supporting Educational Change in Remote Rural Schools | Symposium

Dennis Shirley, Boston College; Andy Hargreaves, Boston College

Studies of educational change networks have increased dramatically in recent years, yet almost all such studies concern schools in urban or suburban environments. Studies of networks have by omission almost entirely excluded rural schools and especially remote rural schools. Truly to “act globally,” in line with the ICSEI conference theme in 2015, must mean to include rural schools as part of a holistic change and research agenda. To address this gap, the U.S. Department of Education has allocated funding to sponsor a new network of schools in rural locations in the Pacific Northwest titled the Northwest Rural Innovation and Student Engagement (NW RISE) network. This symposium will build upon the presenters’ previous collective research which informed the architecture of the NW RISE network. It then describes the beginnings of the NW RISE network and member efforts to engage students, promote community attachment, and lift academic achievement. This symposium will bring together researchers, policymakers, and change leaders to describe the concrete challenges and opportunities entailed in launching a new change network to serve remote rural schools. (133)

3.1.1 | Theorizing Change Networks: Understanding the Unique Challenges of Rural School Networks

Dennis Shirley, Boston College

Research (e.g., Tyack & Tobin, 1994) has documented that systemic educational change is difficult because of its multilayered, political, normative, and technical complexity. Nonetheless, scholars (Hargreaves & Shirley, 2009, 2012; Shirley, 1997, 2002) have described change networks that have been successful in improving student achievement, increasing community engagement, and facilitating long-term improvements. This presentation will review key research findings from studies of the Alliance Schools of the Industrial Areas Foundation in Texas (Shirley, 1997), the networked schools of the Raising Achievement Transforming Learning (RATL) schools in England (Hargreaves & Shirley, 2009), and the outcomes from the Alberta Initiative for School Improvement (AISI) in Canada (Hargreaves & Shirley, 2012). The presentation will then explore how the interpretation of those findings requires creative adaptation when working with remote rural schools. The Alliance Schools, for example, used strategies drawn from the political repertoire of community organizing to engage parents in their local schools; in remote rural communities with conservative and traditional values these may be more likely to provoke suspicion than involvement. RATL, a second change network, developed the professionalism of educators by having them conduct instructional rounds with colleagues; in rural schools this strategy has limited utility with only one or two colleagues teaching a similar content area or grade level, indicating that other forms of collegial learning need to be developed. Finally, in the AISI network, a strong professional association, the Alberta Teachers’ Association (ATA), was engaged in all parts of planning, implementation, and assessment; no such parallel institution exists in any U.S. state, requiring the cultivation of new intermediary institutions. (183)

3.1.2 | Conscious and Collaborative Network Evolution: The Case of the NW RISE Project

Andy Hargreaves, Boston College

When the NW RISE project began, system leaders from three states in the Pacific Northwest collaboratively created a new network for rural schools based on the conditions of a federal grant—to raise student achievement—and informed by the empirical evidence from the impact of different kinds of network architectures in England, the United States, Canada, and Mexico (Elmore & Rincon-Gallardo, 2012; Hargreaves & Shirley, 2009). This paper in the symposium describes the stages through which the network was deliberately conceived and evolved collaboratively (inside-out) in relation to outside-in evidence and develops a theory of network evolution arising from this process in which the participants created a vision for the network (improved achievement through developing student engagement); established a focus for the network (increasing engagement by developing the professional capital of participating teachers); integrated the focus with selected system and school priorities (Common Core planning); solicited school participation with job-alike (subject or grade) subnetworks, planning learning activities together; and selected and used an established digital platform for network interaction. These stages will be contrasted with existing theories of evolution of networks and professional learning communities in order to revisit and refine understanding of the most effective and appropriate ways to approach network development. (183)

3.1.3 | Rural School Improvement Networks: Challenges and Possibilities

Danette Parsley, Education Northwest; Liz Cox, Boston College

Rural school educators are often isolated and have few opportunities to learn from neighboring schools or colleagues. This is an especially daunting challenge for low-performing, rural schools faced with implementing significant reform efforts (e.g., turnaround approaches, educator effectiveness systems, college- and career-ready standards and assessments). This portion of the symposium examines a case example of a school improvement network that connects “like with like” rural and remote schools and districts within the Northwest region of the United States striving to build professional capital and enhance student engagement and achievement by undertaking joint action learning projects. The NW RISE network spans three states; members include teams of teacher leaders, principals, and superintendents in addition to state education agency staff. Though the NW RISE network is still in early implementation, we have identified several important lessons learned from the design and launch phases (the first two years of the project) that may be helpful to others as they initiate network efforts. The lessons were generated by analyzing data, such as meeting notes, webinar recordings, and project evaluation data, to address the question: What are some key considerations for designing and launching a rural network spanning a large geographic area? The presenters will discuss a set of challenges and possibilities organized by the eight network architecture design elements presented in the previous portion of the symposium. For example, findings from the design phase indicate challenges with identification and agreement on shared goals for the network. Reaching consensus on the vision and purpose of a network spanning a large geographic region with several different policy priorities and other unique contextual factors requires substantial time, careful facilitation, executive sponsorship, and a core group of highly motivated and invested leaders with a high tolerance for ambiguity. This portion of the symposium will highlight several such lessons in an effort to illustrate practical considerations for translating theory to practice. (184)

3.1.4 | A Rural Network for Student Engagement: Process and Outcomes

Michael O’Connor, Boston College

The NW RISE network was created in order to increase student engagement and improve student learning. While other goals exist, the network architects and members determined that student engagement is central to student learning and required a unique examination in a rural context. The construct of student engagement was examined and determined to be complex and multifaceted. A recent review of the literature on student engagement (Lawson & Lawson, 2013), as well as key texts from the Handbook of Student Engagement (e.g., Fredericks & McCoyle, 2012) and other sources provided insights as to how NW RISE educators would conceptualize student engagement, assess the operationalized construct, and concretely work to enhance learning and achievement through increased student engagement. This presentation discusses the processes used by the network to examine, discuss, and then prioritize student engagement. It will link the engagement construct to a broader set of instructional, curricular, and assessment concerns that characterize the remote rural schools in the NW RISE network. A case study of one subgroup—the “English/Language Arts job-alike group”—will describe how a collaborative, project-based writing unit has made argumentative writing a more authentic and engaging task for rural students. The case study will also describe how the network facilitated the process and outcomes across remote school and community settings through innovative uses of new technologies to capitalize upon peer editing as an instructional technique. (185)
3.2 | Performance-Based Assessment for Learning in Ohio | Innovative: 3P
Lauren Monower-Jones, Ohio Department of Education; Cassandra Daniels, Columbus City Schools; Julie Rhay, Williams Avenue Elementary School, Cincinnati; Coby Meyers, American Institutes for Research

This innovative session will provide participants with a look into the workings of a 3-year, Race to the Top, federally funded project that involved almost 700 teachers in more than 50 schools and more than 30,000 students in Ohio. This interactive session will include a demonstration of Ohio’s Task Dyad Learning System, as well as a preview of the resources created to support this effort and a brief presentation of the results of the research on this project. (120)

3.3 | Data Collection and Data Analyses in Large, Multisite Early Childhood Literacy Studies: Challenges and Recommendations | Symposium: ECEC
Hui Jiang, The Ohio State University, Crane Center for Early Childhood Research and Policy (CCEC); Gloria Yeomans-Maldonado, The Ohio State University

This presentation will discuss the implementation of three IES-funded, multisite early childhood literacy studies managed by the Language and Reading Research Consortium (LARRC): (1) the LARRC Longitudinal Study; (2) the LARRC Intervention Development Study; and (3) the LARRC Let’s Know! Field Study. Presenters will start by discussing the overall study design, emphasizing the multisite and longitudinal aspects of the studies, as well as the data processing challenges. Attention will then turn to four classroom observational measures that were utilized in the study, where challenges of coding large amounts of classroom video recordings as well as on-site classroom observations will be reviewed. Third, presenters will talk about the inevitable missing data problem present in almost all studies, and will provide suggestions for possible methodological strategies that could be used to analyze missing data. Last, presenters will describe specific quantitative methodological techniques that have been used in the LARRC studies to analyze cross-sectional and longitudinal data, as well as assess the impact of the intervention from one of the studies. The symposium will close with the participation of a discussant, who is an expert in the field of Early Childhood Literacy and one of the principal investigators at LAARC. (111)

3.3.1 | LARRC: Investigating Child Language and Reading Development
Kimberly Murphy, The Ohio State University, CCEC; Jill Pentimonti, The Ohio State University, CCEC

The LARRC was formed in 2010 to investigate child language and reading development. This includes related challenges and the development of evidence-based interventions and curricula. The consortium is currently composed of seven institutions of higher education across the country and abroad (LARRC). This presentation introduces the study design of LARRC, and discusses issues in data collection and management in the following three studies listed above. (178)

3.3.2 | LARRC: Classroom Observation Measures
Jaclyn Dynia, The Ohio State University, CCEC; Shayne Piasta, The Ohio State University

This presentation will start by briefly describing four classroom observation measures that were used in the LARRC study: Classroom Assessment Scoring System (CLASS; Pianta et al., 2008), the ISI Classroom Observation system (Connor et al., 2010), the Classroom Literacy Environmental Profile (CLEP; Woltersberger, 2004), and the Classroom Literacy Observation Protocol (CLOP; Children's Learning Research Collaborative, 2008). The CLASS and ISI were coded based on classrooms' video recording, and the CLEP and CLOP were coded on the field. The discussion will then turn to the challenges of working with classroom video data and live observations. Focus will be given to the steps that were followed to assess fidelity and interrater reliability for these measures given the relatively large number of classrooms in the study. (179)

3.3.3 | LARRC: Dealing With Missing Data in Multisite, Longitudinal Trials
Hui Jiang, The Ohio State University, CCEC

Because educational research is usually conducted in the field, researchers must frequently deal with missing data. This problem can be alleviated in the phases of data collection (by keeping high retention rates), data cleaning, and data analyses (by employing appropriate missing data techniques). We will discuss the problems of missing data in multisite, longitudinal trials, and explores various strategies to handle missing data in all phases of research. (180)

3.3.4 | LARRC: Showcase Modeling Techniques
Gloria Yeomans-Maldonado, The Ohio State University; Jessica Logan, The Ohio State University, CCEC

This presentation integrates multiple studies on LARRC to showcase the various modeling techniques available to address their respective research questions. Studies presented include: (1) a cross-sectional analysis of the relationship between working memory and comprehension; (2) a longitudinal analysis of children's growth trajectories in language development; and (3) an assessment of the effectiveness of language intervention. (181)

Mary Lynne Derrington, University of Tennessee

Teacher evaluation accountability policies are emerging globally. While policymakers mandate significant change at the state and national level, principals at the local school level must implement the policy and handle the consequences. Thus, principal experiences and perceptions mediate policy implementation. The purpose of this symposium is to explore research that examines the ways in which school principals perceive a new accountability policy of teacher evaluation. Researchers from three countries will present studies on the challenges and benefits of implementation in their country. Then, the audience will be invited to reflect on the topic both in the global and the local context. Lastly, researchers on teacher evaluation and principal leadership in other countries will be invited to join in potential joint research projects and publications. This symposium builds on knowledge of principal leadership in teacher evaluation policy implementation. (51)

3.4.1 | Teacher Evaluation Policy as Perceived by School Principals: The Case of Flanders (Belgium)
Geert Deruyt, Ghent University; Melissa Tuytens, Ghent University

This paper explores the implementation process of a new teacher evaluation policy in Flanders. It describes the perceptions of school leaders regarding this policy and probes the importance of perceptions of the actual implementation of the policy. Research study questions: Do principals perceive the teacher evaluation policy as needed, clear, not complex, and practical? Which factors (context and policy related) are relevant for principal perception of the policy? This is a mixed method study. A survey was administered to 80 secondary school principals and 81 primary school principals. Then semi-structured, open-ended interviews were conducted with 14 secondary principals and 15 primary principals. Findings indicate that principals are challenged by lack of time to implement the procedural components of the evaluation system and the number of teachers to evaluate. The procedural character of the system was also a challenge or barrier to implementation. However, a smaller number of principals found no difficulty in the implementation due to planning and scheduling organization. Additionally, some principals targeted evaluation efforts on certain groups of teachers and limited time with others. Discussion explored these findings. (136)

3.4.2 | Teachers’ and Principals’ Perceptions About the New Policy on Teacher Evaluation: The Case of Portugal
Maria Assunção Flores, University of Minho

This paper explores a new teacher evaluation model that espouses the value of classroom instruction and the creation of conditions for teachers to focus on teaching and learning. It investigates the ways in which teacher evaluation enhances teacher professional development from the perspective of principals and teachers. Research study questions: How do teachers and
principals perceive the teacher evaluation policy in Portugal? What are the perceived effects of the new policy on teachers' professional development? This is a mixed methods study. A survey was administered to 134 principals and 150 teachers. Semistructured interviews with 45 teachers and principals and 10 focus groups were conducted. Findings indicate that the new teacher evaluation system is perceived to be summative and bureaucratic. Principals focus on compliance and procedure. The respondents view the system as a threat to professional relationships in the school. Benefits, on the other hand, perceived by principals, were the opportunities to reflect upon key teaching components. (137)

### 3.4.3 Principal Perspectives on the Implementation of Teacher Evaluation: A 4-Year Study in a U.S. Southeastern State
Mary Lynne Derrington, University of Tennessee

This paper explores a new teacher evaluation model under the Race to the Top (RTTT) U.S. federal grant through a longitudinal, 4-year study. The purpose of this study was to investigate the changing leadership perspectives and practices of school principals charged with implementing rigorous, fully redesigned teacher evaluation policies in a southeastern state. The study focused on the intersection of two influential forces: the aggressive, reform-driven nature of new evaluation policies and the perceptions of principals, as the central figures in policy implementation at the school. Research study questions: How have principals' perspectives changed during the four years of leading and managing the implementation of new teacher evaluation policy? How did principals' use of the new evaluation policy components reflect their perspectives on the policy? This qualitative longitudinal study indicates principal perceptions of implementation challenges were lack of time in addition to ongoing changes in the policy details. Benefits included an increased focus on improving teacher instructional strategies. The study highlights the role of principals as critics of policy, as well as advocates for implementation even when the policy differs from principal beliefs. The principals' responses demonstrate an early effort to manage and a delayed effort to lead under RTTT accountability. They exhibited strong leadership with some components, use of the rubric, for example, but deferred others such as strategic compensation. High stakes use of evaluation results (e.g., for pay or tenure), was a source of angst for principals. (176)

### 3.5 Scotland: Small System, Big Ideas. Is It Working? | Spotlight

**Anthony Finn,** University of Glasgow; **Alan Armstrong,** Education Scotland; **Margery McMahon,** University of Glasgow; **Chris Chapman,** University of Glasgow; **Norrie McKay,** General Teaching Council, Scotland; **Mayra Boland,** University of Glasgow; **George Gilchrist,** Scottish Borders Council, Head Teacher

The focus in Scotland in recent years on system-level improvement has almost completed its first critical phase. Initial indications of the impact of this interconnected change program, comprising curriculum reforms, through a Curriculum for Excellence, assessment innovation, and new expectations of teacher and leader development and professional learning, will be reviewed by the OECD soon. This spotlight session will provide an overview of the distinguishing features of the Scottish approach to educational improvement and critique the policy processes for implementation. The program for change has been ambitious in its vision, scope, pace, and aspiration to improve educational outcomes for Scotland’s children and young people. Strong partnership has been positioned as central to realizing this, underpinned by a consensus approach to discussion and negotiation. While this has facilitated considerable progress, apparent strengths, such as the nature of teachers’ professional identity and the role of professional associations and trade unions, have at times been inhibitors. Securing engagement by and endorsement of the teacher profession has not been without challenge and in this “showcase” the strategic approach taken to this vital element will be explored critically. The system-level implications of the change program for key actors, including national agencies and practitioners, will also be discussed. The challenges of implementation of new initiatives such as a “Professional Update” scheme, which connects teachers’ career-long professional learning, professional standards, and annual review, and Knowledge into Action work that seeks to advance inquiry-based approaches to teachers’ professional learning will be considered. Questions of sustainability, in terms of maintaining coherence and momentum beyond the initial phase, will be debated. Finally, through the spotlight session, there will be an opportunity to debate how smaller systems can achieve system improvement and change in coherent and enduring ways.

### Paper Sessions | Sunday: Breakout 3 | 10:30–11:45

#### 3.6 Educational Effectiveness Factors

#### 3.6.1 Effectiveness Indicators in the Gulf States: An Analysis Based on Creemers’ Comprehensive Model of Educational Effectiveness Using TIMSS 2011 (Paper: Other)

Oliver Neuschmidt, IEA Data Processing and Research Center; Nadine Radermacher, IEA Data Processing and Research Center

Educational effectiveness research has become prominent during the last decades, but results in this area mainly stem from research projects conducted in the Western world. For nearly two decades worldwide regular, internationally comparable assessment and context data is available through the administration of comparative international large-scale assessments. While the use of this kind of data for educational effectiveness research often is criticized due to certain limitations of the study design, comparative large-scale data provides a unique opportunity to investigate the functioning of theoretical concepts related to educational effectiveness in culturally different regions of the world. Using the most recent cycle of TIMSS data, this research project aims to give some empirical evidence for Creemers’ comprehensive model of educational effectiveness in the Gulf states, while also addressing some of the criticism of using cross-sectional data for educational effectiveness research. (107)

#### 3.6.2 Investigating Quality and Equity at the System Level; Secondary Analyses of PISA and TIMSS Studies (Paper: MoRE)

Bert Creemers, University of Groningen; Leonidas Kyriakides, University of Cyprus; Evi Charalambous, University of Cyprus

The paper argues for the importance of investigating both quality and equity dimensions of effectiveness at the country level. International studies reveal that a lot of variation in student performance is found to be between schools within a country. The between-school variation that is left unexplained after controlling for background factors is treated as one of the indicators that can be used to measure equity at country level. To investigate the relation between quality and equity at system level, secondary analyses of each PISA study, TIMSS 2007, and TIMSS 2011 were undertaken. For each study, separate multilevel analyses per country were conducted. In each study, a negative correlation between the overall student performance of each country and the between-school variation was identified. Negative correlations between student performance and the between-school variation of each country after controlling for the impact of background characteristics were also identified. Implications for research and policy are drawn. (237)

#### 3.6.3 Exploring Variation in Student Attainment in a Network Structure for School Support: A Multilevel Analysis (Paper: MoRE)

Ariel Lindorff-Vijayendran, University of Oxford

This paper presents findings from the quantitative strand of a mixed-methods study of a network structure for school support implemented in New York City since 2010. Multilevel analysis is used to investigate variation in student attainment among and within 58 networks, 32 geographical districts, and 477 schools (totaling more than 60,000 students). Both hierarchical and cross-classified models are fitted and compared; outcomes include 8th grade state assessment literacy and math scores. Findings demonstrate evidence of considerable variation among schools, but relatively little variation among districts, and even less among networks. Significant fixed and random effects are discussed, along with the implications of these with regard to priorities for—and differentiation of—the support for schools provided by networks. Because the network structure studied reflects broader trends in education (accountability, decentralization, and public-private partnerships), findings are interesting and relevant, though not directly generalizable, beyond the immediate context. (227)
3.6.4 | Exploring Effective Factors in the Success of Shanghai-China in 2012 PISA (Paper: 3P)
Hechuan Sun, Shenyang Normal University; Baoli Gao, Shenyang Normal University
Shanghai-China students topped the ranking not only in reading, but also in math and science in 2012 PISA tests that were organized by the Organization for Economic Co-Operation and Development (OECD) and participated in by more than half a million secondary school students aged 15 from 65 countries and economic regions. Such an unbelievable success has given rise to lots of different feedbacks or opinions, both positive and negative, within or beyond educational circles worldwide. This presentation tries to explore the effective factors, in students’ performance of Shanghai-China in 2012 PISA, from different perspectives and levels: the time factor, the factors at the student level, at the teachers’ level, at the school level, and at the contextual level. Comparative and reflective approaches are used to explore these factors. The findings show what Shanghai-China needs to learn from the West and what the West needs to learn from Shanghai-China in their school effectiveness and school improvement movement in the future. This study is a part of a China national project on educational science (BDA120028).

3.7 | High School/College Ready | Paper Session

3.7.1 | How San Jose Unified School District Is Taking a College Readiness Indicator System to Scale and Transforming Leadership Culture on the Way (Paper: EL)
Suzanne Stachel, American Institutes for Research; Marlene Darwin, American Institutes for Research; Nettie Legters, SERVE, University of North Carolina, Greensboro; Douglas MacIver, Johns Hopkins University; Jason Willis, San Jose Unified School District; Emily McGinnis, San Jose Unified School District
San Jose Unified School District is scaling up its college readiness indicators system (CRIS) districtwide through a unique redesign process that links every school principal with central-office staff in routine, data-driven cycles of inquiry. The process features unprecedented commitments to purposeful communication between school- and system-based leaders; support for innovation; shared accountability for progress and results; and robust data and reporting systems to stay grounded in student outcomes. This paper offers an in-depth case study based on real-time interviews and observations. It details core components of the new approach, initial implementation lessons, adjustments made in the second year, and how system leaders are using the work to advance school improvement and create a data-driven education improvement culture at scale. (83)

3.7.2 | The Impact of Blending High School and College (Paper: Other)
Julie Edmunds, SERVE, University of North Carolina, Greensboro
Early colleges are new models of high school that blend the high school and college experience. This paper presents results from a longitudinal experimental study examining the impact of the model on students’ readiness for college and their enrollment in postsecondary education. The study utilizes a lottery-based design, comparing students who applied and were randomly selected to attend the early college with students who applied and were randomly selected not to attend. Results show that more early college students are taking and succeeding in the courses they need for college. Early colleges have slightly higher (although nonsignificant) graduation rates. Early college students were also enrolling in postsecondary education at higher rates. By the sixth year after grade 9, 88% of the treatment group was ever enrolled in postsecondary education, compared to 73% of the control group (p less than .001). (19)

3.7.3 | First-Year Impacts of the National Math and Science Initiative’s College Readiness Program (NMSI) (Paper: Other)
Dan Sherman, American Institutes for Research; Marlene Darwin, American Institutes for Research; Suzanne Stachel, American Institutes for Research
The National Math and Science Initiative’s college readiness program, the Advanced Placement Training and Incentive Program (APTIP), is a wide-spread, established program being implemented in 550 schools across 22 states. APTIP’s goal is to promote STEM education by increasing student success in rigorous courses specifically mathematics, science, and English courses with a focus on students who are traditionally underrepresented in these courses. This proposal presents findings from the independent evaluation of APTIP that is part of NMSI’s Investing in Innovation Fund (i3) validation grant. Through this grant, APTIP is being implemented in three cohorts of schools in Colorado and Indiana over three years. This paper will present findings for Cohorts 1 and 2. (69)

3.8 | Multilayered Support for School Improvement | Paper Session

3.8.1 | Balancing Science With Artistry: Teacher-Led System Improvement in Scotland (Paper: EL)
Christopher Chapman, University of Glasgow
School effectiveness and improvement each have their own history and traditions. This can be traced through the evolution of the field and the language used in publications and elsewhere. In the mid-1990s there were a number of publications calling for a merger of the traditions and we saw the emergence of research and development initiatives that began to incorporate elements from both traditions into their studies and interventional work. Furthermore, we have seen the growth mixed-methods research and the incorporation of wider range of perspectives in any one study. However, whether this is a false dichotomy or not somewhat misses the point. The history and traditions of effectiveness and improvement have each left their own legacy and an imprint on both individual researchers and the values and beliefs that drive the field forward. Nowhere is this seen more starkly than in educational improvement programs. Even after decades of working together, for the most part, educational effectiveness and improvement researchers remain trapped within their positivist and interpretivist positions and despite numerous attempts to combine perspectives programs tend to remain rooted in one tradition or the other. Two recent examples of programs that have attempted to move beyond this situation are the recent versions of the High Reliability Schools Program and the “City Challenge” type initiatives within the United Kingdom. This paper reports the findings from the first year of a collaborative improvement program that has drawn on the wider improvement and effectiveness literature in an attempt to design a program that (1) draws on the strengths of the two traditions, while minimizing their respective weaknesses, thus balancing science and artistry and (2) builds capacity for teacher for teacher-led system improvement.

3.8.2 | The Pendulum Syndrome: Toward a Paradigm Shift in the Israeli Education System (Paper: EL)
Ami Videnszky, Center for Academic Studies/Tel Aviv University
The early 21st century has seen a tectonic shift toward globalization and knowledge-based economies. To meet the needs caused by this shift, it is important for the agenda of educational reforms to take a paradigm move toward equipping the next generation with the necessary competencies for lifelong learning and sustainable developments. This applies to Israel, too. Over the past two decades Israeli education followed the standard model applied in many countries around the world. However, when Israel slipped down the league table of international testing, since the end of the 1990s, its central policy switched to a rigid curriculum, tight control of schools, and a more centralized system involving high-stakes testing. This sparked a heated debate in which one side believed that high standards could be achieved through standardization and central management while the other side argued that 21st century skills demanded changes in school management and greater liberty for teachers and students to construct knowledge—especially in an era of knowledge-based economies. After the 2013 general election, Israel’s new education minister announced a paradigm shift in national education policy and while fostering “meaningful learning.” The policy hopes to encourage students’ self-learning, move gradually toward school self-evaluation, encourage collaborative work among students, promote critical thinking methods and greater innovation in leading the school curriculum. (71)
3.8.3 Explaining Trinidad and Tobago’s Improving Scores on PIRLS: A Role for the 2005 School Performance Feedback System (Paper: MIE)

Jerome De Lisle, The University of the West Indies, St. Augustine; Cheryl Bower-Williams, University of Trinidad and Tobago; Joanne Neaves, University of Trinidad and Tobago; Sean Annette, The University of the West Indies; Linda Mohammed, University of Trinidad and Tobago

In PIRLS 2011, Trinidad and Tobago experienced a dramatic improvement in reading, with an increase of 35–37 points over 2006. Local reaction included much media skepticism over reasons advanced by politicians and little evidence of a coordinated nationwide effort. We hypothesize that the most likely explanation is the effect of a School Performance Feedback System (SPFS) installed in 2005. To explore this hypothesis, we use multilevel analysis to compare changes in school and student variance for the period. Additionally, using national test data, we track the performance of all schools from 2005 to 2013, operationalizing a measure of significant and sustained school improvement across contexts. Both data sets confirm notable improvement especially in the performance of schools. However, we believe that further improvement and sustained growth will require a more definitive whole system reform strategy, beginning with the documentation and dissemination of success stories and good practice. (74)

3.8.4 District Conditions for Scale: A Practical Guide To Scaling Personalized Learning (Paper: EL)

Matt Williams, KnowledgeWorks; Jesse Mayer, KnowledgeWorks

Over the years, there has been much focus on the elements of an innovative school. While this focus has helped to shape student-centered practice in classrooms, it has done little to move innovation beyond the school level, creating many “pockets of excellence” but very few systems of excellence. This paper discusses the conditions for success that a district should put in place to support the scaling of innovative learning environments throughout a K–12 school district. (239)

3.9 Creating the Future of Learning | Symposium: Other

Katherine Prince, KnowledgeWorks; Jason Swanson, KnowledgeWorks

As forecast in KnowledgeWorks’ Recombinant Education, education is potentially facing a decade of deep disruption of the scope that Amazon brought to retail and iTunes brought to the music industry. Future trends highlight the opportunity to create a diverse learning ecosystem in which educators, learners, and families create many different combinations of learning resources and experiences to reflect their particular needs, interests, and goals. This modular and nimble learning ecosystem can be characterized by radical personalization for all learners along with new ways of delivering and credentialing learning. However, the future is not fixed; it is ours to create. While these trends highlight the prospects for shaping the future with the new learning ecosystem will be vibrant for all learners, whether only learners whose families have the resources to customize or supplement their learning journeys will have access to learning that adapts to and meets their needs. This session will highlight the trends shaping the future of learning and explore their implications for today’s education system. Participants will explore the future of learning as forecast by KnowledgeWorks in their Recombinant Education forecast. (240)

3.10 Systemwide Engagement in Education Reform | Innovative: MIE

Mary Jean Gallagher, Ontario Ministry of Education; Doris McWhorter, Ontario Ministry of Education

The purpose of this innovative session is to demonstrate how systemwide engagement in education reform can be used to inform and illustrate the conference theme of “Think Globally, Act Locally, and Educate All Children to Their Full Potential.” Building on the success of system reform over a decade, the session will present the process through which the Ontario Ministry of Education developed Achieving Excellence: A Renewed Vision for Education in Ontario, highlighting the innovative combination of provincewide consultations, contemporary data-analyses technologies, cross-ministry contributions, and encompassing collaboration and engagement with both traditional and nontraditional stakeholders. This process set forth to take a system already renowned for strong partnerships and advanced student achievement and further its ability to enhance all aspects of student achievement and well-being through stronger partnerships, deeper collaboration, and increased engagement with educators, families, communities, and businesses—creating a system that is even more accessible, integrated, and responsive. A key objective of the session is to show how engaging a wide range of stakeholders, building trust and collaborative relationships, and developing a shared sense of collective responsibility have enabled an engaged consensus and positioned the system to “educate all children to their full potential.” (112)

Symposia | Sunday: Breakout 4 | 2:45–4:00

4.1 | Student Achievement Effects of Data-Driven Teaching: Results From a Large-Scale Study | Symposium: Data

Roel Bosker, University of Groningen; Marjolein I. Deunk, GION, University of Groningen

Due to concerns about literacy and numeracy levels of primary school students the Dutch government introduced a national policy on data-driven teaching around a decade ago. In this context we conducted a large scale study in 92 primary schools on how school teams operated under this policy, and how these teams could be classified on several dimensions related to data use, focus on student achievement, differentiation, and collegial collaboration. Furthermore we studied whether the different types of teacher teams had different achievement gains for their students. Next to that we developed a teacher professionalization program consisting of three core components: goal setting, analysis and use of student progress data, and improved instructional strategies. The program focused on grades 4 and 5, and consisted of nine sessions throughout the school year. Almost one third of the schools participated with their team in this professionalization program. Effects of participating in this program on student achievement gains in mathematics and reading comprehension were studied using propensity score matching in which the other two thirds of the schools and their students served as potential controls. Effects were estimated using multilevel models. (135)

4.1.1 The Effect of Professional Communities of Primary School Teams on Student Learning Gains

Marjolein I. Deunk, GION, University of Groningen

Educational effectiveness studies show that teachers are a major factor in student learning (Muijs et al., 2014). Furthermore, there is a relationship between professional community in schools, reflected by a combination of dialogue, collaboration, constructive feedback, shared focus and emphasis on (test) results, and student performance (Lomos, Hofman & Bosker, 2011). This paper builds on these findings and studies the relationship between attitudes and practices of teams of teachers and student learning gains in primary school, with a focus on different types of professional communities that school teams may form. The effect of different types of school teams on student learning gains (language and math, grades 4 & 6) after one and two years is studied, using multilevel analysis. Almost 800 teachers, forming 92 school teams, filled in a questionnaire on, among other topics, professional community. Based on the answers on nine features of professional community, four types of teacher teams are defined: data oriented, conservative, individualistic, and nondata oriented teams. Data oriented teams are focused on student performance, reflect on performance data, and score high on collegial collaboration and differentiation. Conservative teams also use much differentiation, but show less interest in profession-alization and educational innovation. Individualistic teams extensively analyze student performance, but score low on cooperation and reflection. Nondata oriented teams score relatively low on all features of professional community. Results are that students in schools with data oriented teams and students in schools with conservative teams have in general more learning gains than students in schools individualistic or nondata driven teams. These results indicate that a moderate to high focus on performance data and the use of differentiation is important for enhancing student learning, whereas being innovative and open to change is not a necessary characteristic of effective teams. Furthermore, extensive analysis of test results alone—like the individualistic teams do—is not enough; teams should also reflect on the analyses and act upon them. (215)
4.1.2 | The Effect of Professionalization in Data-Driven Decision Making on Students’ Mathematics Performance
Lieneke Ritsma, University of Groningen

Due to concerns about the mathematical proficiency level of Dutch students, a school improvement study was carried out in which teachers are professionalized in data-driven decision making. In the teacher training, data-driven decision making was operationalized as pertaining to three features (Visccher & Ehren, 2013): (1) goal setting (Fuchs et al., 1985; Locke & Latham, 2002)—establishing the reference performance level, (2) data analysis—determining the actual performance level—and (3) instruction—closing the gap between (1) and (2) by selecting evidence-based instructional methods such as direct instruction and modeling (Muijs & Reynolds, 2011; Slavin et al., 2013). We integrated the three components into one synergetic package, and were therefore interested in molar causation (Shadish, Cook, & Campbell, 2002), being the overall relationship between an integral package and its effects. The teacher training, consisting of nine after-school meetings, lasted a school year (2011–2012) and was aimed at teachers of grades 2 and 3. The quasi-experimental study had a pre-posttest control group design. In order to minimize pretreatment differences between treatment and control group, students in the treatment condition (n = 528) were matched to comparable students coming from a pool of 915 students based on student, class, and teacher characteristics. This was done using generalized boosted models that estimate propensity score weights (McCaffrey et al., 2004). Using multilevel regression models, these propensity score were taken into account in estimating the effect of the teacher training on students’ math performance. Finally, robustness of the treatment effect to unobserved confounders were assessed through sensitivity analyses. Results will be presented at the conference as currently the latest analyses are taking place. (216)

4.1.3 | The Effect of a Teacher Professional Development Program on Students’ Reading Achievement
Methold van Kuik, University of Groningen

Using the same theoretical background as in the second paper, but now focusing on reading comprehension, the third paper seeks to answer more specific questions about possible differential effects next to the general effect question. Focal are the following: Does students’ reading comprehension improve after teachers have followed a multicomponent professional development program targeting goals, data use, and instruction? Does the effect of the program on students’ reading comprehension depend on students’ initial performance? Does the effect of the program on students’ reading comprehension depend on students’ grades? In total, 33 teachers from 19 schools participated in the professionalization program for reading comprehension program (conducted in 2011–2012; total time investment scheduled for 40 hours). Possible controls were derived from the other 72 schools participating in the study. Multiple classroom characteristics were taken into account in the propensity matching procedure, among which, previous national standardized reading results and class size. After an equivalent control group had been identified, we found that students in the experimental group (n = 420) performed significantly better than those in the control group (n = 399), with an effect size of d = .37; 90% CI [.20; .55]. We checked for the robustness of these results using different model specifications, and found similar albeit smaller effect sizes (d = .29, d = .30, and d = .31, respectively). These results compare to approximately 60 percent of a grade equivalent: at the end of the program, students in the experimental condition were more than half a year ahead of students in the control condition. Interaction effects were investigated but these were nonsignificant. All students, irrespective of their initial achievement or their grade, appeared to have profited equally from their teachers’ participation in the program. (217)

4.2 | Education Networks in Cincinnati and Beyond: Local and Global Insights Into Matters of Leadership, Policy, Practice, and Politics. Part 1 | Symposium: EL

Pierre Talowitzki, Institute for the Management and Economics of Education; Erica van Roummalen, Halton CDSS/Charlton Stur University; Jacob Easley II, Eastern Connecticut State University; Naomi Merten, APS, National Center for School Improvement

This joint 3P and Educational Leadership Network initiative consists of two linked symposia. The aim is to create a space for dialogue and exploration around the collaborative efforts between education systems and other sectors occurring locally and internationally to educate all children to their full potential. To this end, we have invited key stakeholders from the greater Cincinnati area. We are inviting all those interested in educational grassroots and collaborative network endeavors that support the learning and well-being of children, especially those facing disadvantage, to participate. The first symposium will highlight the local context and efforts among policymakers, politicians, practitioners, and educational leaders for educating students in innovative ways. This will be done via a panel discussion in combination with “vignettes” of local efforts and challenges. Invited panelists include Lawrence J. Johnson, Dean, School of Education at the University of Cincinnati; Eve Bolen, President, Cincinnati Public Schools Board of Education; Mary Bonan, Superintendent, Cincinnati Public Schools; Greg Landman, StriveTogether (a Cincinnati-based national initiative that brings together leaders in PreK–12 schools, higher education, business and industry, parents and other stakeholders); and William Johnson, Program District Coordinator, M.O.R.E. (Men Organized, Respectful, and Educated), an initiative designed to nurture academic success among African-American and other at-risk young men in the district. (234)


Dianne F. Olivier, University of Louisiana at Lafayette; Jane B. Huffman, University of North Texas; Patrice Paplov, Ascension Parish School District; James K. Wilson, Denton Independent School District; Mike Mazzingo, Denton Independent School District; Steve Westbrook, Ascension Parish School District; Jennifer Tuttleton, Ascension Parish School District

As the PLC process becomes embedded within schools, the level of district support impacts whether schools have the ability to sustain highly effective collaborative practices. The purpose of this innovative session is to: (1) share findings of a research study designed to explore district-level support of professional learning communities within elementary, middle, and secondary schools; (2) present a practitioners’ panel of district administrators to share perspectives on policies, procedures, and practices for implementing and sustaining high-quality professional learning communities within schools throughout the district; (3) provide an opportunity for interaction among district administrators and audience participants through a question and answer session; and (4) share results of the development and piloting of a newly created instrument to assess perceptions related to district-level support. The overarching questions guiding this session are: How do school district personnel (central office staff) support schools in the professional learning community process? How does this newly developed district-support instrument inform district and school staff in relation to district-level support of the professional learning community process within and across all district schools? (94)

4.4 | Perspectives on Transitions in Schooling and Instructional Practice | Symposium: MIE

Susan E. Elliott-Johns, Nipissing University; Lyn Sharratt, University of Toronto

We will examine and discuss the importance of successful transitions in (1) students’ experiences of school, and successful transitions over time, and (2) teachers’ experiences with transitions related to instructional practice. The results of an innovative, collaborative research project will be showcased with a recently published book, Perspectives on Transitions in Schooling and Instructional Practice (2013), a title that presents a unique collection of 19 chapters from contributing researchers and practitioners in the United States, Canada, Australia, and Singapore. Presenters will share the results of this project and underscore the critical nature of effectively supporting students and teachers in moving successfully across transitional spaces. The significant contributions to
knowledge and practice gathered together in this unique collection of research and practice will serve and assist in moving the dialogue forward locally, nationally, and internationally as the rich insights gained into shared issues and recommendations for transitional planning are of relevance to school improvement and effectiveness across many different educational levels, disciplines, and stakeholders. The symposium has been designed to promote interactive dialogue, and participants will leave with fresh perspectives on transitions in schooling, instructional practice, and many shared ideas and strategies for supporting successful transitions in their own professional locations. (12)

4.5 | Education for All: Increasing Opportunities To Learn in the Visible Classroom | Symposium

Janet Clinton, The University of Melbourne

The most important way we can ensure high-quality education for all is to provide each student with access to ongoing, high-quality teaching. While this may seem axiomatic, schools and school systems continue to explore ways to build teacher quality and effectiveness. This symposium brings together research evidence about the impact of teaching practices and an innovative partnership that has generated improved opportunities for teacher feedback and student learning. Initially, we will demonstrate how teachers have utilized real-time captioning technology to provide students with learning difficulties with increased opportunities to learn. The same technology also provides teachers feedback about their practice with a motive to promote self-reflection and increased opportunities to learn. The evidence collected under this evaluation suggests that the lesson is the notion of embedded evaluation within the technology, in order to encourage teachers to critically assess what they have done and what their students have learned. The aim is that teachers can “see” their impact and make subsequent evaluative, evidence-based adjustments to their teaching to support improved student learning. (154)

4.5.1 | The Visible Classroom

Janet Clinton, The University of Melbourne; John Hattie, The University of Melbourne

This session outlines a system of teaching and learning that utilizes evaluation as the vehicle of change. The pedagogical model underpinning the system will be described, using an illustrative case study of the implementation of the model in a group of disadvantaged schools in the United Kingdom. The model is based on providing useful real-time evaluative feedback for teachers, and fits with models of best teaching practice outlined in John Hattie’s Visible Learning. In Visible Learning it was noted that teaching and learning is too often hidden, characterized by high levels of teacher talk, but little reflection on the impact of teaching on students. The focus of this session is the notion of embedded evaluation within the technology, in order to encourage teachers to critically assess what they have done and what their students have learned. The aim is that teachers can “see” their impact and make subsequent evaluative, evidence-based adjustments to their teaching to support improved student learning. (154)

4.5.2 | Real-Time Captioning in a Deaf and Hard of Hearing Context

Tony Abrahams, Ai Media

This session focuses on a case study demonstrating the power of real-time captioning in an educational setting for both students and teachers. An evaluation of the use of real-time captioning with Deaf and Hard of Hearing (DHH) students in Australia will be outlined as a means of demonstrating the power of the technology to augment and enhance access to instruction and classroom dialogue, and to foster students’ inclusion in the classroom. Real-time captioning provides hearing-impaired students with an opportunity to access teacher talk, and that of their hearing peers in real time, and after class via the provision of a verbatim transcript of the lesson. The evidence collected under this evaluation suggests that the system increases students’ access to and comprehension of curriculum material, through both the live experience of captioning and the provision of transcripts after the class. Further, real-time captioning has an impact on students’ sense of inclusion, and their participation within the classroom environment. While change in teacher practice was not an explicit aim of the real-time captioning program, the potential for the program to enhance teachers’ reflection on their practice became evident, as well as the flow-on effects for the students they serve. (155)

4.5.3 | Autism Spectrum Disorder and Technology-Based Instruction: Using Captioning To Support Language and Cognitive Difficulties

Anna Dabrowski, The University of Melbourne; Gerard Calnin, The University of Melbourne

Helping teachers to understand Autism and how to best support students with Autism Spectrum Condition (ASC) is a key focus area for many educators in Australia and around the world. In this paper, an innovative new application for real-time captioning will be described. This application emerged as a result of an increased need for education practice to support the needs of students affected by ASC. The application is currently being piloted in participating international school clusters in the United Kingdom, Australia, Singapore, and Dubai. The ASC application delivers simplified text of what the teacher has said, directly to a student’s tablet within seconds, rather than a verbatim transcript. The system, like those used in the DHH and Visible Classroom pilots, supports teachers by providing a teaching and learning diagnostic tool tailored to the communication style of students with special needs. While effective interventions have been developed for children with ASC who are mainstream school, these often involve costly 1:1 interventions. In addition, a majority of these interventions are focused on managing unwanted behavior or increasing social interaction, rather than increasing opportunities to learn. Real-time captioning is a promising avenue for addressing some of the difficulties faced by high-functioning children with ASC who are being educated in mainstream settings, while allowing mainstream teachers to be included in the process. The benefits to students with ASC as a result of captioning are likely to result in greater confidence and engagement, and ultimately, more inclusivity in the education of students with ASC. (156)

4.5.4 | Reducing Anxiety and Promoting Participation for English Language Learners: The Role of Real-Time Captioning

Janet Clinton, The University of Melbourne; Anna Dabrowski, The University of Melbourne

Teachers who make a difference to student attainment understand their level of influence and have the ability and resources to collect and review evidence to support this impact. Nowhere is this kind of teacher reflection more critical than in classrooms that serve learners who are disadvantaged in some way. This session will describe a range of tools developed to provide teachers with feedback about their practice and impact on students. The first of these has been the development of a dashboard, that provides teachers with basic information, in an accessible form, about their teaching within a given lesson. Secondly, a rubric was developed from the evidence base on effective teaching practice and classroom observation schemes, that was subsequently used as a tool to code transcribed lessons and provide in-depth feedback on teaching practice. In addition, back-end data transformations derived from an automated analysis of the transcript provide information on the characteristics of the lesson (e.g., proportion of teacher talk to student talk, number and type of questions, etc.). The model underpinning this seeks to encourage a balance of deep and surface learning, promote critical thought, and encourage knowledge construction. (157)

4.5.5 | Global Potential

Janet Clinton, The University of Melbourne, Tony Abrahams, Ai Media

4.6 | Leading High Performance: Comparing Systems, Sectors, and Schools | Symposium: EL

Alba Harris, University of London and University of Malaya; Michelle Jones, University of Malaya

This symposium will outline contemporary, empirically based findings about the way in which exceptional performance is secured and sustained. It will consider how this empirical evidence contributes to the school effectiveness and school improvement knowledge base about leading for high performance. In particular the symposium will focus on how high performance is secured and sustained in different education systems, different sectors and different schools. (40)
4.6.1 | Comparing Systems: Differential Performance
Alina Harris, University of London/University of Malaya, Malaysia; Michelle Jones, University of Malaya

The first paper in the symposium provides a system-level perspective on high performance and offers some challenges about the relationship between leadership development and educational performance. Also, it remains the case that the current preoccupation with the “best education systems” means that there is little comparative analysis of leadership practice in a more diverse or differentiated group of education systems. A core assumption is that leadership approaches that are prevalent in high-performing systems are not the same as those that exist in systems lower down the international performance table. Without a comparative analysis based on rigorous empirical investigation there is no way of testing this assumption. Consequently, this paper highlights the findings from a contemporary, comparative analysis of the leadership practices in differentially performing education systems (Australia, England, Indonesia, Hong Kong, Malaysia, Russia, and Singapore). The main purpose of the paper is to offer a comparative analysis of the way in which differentially performing systems are approaching school improvement and strategies they are using to secure better educational outcomes. (38)

4.6.2 | Comparing Sectors: How Organizations, Teams, and Communities Raise Performance
Andy Hargreaves, Boston College

This paper looks at leadership for high performance at the sector level. It draws upon empirical data collected in three sectors, eight countries, and four continents to distill and determine the factors of exceptional organizational success. It introduces the idea of “Uplifting Leadership” and illustrates this with evidence from the cases within this extensive research study. It argues that Uplifting Leadership is one of the few conceptions of leadership where the ends of leadership (uplifting people’s lives) are consistent with the means of achieving those ends (through emotional and behavioral uplift). It outlines six factors that define and delineate Uplifting Leadership and outlines how this form of leadership produces better organizational outcomes. The prime objective of this large-scale, comparative study was to ascertain why certain organizations and systems outperformed others and to explore the form of leadership practice that directly contributed to success—especially in conditions where success might least have been expected, such as after prior poor performance and even after prospects of bankruptcy or closure, in start-up circumstances that drew suspicion and derision from peers in the field, or in the face of relatively low resources or very challenging circumstances. (123)

4.6.3 | Comparing Schools: Creating and Sustaining Dramatically Improved Secondary Schooling
San Strongfield, University of Cincinnati; David Reynolds, University of Southampton; Eugene C. Schaffter, University of Maryland, Baltimore County

This paper looks at leadership for high performance at the school level. For over a half-century, studies of school improvement efforts in secondary education have yielded very modest results. The High Reliability (HR) program offers a strikingly more optimistic set of results, as this paper will outline. It will look at the empirical evidence and offer some insights into the transferability of HR principals to other contexts and countries. The logic of schools and school systems is that they need to become Highly Reliable. Steps taken in one Welsh Local Authority (11 secondary schools) were followed by 3-year results and follow-ups at 5, 11, and 13 years. Schools at the Local Authority became more effective at achieving national goals, and they have further advanced their achievements over the subsequent 13 years. (124)

4.6.4 | Exploring the Relationships Between Data Use Practice and Student Achievement in Trinidad and Tobago (Paper: Data)
Rhoda Mohammed, The University of the West Indies; Jerome De Liule, The University of the West Indies, St. Augustine

Starting in 2005, there have been several initiatives in Trinidad and Tobago to encourage data use at the school level, including training in the interpretation and use of national test data and school development planning. This quantitative study seeks to explore the effect of data use practices on achievement in national tests. Multilevel analyses were used to analyze the variance in mathematics and language achievement scores at the third and fifth years of schooling and to identify data use factors that explain the
variance. The results indicate that some variability in achievement across elementary schools can be partially explained by selected practices. However, the direction of the relationships suggest contextual differences that must be further studied. (174)

4.8 | Systems, Schools, and Improvement | Paper Session

4.8.1 | Measuring Implementation Fidelity Across School Contexts Over Time (Paper: MIE)

Colby Meyers, American Institutes for Research; Ayrin Molefe, American Institutes for Research

Measuring implementation fidelity is an increasingly important aspect of researching and understanding effective educational practices and programs. The level of fidelity with which a practice or program is implemented is crucial to understanding whether or not the practice or program works as intended, and to what extent. By describing, monitoring, and systematically measuring fidelity, the program developer, instructor, or other educator learns about how to strengthen application or instruction, whether that increased understanding ends with modifying practices or removing unnecessary or ineffective strategies. This paper begins to consider the additional measurement challenges when a program design is multiple years, requiring evaluators to shift how implementation fidelity is determined from year to year depending on how the program developer expectations and plans change. In this presentation, we highlight some of the practical measurement challenges we faced and discuss how we addressed them. (99)

4.8.2 | Classroom Interaction for Improved Student Learning: Exploring the Relationship Between Schools' Organizational Factors and Classroom Interaction (Paper: Other)

Sigrid E. Eriksen, University of Stavanger; Pål Roland, University of Stavanger; Nina Grini, University of Stavanger

The aim of the study is to investigate the relationship between teachers' classroom interaction and factors in the school organization affecting teachers' classroom interaction. The study is part of a larger study aiming at investigating how teachers implement research-based knowledge into practice and how school-level factors affect this implementation. This paper presents preliminary results from data collected before the intervention started. The current study draws on data from T1, mainly from the teachers' surveys on classroom interaction and school organizational factors, for example, collaboration, collective efficacy, leadership, and innovation climate. A case study subsample of teachers and their classrooms is observed on classroom interactions and teachers are interviewed in groups to explore their perception of organizational factors promoting or inhibiting implementation of classroom interaction skills. (100)

4.8.3 | Principal Leadership and Student Achievement in Indian Secondary Schools: A Mediated-Effects Model (Paper: EL)

Vartika Dutta, Indian Institute of Technology, Sangeeta Sabnay, Indian Institute of Technology

School systems are organizations featuring various stakeholders that include principals, teachers, students, parents, and community. These stakeholders function interdependently on a continuous basis as a cohesive social unit to achieve a common goal. This study aims to develop and validate a mediated-effects model for conceptualizing the leadership styles of principals and its effect on the work behavior of teachers and student achievement in Indian secondary schools. The model includes aspects of the context, of antecedent conditions, and the school climate. Structural equation modeling was applied to test the model, using cross-sectional survey data collected from 306 secondary schools in urban India. The results showed a small positive effect of principal leadership on student achievement, mediated by the school climate as well as favorable classroom conditions. Results also showed weak but significant indirect effects of principal leadership on the work related organizational behavior of teachers. (171)

4.8.4 | Accountability and Assistance Between the State and the District: Evaluating Massachusetts' Accelerated Improvement Plan Process for Underperforming Districts (Paper: MIE)

Matthew J. Welch, American Institutes for Research; Laura Stein, American Institutes for Research

Since 2010, the Massachusetts’ Department of Elementary and Secondary Education (MA DESE) has overseen the development and implementation of Accelerated Improvement Plans (AIPs) in eight districts. The purpose of the evaluation of the Massachusetts AIP Process is: (1) to help MA DESE better understand how the AIP Process is working; (2) to estimate the impact of the AIP process on district capacity, teacher practices, and student outcomes; and (3) to highlight lessons in creating adaptable improvement plans for local authorities that combine capacity-building support with pressure for improvement through monitoring and accountability. The evaluation used a mixed-methods approach that relied heavily on qualitative data collection and analysis, including document review, interviews, and focus groups with respondents from seven AIP districts. In addition to qualitative analysis, the evaluation utilized a comparative interruptive time series analysis of student outcomes state assessment data from each district. Analysis also identified key factors of both the policy and local contexts impacting implementation and district success. Results will inform MA DESE’s decisions about the AIP process moving forward. Findings will also inform work in other jurisdictions where state education agencies seek efficient and effective strategies for turning around under-performing local authorities. (98)

4.9 | Exploring Teacher Collaboration and Learning | Paper Session

4.9.1 | Explaining the Central Role of Collaboration in Teachers’ Use of Learning Outcomes (Paper: Data)

Ron Van Gasse, University of Antwerp; Jan Vanhoof, University of Antwerp

Worldwide teachers are expected to build their practice upon knowledge rather than intuition. Research puts forward that collaboration is indispensable in view of information use for school improvement. Up to now, the role of collaboration with regard to information use remains underexplored. This study therefore focuses the central role of collaboration in teachers’ use of learning outcomes and on how collaboration on information use can be explained. The results of the path analysis (n = 1,472) show that collaboration positively impacts teachers’ use of learning outcomes. Furthermore, we find indirect effects of teacher attitude and self-efficacy on the use of learning outcomes through collaboration. (241)

4.9.2 | Probing the Complexities of Leading Collaborative Learning (Paper: EL)

Beate Planche, Collaborative Learning Services; Lyn Sharratt, University of Toronto

Our paper shares the results of a recently undertaken study in Ontario, Canada, to better understand the complexities of leading collaborative learning. More than 460 participants took part in a survey to share their perceptions as to foundational conditions for deeper collaborative work and the leadership behaviors that sustain the work. As leading collaborative learning is an underpinning of effective collaborative inquiry for both adult and student learners, reflecting on a leader's role, influence and behavior is an important consideration. The paper shares findings from both survey and interview sources, as well as a frame for leading collaborative work using an inquiry stance. We conclude with recommendations for leadership preparation and practice that are applicable at all levels of a school system. (34)

4.9.3 | Exploring School Leadership and Structural School Characteristics in Professional Learning Communities: A Multilevel Analysis (Paper: EL)

Benedicte Vanblaere, Ghent University; Geert Devos, Ghent University

Schools are increasingly seen as places for both student and teacher learning. As professional learning communities (PLCs), they are promising contexts for teachers' professional development. Those learning communities are characterized by reflective dialogue, deprivatized practice, and collective responsibility. School leadership is an important factor in the success of PLCs. In this study, we relate instructional and transformational
leadership to the PLC characteristics. We also include several school characteristics (school size, student population, and alternative/traditional school) in our model. In total, 495 experienced teachers from 48 Flemish (Belgium) primary schools participated in the survey. Through conducting multilevel regression analyses, we found that both types of leadership matter in relation to PLCs. Both are significant for reflective dialogue, whereas transformational leadership is significant for collective responsibility and instructional leadership for depersonalization practice. Regarding the school characteristics, teachers in alternative schools score significantly higher compared to teachers from traditional schools for all characteristics. (39)

4.9.4 | To Make Sense of Teacher Collaboration and Common Learning: Development Efforts in Three Swedish Schools (Paper: EL)
Mette Liljenberg, University of Gothenburg

Teacher teams have been a common feature in Swedish schools to encourage collaborative learning. However, research has shown that teacher teams have seldom resulted in deeper pedagogical collaboration and learning. The aim of this study is to contribute with knowledge about principals’ and teachers’ sense making when trying to develop teacher collaboration and common learning. The analysis showed that teachers and principals, to make sense of new arrangements, initially made pragmatic interpretations based on institutionalized frames. Some teachers and principals were however able to establish new frames for sense making. Norms, values, and traditions that existed in the local schools gave different possibilities for this. Artifacts and the possibility for teacher leaders to be “change poets” in the development process had a positive effect. The results show that sense making in development efforts should not be underestimated, especially if the intention is to change deeply institutionalized thoughts about teacher collaboration and learning. (4)

4.10 | International Approaches To Evaluating School Effectiveness | Paper Session

4.10.1 | A Study on Ofsted Evaluation Indicators in the United Kingdom (Paper: Other)
Hechuan Sun, Shenyang Normal University; Wenzhao Liu, Dongfang Institute

To evaluate school quality and school effectiveness, lack of scientific, updated, measurable, and applicable evaluation standards, particularly the detailed indicators, become a great problem in the process of reforming the educational inspectorate index system in mainland China. To attack such a problem, different inspectorate evaluation standards or indicators in different countries or regions have been searched and compared. In this presentation, we focus on the Ofsted evaluation standards or indicators for schools in the United Kingdom. What do the Chinese teachers, practitioners, principals, and inspectors think about the Ofsted standards or indicators in the United Kingdom? How did the Chinese participants evaluate them? Can the results provide some valuable ideas to enrich the inspectorate evaluation indicator system for mainland China or for some other countries? In the first part of this presentation, the Ofsted evaluation standards or indicators for schools in the United Kingdom will be introduced. In the empirical part, the results on analyzing the feedbacks from four different areas and from 261 Chinese participants, including school principals, teachers, and inspectors, will be presented. The research methods include structured interviews, a questionnaire survey with both open and closed questions, the analysis on average, convergence, and divergence. The results show that most of the Ofsted evaluation indicators in the United Kingdom may have universal values that could be applied in mainland China after adapting them to the Chinese context. This study belongs to a China national research project on educational science (BDA120028). (24)

4.10.2 | Explaining Different Effects of Inspections on Schools (Paper: EL)
Maarten Penninckx, University of Antwerp; Jan Vanboeijen, University of Antwerp

The purpose of this study is to investigate to what extent effects and side effects of school inspections are explained by inspection features, by school features, and by the inspection judgment. Data were collected through an online survey with teachers. In total 2,022 teachers from 137 Flemish schools participated in this study. Using structural equation modeling in MPLUS, we investigated whether the hypothesized relationships fit with the empirical data. The fit indices for our model indicate a good fit with the hypothesized model. All the assumed relationships were statistically significant. The perceived inspection quality is the best predictor for the (side) effects, except for the emotional effects during the inspection. The latter are best predicted by the school policymaking capacities. (49)

4.10.3 | Internal Evaluation and School Improvement: What Do Effective Schools Do? (Paper: Other)
Iona Holstead, New Zealand Education Review Office; Ro Paterson, New Zealand Education Review Office; Sandra Collins, New Zealand Education Review Office

The New Zealand Education Review Office (ERO) reviews and reports on all New Zealand schools on a regular cycle. New Zealand’s approach to school evaluation integrates external and internal evaluation (self-review). The empirical evidence showing how schools carry out high-quality self-review and its relationship to improved practice and outcomes in schooling is limited. These case studies investigated self-review practice in 12 high-performing schools with an improvement trajectory in outcomes for students not well served by the New Zealand system. The case studies provide a rich picture of self-review practice in each school. Across the cases, the use of student voice to explain data about achievement and progress and monitor improvement is evident. The cases show the complex interaction between instructional leadership; professional capability and capacity building; school evaluation and professional inquiry processes; and organizational conditions; in improving teaching and learning outcomes for every student. (76)

4.10.4 | School Evaluation Practices in India: Do These Practices Improve Schools? (Paper: Other)
Pranati Panda, National University of Educational Planning and Administration

The quality of school education, improved school performance, and increased demand for effectiveness both at the elementary and secondary levels have taken center stage in policy discourses over the past few decades in India. Right-based perspective on education, the right to quality education for all children, has made its entry into the educational reform initiatives. As a response to the demand for quality education, the school evaluation has been gaining impetus for school improvement. Various studies have shown that weakening of professional support services, inspection, and evaluation are among important determinants affecting the school quality. Acknowledging the limited role of the traditional model of school inspection, six provinces of the country have taken initiative to institutionalize context-specific school evaluation models to improve the quality of basic education. The major objective of the research study are to map and analyze the current school evaluation practices, the conceptual framework, and extent of these practices in improving schools. The study is based on extensive policy analysis, review of evidence based researches, and triangulating with the states’ specific practices to trace the conceptual frameworks and models of school evaluation. The findings of the study reveal that the state-specific school evaluation models vary on the basis of the conceptual framework, salient characteristics, and methodology. Though the premises behind these evaluation practices are to improve the quality of the schools, these are external audit driven based on confirmatory statements. On the basis of the evaluation, grading of the schools is done as silver bullets to improve schools. Since the early 1990s, most importantly, the researchers have revealed that external evaluation of school quality is only one step toward school improvement and without sustained self-evaluation (sometimes with external support), the potential gains from any evaluative reports are quickly lost. (224)


5.3 | The Critical Role of District Support in the Development of the Professional Learning Community Process in Schools: An Interactive Session. Part 2 (See 4.3 for Part 1) | Symposium: EL

Dianne F. Olivier et al. (252)

Janet Clinton, The University of Melbourne

In order for Australia to deliver high-quality education to all students, it is increasingly important to focus upon the role of teachers, the most important in-school influence on student engagement. Articulating Australia’s answer to declining international assessment ratings, this symposium will discuss the early implementation and progress of the Australian professional teaching standards, drawing on findings from the evaluation of the implementation. Importantly, through the five papers the authors will discuss methodologies and approaches in the evaluation that seek to provide useful, regular feedback to all key stakeholders and add value to the implementation of the standards to ensure they are impactful. (96)

5.4.1 | Improving Teacher Quality

Janet Clinton, The University of Melbourne; John Hattie, The University of Melbourne

In order for Australia to deliver high-quality education to all students, it is increasingly important to focus upon the role of teachers, the most important in-school influence on student engagement (Darling-Hammond, 2005; Hanushek & Rivkin, 2012; Hattie, 2009). Contemporary research suggests the quality of teacher practice is the most important factor influencing the quality of students’ learning, with governments across the OECD countries developing policies to ensure teachers meet certain professional standards (Snoek, Swennen, & Van der Klink, 2009). Despite the importance of teachers being internationally recognized, in Australia teachers often feel undervalued in their profession due to often negative perceptions from government and the wider public surrounding the quality of teachers. “Rather than being seen as education’s most important asset, teachers are now being blamed when students fail to learn” (Dinham, 2013, p. 91). (204)

5.4.2 | Evaluating the Implementation of the APST

Janet Clinton, The University of Melbourne; Anna Dabrowski, The University of Melbourne

This paper will present the methodology and interim results of the evaluation of the implementation of the APST, highlighting feedback from educators and policymakers through a National Forum and Survey of teachers, teacher mentors, those undertaking teacher training, and school leaders. The evaluation is theory-based, and aims to capture and monitor the process of implementation of the APST. Process outcomes are used to suggest pathways of impact through relating the outcomes to the literature, and the professions’ perceptions of criteria for successful implementation of the APST. Finally from an implementation point of view, the evaluation is also underpinned by a collaborative design, that is the evaluation team and commissioner have a high level of communication and partnership. For instance, this is illustrated by the commissioner being involved in the design of data collection instruments, and interpretation of data collected through the use of these instruments. These perspectives inform the design and implementation of the evaluation of the implementation of the APST and comprise a rigorous evaluation framework and process to generate useful feedback in real time to inform the ongoing implementation and development of the APST, thereby adding value to policy implementation. (205)

5.4.3 | Understanding Implementation

Gerard Calain, The University of Melbourne; Anna Dabrowski, The University of Melbourne

The APST case studies seek to understand and examine implementation practices “on the ground” within organizations and educational facilities across a range of different contexts, enabling the identification of best practices within the Australian education sphere. The identification of innovative and contextualized practices will also allow for the further refinement
of what constitutes “best practice” for Australian teachers. Finally, the case study data will enable information sharing between educators with regard to implementation experiences and practices across the states and territories, so that all education stakeholders, including Australian students, can benefit from the lessons learned. (206)

5.4.4 | Local Networks and Global Connections

Janet Clinton, The University of Melbourne; Gerard Cahlin, The University of Melbourne

To understand the process and pockets of implementation of the APST at a national level, the mapping of networks of discussion and collaboration can be very helpful. Such networks allow for the targeting of promotion and communication to where they can achieve the greatest impact. This paper will present the results from a social network analysis of responses to a national survey collected data on the degree of discussion and collaboration about the APST across the country. The social network analysis revealed that regardless of survey group or level of experience the strongest network of discussion and collaboration about the APST is within and across collegial networks such as colleagues in schools and educational institutions, and with state and territory departments. In addition this trend increases when looking at early career teachers (0–5 years of experience), there is a denser network of discussion and collaboration about the APST, indicating that a greater number of organizations are involved in the network and early career teachers also discuss and collaborate about the APST at a higher frequency. Similarly, the pattern follows for experienced school leaders (20 or more years of experience), and is also a denser network of discussion and collaboration about the APST. For teacher educators the pattern of collegial networks holds, with educators discussing and collaborating about the APST most with colleagues at their own institution. (207)

5.4.5 | Teaching Standards and Their Impact: Contributing to the Evidence Base

Janet Clinton, The University of Melbourne

The underlying goal of the evaluation of the APST is to design, develop, and deliver a nationally focused, credible, and innovative evaluation to determine the usefulness, effectiveness, and impact of the APST. To date, there is a paucity of research within the area of evaluation of education policy implementation in Australia, and therefore, the evaluation currently being undertaken provides an understanding of the ways in which teaching standards impact upon teaching practice but also an insight into appropriate methodologies and techniques to conduct a rigorous evaluation in this context. With regard to impact, while it must be acknowledged that a 3-year evaluation of implementation is not likely to capture visible changes in student achievement, measurable change in teacher practice and educational outcomes can be very helpful. Such networks allow for the targeting of promotion and communication to where they can achieve the greatest impact. This paper will present the results from a social network analysis of responses to a national survey collected data on the degree of discussion and collaboration about the APST across the country. The social network analysis revealed that regardless of survey group or level of experience the strongest network of discussion and collaboration about the APST is within and across collegial networks such as colleagues in schools and educational institutions, and with state and territory departments. In addition this trend increases when looking at early career teachers (0–5 years of experience), there is a denser network of discussion and collaboration about the APST, indicating that a greater number of organizations are involved in the network and early career teachers also discuss and collaborate about the APST at a higher frequency. Similarly, the pattern follows for experienced school leaders (20 or more years of experience), and is also a denser network of discussion and collaboration about the APST. For teacher educators the pattern of collegial networks holds, with educators discussing and collaborating about the APST most with colleagues at their own institution. (207)

5.5 | Networks for Change: Global Perspectives, Local Practices | Symposium: EL

Helen Janc Malone, Institute for Educational Leadership; Lorna Earl, Lorna Earl & Associates

This symposium illuminates four empirical studies that examine large, systemic efforts in order to understand the role of networks in building local capacity for practice improvement. The papers present local, national, and global examples of networks, as follows: (1) Local context: What accounts for variations in effectiveness across schools? (2) National context: How do we contribute to effective practices by leading students’ learning within schools and have a key role to play in supporting change in teachers’ practice. Middle leaders need support in engaging with evidence and in developing a deep understanding of their own learning in order to better understand student learning. (201)

5.5.1 | Local Context: What Accounts for Variations in Effectiveness Across Schools?

Stephen Anderson, University of Toronto

The first paper serves to provide deep context and focus the discussion on posited challenges endemic in practice improvement by exploring the gaps in school performance when conditions and processes appear fairly standardized. The paper draws upon data from a comparative investigation of school effectiveness characteristics in 22 Ontario elementary schools selected for variation in performance on provincial tests (high and low) relative to other schools in comparable demographic contexts. Data from each school included a teacher survey, interviews with the principal and four classroom teachers, observation of literacy lessons for the four teachers, and focus groups with students, parents, and an additional group of teachers. The study was grounded in the effective schools literature (e.g., Teddlie & Stringfield, 2007) enhanced by research on effective school leadership (Leithwood & Louis, 2011) and organizational culture. (200)

5.5.2 | How Do We Create and Exchange Knowledge for Systemic Change?

Louise Stoll, University of London

The second paper offers a national perspective to systemic change by exploring networking between schools as it relates to knowledge sharing, practice improvement, and systemic change. Since 2010, the policy mantra in England is of a “self-improving school system.” Successful middle leaders contribute to effective practices by leading students’ learning within schools and have a key role to play in supporting change in teachers’ practice. Middle leaders need support in engaging with evidence and in developing a deep understanding of their own learning in order to better understand student learning. (201)

5.5.3 | International Context: How Can Global School-Level Networks Inform What Works and Why?

Denise Shirley, Boston College

The third paper offers a study of cross-national networks for school improvement and educational change. The presentation reports on the findings from the Alberta Teachers’ Association in Canada and the Center for International Mobility Organization in Finland practitioner network. The Canadian province of Alberta and the Nordic nation of Finland exemplify a surprising paradox that systems can pursue very different strategies while attaining outstanding performance results. Alberta for years had detailed academic standards and provincial testing while Finland has had flexible curricular guidelines and no national testing except a secondary school leaving examination. (202)

5.5.4 | Uplifting Leadership: How Can Organizations, Teams, and Communities Raise Performance?

Andy Hargreaves, Boston College; Alina Harris, University of London/University of Malaya

The last presentation offers considerations pertinent to networks: (1) the unlikely combination of competition with collaboration for mutual benefit, greater profile, or common good; and (2) the push-pull dynamic of network interaction so that it remains neither too superficial nor too forced and contrived. The theoretical perspective for this research study is a new one of uplifting leadership (Hargreaves, Boyle, & Harris, 2014). This paper draws upon empirical data collected in three sectors, eight countries, and four continents by U.S. and U.K. research teams to distill and outline features of leading for exceptional success. The research underpinning this paper and the examples within it draw upon evidence from a large-scale international study undertaken from 2007 to 2010 that investigated organizations that performed beyond expectations in the public and private sectors. (203)
5.6 | Teacher Behavior and Student Outcomes | Paper Session

5.6.1 | Pursuing Student-Generated Questions To Increase the Rigor and Relevance of Their Learning (Paper: Other)
Nahid Nariman, TIDES (Transformative Inquiry Designs for Effective Schools); Janet Cleripsells, University of California, San Diego

Research shows that posing questions plays a vital role in stimulating student learning. Numerous scholars have documented the significance of asking questions and learning. In a typical elementary classroom, teachers ask 80% of the questions that are mostly factual or inferential in nature (Gall, 1984; Watson & Young, 1986). Few students are pushed beyond recall of information. The purpose of this 2-year, mixed-methods study of a problem-based inquiry, summer school program was to explore how students become more engaged in their learning as teachers engaged students in asking inquiry questions. The setting was a summer school program for 350 K–5 students in the United States. A mixed-methods design involving focus group interviews, teacher surveys, classroom observations, teachers’ lesson plans and collaborative meeting notes, and student journals of questions was used. This study adds to the limited literature on the importance of student-generated questions. The data suggest that student generated questions engage them more deeply in the inquiry process, and through constructive criticism, students were actively involved in their learning and knowledge sharing. Most importantly, teachers’ reported a significant improvement in the students’ learning performance. (132)

5.6.2 | Teacher Behavior, Reading Outcomes, and Reading Motivation (Paper: MoRE)
Jeannette Kunn, Utrecht University of Applied Sciences; Thoni Houtveen, Utrecht University of Applied Sciences; Wim van de Grift, University of Groningen

The purpose of this study is to examine the relationship between reading and motivation and the effects of teacher behavior on reading outcomes through the influence of motivation. In this study 1,221 grade 3 students and 89 teachers were involved. The results of this study provide a contribution to the knowledge on how teachers can influence the reading level of their students by spending more time modeling literate behavior, book introduction, and reviewing with the students at the end of the lesson. This study also provides information on how teachers can indirectly contribute to the reading level of their students through influencing their students’ task-oriented behavior and so can have an extra strengthening effect on the reading level of their students. (78)

5.6.3 | Building Professional Capital: Creating a Culture of Collaborative Learning (Paper: EL)
Cherylyne Gostelow, Mundaring Christian College

Two years ago, as a recently recruited leadership team, we found a school with good intentions, but lacking a culture of learning and aspiration among students and teachers. Student enrollments were in decline, morale was low, and data suggested students were not progressing in a way that reflected teacher effort. We were trapped in a 20th century education paradigm. Responding to changing global conditions and international educational research we now have clear direction for the renewal of leading learning locally in our school. No teacher working alone, no child overlooked is our daily focus, informing our strategies. Australia has implemented several system-led initiatives to drive school improvement. Our leadership strategy has been nurturing the space between system-led and local school-based improvement strategies. This paper was part of the author’s university studies in order to determine direction for our daily work, where we could ensure the growing compliance burden imposed by government and system leadership supported, rather than dislocated, in our work in our college. (35)

5.6.4 | Creating a Cycle of Continuous Improvement Through the Instructional Rounds Process (Paper: EL)
Cathy Meyer-Loeser, Grand Valley State University

Instructional Rounds is a process of continuous improvement for organizations such as schools and/or districts. The process loosely follows that of medical rounds. Within this qualitative study, the researcher will do the following: (1) Describe how Instructional Rounds distributes and builds leadership capacity for all within the system; (2) Describe how Instructional Rounds identifies areas of needing improvement within the system; (3) Determine what strategies, skills, and processes support this work; (4) Follow up with conclusions and recommendations. This proposal is research in progress on the use of Instructional Rounds in a large, rural school district. This information is valuable for professors and students of educational administration, as well as practitioners in K–12 systems. This presentation will provide strategies and processes for leaders in their attempts to continuously improve their school/district/system. (82)

5.7 | School and District Factors Associated With Student Achievement | Paper Session

5.7.1 | Review on the Mediating Role of Individual Teacher Efficacy and Collective Teacher Efficacy in the Relationship Between School Leadership and Student Achievement (Paper: EL)
Peng Lue, Hong Kong Institute of Education

In spite of the agreed-upon importance of individual teacher efficacy and collective efficacy on student outcomes and the significant influence of school leaders on teachers, there is still a lack of a comprehensive framework for understanding the links among leadership behavior, individual teacher efficacy, collective efficacy, and student outcomes. The research exploring the relationship between leadership and individual teacher efficacy or collective efficacy often focuses either on the link between leadership and individual teacher efficacy or the link between leadership and teachers’ collective efficacy. For the relationships among individual teacher efficacy, collective efficacy, and student achievement, research was done separately on the two links. The purpose of this research is to fill the blank spot by intensively reviewing related studies on these links and propose a comprehensive framework to these relationships. This review presents a clear and direct relationship among individual teacher efficacy, collective efficacy, and student achievement, especially between collective efficacy and student achievement. Leadership traits and behaviors significantly affect individual teacher efficacy and collective efficacy. This review discusses how to promote teacher efficacy at the individual level and how to improve collective efficacy at the organizational level. Future research directions are proposed. (101)

5.7.2 | Effective Schools: What Really Matters in the Opinion of Parents, Students, Teachers, and Principals? (Paper: Other)
Paulo Sérgio Garcia, Sao Paulo University; Nelson Bezerra, Sao Paulo University

There are several factors acting to determine student academic achievement. The main ones are socioeconomic status and parent education; both are related to the family. At school, other determinants also influence learning. This study investigates which school factors explain student academic achievement under the perspective of the groups that are involved in the teaching and learning process: family, students, teachers, and principals. Two schools, one in Brazil and another in Italy, where students had good academic performance in national tests, were selected and analyzed through a qualitative approach using interviews, questionnaires, and school ethnography. The results showed that the Brazilian groups consider very important to students’ achievement: the teachers, when they are committed to teaching; the principal, his team and his ways of management (leadership, school organization, including student discipline); the student effort to performing homework; the concentration on teaching and learning. Italian groups considered relevant teachers, school management, and the pedagogical project as a way to diagnose and plan improvements for students and school, the concentration on teaching and learning. These data can be used in preservice and in-service education to foster discussions on how to improve student academic performance. (108)
5.7.3 | How Principal Mentorship, School Needs, Teacher Turnover, and Teacher Experience Relates to Student Achievement (Paper: EL)  
Shadie Lasergrove, Dowling College; Erica Jensen, Dowling College; Dennis Sullivan, Dowling College; Theodore Sullivan, Dowling College; Elka-Sofia Morote, Dowling College; Albert Iucera, Dowling College  
This study investigates the effect of teachers’ years of experience and principal mentorship received by teachers on student achievement in schools with high- and low-economic needs. One hundred seventy three teachers who work in high-(n = 87) and low- (n = 86) achieving schools with different economic needs across New York state participated in this study. A 2 x 2 analysis of variance was conducted. Results show that teachers’ years of experience have a positive effect on student achievement. However, no relationship was found between economic need and teacher years of experience. The relationship of years of experience and teacher attitudes toward principal-teacher mentorship was also evaluated. Results indicated that teachers’ mentorship views varied with their years of experience. (16)

5.7.4 | School-Level Factors Associated With Reduced Science Achievement Disparities (Paper: EL)  
John Settles, University of Connecticut; Julianne Wenner, University of Connecticut  
With social capital as our theoretical foundation we contend that progress toward reducing science achievement disparities must extend beyond teacher quality and classroom activity. Among the factors we examined were: principal-teacher relations, teacher-teacher trust, collaborative teacher development, focus on academic matters, distributed leadership, and leadership for equity. Perpetually, we attend to results from the annual statewide science tests. For our research project, residual scores serve as proxies for achievement gaps revealing how far above or below each school is performing relative to state norms after accounting for student ethnicity, family income, and language learner status. Teachers from four metropolitan school systems were invited to complete an online version of the School Organization and Leadership in Science survey. Responses to the 64 survey items sorted into nine statistically distinct categories, two of which were explicitly connected to science. Results from the fifth grade standardized science test were compared to responses on the SOLIS revealing 3 factors not significantly contributing to differences: Other Teachers’ Trustworthiness, Social Services Knowledge, and Principal Advocacy for Equity. The remaining six factors became the basis for an interview protocol utilized in more than two dozen schools that serve a substantial proportion of low-income students. (20)

5.7.5 | Do Standardized Instructional Leadership Efforts Undermine the Cultural Focus of a Charter School? (Paper: EL)  
Jaan Johnson, University of Minnesota; Romina Madrid Miranda, University of Minnesota  
Current trends in education have installed markets under a neoliberal approach as the underpinning of the technical strategies to improve education (Apple, 2001; Gandin & Apple, 2004). Within the umbrella of school leadership, policies oriented to foster principals’ and teachers’ leadership tend to reflect neoliberal values. That is, many times the focus on instruction and leadership is installed in schools from a top-down approach with the purpose of standardizing and homogenizing practices to ensure improvement without considering alternative values present at the local levels of schools and their communities. In this paper we draw on a case study of a charter school in a large city in the Midwestern United States that identifies as a true community school and seeks to install Latino cultural values to understand the impact of the tensions between apparent contradictory approaches to school improvement at the school level: one based on an external initiative focus on school leadership and the other based on the vision and mission of the school. The paper describes and discusses how schools (and people in the field, teachers, and principals) have to navigate and resolve mandates and ideologies from different sources of discourse to guide their own school improvement path that appear in tension with each other. Using a framework that differentiates between different approaches to education quality (Tickly & Barrett, 2013), we describe a process of erosion of leadership in a school as result of the permanent discrepancies between school leadership demands and the school’s vision and mission. (149)

5.8 | Measuring Teaching, Learning, and Student Growth | Paper Session

5.8.1 | The Quality of Classroom Interaction: Do Teachers, Students, and External Observers Agree? (Paper: MoRE)  
Sigrun K. Ertesvåg, University of Stavanger  
The quality of classroom interaction is a central variable in determining behavioral and learning outcomes of students. Classrooms are complex social systems, and student-teacher relationships and interactions are also complex systems. How do we measure classroom interaction well? As part of a larger study to examine the effectiveness of an intervention aiming at improving classroom interaction, the current study examines whether results from teacher reports, student reports, and observations of classroom interaction provide similar results. Comparison of the results of different data sources on three dimensions of classroom interaction contributes to our understanding of the assessment of classroom interaction, as the specific value of each approach is discussed. Moreover it lends insight into evaluation of interventions. Implications on further research are discussed. (118)

5.8.2 | Stimulating School Development Through Classroom Observation Combined With Reflection Dialogues (Paper: Other)  
Margaretta Karlsson, Local School Authority, Municipality of Kristinehamn; Cecilia Hagstrom, Local School Authority, Municipality of Kristinehamn  
This paper explores how school development projects aiming at learning for understanding can be assisted and deepened through a combination of observations and collaborative reflections. Teachers are observed at work, with time to talk through and reflect on their goals, their choices, and their outcomes in terms of student learning. We strive to uncover how teachers think about teaching and learning and about the new standards-based curriculum, and how their perceptions change as a result of critical reflection. Our work combines ideas and research from the fields of organizational learning, school improvement research, and a structure for thinking about teaching and learning from the Harvard Graduate School of Education: their Teaching for Understanding framework. Our data consist of our written notes and written feedback from a number of observations of each teacher in the schools where we have worked. (52)

5.8.3 | Student Learning Objectives as a Growth Measure in Teacher Evaluation Systems (Paper: MoRE)  
Jeanette Joyce, Rutgers University; Kevin Crowe, Rutgers University  
We focus on student growth measures used to evaluate teachers, specifically those measures that are designed to apply to teachers in grades and subjects that are not tested annually. This paper explores, from measurement and policy perspectives, how states are using, and vary in the use of, SLOs as a key component in measuring teachers’ contribution to student growth. We consider SLOs from two perspectives, measurement and policy. Using publicly available documents, we have organized information about teacher evaluation systems within a conceptual framework to describe each state’s system. We first find that while the systems that have been developed across states vary to a great extent, none meet the standards of a measurement system. Yet, from a policy perspective, we see that most states and districts have decided to focus on SLOs as more of a professional development tool than an evaluation tool. (144)

5.8.4 | Collaboration, Collegiality, and Collective Reflection: A Case Study of Professional Development for Teachers (Paper: MoRE)  
Jennifer Kelly, North Okanagan-Shuswap School District; Sabre Cherbowski, University of British Columbia Okanagan  
This case study documents and interprets teachers’ experience in a year-long professional development initiative called Changing Results for Young Readers. The reflections and discussions of a group of teachers in a rural school district were examined in order to understand how the participants construct their realities relative to their involvement in professional learning communities. Interviews, which were reflective in nature, were analyzed to determine patterns or themes. As a result, three main themes emerged: collaboration, collegial relationships, and changing assumptions about the
work of teaching. These findings have implications for understanding how professional development opportunities can be structured and facilitated to support the complex role of a teacher. (2)

5.9 | Principal Development | Paper Session

5.9.1 | Exploring Leadership Activity and Student Outcomes in Community Schools (Paper: EL)
Craig Hochbein, Lehigh University; Bridget Dever, Lehigh University; George White, Lehigh University

To overcome the challenges imposed by poverty, school districts across the United States have implemented the community school model in zones that serve high-need student populations. Services vary by school and community, but often include medical, dental, and mental health clinics. Along with attending to students’ needs, community school initiatives often target familial needs, such as housing, job placement, and food security. Our study will investigate two critical aspects of community schools. First, to increase understanding about the skills and actions necessary to successfully lead such complex organizations, we will compare leaders’ activities in community and traditional schools using Event Sampling Methodology. Second, we will examine if efforts in community school operation and leadership contribute to improved academic and nonacademic student outcomes. (61)

5.9.2 | Job-Embedded Learning in Principal Leadership Development (Paper: EL)
Colleen E. Chesnut, Indiana University; Chad R. Lochmiller, Indiana University

The purpose of this study was to examine the ways in which job-embedded learning experiences in a leadership preparation program prepared candidates to engage in turnaround leadership in an urban school district. Drawing upon interviews, focus groups, documents, and participant surveys, we noted that participants in the program assigned different value to job-embedded learning experiences that they were presented. In particular, students valued experiences which were relevant and immediately applicable. Mentors indicated that some aspects of the job-embedded experiences were difficult to implement. The paper concludes with a discussion of the implications these preparation models have for preparing turnaround leaders. (119)

5.9.3 | Principals’ Preparation and Development in Indonesia: A Case Study in Three Regions (Paper: EL)
Bambang Sumantoro, University of Malaya

The study is part of a seven-system leadership study, which is a detailed and systematic comparative analysis of leadership development and practice in seven differentially performing education systems (Malaysia, Australia, Hong Kong, England, Indonesia, Russia, and Singapore). The study explores the way in which Indonesian education systems are developing school leaders and the relationship between leadership development and leadership practice. Using qualitative inquiry, the researcher collected data through document analyses, questionnaires, and interviews from 15 secondary school principals in three different regions in Indonesia. The study found that having the position of vice principal was the salient fact in that principals prepare and develop their capacity in school management and leadership. Being a principal means also having to face challenges and the tension from district bureaucracy, as well as demanding better assistance with regard to school operational costs. (58)

5.9.4 | The Cognitive Abilities of School Administrators Aspiring To Lead Turnaround Schools (Paper: EL)
Daniel Rey-Guerra, Florida Atlantic University; John Psapios, Florida Atlantic University; Alfred Amelle, Florida Atlantic University

The development of effective school principals is a prominent concern in “turning around” low-performing schools. Although numerous studies have consistently found positive relationships between principals’ practices and various school outcomes, including student achievement, studies fail to take into consideration the cognitive abilities of school administrators aspiring to be school leaders. The authors examine the cognitive skills needed by aspiring school leaders to effectively create turnarounds. In doing so, the study seeks to determine if the usage of strategic thinking skills by aspiring school leaders in principal preparation programs vary in comparison to those in traditional programs. (146)

5.10 | Poster Session

5.10.1 | Performance Appraisal Format for Vocational Training Teachers (Poster: VET/CTE)
Konale K. Jagasena, Vocational Training Authority of Sri Lanka

The performance appraisal of vocational training teachers is a complex process as far as measuring performance is concerned, as appraisal has to be done from different aspects. The most important parameter is the learner’s success after the program. Different teacher and learner activities will result in learner success. These performance criteria demonstrate how an organization can attempt to measure performance for different activities. (5)

5.10.2 | A Review of the Reading Framework for the 2013 National Assessment of Educational Progress (Poster: MIE)
Zhining Yang, Shenyang Normal University; Hechuan Sun, Shenyang Normal University

The National Assessment of Educational Progress (NAEP) is a continuing and nationally representative measure of trends in academic achievement of U.S. elementary and secondary students in various subjects. The NAEP is an integral part of American evaluation of the condition and progress of education. Compared with the previous framework, the 2013 reading framework honors many valuable aspects of the previous one, but also makes some changes that can lead to better measurement and more precise reporting of assessment results. Moreover, the new assessment framework reflects some new ideas to help us think about the teaching problems of reading in primary and secondary assessment in China, showing it is necessary to introduce emphasis on literacy and informational content, reading cognitive processes, the ways of assessment, and assessment results. The review then summarizes benefits conductive to improving China’s compulsory education reading assessment system. (6)

5.10.3 | In Concert: Let’s Embolden Children in the Area of Technical and Vocational Education (Poster: VET/CTE)
Brinab Yeyub, University of Ghana, Legon; Drew Gismer, Rutgers University

The motive of this paper will be to focus on the dwindling standards of TVET in Ghana and what children stand to gain in coming years if the sector in question is revamped. Our students can harness their full potential by competing both locally and globally if they are equipped with the essential skills in TVET, which has been a priority of the Australians and Asian Tigers. Laying the foundations for children at the basic level is vital in divulging to them that TVET is a desideratum and can be an excellent impetus for improvement. Authoritatively, this piece will emphasize reforms which are thought to be made by key stakeholders such as principals and teachers in implementing new mechanisms to scale up that facet of education. (45)

5.10.4 | A Brief Analysis of the Procedure of Teacher Inspection and Evaluation in France (Poster: MIE)
Ying Chen, Shenyang Normal University; Hechuan Sun, Shenyang Normal University

The inspection and evaluation of teachers is very important to improving the qualities of teaching. In the present days of fierce competition in education, high demands for teachers’ inspection and evaluation have been promoted to an unreachable height in France. Nearly half of the teachers in France think the inspection can promote their professional development effectively, even though the process of evaluation is more and more strict. The evaluation content is expanding and updating constantly, and the result can be an important reference for teachers’ promotion. China is sparing no effort to become a power in education and that pursuit has changed the inspection of national laws and teaching polices. Focusing on the success of teacher inspections in France, we can find three main points: the fairness of the evaluation model, attention to the updates and development of...
5.10.5 | Increasing Teachers’ Intervention Adherence Through a MultiTiered System of Support Approach (Poster: Data)

Lauren E. McKinley, University of Cincinnati; Kelly Grothouse, University of Cincinnati

A multiple baseline design across teachers will be used to evaluate the effects of a systematic, MultiTiered System of Support (MTSS) approach on intervention implementation of a districtwide video modeling social skills curriculum. Specifically, teachers whose rates of intervention implementation are nonresponsive to typical schoolwide positive behavior support training (primary intervention tier) will be provided with targeted training support (secondary tier), and, when necessary, more individualized assistance (tertiary tier). In addition, student behavior will be examined to determine if concurrent changes in student behaviors occurred as teachers responded to differentiated training supports. The results of this study will be examined using visual analysis according to the guidelines outlined by Horner et al. (2005). (145)

5.10.6 | Popular Education Innovations and Their Promotion in the Media (Poster: Other)

Nathalie Carrier, University of Toronto

Currently the education industry has seen a large quantity of ideas, practices and products promoted as useful innovations in the form of, for instance, software applications, open source courseware, online learning platforms, and web 2.0 technologies. For the educator, there is the difficult challenge of knowing how to sift through this material and separate those innovations that may hold value for their classroom situation from those that have gained wide appeal. In this paper I examine how seven innovations are promoted in the mass, professional, and social media through a content analysis of nonpeer reviewed journal articles (education magazines and trade publications), mass media outlet newspapers, and online blog posts. I use a set of six qualities generated from the research use and social psychology of persuasion literatures as a guide (compatibility, accessibility, practicality, evidence, credibility, appeal). Across the document types, mentions of appeal and credibility often appeared more frequently than the other qualities. Forms of evidence used to support the innovation were likely to come less from formal research studies than from anecdotal forms of evidence. Examples of the qualities used, as well as frequencies of use, for each of the innovations and document types are presented. (150)

5.10.7 | Natural Mediums for Education and Well-Being in Schools Provide an Interdisciplinary Approach for Success (Poster: ECEC)

V. Ashley Weech, Xavier University

Natural mediums could be an overlooked asset for schools to use for educational purposes. Nature provides many useful and often impromptu elements of surprise that drive curiosity and motivation for both learner and instructor. Benefits of using nature and “outdoor classrooms” can be divided into three areas: education, well-being, and development. Early childhood education and programming (ECEP), especially, can benefit from short outdoor semistructured excursions which assist in making real-world connections and generating further questions. Investing in ECEP is very important and longitudinal studies indicate later life adult health can be correlated to exposure in ECEP. A nature medium is cost effective and can also encompass sustainability elements and principles for future classes. Multiple ways to create units that are interdisciplinary (or other types of blended disciplines) can be planned to become part of the natural experience at primary and secondary levels. A natural medium can be used as supplemental to indoor classroom work (e.g., a “track system” approach) or it could be part of an interdisciplinary science curriculum. For other schools, it may be an extracurricular addition. In either case of how implementation of planned curricula are instilled, nature provides a place for all students to share experiences of discovery using all five senses. This poster brings into focus just a few benefits. Community care, including horticulture therapy, has also been documented as a means to help struggling populations. (226)

6.1 | Measuring What Matters: Broadening Measures of Success in Ontario Schools | Symposium: More

David Cameron, People for Education; Annie Kiddor, People for Education

This session offers insights in systemwide attempts to broaden what is measured and what counts in education through multi-institutional partnership and cooperation. It will explore the possibilities and problems of building broader measures of school success in school organizational quality, creativity, democratic citizenship, social emotional learning, and health as well as offer insights into public and school system perception of the importance of these areas in schooling. The session as a whole represents a collective, participatory, and democratic effort among key stakeholders and institutions in Ontario’s education system. The session suggests a potential way forward that includes but moves beyond narrow measures of student outcome and school accountability that are often defined in large scale assessment. (173)

6.1.1 | School Context: The Interrelationship of School Practice and Measurement

Nina Baccia, University of Toronto

Examining the physical and social environments of schools that provide the basis for student learning has been a subject of intense research interest over the past several decades. Much of research and literature on organizational theory can be placed in two large paradigms; school climate (e.g., Voight, Austin, & Hanson, 2013) and school context (e.g., Crick, Green, Barr, Shafi, & Peng, 2013) theoretical perspectives. Regardless of theoretical perspective, what may be critical is thinking of schools as both organizations through which applied measurement continually happens, as well as objects, themselves which are open for adaptive change through measurement: understanding schools as places where innovative thinking and critical, diverse perspectives can exist, thrive, grow, and be challenged. The paper takes the position that understanding individual school and diversity within school context(s) is central to adapting and refining these practices in ways that enhance student learning experiences. The author argues that avoiding checklist-like approaches to measuring school context(s) requires attending to the material of what these general characteristics represent in local, immediate practices. Listing that teachers work together, for example, is not nearly as profound or deep a measurement as articulating what it is that teachers are working on together, their challenges and insights in ongoing collaborative or participatory work. (188)

6.1.2 | Creativity as a Critical Construct for Student Success: Defining and Measuring Creative Opportunities and Outcomes for Students

Rena Upitis, Queens University

Creativity and creative competencies and acts are central to self-directed, problem-based learning that is becoming common in today’s workplace. It is widely agreed that creativity involves the generation of novel and valuable ideas or products (Meusburger, 2009; Mumford, 2003). While other terms are used in association with creativity, such as divergent thinking (Guilford, 1967) and fluid intelligence (Carroll, 1971), the complementary notions of novelty and value are pervasive. The notion of creativity used within this
paper follows Kaufman and Beghetto (2009) in breaking creativity into big C creativity—creativity considered substantial in a particular field or discipline and little c creativity—creativity as everyday problem-solving and creative expression. In considering the role creativity plays within schools, little c creativity is of particular importance in schooling. It can play a role in learning within all subject disciplines and can create a bridge across subject disciplines for students (Ulbight, 1998). Creativity has critical components that can be, and are, taught and measured (Lucan, Claxton, & Spencer, 2012). While creative acts can be fulfilling in and of themselves, creativity also serves deeper and wider purposes. Creativity is a driver for innovation of all kinds. And, if it is innovation that is required to solve problems faced by individuals, by communities, and by our collective global society (Kaufman & Beghetto, 2009). As such, schools play a central role in providing pedagogic opportunities for students to work creatively while also supporting students in building core creative competencies. (189)


Alan Sears, University of New Brunswick

Democratic inclusion, mutual acceptance, peace building or conflict resolution, and participation are important elements of quality learning environments in schools, and can help create a foundation for engaged citizenship. When students have opportunities to exercise leadership, participate in school-supported community involvement and have a voice in restorative conflict resolution, positive consequences emerge for academic and social engagement (e.g., Pedrau & Levin, 2005; Schwartz, 2010; Bickmore, 2011). The availability of these opportunities also is congruent with the United Nations Convention on the Rights of the Child. The statement establishes children's rights to be heard and to participate as much as possible in decisions that affect them, and identifies among the purposes of education that it teach respect for human rights (United Nations, 1978). Although citizenship and conflict-resolution learning goals are included in school curricula across Canada, they come to life through pedagogy and student-engagement activities (Bickmore, 2006; Hughes, Print, & Sears, 2010; Mundy & Manion, 2008). It has been shown repeatedly that complex, cooperative learning activities improve social and intellectual skills such as communication and critical thinking (Cohen, 2004; Johnson & Johnson, 2009). These activities also can influence students' attitudes about civic participation. Unfortunately, research also shows that these opportunities are not always distributed equally between schools (e.g., Kadne & Middaugh, 2008). (190)

6.1.4 | Social Emotional Learning: The Importance of School Conditions and Practices as a Construct of SEL Measurement

Stuart Shanker, York University

One area that is closely linked to health and well-being is students' social-emotional development or, as others have described it, their noncognitive skills or interpersonal and intrapersonal skills (Pellegrino & Hilton, 2012). These skills range from self-regulation (the ability to plan and monitor behaviour) to the ability to work in diverse groups. There is strong evidence that these skills are critically important both for students' long-term well-being and for their ability to contribute to society (Mece & Eccles, 2010; Levin, 2012). A growing body of evidence also points to the potential for effective educational interventions in these social-emotional areas, whether through particular programs or through broader pedagogical approaches, such as a focus on teacher-student relationships and interactions (Pianta & Hamre, 2009; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The importance of social emotional development as a construct of student, teacher, and institutional well-being is well-documented in research literature internationally as a significant contributor to enriched learning experiences and life chances of students (e.g., Kyllonen, Lipnevich, Burrus, & Roberts, 2008). In Ontario, there currently are few linkages or coherence from one assessment system to the next. Equally, development of SEL measures across many jurisdictions helps demonstrate the possibility for tracking progress in SEL. Creating a coherent system of measurement, tracking, and development could contribute significantly to students’ ongoing and future success in Ontario. (191)

6.1.5 | Physical and Mental Health: Opportunities for Schools To Play a Role in Long-Term Health of Students

Bruce Ferguson, University of Toronto/Sick Kids Hospital; Keith Power, Memorial University of New Foundland

This paper takes the position that student health is not the central domain of any one public service but a construct of a comprehensive approach that involves many institutions and stakeholders. “Comprehensive school health” (sometimes referred to as CSH) encompasses more than physical and health education classes. It encourages schools to address social and physical environments, teaching and learning across the curriculum, and school policies. Comprehensive school health has been shown to boost academic achievement, reduce behavioral problems and barriers to learning, and help students develop the skills they need to be physically, mentally, and emotionally healthy for life (Murray, Low, Hollis, Cross, & Davis, 2007; Stewart-Brown, 2006). This paper suggests jurisdictions can do more about caring for and building school learning experiences that focus on physical and mental health. Health is also is not a sole responsibility of schools and education: Improving societal health in youth will require productive partnerships with an array of institutions and services. Health can be a part of what is measured in schooling. A wide array of health measures could be adopted for use by schools, including those focused on increasing the level of physical activity at schools, involving children in measuring and reporting on their own physical fitness, and measuring schools’ health policies and programs (e.g., Lagarde, 2004; Brener, Pejavar, & McManus, 2011). (192)

6.1.6 | Views From Schools and the Public: Perspectives of Broadening the Definition of School Success and the Role of Schools

Kelly Mackay Gallagher, People for Education; David Hagen Cameron, People for Education

School reform in many jurisdictions is often isolated or internally driven from politics and central government to schools and districts (e.g., Cameron, 2010). Critical to this project is the depth to which multischoolholder and public involvement/engagement plays a critical role in an approach toward any potential changes. At the center of Measuring What Matters are two substantiated beliefs: (1) the purpose of schooling is much broader than isolating what we hold the system accountable for currently in Ontario; and (2) measuring broader areas, as articulated in previous papers in this session, may be important toward building schooling practices that support these skills. While literacy and numeracy are central to the schooling experience testing these skills in large-scale assessments as the primary form of public accountability has served to create a consequential effect in school systems of narrowing what is taught and how it is taught (e.g., Ravitch, 2010). As detailed, Measuring What Matters is grounded by three core beliefs. That the purpose of schooling is much broader than just learning how to read, write, and be numerate. That, among other things, creative and critical aptitudes, social and emotional development, and skills associated with political/societal critique are also critical parts of successful schooling. And that, measuring these areas is both feasible, as well as important, toward building schooling practices that will formally address these areas. (193)

6.2 | Education for All: Comparing the Voices of Teachers and Students in Five Countries in Africa and the Caribbean | Symposium: MIE

Ye Han Joon, The University of the West Indies; Nadine Ramesawuk-Idoha, The University of the West Indies, St. Augustine

The main objective of this comparative study is to investigate teachers’ and students’ perceptions of how teachers in Jamaica, Guyana, Trinidad, Uganda, and Sierra Leone are implementing secondary school reforms. Areas of interest include curriculum, teaching strategies, student evaluation methods, special education, classroom management, high-stakes examination, and integration of technology. Comparisons will be made between these reforms in various countries and Canada (Ontario and Quebec). (131)
6.2.1 | Secondary Reforms in Jamaica, Yee Han Joong, The University of the West Indies

6.2.2 | Secondary Reforms in Guyana, Peter Wintz, University of Guyana

6.2.3 | Secondary Reforms in Trinidad, Nalini Ramawan-Jodha, The University of the West Indies, St. Augustine

6.2.4 | Secondary Reforms in Sierra Leone, Yee Han Joong, The University of the West Indies, Mona

6.2.5 | Secondary Reforms in Uganda, Yee Han Joong, The University of the West Indies

6.2.6 | Secondary Reforms in Ontario and Quebec, Clyde Guangoo, Ontario College of Teachers

6.2.7 | Comparisons of 5 Countries with Canada, Yee Han Joong, The University of the West Indies, Mona (185)

6.3 | Challenges in Developing, Validating, and Scaling Evidence-Based Interventions: Lessons Learned From the i3 Program | Symposium: 3P

Jerome D’Agostino, The Ohio State University; Emily Rodgers, The Ohio State University; Dave Vounkin, Children’s Literacy Initiative; Debyh Kasok, National Forum to Accelerate Middle-Grades Reform; Jonathan Costa Sr., Education Connection

In 2010, the U.S. Department of Education Office of Innovation awarded the first round of competitive Investing in Innovation (i3) grants intended to develop new programs, validate those with some evidence, or scale-up programs with already-established evidence. The i3 program marked the first time the U.S. Department of Education provided competitive grants to applicants with either the promise or record of improving student outcomes and to allow eligible entities to expand and develop innovative practices that can serve as models of best practices. In this expanded symposium, participants will learn about four of the 117 funded i3 projects. The four projects differ in the grades served, the subjects targeted, and the theoretical models from which they were founded, but share a common goal of developing and building on scientific evidence of effectiveness. The challenges in developing and scaling evidence-based interventions will be discussed. (245)

6.4 | Connecting Research to Practice for Educational Improvement: Knowledge Mobilization, Social Networks, and Professional Learning for Research Use in Canada, England, and USA | Symposium: Other

Carol Campbell, University of Toronto; Louise Stoll, University of London

This symposium is directly concerned with ICSEI’s goal to advance research, practice, and policy for the good of all students. Despite long-standing interest in research utilization and recent advocacy for evidence-informed practice, there remains a need for empirical studies of how to actually connect research and practice for educational improvement. The symposium addresses this topic linked to ICSEI’s 2015 theme of “think globally, act locally” through presentations reporting large studies of approaches to mobilize, connect, and apply research with professional knowledge in three countries, specifically: developing partnerships between researchers and school leaders for professional learning in England; a government-university partnership to support knowledge mobilization projects involving researchers, educators, and other partners in Canada; and social networks among school and district leaders for research acquisition, use and diffusion in the USA. While supporting research use to inform classroom and school practices is vital, the symposium investigates the movement to large-scale use of evidence-informed practice across networks of schools, school districts, and national/state education systems. A facilitated interactive discussion of key questions will be provided to engage participants in a dialogue for thinking globally and acting locally to advance evidence-informed educational improvement. (56)

6.4.1 | School Leaders in Partnership With Researchers To Mobilize Knowledge for Professional Learning and Educational Improvement

Louise Stoll, University of London; Chris Brown, University of London

This paper examines the findings of two related projects in England, which examine how researchers can work effectively with school leaders (senior leaders, middle leaders/teacher leaders, and informal leaders) to mobilize knowledge. The projects share four common goals: drawing on social-constructivist notions of learning (James et al., 2007) and conceptions of expertise (Flyberg, 2001), they seek to understand how researchers might form effective professional learning communities with school leaders, successfully centered on knowledge mobilization; building on the work about knowledge creation (Nonaka & Takeuchi, 1995) and learning conversations (Stoll, 2012) to ascertain which forms of engagement best bring knowledge to life in a process of knowledge co-construction; employing notions of social networks/networking (Daly, 2010) to ascertain the role of different types of leaders in mobilizing knowledge at scale; and understanding how school leaders’ knowledge mobilization activity can be directed at narrowing the gap in student outcomes. (138)

6.4.2 | Developing Partnerships and Mobilizing Knowledge To Apply Evidence for Educational Change: Learning From the Knowledge Network for Applied Education Research

Carol Campbell, University of Toronto; Katina Pollock, Western University; Doris McWhorter, Ontario Ministry of Education

This paper examines a systemwide innovation to support partnerships to mobilize and apply research and professional knowledge for improvements in student achievement and equity. Concepts of research utilization (Weiss, 1979) are long-standing and combine with recent concerns to improve evidence-informed education (Nutley et al., 2007). Despite considerable activity, the development of systemwide processes for the effective connecting and applying of research and professional knowledge remains underdeveloped (Gough et al., 2011) and uneven (Honig & Coburn, 2008). Drawing on advances in knowledge mobilization, this paper focuses on the importance of both developing social processes through collaborative partnerships and networks and the production, dissemination, and uptake of accessible and applicable research-to-practice activities and products. (139)

6.4.3 | Leveraging Social Networks for Educational Improvements

Kara S. Finnigan, University of Rochester; Alan J. Daly, University of California, San Diego; Jing Che, University of Rochester; Nadine Hyton, University of Rochester

Improving underperforming schools is a complex process requiring a shift from the school as a singular unit to exploring connections between schools and central offices (Honig & Coburn, 2008). Furthermore, reform and learning are complex acts requiring educators to make sense of multiple variables and contextual factors in an attempt to derive solutions (Argeris & Schon, 1996). The lack of conceptual and practical clarity on how evidence is conceptualized, acquired, and used for innovation by educators in educational systems is a catalyst for this study. Our paper responds to these calls through an exploratory case study examining how school and district leaders leverage social networks to acquire, use, and diffuse research-based evidence and ultimately improve outcomes for traditionally marginalized students. (177)

6.5 | Systems Leadership: Ceding Power to a New Collective | Symposium: 3P

Anton Florock, Virtual Staff College; Susan E. Elliott-Johns, Nipissing University From a Whole Systems Leadership perspective, change doesn’t take place one person at a time. Drawing from the lessons of complexity science, Whole Systems Leadership recognizes that when many interconnected individuals and groups take many small actions, a shift happens in the larger patterns of communities, organizations, and societies (University of Minnesota & Life Science Foundation, 2010). Your capacity to innovate will depend on who is part of your alliance. Creating new products relies on creative teams. Changing entire systems, however, requires alliances of partners who will be co-innovators working alongside you. Successful systems innovators create constellations of other actors aligned around them (Leadbeater, 2013). Using the construct of Systems Leadership as its core focus, this symposium will bring together three
distinct case studies of practice from Canada and the United Kingdom which individually and collectively demonstrate how leadership across systems is underpinned by a common thread of shared moral purpose and a clear value base. Using the three individual case studies as a stimulus for discussion and reflection the symposium will aim to bring together policymakers, practitioners, and researchers in order to consider how, in their respective roles, can make an effective contribution to improving outcomes for communities in general and children and young people in particular. (17)

6.5.1 | Systems Leadership: From Concept to Practice
Anton Florek, Virtual Staff College
In autumn 2012, the Virtual Staff College (UK) [www.virtualstaffcollege.co.uk] commissioned a partnership of researchers specializing in the science and practice of social care implementation and health management to carry out research on an emerging leadership response in England. Systems leadership, concerns leadership that extends beyond the confines of single agencies or organizations, stretching the remit and skills of leaders into places where their usual authority, derived from organizational position, may not be recognized. Using the outcomes of this research as a primary focus, this presentation will not only provide a short overview of the conceptual thinking behind systems leadership but also a practical example of how this has been developed to underpin a national leadership program which brings together those in the most senior leadership roles across education, children’s and adults’ social care, public health, and local government. (194)

6.5.2 | Our Kids Network
Erica van Roomen, Halton CDSB/Charles Sturt University
Our Kids Network (OKN) [www.ourkidsnetwork.ca] is a Halton-wide partnership of organizations serving children and youth who embrace the vision: All childFACES is an initiative of The Learning Partnership [www.thelearningpartnership.ca] that seeks to foster active and responsive relationships among diverse community partnerships in enhancing family engagement in transitions to school. Related processes and activities highlight the explicit building of social capital, effects of strong, collaborative leadership (including the collective expertise of volunteer leaders who know their community’s needs and resources), in working toward effective multiagency partnerships. Illustrative excerpts from a research study conducted recently in three Ontario communities will be shared and discussed. Guided by research, OKN provides the backbone support and systems leadership for inspiring collective action and influencing collective impact efforts. Sector leaders provide direction while participating community agencies develop and implement initiatives at the neighborhood level. One of the hallmarks of OKN is collective ownership and accountability at both the administrative and grassroots levels. Through collaboration and collective action, gaps in service are addressed, overlaps reduced, and collective impact assured. (195)

6.5.3 | FACES (Family and Community Engagement Strategy)
Susan E. Elliott-Johns, Nipissing University
FACES is an initiative of The Learning Partnership [www.thelearningpartnership.ca] that seeks to foster active and responsive relationships among diverse community partnerships in enhancing family engagement in transitions to school. Related processes and activities highlight the explicit building of social capital, effects of strong, collaborative leadership (including the collective expertise of volunteer leaders who know their community’s needs and resources), in working toward effective multiagency partnerships. Illustrative excerpts from a research study conducted recently in three Ontario communities will be shared and discussed, examining roles across education, children’s and adults’ social care, public health, and local government. (196)

6.6 | Information Harvesting and Data Visualization for School Effectiveness and Improvement and Real-Time Individualized Student Academic Evaluation | Innovative: Data
Warren Lacfield, Academic Software/WMU (retired); Brooks Applegate, Western Michigan University
This innovative session elicits audience interaction about evaluating “school effectiveness and improvement” and enhancing it both at school and individual levels through information harvesting. Many data sources typically lie unused within schools, not for lack of staff ability, but rather of time and analytical tools not typically found in commercial systems. As evaluators/data scientists for two, consecutive, 6-year, multistate/district GEAR UP projects, we developed tool suites for using ordinary school information system data and pre-postprocess analytics that generate progressive, updatable “visualizations” of individual student progress, customizable/scalable for teachers, coaches, and intervention specialists or aggregate-able for grade or building level evaluations for administrators. These provide educators and students with real-time, longitudinal, assessment and developmental feedbacks documenting growth and continued success—or warnings of slowly or rapidly developing declines leading to “at-risk” classifications—while there is still time to explore individual situations and implement corrective interventions. We present what we have learned thus far as a discussion focus, using examples from research and practice, developed to identify, serve, and benefit at-risk schools and at-risk students through middle and high school experiences. Finally, we discuss school assessment needs and desires for individualization and integration with Common Core standards and standards-based grading and reporting. (110)

6.7 | Networks, Governance, and Effectiveness | Paper Session

6.7.1 | Regional Education Networks and Their Potential for Educating All Children: Findings From the First Phase of a Longitudinal Study in Switzerland (Paper: Other)
Stephen Gerhard Huber, Institute for the Management and Economics of Education (IBB); Pierre Talouïtski, IBB; Christine Wolfgramm, IBB; Vera Bender, IBB; Marius Schwander, IBB; Selin Kilic, IBB; Laura Müller, IBB; Jaël Borek, IBB
The aim of the 5-year study (2013–2018) presented in this proposal is to ascertain how regional education networks function and evolve as well as to assess their possible impact on the educational contexts in which they are located. Special attention is placed on the role and impact of the local leaders of the regional education networks (also referred to as coordinators). The theoretical framework is based on Helmut Fend and Andreas Helmske’s opportunity-use model which characterizes aspects between teaching and learning in a classroom. This model was expanded to account for learning and teaching beyond the classroom and to allow for a more detailed analysis of the context of formal and informal educational settings. This proposal is based on the findings from the first year of research. (172)

6.7.2 | District Governance Contexts, School Culture, and Organizational Learning (Paper: Data)
Moung Lee, University of Canberra; Karen Seashore Louis, University of Minnesota
This study investigates how district governance contexts are associated with teachers’ capacity of organizational learning through key elements of school culture that have been linked with positive student outcomes. Survey data are analyzed, including 3,579 teachers and 117 principals who were a randomly selected sample from nine states in the United States. Using HLM, we found that district governance contexts play a more significant role in shaping organizational learning than structural school contexts such as school size and poverty. Based on this preliminary finding, our ongoing multilevel SEM focuses on identifying how the effects of district governance contexts on organizational learning are mediated through cultural features of school. Implications of these results are discussed in terms of research, policy, and practice. (134)
6.7.3 | The Development of a Measure for Transformational and Transactional Leadership (Paper: EL)
Sigrun K. Ertesvåg, University of Stavanger; Constance Oterkili, University of Stavanger
This paper describes the development and validation of a measure for transformational and transactional leadership that may be used as part of a more comprehensive instrument to measure a school’s capacity to implement school-based interventions. Transformational and transactional leadership was measured by teacher reports on two scales, each consisting of four items. As part of the validation, scores on the scales were related to other aspects relevant for organizational capacity. As expected, the transformational and transactional leadership scales both correlated significantly negatively with staff freedom and positively with innovation climate, affiliation, principal positions in schools, and collaborative activity at both the teacher and the school levels. The relationship between transformational and transactional leadership and schools’ innovation climate, school level collaboration, and teachers’ perceived affiliation were also investigated. (130)

6.7.4 | Evaluation Standards for Compulsory Education Quality: Based on a Comparative Study of 10 Provinces (Paper: MoRE)
Hong Zheng, University of Bristol; Sally Thomas, University of Bristol; Hechuan Sun, Shenyang Normal University
Nowadays, with increasing competitiveness, talents of high quality are the main forces promoting the development of China’s comprehensive national strength, and talents of high quality are dependent on education of high quality. Education with high quality requires scientific and effective evaluation standards to identify educational quality, according to the division of geographical situation. Ten relatively developed provinces and cities in the field of education in this study were selected. A comparative analysis of existing evaluation standards of compulsory educational quality of 10 cities and provinces was conducted to extract useful indicators through comparing the first-class and the second-class indicators. Benefits of improving evaluation standards for educational quality in Liaoning Province are provided.

6.8 | Engaging Parents and Communities in Improvement | Paper Session

6.8.1 | Parent-Teacher Engagement During Child-Centered Pedagogical Change in Elementary School: The Lived Experiences of Teachers and Involved Parents (Paper: EL)
Cristiana P. White, Aliquippa School District; Holly Voelp, Consultant for Educational Leadership
Parental involvement in schools has been overwhelmingly associated with students’ success, but many barriers hinder such engagement. This qualitative phenomenological-existential study aimed to examine the lived experiences of eight teachers and nine parents in an urban elementary school in Western Pennsylvania during both architectural and pedagogical changes. This study, regarding manifestations of parent-teacher engagement, was carried out through interviews; the questions were designed to elicit both teacher and parent expectations from all parties involved. The data came from two focus groups, which included one teacher group and one parent group, and from six individual interviews with three teachers and three parents. Three themes emerged that pertain to parent-teacher interaction: the need for communication, a desire for human empathy, and felt oppression. School administrators’ attitudes also were found to be critical for teachers’ success, and other elements of the curriculum pedagogical change process that promote or hinder successful curriculum change also emerged as relevant. This presentation will focus on an explication of the study and link the above findings with parent-teacher engagement. (125)

6.8.2 | Listening to Children’s Voices on School Improvement (Paper: Other)
Angelides Panayiotis, University of Nicosia; Christina Hajisoteriou, Ministry of Education, Cyprus
The focus of this research is to investigate Cypriot and immigrant children’s experiences of intercultural pedagogical practices in Cyprus. This study also aims to explore children’s suggestions for school improvement in relation to intercultural education. In addition, we examine whether Cypriot and immigrant students share similar or different conceptualizations and understandings regarding the above aspects. In a setting that lacks a research culture, this study aims to point out Cypriot and immigrant children’s understanding of the disparities, conflicts, and dilemmas, but also of the prospects of intercultural education in Cyprus. (247)

6.8.3 | School Belonging: A Concept Analysis (Paper: 3P)
Jerome St-Amand, Université de Montréal; François Bouvet, Université de Montréal
This paper outlines a conceptual analysis to clarify the concept of the sense of school belonging. It focuses on Walker and Avant’s (2011) conceptual method. Data were collected through a comprehensive review of French and English definitions. The literature review and empirical referrals gathered show that the concept is of a multidimensional nature. Data analysis shows four specific features. A student must: (1) feel a positive emotion; (2) interact socially; (3) get involved in his (her) environment; (4) perceive some similarity with members of his (her) group. Moreover, background data, uses and a consequence related to this concept are mentioned. The paper then suggests educational actions aiming at fostering among students one of these feelings toward the school. (36)

6.8.4 | Where Policy Meets Practice (Paper: Other)
Boudewijn A.M. van Velzen, Education Consultant and Trainer; Udit Bhutta, Vajra Academy
After years of internal conflict Nepal (one of the world’s poorest countries) gradually is trying to design, develop, and implement a whole series of education reforms. Technical and Vocational Education and Training (TVET) is one of the most important sectors that will be affected by these reforms since until today TVET is more or less the realm of nonformal education. With the support of agencies like World Bank and EuropeAid, the national government is defining future-oriented TVET systems and curricula. The Vajra Academy (an eco-friendly school that offers quality education to children from both middle class and lower class families) is planning to add a TVET track to its already existing basic education program in line with national priorities. Therefore, it is necessary to know to what extent the ambitions of parents, students, teachers, and stakeholders in the local community are congruent with the ones expressed in the national policy papers. (32)

6.9 | Spotlight on Chile

6.9.1 | Innovative Attendance Strategies To Diminish School Absences in Low-Income Schools in Chile (Paper: Other)
Maria Trinidad Castro Amenabar, Fundación Educacional Oportunidad; Jonathan Navarro, Fundación Educacional Oportunidad; Yasmin Ale, Fundación Educacional Oportunidad
Chronic early absence in Chile is a main concern as more than half of children enrolled in early grades miss 10% of school days or more. Un Buen Comienzo (A Good Start) is a program that works with schools, teachers, and families and addressed this problem through the design and implementation of attendance strategies oriented to children’s and parent’s motivation, and school team involvement. After working during a year with more than 20 schools, there have been no statistical differences between groups that implement these strategies and those who don’t, but there are some relevant cultural changes in the educational community, which considers chronic early absence as a relevant issue that has to be treated. In this innovative session, we will describe these strategies; how they are designed, implemented, and modified according to school needs; and their results. (129)
6.9.2 | School Improvement Trajectories: A Proposal for an Empirical Typology (Paper: Other)
Xavier Vanni, Center for Advanced Research in Education, University of Chile; Cristián Beltrán, Center for Advanced Research in Education, University of Chile; Juan Pablo Valenzuela, Universidad de Chile, CIAE; Daniel Contreras, UNICEF

The proposal paper is based on a series of case studies of schools which have been identified as improving their performance for almost a decade; it has proposed a number of criteria by which to characterize these processes and by applying, we have been able to construct a typology of school improvement trajectories. The analytic criteria that have been applied point to key dimensions for school improvement, which can be conceived as a gradient; however, the combination of factors to sketch the typology is not mechanical. Rather, they are complicated and complex combinations which in practice often demonstrate a lack of balance between dimensions and varied time patterns in terms of their progress. The solution has been to develop a series of typologies which cover a full range of improvement processes while at the same time showing the limits and challenges that the schools face at different phases of school improvement. (225)

6.9.3 | Validation of an Assessment Center Process for the Selection of School Leaders in Chile (Paper: EL)
Pablo Velasquez, Pontifical Catholic University of Chile

The purpose of the study was to elaborate and validate an Assessment Center process to select and assess aspiring school leaders focused on the influence on teaching and learning in Chile. In the process of applying the Assessment Center we collected evidence to analyze construct validity, concurrent criteria validity, and reliability in a sample composed by 164 current or aspiring principals. In addition, correlations between principals’ performance in the Assessment Center and school results were studied using a subsample composed of 67 principals. Results suggest positive evidence on construct validity, concurrent validity, and reliability for the Assessment Center. Confirmatory factor analyses supported that the proposed structure of behavioral indicators nested into competencies fits empirical data. In addition, exploratory evidence suggests that better performance of principals in the Assessment Center is associated with the school’s higher average scores at the National Standardized Test. Finally, both internal consistency of instruments and inter-rater reliability showed acceptable indexes. The use of Assessment Centers for the selection of school principals provide a valid and reliable way to identify high-performing candidates who may impact school results, especially when the evaluated competencies relate to instructional leadership. (228)

6.9.4 | A Plan for School Achievement Improvement in the State-Owned Schools of the City of Iquique, Chile (Paper: Other)
Haroldo Quintana, Municipality of Iquique

According to international standards, Chile (16 million people) is a developing country whose economy is primarily based on the exploitation of raw materials (particularly copper) and a society marked by deep class differences. According to official OECD information (Chile is one of its country members) the quality of Chilean education largely depends on family income. School achievement is generally low in Chile, and in fact, on the TIMSS and PISA international tests, Chile has always scored below average. Within the country, school achievement is annually evaluated through a national test (SIMCE). The schools of Iquique, a seaport situated in northern Chile (250,000 inhabitants) have consistently been evaluated among the three worst cities since the test was first applied in 1987. As poor achievement is concentrated in the free state-owned schools, the Iquique municipality has been carrying out a plan aimed at improving achievement since April of 2013. Despite some initial resistance, the plan has so far proved successful. The plan is based on the “Effective School” model (achievement focus, headmaster’s leadership, sense of school mission, democratic decision making, positive school ethos) and includes the introduction of class assistants in all schools, both unprecedented measures taken in Chile’s state schools. (244)

6.9.5 | Issues of Translating an Instructional Leadership Questionnaire Into Spanish (Paper: Other)
Germain Fromm, Pontificia Universidad Catolica de Chile

This article describes the translation of Philip Hallinger’s Principal Instructional Management Rating Scale (PIMRS) to Spanish in the Chilean context. The PIMRS is a founding research tool with 30 years of use for educational leadership research proposing and measuring the instructional leadership model and its practices. Additionally, the necessity of improving leadership research beyond English-speaking countries requires adequate tools to perform it. Developing a translation of the PIMRS is a sound way to satisfy that necessity. Instrument translation methods and strategies are discussed as they are used in cross-cultural research. Data from the validation with 600 Chilean teachers that evaluated their principals provide reliability and validity measures. Moreover, specific cultural and translation issues are discussed as an interpretative challenge. The globalization of educational leadership research can only be achieved if every country and culture can produce input for researchers and scholars. (248)

6.10 | Teacher Leadership and Professional Development | Paper Session

6.10.1 | An Experiment Into the Effects of Workload Reduction, Enculturation in School (Policy), Professional Development Plans, Classroom Observations, and Mentoring on Teaching Skills and Attrition Rates of Beginning Teachers (Paper: MIE)
Wim van de Graaf, University of Groningen; Michelle Helms-Lorenz, University of Groningen; Rudiwa Matulana, University of Groningen

More teachers are leaving the profession than are entering it. A decline of teaching skills might be expected as more experienced teachers are retiring. A way to change this is to implement evidence-based induction arrangements. A total of 71 schools with 338 beginning secondary education teachers were randomly allocated to an experimental or a control group. Experimental schools used induction arrangements. Effects were measured by using repeated lesson observations and by comparing attrition rates of beginners in the control and experimental group. After adjusting for revealed characteristics of the groups and teachers, 14% of the control group and 12% of the experimental group had left. Leaving the profession could be explained by lack of certification, low initial teaching skills, or poor school enculturation. The experimental group exhibited greater improvement in teaching skills than did the control group. Improvement in teaching skills could be explained by higher initial teaching skills, more workload reduction, lesson observations, and coaching. (77)

6.10.2 | Leveraging the Practice of Highly Effective Teachers To Support Teacher Professional Development (Paper: EL)
J. Michael Thomas, Battelle for Kids; Katherine Heynouk, Battelle for Kids

This paper has two purposes: (1) to discuss the findings of a 6-year study of highly effective (high value-added) teachers; and (2) to assess the efficacy of a professional development approach based on these findings. There are two perspectives that inform this work. The first emerged from a 6-year study of highly effective teachers (HETs). We discovered that HETs describe their practice in ways that are strikingly similar to the components of an organizational effectiveness framework that was produced some 30 years ago—the Competing Values Framework (CVF). In its original form the CVF described four different and often competing perspectives that characterize effective organizations. This framework has been described by the business community as one of the “40 most important frameworks in the history of business.” In our study of highly effective teachers, they echoed these same four perspectives but spoke of them as complementary rather than opposing perspectives. Our adaptation of this framework, BF4Connect, describes teacher effectiveness as the continuous integration of these four diverse perspectives. As such, it provides a set of concepts and a language to describe effective teacher practice. (238)
6.10.3 | Which Factors Matter for the Participation of Beginning Teachers in Professional Learning Activities Related to Differentiated Instruction? (Paper: EL)
Debbie De Neve, Ghent University; Geert Dewo, Ghent University

Understanding beginning teachers’ professionalization seems essential to address contemporary challenges beginning teachers encounter when implementing differentiated instruction (DI) into the classroom. Therefore, we examined which factors facilitate beginning teachers’ participation in professional learning activities related to DI. For this study 272 beginning teachers from 72 primary schools participated. Analyses showed that teacher education, contextual characteristics (SES, educational type), and professional learning community characteristics (reflective dialogue, deprivatized practice) are related to beginning teachers’ use of professional learning activities (learning in interaction, changes in practice). The findings suggest that beginning teachers’ participation in such activities may depend on a multitude of factors. On the one hand, teacher education should provide the first knowledge on DI applications. On the other hand, schools could stimulate teachers to have in-depth conversations with colleagues and provide possibilities to observe good teaching practices, and also contextual characteristics enhance participation in professional learning activities related to DI. (50)

6.10.4 | An Examination of Current Patterns of Distributed Leadership Practice Using the Comprehensive Assessment of Leadership for Learning (Paper: EL)
Carolyn Kelley, University of Wisconsin, Madison; Marsha Modeste, University of Wisconsin, Madison

The Comprehensive Assessment of Leadership for Learning (CALL) is an online formative assessment and feedback system that measures leadership practices in schools that support student learning. This study uses a distributed leadership lens to identify patterns of leadership behavior in schools. Using multilevel confirmatory factor analysis, preliminary analysis shows that different patterns of leadership tasks emerge in different school types. Specifically, three types of leadership tasks, tools, and routines—instructional, transformational, and managerial—emerge as distributed throughout the school. Using distributed leadership as a lens for examining the quality and frequency of leadership practices enhances our understanding of the quality and distribution of leadership in the United States, and ultimately across governmental and cultural contexts, giving us a window on the elemental and critical practices of leadership for learning in schools. (140)

Symposia | Monday: Breakout 7 | 2:45-4:00

7.1 | An Integrated Community and School Approach to School Effectiveness: The Use of Data for Educational Achievement, Equity, and Student Well-Being | Symposium: Data
Erica van Roosmalen, Halton CDSB/Charles Sturt University

This session highlights the important and complex relationship between research and practice from an accountability framework within school districts. It showcases three research-to-practice journeys from educational achievement, equity, and student well-being perspectives to support school effectiveness and improvement planning. A series of innovative approaches that closes the research to practice gap, strengthens cross-sector partnering, and promotes equity for all students in all communities are presented. Although data rich schools and districts are becoming the norm, the critical role of data use to promote student learning and achievement remains challenging, particularly when interpretation and implementation occurs across sectors, administrative levels, and disciplines. A key element in the session is the documented research-based strategies presented for mobilizing information into knowledge and action. (230)

7.1.1 | School Community Partnerships: Valuing Community Level Data for School Effectiveness and Improvement Planning
Erica van Roosmalen, Halton CDSB/Charles Sturt University

Showcases an innovative multisectoral, multidisciplinary school community partnership—Our Kids Network (OKN)—working with school districts to ensure “all children thrive.” The OKN model of collaboration and integration is an initiative rooted in rich local data on child and community needs, as well as evidence-based practice regarding child and youth development (Jones et al., 2002; McLaren, 2002). This paper provides an overview of the research to practice journey undertaken by OKN to build a “community of research” that supports and promotes the application of research evidence to site-based practice, policy development, planning, and decision making across education and community practitioners and sector leaders, as we continue to work toward bridging the gap between research and practice, between knowledge creation and knowledge mobilization. (231)

7.1.2 | Using a Geographical Information System (GIS) To Illuminate Educational Equity: A Focus on Community, Educational, and Developmental Outcomes
Paul Favaro, Peel District School Board/Thames Valley District School Board

This paper proposes to (1) present an innovative research methodology that allows us to measure and depict the interdependencies of social, cultural, and economic conditions in our communities; (2) understand the strengths and risks in our communities that impact civic participation and influence both opportunities and educational outcomes; (3) use the insights gained to mobilize communities, schools, and stakeholders into evidence-based action; and (4) illuminate the risks posed by the uneven geography of opportunity and discuss the challenges associated with changing it. This innovative research methodology adds to the existing urban education research literature by illustrating the socio-demographic risks associated with uneven geography of opportunity. The methods presented were formulated to give voice to the lives and experiences of children and parents in traditionally impoverished and underserved communities. This research creates a better understanding of the challenges that remain in promoting equity of opportunities for all students, in all communities. (232)

7.1.3 | Use of Data To Enhance Early Literacy Achievement: Collaboration Across Disciplines and Administrative Levels
Steve Killip, Peel District School Board/Thames Valley District School Board; Jackie Wood, Thames Valley District School Board; Christine Stager, Thames Valley District School Board

The authors present another school district’s experience of how the multidisciplinary expertise of researchers, classroom teachers, and speech and language pathologists (SLPs) has been brought together to increase data uptake by key stakeholders and has enhanced the delivery of curriculum, positively impacting teacher practice, evidence-based practice regarding child and youth at risk for literacy difficulties. In this school district, SLPs administer a phonological awareness screening at the beginning and end of a student’s kindergarten school year, providing critical information on early literacy skills. Phonological awareness is a key predictor of early literacy success (e.g., Carroll & Snowling, 2004; Catts, Fey, Zhang, & Tomblin, 2001) and intervention in this area can significantly impact the learning trajectories for students at risk for reading difficulties (e.g., Ehri et al., 2001). School-level sharing of the data by SLPs with the classroom teachers created the opportunity for discussion of best practice and best use of human resources to support students to become successful readers. The ability of the SLPs to be in the schools to engage in rich dialogue with the classroom teachers on a weekly basis, and to dialogue with researchers at a system level, stimulated change in the screening tool. Psychometric analysis of the tool by the board’s research department, in collaboration with the clinical expertise of SLPs and the classroom expertise of teachers, led to the creation of a condensed and psychometrically sound assessment tool that reduced screening time by half, and created increased time for the SLP to spend working collaboratively with teachers. Items that did not serve to drive instruction or were not key indicators for literacy risk were also eliminated, resulting in a more instructionally and clinically relevant screening tool. The opportunity for the SLPs to share with researchers how the data were used by the teachers and the school staff, and
to identify school and community-level forums that would benefit from the data, has allowed better data utilization at the system level and the creation of new data reports that allow administrators, teachers, and clinicians to directly see system, school, class, and student achievement gaps. School resource teams are now using the data to deploy resource support. Data availability to administrators has led to the creation of intensive professional learning support for school divisions. (233)


Lyn Sharratt, University of Toronto; Gale Harald, International Researcher and Consultant

Our research on more than 40 school districts sought to answer the question of how can we engage and empower our youth today to be and stay in school and what leadership skills are needed to do this work? Findings from our research and recommendations for global schooling will be shared. Powerful examples of What Matters Most in Recalculating the Route, K–12+, from our new text Good–to–Great–to Innovate (Corwin, 2015) will be examined. Controversy will be heightened by illuminating our struggles to know what works best in removing barriers and implementing leadership dimensions to engage teachers of our youth. Innovation leadership is defined and we will look closely at the characteristics of strong districts that have moved from good to great to innovate with input welcomed. Authors’ perceptions on moving innovation forward, including such world-renowned education authors as Alma Harris, Ken Leithwood, Michael Fullan, and Andy Hargreaves will be shared and discussed. Practical strategies to consider in a self-assessment tool will conclude this presentation as “take-aways.” (26)

7.3 | What We Don’t Know (or Don’t Know Well Enough) and Should Be Studying Now | Symposium: SP

Sam Stringfield, University of Cincinnati; Joel Becker, University of Groningen; Andy Hargreaves, Boston College; Alma Harris, University of London/University of Malaya; Craig Hochbein, Lehigh University; Karen Seashore Louis, University of Minnesota; Daniel Muiz, University of Southampton; Marie-Christine Opdenakker, University of Groningen; David Reynolds, University of Southampton

On even numbered years, ICSEI hosts “State of the Art” sessions. In 2015, we are hosting an open session for anyone interested to join in with established scholars in the teacher-, school-, and system-effectiveness fields to discuss what we don’t know enough about and where we should be focusing our research over the next few years.

7.4 | Today for My Tomorrow | Symposium: ECEC

Cheryl Broadnax, Cincinnati Public Schools; Susan Bunte, Cincinnati Public Schools

In the diverse city of Cincinnati, Cincinnati Public Schools (CPS) has taken a unique approach to early childhood education. Even though CPS has ranked as the highest performing urban school district in Ohio and received the state rating of effective, CPS strives to continue education improvements. CPS expanded the early childhood department to encompass prekindergarten through third grade. Along with the expansion of the early childhood program, the district made a strategic effort to meet the needs of English language learners and students with disabilities. It is through these shifts in the district that CPS had 97% of the third-graders reading on grade level, as deemed by the Ohio Department of Education. Come to this symposium to learn about the actions CPS made to create a prekindergarten through third grade early childhood department, and the multiple, dynamic, and forward thinking interventions CPS has put into place for English language learners and students with disabilities. (143)

7.4.1 | History of Cincinnati Public School Data and Instruction. Andrea Faulkner, Cincinnati Public Schools

7.4.2 | CPS: Restructuring of Early Childhood. Cheryl Broadnax, Cincinnati Public Schools

7.4.3 | CPS: Increase of Teacher Learning and Services to English Language Learners. Marie Kobayashi, Cincinnati Public Schools

7.4.4 | CPS: Increased Connect for Students With Disabilities. Susan Bunte, Cincinnati Public Schools

7.5 | From Compliance to Commitment: Strengthening Educational Leadership in a Time of Change | Symposium: EL

Lisa Riegel, The Ohio State University; Belinda Gimbert, The Ohio State University

We are lucky enough to be in the profession at a very profound time, where a number of fundamental paradigms are being questioned. We are also in state of flux when we need powerful reformers with strong vision who can lead people through the discomfort and uncertainty of change. Although transformative changes have been proposed before in education, they lacked staying power. Why? Because they were implemented with compliance, not commitment. Taxpayers continue to pour more money into education than ever before with similar or worse results. In fact, rather than reducing achievement gaps through national efforts, our country has actually seen them grow or remain unchanged. Why have these great ideas failed? For three reasons: First, we have tried to incorporate innovative and disruptive ideas into the traditional system, which has led to initiative overload, teacher shortages and burnout, and stagnant results. Second, we have failed to recognize our systems are made up of people. We need to strategically develop our talent if we expect our initiatives to be implemented with commitment, rather than just compliance. Third, we have failed to adequately prepare and develop our educational leaders to design disruptive change and empower and leverage their staff to implement it. This symposium is designed to address these three failures, review what we know about the topics, and provoke meaningful and action-oriented discussion. (106)

7.6 | Understanding and Measuring Leadership Across Education | Paper Session

7.6.1 | Schools as Agents of System Change: A Practitioner Perspective (Paper: MIE)

Niall MacKinnon, Plockton Primary School, Highland, Scotland

This paper presents empirical and theoretical observations demonstrating that functionally coherent change must derive from knowledge. It defines knowledge in a specific sense in accordance with knowledge building and systems thinking. The school undertook specific innovations and action research. Over time practice, management, and policy altered. The author as school principal came to an awareness of the synergy between aspects of school function and practice, linked to theory and system change. He concludes that knowledge must be created within schools, by staff and children, informing pedagogy, and in terms of operational processes, informing management—within and beyond schools. He views knowledge separately from data. Knowledge drawn from operational understanding depends on purpose, not specification. It is informed by data but not constituted by it. Knowledge derives from cognition dependent on the convergence of purpose, function, data, and meaning. He considers knowledge to be a prerequisite of functionally adaptive system change. (128)

7.6.2 | The Impact of Leadership Styles on Teaching Practices: A Two-Step Nested Factor SEM (Paper: EL)

Marcus Pietich, Leuphana University, Luebbenburg

This study focuses on the investigation of the impact of different leadership styles on teaching practices, being mediated by relevant aspects of teachers and schools. Using a nested structural equation modeling approach, the study aims at (1) testing the robustness of the supposed path model in contrast to the measurement models and (2) evaluating if effects
of instructional and transformational leadership styles on teaching practices are detectable beyond the impact of a general leadership g-factor. The fit indices of the theoretical model suggest a good model fit (TLI = 0.918, RMSEA = 0.031, Chi2 = 5395 with df = 2298). The calculated RMSEA-P had a value of 0.014 indicating a very good fit of the path model. It could be shown that mediating variables are primarily influenced by a leadership core and that both leadership styles could be of additional benefit. Teaching practices, as well as the innovation capacity of teachers, however, are influenced directly only by instructional leadership behavior. Thus, the present study proves that it is necessary to model integrated leadership, as well as facets of leadership styles, when analyzing the impact of leadership while using indirect effect models in leadership effectiveness research. (10)

7.6.3 | Global Engagement for Local Agency: A Spatial Analysis of School Leadership for Inclusive Learning (Paper: EL)
Raphael Wilkins, The College of Teachers

This paper combines the author’s extensive knowledge of school leadership internationally with analytical insights from education geography to address the conference theme. It argues that school leaders can engage with global education concerns through professional leadership and professional networking at a range of spatial scales, from their immediate circle, to local community, to organizations with global impact. Doing so generates new kinds of learning spaces which promote agency and inclusive learning. The paper proposes leadership development emphases on discerning assessments of contexts; understanding of others’ spaces; problem-solving activism; supporting communities as structures for learning; creating new mobilities; and replacing prescription with negotiation. It suggests how, through professional rather than managerial leadership, school leaders can collaborate for knowledge generation, problem-solving, and policy influence. (15)

7.6.4 | Informal Learning and Informal Leading: The Role of School Managers in Teachers’ Informal Learning (Paper: EL)
Daniël van Amersfoort, Open University of The Netherlands; Maarten de Laat, Open University of The Netherlands

Policymakers and researchers agree that good education requires good teachers. The implementation of policies that aim to raise teacher quality has, however, been problematic and has not yet led to expected outcomes. To strengthen the connection with teacher professional practice, researchers have called for a stronger focus on forms of informal learning to foster continuous professional development. Given school managers’ influence on teacher informal learning, this paper explores how school managers’ perceptions of informal learning shape how they assess, support, and appreciate teacher informal learning. A total of 27 school managers in vocational education and primary education were interviewed using a qualitative vignette technique, and main themes were extracted from the data. Findings point toward different approaches of leadership in learning. However, all school managers acknowledged that leadership with regard to informal learning is an inherently informal process itself. (175)

7.7 | Leveraging Technology To Improve Educational Outcomes | Paper Session

7.7.1 | Evaluating the Technology Acceptance and Use-Intention of School Administrators (Paper: MIE)
Adam Steiner, Boston College

Prior research by Bandura (1977) has established a definition for self-efficacy as the belief that one can act in such a way as to produce a desired outcome and a model for the creation of self-efficacy that identifies four sources of efficacy: performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal. This paper will present a new mixed-methods study on the nature of technology efficacy in school and district administrators. It identifies four areas that variably correlate with Bandura’s model: childhood experiences, professional development, personal use, and post-secondary education. Most importantly, it suggests that traditional models of technology professional development are unlikely to support the efficacy of school leaders. Most prefer a self-directed model of learning, which is supported by current sources of technology knowledge and skills including online videos and webinars. (43)

7.7.2 | Assistive Technology: A Review of Two Decades of Research (Paper: MIE)
Adam Steiner, Boston College

Assistive technology (AT) is a term with a relatively short history. It originated in the early 1980s in response to the growing collection of modern tools available to people with disabilities. Since that time, technology has changed rapidly and its potential utility has increased as well. Today, AT refers to any technology that supports the special needs of any person with disabilities though there is a recent emphasis on digital technology. Federal mandates also now require an examination of AT at annual IEP meetings. More recent literature has explored shortcomings in our understanding of AT despite this mandate. Specifically, authors have looked at issues related to social justice and income inequality and connections to student achievement, as well as categorizing the vast array of digital AT that is now available. (44)

7.7.3 | Can a MOOC Be a Tool for Improving School Effectiveness? (Paper: EL)
Tony Townsend, University of Tasmania/Griffith University; John MacBeath, University of Cambridge

A massive open online course, MOOC is aimed at unlimited participation and access via the web. MOOCs are a recent development in distance education which began to emerge in 2012 (Wikipedia). In the United States, the “big three” MOOCs are Udacity, Coursera, and edX. In April 2013, John MacBeath from the University of Cambridge and Tony Townsend from the University of Glasgow were asked by the Commonwealth Education Trust to serve on a steering committee to establish an online program for people who were teachers but who may have had limited or no training as a teacher. This program was to be offered by Coursera. What started out as being a member of a steering committee later became running the whole thing. The eight-course program commenced in August 2013 and the first run of the program was completed in December 2014. This paper/workshop provides details of how this was accomplished, what the perceived value was, some of the interesting stories along the way, and tips for people who may consider offering if not a program, then a single course, for a MOOC. (23)

7.8 | School Structures, School Effects Across Countries | Paper Session

7.8.1 | Intersection: The Power of Formal Structure on Informal Patterns of Interaction in a Research-Sharing Community (Paper: EL)
Joelle Rudway Macri, University of Toronto

This paper reports on a mixed-methods study that investigates how social interactions within a professional learning community mitigate the ways in which central office administrators become aware of and access research knowledge, precursors for use in their professional practice. Informed by social network theory and analysis, it highlights the ways in which formal program structures appear to strongly influence the informal interaction patterns among administrators who are engaged in developing evidence-based school mental health policy. Findings from this study suggest that formal program structures may be essential to cultivating a culture of research use among central office personnel, particularly during the early days of an initiative. The ways in which network structure facilitates/constrains knowledge mobilization activities given these circumstances will be discussed. (75)

7.8.2 | A Structural Analysis of the Effectiveness of School Autonomy in South Korea (Paper: Other)
Sung Tae Jang, University of Minnesota

This study examines how school autonomy influences the effectiveness of school organization. Based on the review of the literature related to conceptual variables, this study suggests an analytical framework of structural causality to explain the direct and indirect relationships among variables. This study uses a questionnaire survey of 300 elementary school teachers in South Korea, measuring teachers’ perceptions concerning the status of
school autonomy, maturation, professionalism, and commitment, as well as school organizational effectiveness. To carry out a structural analysis of school autonomy, a structural equation modeling (SEM) analysis was conducted using the LISREL program. Initial findings show that school autonomy has a statistically significant direct effect on school organizational effectiveness and teacher commitment; it also has an indirect effect on school effectiveness through teacher commitment. In addition, teachers’ maturation has significant positive effects on teacher professionalism, teacher commitment, and school organizational effectiveness. Both teacher professionalism and teacher commitment have positive effects on each other. (8)

7.8.3 | Effects of Interim Assessments on Student Achievement
(Paper: Other)
Spyros Konstantopoulos, Michigan State University; Wei Li, Michigan State University; Shazia R. Miller, American Institutes for Research; Arie van der Ploeg, Michigan State University
Interim assessments are increasingly common in U.S. schools. We used high-quality data from a large-scale, school-level, cluster randomized experiment that took place in Indiana in 2010–2011 to examine the impact of two well-known commercial interim assessment programs (mCLASS and Acuity) on mathematics and reading achievement. Results indicate that the treatment effects in grades 3–8 are close to zero and not statistically significant. The treatment effects in lower grades (i.e., kindergarten to second grade) were negative, significant, and at least one-fifth of a standard deviation. Overall, it appears that mCLASS had a negative impact on student achievement in early grades and that Acuity had no impact on student achievement in grades 3–8. (88)

7.8.4 | Effects of School Structures on Teachers’ Collective Innovativeness: An Empirical Study From Germany
(Paper: Other)
Ramon van Der Snoek, Johannes Gutenberg Universität, Mainz
Since educational policy in Germany turned toward school improvement on the individual school level and expanded school autonomy some years ago, teachers have been recognized as key actors in the implementation of educational reforms. With a focus on the collective determinants for successful implementation of school innovations, the study deals with the innovativeness of the teaching staff as a group. It models and analyses empirically collective innovativeness of teaching staff and how it is related to certain characteristics of social school structures, such as autonomy. The empirical analyses were based on a sample of 896 teachers in Germany. The presentation will address the question to what extent the analyzed school structure characteristics, such as hierarchy and autonomy, affect collective innovativeness of teaching staff. The results can be taken as starting points for subsequent endeavors to improve collective innovativeness of teaching staff and optimize conditions for successful reform implementation at schools. (55)

7.9 | Using Data To Make Decisions About Interventions | Paper Session

7.9.1 | Decisions for Grade Retention in Primary Education: Data-Based or Intuition-Driven? (Paper: Data)
Kristin Vandenbroucke, University of Antwerp; Ian Vanhoucke, University of Antwerp; Peter van Panteum, University of Antwerp
Teachers possess extensive decision-making autonomy in important areas. The quality of teachers’ decisions is of high importance, yet little is known about the way they make these decisions, such as how they decide whether or not pupils can promote to a subsequent grade. This study set out to explore the decision-making processes of teachers concerning grade retention and tries to describe and explain the extent to which these are data based. Data were gathered through semi-structured interviews with 17 teachers in primary education. First results show that teachers primarily define a problem based on their intuition. The main driver to search for data is to underpin their intuition and to establish an evidence base from an accountability perspective. These results are relevant to gain insight in the decision-making processes of teachers and will help to define how the quality of the decisions within schools can be optimized. (42)

7.9.2 | A Novel Data-Centered Intervention for Closing the Gender Achievement Gap on the Caribbean Island of Tobago (Paper: Data)
Jerome De Lisle, The University of the West Indies, St. Augustine; Deon Rodriguez, Division of Education, Youth Affairs & Sport, Tobago House of Assembly
This paper describes the initial design, implementation, and evaluation of an innovative, data-centered intervention for redressing the gender achievement gap in Trinidad and Tobago. Both international and national large scale assessments (ILSA & NLSA) have shown gender differences in the Anglophone Caribbean to be a significant local issue, with larger differences concentrated in specific geographical regions, such as the island of Tobago. Data becomes critical to discovering, diagnosing, and directing action for redressing the complex, variegated patterns of underachievement. Discovery and diagnosis of differences was conducted using web-based graphical resources on effect sizes. In the DDDM process, participants integrated information from empirical data, experience, and Caribbean and international theory. Action strategies (what might work in this context) were selected from whole school approaches, boy friendly and productive pedagogies, and masculinity reconfiguration. The paper reports on quantitative and qualitative data obtained from the developmental evaluation of the program. (68)

7.9.3 | Using Indiana State Data To Identify High School Students Who Are Unlikely To Succeed in College (Paper: Data)
Elisabeth Davis, American Institutes for Research; Jim Lindsay, American Institutes for Research; Jennifer Stephan, American Institutes for Research
Raising students’ expectations and the rigor of academic standards have been promoted as school improvement strategies. One means of improvement is to focus on increasing college-going and success. Schools aiming to increase college success can use data to identify students who are unlikely to succeed in college and provide those students with additional support. This study aimed to identify data found in state databases that can be used to distinguish students who may need support to succeed in college. We linked student, school, and college data from 32,564 high school graduates who enrolled in state-run colleges. We identified data elements that predicted four outcomes: enrolling in only nonremedial courses, completing all attempted credits, persisting to the second year, and a composite of those indicators. Analyses revealed the number of students who showed success by all indicators and the degree to which demographic, academic, and college characteristics predict students’ college success. (60)

7.9.4 | Using Student Data To Develop a Statewide K–12 Early Warning Indicator System (Paper: Data)
Susa Bowles Herrion, American Institutes for Research; Hyekyung Jung, Korea Institute for Curriculum and Evaluation
Early warning indicator systems (EWIS) rely on readily available student data to determine whether students are at risk of missing educational milestones (e.g., reading by the end of third grade, high school graduation, college success). The confluence of the expansion of educational data systems and an interest in using data to make decisions about students’ needs has placed U.S. education agencies at the center of EWIS development. Presently, much of the focus of EWIS is identifying at-risk students based on an outcome variable of whether students are likely to not graduate from high school informed by recent research on predictors of dropping out (Allenworth & Easton, 2005, 2007; Balfanz, Herzog, & Maclver, 2007; Neild, 2009). As states increase the amount of information available and improve the quality of elementary student-level data, there is an opportunity to use these data to identify at-risk students even earlier than middle school (e.g., Jimerson, Egeland, Strauf, & Carlson, 2001; Barrington & Hendricks, 1989). This paper describes the process and results of developing a statewide EWIS. The paper will cover the project goals, the conceptual framework, the successes and challenges encountered during development, and finally, the results and local use of data from the model. (66)
8.1 | Meta-Analysis Workshop | Tuesday: 8:30–1:30

Jeffrey Valentine, University of Louisville

This half-day workshop will be led by Dr. Jeffrey C. Valentine, who has over 15 years of experience leading workshops on systematic reviewing and meta-analysis. In this workshop, topics will include the history and logic of meta-analysis, literature searching, and study coding, including assessing the quality of the included studies and an introduction to computing effect sizes. Participants will conduct a basic meta-analysis, and will learn the most important dimensions to consider when assessing the quality of a meta-analysis.

What is meta-analysis? In statistics, meta-analysis refers to statistical methods for contrasting and combining results from different studies, in the hope of identifying patterns among study results, sources of disagreement among those results, or other interesting relationships that may come to light in the context of multiple studies. Meta-analysis can be thought of as “conducting research about previous research.” The motivation of a meta-analysis is to aggregate information in order to achieve a higher statistical power for your measure of interest and to investigate sources of variability across studies (i.e., why some studies say one thing about the effects of an intervention while other studies appear to say something quite different). In performing a meta-analysis, an investigator must make many choices that can affect output, including deciding how to search for studies, selecting studies based on a set of objective criteria, dealing with incomplete data, analyzing the data, and accounting for or choosing not to account for publication bias. Meta-analyses are often, but not always, important components of a systematic review procedure. (249)

8.2 | Building Researchers’ Capacity To Partner With Practitioners To Conduct Relevant and Useful Research | Tuesday: 8:30–12:30

Julie Kochanek, American Institutes for Research; Carrie Scholz, American Institutes for Research

The learning objectives for early career scholars and advanced researchers participating in this 4-hour innovative session are to: (1) develop a deeper understanding of the various types of research-practice partnerships, their common features and stages; (2) gain insights from the lessons learned from successful partnerships; and (3) understand the steps needed to develop and realize a research-practice partnership’s theory of action. The presenters will use a combination of brief presentations and hands-on exercises to build the participants’ capacity to partner with practitioners to conduct relevant research.

This session will be divided into three specific segments: Examination of Collaborative Research Models, Lessons Learned From Successful Research-Practice Partnerships, and a Road Map for Realizing Your Theory of Action. During each segment, participants will be invited to ask questions, share reflective comments, and participate in hands-on exercises. (142)

8.3 | Becoming a Skilled Consumer of Research | Tuesday: 8:30–12:30

Shazia R. Miller, American Institutes for Research; Jeannie Poduska, American Institutes for Research; Cary Cuccio, American Institutes for Research

As educators are increasingly called on to ensure that their decisions, programs, and strategies are “data-driven,” “research-based,” and “evidence-based,” this interactive session is designed to provide tools and skills to help those in educational settings be informed consumers of research. The specific objectives of the workshop are to: (1) provide practitioners with a strategy for identifying core issues; (2) increase attendees’ ability to explain the basic criteria for judging the quality of research and assessing its context; (3) increase attendees’ ability to apply the criteria to real-world information and judge quality and relevance of research; and (4) provide attendees with straightforward tools to support their efforts to use research-based practices. This workshop is designed to speak specifically to the practical needs of local and state education stakeholders—that is, the need for strategies to tightly frame their questions, find relevant documents, recognize the attributes of strong research, and sort through issues of context. (251)
ICSEI Governance and Membership

History and Purpose
Just over 25 years ago an informal meeting was organized so that people in different countries could come together to learn from the strengths of school effectiveness research and improvement efforts internationally. More than 120 educators attended the first meeting in London in January 1988 and adopted a draft constitution pledging to work in different countries for excellence and equity in schools.

ICSEI continues to provide a truly international forum for researchers, school and district leaders, teachers, local and national policymakers and politicians, NGO personnel, and consultants who come together to share ideas, promote research, and encourage practices that will enhance the quality and equity of education for all young people.

Lifetime Membership Award
The ICSEI Board is pleased to award Lifetime Membership to Lorna Earl. This honor is bestowed on worthy individuals because of their outstanding contributions to ICSEI over an extended period.

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Website: www.icsei.net
ICSEI Membership Application

Mission: ICSEI is a movement focused on the quality and equity opportunities and challenges related to school effectiveness and school improvement

History and Purpose
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Membership Benefits
Joining ICSEI enables members to become part of a dynamic network that focuses on exploring ways of improving schools for students, for those who teach them and for the adults who lead them. Members contribute to a strong and influential research tradition.

Other membership benefits include:
- discounted rates for annual Conference and access to Conference proceedings during and after Conference
- discounted rates for those that wish to subscribe to the internationally acclaimed journal School Effectiveness and School Improvement
- access to ICSEI’s newsletter ICSEI Digest and Express. This newsletter is distributed three times a year and includes articles from the previous and upcoming conferences as well as articles focusing on topical issues that are affecting young people. Each article is peer reviewed and each Digest includes up to four such articles
- a number of forums and learning opportunities that are accessed through the members’ only sections of the ICSEI website
- a selection of international specialist networks that provide forums and blogs on now, new and next issues and opportunities

ICSEI Networks
ICSEI Networks provide an international forum for the exchange of information and dialogue on critical issues through active discussion among researchers, practitioners and policymakers both online and at ICSEI conference.

ICSEI members are encouraged to join ICSEI Networks to strengthen and facilitate the sharing of thoughts, experiences, challenges and the building of professional learning communities between researchers, practitioners and policymakers. During annual conference each Network hosts a business meeting, preconference workshops, and supports the presentation of papers and symposiums specific to their focus area.

Current networks include:

**Methods of Researching Educational Effectiveness Network**

The Methods of Researching Educational Effectiveness (MoRE) Network began at ICSEI 2006 in Barcelona. The MoRE Networks focuses on:
- presenting and interpreting results of empirical studies in educational effectiveness
- exchanging ideas for research in effectiveness and evaluation of improvement programs
- developing research proposals for studies in educational effectiveness, especially international comparative studies
- discussing problems encountered in educational effectiveness research and identifying possible solutions
- identifying new research methods for issues unique to educational effectiveness
- contributing to the establishment of a data-bank of research instruments used in educational effectiveness studies.

**The 3P Network**

ICSEI established the 3P Network to serve as a professional practice and research network for those engaged in the policy determination, planning and delivery of services to children and young people. Its focus is to promote the professional development and competence of all working in the strategic management and operational delivery of education and children’s services at local authority level and, through this, increase the effectiveness of that sector of provision which sits between national government and schools.

**Policymakers, Politicians and Practitioners**

who set policy and determine provision, provide training, consultancy, guidance and advice to systems, schools, networks and stakeholder organizations meet to consider specific “hot issues” of the day and through:
- exchanging and reflecting on professional practice
- developing a collective intelligence base
- providing the impetus for research into local authority capacity building

**The Data Use Network**

The main goal of this network is to share knowledge on data use to improve data-driven decision making practices in schools globally. By sharing knowledge all can learn from each other instead of constantly “reinventing the wheel.” This sharing of knowledge takes place at conferences including ICSEI and AERA, by means of the ICSEI website, and by other communication devices (e.g., email, contact between members). Other activities include:
- developing a special issue for the *Journal School Effectiveness and School improvement* titled “Data-driven decision making around the world: From policy to practice to results”
- developing an edited volume on data use with contributions from international researchers to be published by Springer titled “Data-driven decision making in education: challenges and opportunities”
- establishing an international comparative study on data use in education focusing on: how schools use data; what types of data are being used and being needed by schools; which factors hinder and support effective data use, and what are the intended and unintended effects of data use
- participation in an international EU project on using data for improving school and student performance: http://www.datauseproject.eu/

**The Early Childhood Education and Care Network**

Members of the ECEC Network come from many countries to actively discuss common dilemmas around ECEC and to work to improve ECEC locally and globally.

As well as exchanging knowledge related to different interests and perspectives the Network also focuses on:
- Collaborations on proposals and papers for ICSEI symposiums
- Conference announcements on other relevant ECEC conferences
- References to reviewed links, research and reports on ECEC
- Various themes of interest including:
  - evaluation and assessment practices
  - sustainable improvement, paradoxes and dilemmas
  - policy development and implementation
  - interdisciplinary work across sectors
  - collaboration with parents
  - children’s perspectives in research and practice
  - children’s right to education
  - language, math and literacy fluency
  - gender
  - cognitive skills and brain research
  - the relation between play and learning

The Educational Leadership Network

The Educational Leadership (EL) Network is for all leaders at all levels in education systems and MOEs. Its focus is to advance the creation of knowledge of leadership in practice, policy, and research. The Network was initiated in 2006 at the ICSEI Conference in Barcelona.

The EL Network hosts an online forum where any ICSEI members can contribute, initiate or read current topics being discussed. Members are encouraged to support the activities of the EL Network at annual conference and online.
Registration and Payment Form
Join ICSEI directly through the website at https://secure.acel.org.au/membership/icsei/member/ or by mail, fax, or email

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☐ Early Childhood Education and Care (ECEC) Network
☐ Educational Leadership (EL) Network
☐ Methodology of Research in Educational Effectiveness (MoRE) Network
☐ 3P (Policymakers, Politicians, and Practitioners) Network

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