



Book Series

# *Current Perspectives on School/University/Community Research*

Series Editors

R. Martin Reardon, *East Carolina University*; Jack Leonard, *University of Massachusetts, Boston*

Bryk (2015) referred to the discrepancy between the achievements to which reforms aspire and their outcomes as a chasm. Bryk envisaged the confluence of knowledge and the empirical warrants that together constitute practice-based evidence as offering a viable approach to dealing with high-leverage problems in education. Cooper and Shewchuk (2015) referred to knowledge mobilization as “iterative, social processes involving interaction among two or more different groups or contexts (researchers, policymakers, practitioners, third party agencies, community members) in order to improve the broader education system” (p. 2).

This book series provides a platform for showcasing research on high-leverage problems in education. In particular, this series will highlight research in which knowledge mobilization among all three stakeholder groups in education (practitioners, researchers, and community members) is salient.

## **Books in this series:**

- Learning to Read the World and the Word
- A Place Called Home
- Alleviating the Educational Impact of Adverse Childhood Experiences
- Integrating Digital Technology in Education
- Innovation and Implementation in Rural Places
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## Learning to Read the World and the Word School-University-Community Collaboration to Enrich Immigrant Literacy and Teacher Education

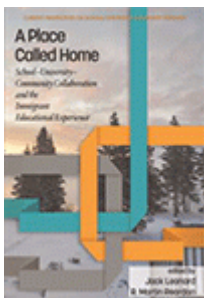
R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

2021. Paperback 978-1-64802-535-8 \$45.99. Hardcover 978-1-64802-536-5 \$85.99. eBook 978-1-64802-537-2 \$65.

The perspective espoused by this volume is that collaboration among universities, schools, and communities is a crucial element in ensuring the provision of optimal learning environment for both im/migrant children and their parents. Chapter authors share their practice and theorizing regarding the many questions that arise when schools and universities collaborate with communities and build supportive structures to nurture literacy among im/migrant students. Enlightened teaching and culturally aware approaches from teachers engender support and cooperation from parents. Enlightened leadership is a constant thread through all the endeavors that are chronicled by contributors, as are the implications for socially just outcomes of successful implementation of inclusive pedagogies.

Writing about the Children Crossing Borders study which began in 2003, Tobin (2019) asserted that “the social and political upheavals surrounding migration has (sic) put increasing pressure on the ECEC [early childhood education and care] sector to build bridges between the host and newly arrived communities” (p. 2). Tobin recalled that the original grant proposal for the Children Crossing Borders described young migrant children as “the true transnationals, shuttling back and forth daily between the cultures of their home and the ECEC [programs]” (p. 1)—programs staffed by well-intentioned individuals who nevertheless may “lack awareness of im/migrant parents’ preferences for what will happen in their children’s ECEC program” (p. 2). To extrapolate from Tobin’s summary of the findings of Children Crossing Borders, for both the true transnationals (the children) and their parents, “the first and most profound engagement they have with the culture and language of their new host country” (p. 1) may well be mediated by a teacher who is unaware of the intricacies of the community.

**CONTENTS:** Introduction. Learning About Immigration, Deportation, and Family Separation From Picturebooks, *Sophia Sobko and Edward M. Olivos*. Building a Culture of Literacy in a Community and School by Uplifting Student Voice, *Eliza Braden, Christie Martin, Heidi Mills, Michele Myers, and Beth White*. Middle School Student Empowerment Through The Sun Is Also a Star: An American Library Association Collaborative Grant Initiative Exploring the Immigrant Experience, *Anne Katz and Vivian Bynoe*. Language Acquisition and Proficiency for Immigrant Children in K-12: The Lasting Impacts in Higher Education, *Kristina Flores Victor, Jacob Benitez, Wendy Martinez, and Jovanna Justo-Sanchez*. “We’re Making a Difference”—Newcomers, Refugees, and Immigrants: A School-University-Community Partnership, *Cheryl A. Torrez and Marjori Krebs*. Exploring Teacher Residency Candidates’ Perceptions of Preparation to Support Immigrant Students in Elementary Classrooms, *Clara Vaz Bauler and Emily J. S. Kang*. Working Toward Biliteracy Family Night: Can Latino Families Engage in Developing Academic Events? *Kim H. Song and Gregory S. Child*. School Districts and Graduate Teacher Training Programs: Mutually Beneficial Partnerships? *Scott Kissau, Kristin J. Davin, Michelle Stephan, and Lan Kolano*. Promoting Social Justice Education Through University-School-Community Collaborations, *Giselle Martinez Negrette and Bailey B. Smolarek*. The Home Language in Preschool: Multilingual Strategies to Support Immigrant Families and Children in Universal Prekindergarten, *Zoila Morell, Yasmin Morales-Alexander, Madeline Sanchez, and Maria Olivier-Flores*. About the Editors. About the Contributors.



## A Place Called Home School-University-Community Collaboration and the Immigrant Educational Experience

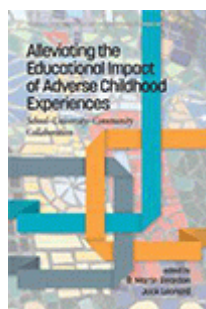
Jack Leonard, University of Massachusetts, Boston; R. Martin Reardon, East Carolina University

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Describing global trends in forced displacement in 2019, Filippo Grandi, United Nations High Commissioner for Refugees declared that “we are witnessing a changed reality in that forced displacement nowadays is not only vastly more widespread but is simply no longer a short-term and temporary phenomenon”. At the end of 2019, almost 80 million people had been forced to leave the place they called home “as a result of persecution, conflict, violence, human rights violations or events seriously disturbing public order,” according to the [United Nations High Commission for Refugees](https://www.unhcr.org/).

This volume presents the concerted efforts of chapter contributors to alleviate the alienation of those who have been displaced and help them to feel at home in the country in which they have sought refuge. Chapter contributors highlight their endeavors specifically with Latino, Hmong, and African immigrants in the United States and Canada, as well as with a veritable united nations of immigrant identities in general. Endeavors oriented to making immigrants feel at home inevitably raise the vexed question of what it means to be a good member of a society—regardless of whether one is a citizen.

**CONTENTS:** Introduction. Harnessing the Power of Family Leadership for Immigrant Students, *Aurelio M. Montemayor and Nancy Feyl Chavkin*. Embroidering Collaboration Across University, Community, and School Contexts: The Hmong Children’s Longitudinal Study, *Zha Blong Xiong, Malina Her, Lillie Lee, and Choua Yang*. A Holistic Approach to Strengthening the Home/School/University Partnership in Support of Refugee Students, *Rui Niu-Cooper, Lisa McManus, and Raul Ysasi*. Examining How Partnerships in a Full-Service Community School Influence the Educational Experiences of Immigrant and Refugee Youth, *Kathleen Provinzano, Kristin L. K. Koskey, and Toni Sondergeld*. Cultivating a Sense of Place for and With Immigrant Students Through University, School, Community Partnerships, *Amanda Eppley, Myrna Ortiz Villar, and Deborah McKoy*. Building Parent-School Partnerships Through the Hispanic Parent Leadership Academy, *Daniela M. Susnara, M. Blake Berryhill, Elizabeth K. Wilson, and Andrea Ziegler*. Citizenship: Community Engagement and Community Change, *Carolyn Colvin, Dan Stevenson, and Richard Barajas*. University and Charter System Partnership: Using Equity Based Design Improvement to Build Community Capital, *Doris Candelarie, Janet Filbin, and Rachel Kamnkhwani*. The Intricate Nature of 21st Century Students: Exploring Intersectionality and Persistence Among Immigrant Students at Canadian Universities, *Alyson E. King, Nawal H. Ammar, and Susan M. Brigham*. The King County Play Equity Coalition: Focusing on Increasing Youth Physical Activity Through School-University-Community Collaboration, *Julie McCleery and Katharine Olsen*. Improving Educational Access and Outcomes of Latinx Students: A Critical Collaboration, *Charlotte R. Hancock and Greg A. Wiggan*. About the Authors.



## Alleviating the Educational Impact of Adverse Childhood Experiences School-University-Community Collaboration

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

2020. Paperback 978-1-64802-112-1 \$45.99. Hardcover 978-1-64802-113-8 \$85.99. eBook 978-1-64802-114-5 \$65.

Recent crises—whether policy-induced (e.g., family separation at the Mexico/U.S. border) or natural disaster-related (e.g., hurricanes in Florida and North Carolina and wildfires in California)—have galvanized the attention of the U.S. and international public on the plight of children who endure these traumatic events. The sheer enormity of such wrenching events tend to overshadow the trauma endured by many children whose everyday life circumstances fall short of affording them a safe, stable, and nurturing environment.

At the national level, three rounds of data collection spanning January 2008 through April 2014 constituted the National Survey of Children’s Exposure to Violence (NatSCEV) that—according to Finkelhor, Turner, Shattuck, and Hambly (2013) in reporting on the 2011 round—assessed “a wide range of childhood victimizations” (pp. 614-615). Among many other findings, Finkelhor et al. concluded that “overall, 57.7% of the children and youth had experienced or witnessed at least 1 to 5 aggregate exposures (assaults and bullying, sexual victimization, maltreatment by a caregiver, property victimization, or witnessing victimization) in the year before this survey” (p. 619). According to the recent re-visiting of NatSCEV II by Turner et al. (2017), “almost 1 in 4 children and adolescents ages 5-15 in the United States lived in family environments with only modest levels of safety, stability, and nurturance, while about 1 in 15 had consistently low levels across multiple domains” (p. 8).

Adverse childhood events (ACEs) have both immediate and long-term impacts on children’s health and well-being (Banyard, Hambly, & Grych, 2017; Bowen, Jarrett, Stahl, Forrester, & Valmaggia, 2018; Walker & Walsh, 2015). Children do not shed their entanglement with ACEs at the schoolroom door. To highlight just one study, Jimenez, Wade, Lin, Morrow, & Reichman (2016) conducted a secondary analysis of a national urban birth cohort and found that experiencing ACEs in early childhood was “associated with below-average, teacher-reported academic and literacy skills and [more] behavior problems in kindergarten” (p. 1).

**CONTENTS:** Introduction. North Carolina Resilience and Learning Project, *Katie Rosanbalm, Elizabeth DeKonty, and Sheronda Fleming*. Trauma-Informed Partnering, *Jack Leonard*. Our School Behavioral Health “Y’Alliance”: The Development of a Rural School-Community-University Collaboration Focused on Supporting Children Who Have Experienced Trauma, *Travis Lewis, Karen D. Jones, Karen Koch, Kia Glosson, and Karen Harrington*. Pedagogy and

Adverse Childhood Experiences: A Teacher's Action-Learning Journey in Mitigating the Impact of Trauma Through Changing Teaching Practice, *Michelle Montgomery, Roberto H. Parada, and Brenda Dobia*. Systemic School Reform Partnership to Address Adverse Childhood Experiences in Flint, Michigan, *Bryan Beverly, Nicole Ellefson, and Brian J. Boggs*. River of Emotions: Reflecting on a University-School-Community Partnership to Support Children's Emotional Processing in a Post-Disaster Context, *Carol Mutch, Jason Miles, and Sarah Yates*. Increasing Trauma-Informed Practices in a High Poverty Elementary School: A School, University, and Community Partnership, *Betty V. DeBoer and Alyssa M. Boardman*. Schoolwide Trauma Informed Professional Development: We Can! Building Relationships and Resilience, *Armeda Stevenson Wojciak, Jan Powers, and Laura Medberry*. An Integrated Approach to Mitigating Adverse Childhood Experiences Through Trauma-Informed Yoga, *Lauren Dotson Davis and Rebecca Buchanan*. Bridging Education and Neuroscience to Support Transformation in Teaching and Learning: A Design-Based Approach, *Alison Wishard Guerra, Shana R. Cohen, Amanda Datnow, Timothy Brown, Terry Jernigan, Matt Doyle, and Alan Daly*. Coalescing Streams: Interrupting the Progression of Adversity Through Cross-Sector Mobilization and Systems Alignment, *John T. King, Aprille Phillips, Todd Bloomquist, and Peter Buckley*. A Research-Practice Partnership Serving Students Experiencing Trauma: Best Practices Revealed by an Investigation of a Dropout Prevention Alternative School, *Nicole Ralston, Rebecca Smith, Cara Megan Wright, and Jacqueline Waggoner*. Creating Holistic Trauma-Informed Schools: School-Based Health Centers, *Sherry Shamblin, Dawn Graham, and Erin Lucas*. About the Contributors.



## Integrating Digital Technology in Education School-University-Community Collaboration

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

2019. Paperback 978-1-64113-670-9 \$45.99. Hardcover 978-1-64113-671-6 \$85.99. eBook 978-1-64113-672-3 \$65.

This fourth volume in the Current Perspectives on School/University/Community Research series brings together the perspectives of authors who are deeply committed to the integration of digital technology with teaching and learning. Authors were invited to discuss either a completed project, a work-in-progress, or a theoretical approach which aligned with one of the trends highlighted by the New Media Consortium's NMC/CoSN Horizon Report: 2017 K-12 Edition, or to consider how the confluence of interest and action (Thompson, Martinez, Clinton, & Díaz, 2017) among school-university-community collaborative partners in the digital technology in education space resulted in improved outcomes for all—where “all” is broadly conceived and consists of the primary beneficiaries (the students) as well as the providers of the educational opportunities and various subsets of the community in which the integrative endeavors are enacted.

The chapters in this volume are grouped into four sections: Section 1 includes two chapters that focus on computational thinking/coding in the arts (music and visual arts); Section 2 includes three chapters that focus on the instructor in the classroom, preservice teacher preparation, and pedagogy; Section 3 includes four chapters that focus on building the academic proficiency of students; and Section 4 includes two chapters that focus on the design and benefits of school-university-community collaboration.

**CONTENTS: PART I: DIGITAL TECHNOLOGY IN THE ARTS.** A Curricular Activity System for Integrating Computational Thinking Into Music and Visual Arts in Three Rural Middle Schools: A Computer Science for All Initiative, *R. Martin Reardon and Claire Davie Webb*. Teaching a Computer to Sing: Integrating Computing and Music in an After-School Program for Middle School Students, *Daniel A. Walzer and Jesse M. Heines*. **PART II: THE DIGITAL TECHNOLOGY EDUCATOR.** A Multidisciplinary Approach to Incorporating Computational Thinking in STEM Courses for Preservice Teachers, *Jennifer E. Slate, Rachel F. Adler, Joseph E. Hibdon, Scott T. Mayle, Hanna Kim, and Sudha Srinivas*. The Availability of Pedagogical Responses and the Integration of Computational Thinking, *Whitney Wall Bortz, Aakash Gautam, Deborah Tatar, Stephanie Rivale, and Kemper Lipscomb*. Developing Elementary Students' Problem Solving, Critical Thinking, Creativity, and Collaboration Through a University-School Partnership, *Nancy Streim, Susan Lowes, Elizabeth Herbert-Wasson, Yan Carlos Colón, Lalitha Vasudevan, Jung-Hyun Ahn, and Woonhee Sung*. **PART III: BUILDING ACADEMIC PROFICIENCY.** Using Technology to Facilitate P-20 Partnerships in Rural Communities, *Elizabeth E. Smith, Heather Young, and Vinson Carter*. Tech Inequity: Preservice Teachers Combating the Digital Divide in an Urban School- and Community- Based Immersion Program, *Abiola Farinde-Wu and Aaron J. Griffen*. Integrating Digital Technology in Education: A Tech Center in the U.S. Borderland Region, *Lucia Chacon-Diaz and Susan Brown*. Collaborating With Educators: Video Games to Support Alternative Classroom Pedagogies to Support Boys' Meaning-Making, *Carol-Ann Lane*. **PART IV: DESIGN AND BENEFITS OF SCHOOL-UNIVERSITY-COLLABORATIONS.** Digital School Networks: Technology Integration as a Joint Research and Development Effort, *Michael Kerres and Bettina Waffner*. Mutual Benefits of Partnerships Among K-12 Schools, Universities, and Communities to Incorporate a Computational Thinking Pedagogy in K-12 Education, *Ahlam Lee*. About the Authors.



## Innovation and Implementation in Rural Places School-University-Community Collaboration in Education

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

2018. Paperback 978-1-64113-213-8 \$45.99. Hardcover 978-1-64113-214-5 \$85.99. eBook 978-1-64113-215-2 \$65.

This volume focuses on innovative school-university-community collaborations that are being implemented in rural places in the United States. A foundational belief that underpins the contributions to this volume is that rural communities contain within themselves the resources to promote and sustain vibrant educational endeavors. This belief has inspired a wealth of innovations that collectively offer a countervailing perspective to the view that global competitiveness is the preeminent goal of education, and that this goal is best served by “big education.” Since early last century, there has been a pervasive implicit, and sometimes explicit, assumption that rural places are bereft of the ability to educate children effectively. As repeatedly witnessed in this volume, in collaboration with universities, schools in rural places and the communities that both sustain and rely on them can appropriately configure the educational environment to optimally nurture the intellectual growth of children.

The chapters in this volume are grouped into three parts that explore, in turn, the design features of innovative school-university-community collaborations, some novel approaches to such collaborations, and the contours of parental and community involvement in such collaborations. Chapters discuss both larger scale collaborations that involve many school districts across wide -spread regions, and smaller scale collaborations that involve intensive engagements among the educators and members of smaller communities, and offer theoretical insights into the collaborative process itself. As mentioned above, two narrative threads run through the chapters: that effective collaborations address goals and aspirations expressed by those who are privileged to live in rural America, and that effective collaborations are oriented to building on the strengths inherent in the social fabric of those rural communities.

**CONTENTS: PART I: DESIGN FEATURES.** Developing and Sustaining School-University-Community Collaborative Partnerships to Develop School Leaders in Rural Areas, *Bonnie C. Fusarelli, Lance D. Fusarelli, and Lesley G. Wirt.* Germinating, Growing, and Renewing a District-University Partnership to Prepare Rural School Leaders, *Kimberly Kappler Hewitt, Jon Schmidt-Davis, and Ann W. Davis.* Spanning Boundaries to Enhance School Leadership: Examining a Research-Practice Partnership Co-Design Team, *Frederick C. Buskey, Hans W. Klar, Kristin Shawn Huggins, and Julie K. Desmangles.* Toward a Conceptual Framework for Designing and Implementing the Teacher Residency for Rural Education, *Emilie Mitescu Reagan, Andrew D. Coppens, Leslie J. Couse, Elyse Hambacher, Daniel Lord, Kathryn McCurdy, Diane Silva Pimentel.* Too Many Cooks in the Kitchen: Struggling for Voice and Sense of Place in a Rural School-University-Community Collaboration, *Steve Myran.* **PART II: NOVEL APPROACHES.** Third Space Partnerships for Teacher Education in Rural Communities, *Michael A. Kopish.* Design and Implementation of Needs-Based Collaborative Project: Experiences From a Small, Rural Community in Rockbridge County, Virginia, *Joshua G. Iddings and Haley W. Sigler.* Practicing What We Teach, *Tracey G. Scherr and Robin Fox.* Implementing Multi-Tiered Systems of Supports in Rural Schools Via a School-University Partnership, *Sara E. House Rich and Brit'ny Stein.* **PART III: PARENTAL AND COMMUNITY INVOLVEMENT.** Using the Researcher-Practitioner Partnership to Build Family-School Partnerships in a Rural High School, *Kara Lasater.* Impacting Rural Communities Through School-University-Community Collaboration Partnerships: The Parent Teacher Leadership Academy, *M. Blake Berryhill and Holly G. Morgan.* Examining Community College Targeted Expansions in a Rural Environment: The Case of Butler County Community College, *Lou L. Sabina, Nicholas C. Neupauer, and Kiara L. Sabina.* Rural Incubators: Re-Visioning Rural Districts as Centers for Innovative School and Community Collaboration, *Kirk Koennecke, Sharon Watkins, and Ryan Rismiller.*



## Making a Positive Impact in Rural Places Change Agency in the Context of School-University-Community Collaboration in Education

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

2018. Paperback 978-1-64113-221-3 \$45.99. Hardcover 978-1-64113-222-0 \$85.99. eBook 978-1-64113-223-7 \$65.

Following on from the preceding volume in this series that focused on innovation and implementation in the context of school-university-community collaborations in rural places, this volume explores the positive impact of such collaborations

in rural places, focusing specifically on the change agency of such collaborations. The relentless demand of urban places in general for the food and resources (e.g., mineral and energy resources) originating in rural places tends to overshadow the impact of the inevitable changes wrought by increasing efficiency in the supply chain. Youth brought-up in rural places tend to gravitate to urban places for higher education and employment, social interaction and cultural affordances, and only some of them return to enrich their places of origin. On one hand, the outcome of the arguable predominance of more populated areas in the national consciousness has been described as “urbanormativity”—a sense that what happens in urban areas is the norm. By implication, rural areas strive to approach the norm. On the other hand, a mythology of rural places as repositories of traditional values, while flattering, fails to take into account the inherent complexities of the rural context.

The chapters in this volume are grouped into four parts—the first three of which explore, in turn, collaborations that target instructional leadership, increase opportunities for underserved people, and target wicked problems. The fourth part consists of four chapters that showcase international perspectives on school-university-community collaborations between countries (Australia and the United States), within China, within Africa, and within Australia. The overwhelming sense of the chapters in this volume is that the most compelling evidence of impact of school-university community collaborations in rural places emanates from collaborations brokered by schools-communities to which universities bring pertinent resources.

**CONTENTS:** Making a Positive Impact in Rural Places: Change Agency in the Context of School-University-Community Collaboration in Education. **PART I: TARGETING INSTRUCTIONAL LEADERSHIP.** Learning by Leading in the Classroom: A Rural Research-Practice Partnership, *Matthew Militello, Karen D. Jones, Lyndsey Dunn, and Courtney Marshburn Moffitt*. Professional Learning in a Rural School Community: The Instructional Rounds Partnership, *Rebecca Woodland, Rebecca Mazur, and Michael Sullivan*. **PART II: OPPORTUNITIES FOR UNDERSERVED.** The Evolution of a Research-Practice Partnership: Examining the Recruitment and Retention of Teachers of Color in Rural and Suburban Contexts, *Deanna Hill, Kristine Grant, and Circe Stumbo*. Immigration, Race, and Rurality: Educational Experiences of Black African Immigrants in Rural America, *Maraki Shimelis Kebede*. Sustained and Sustaining Conversations: A Programmatic Approach to Narrating Resilience in Rural Ohio, *Wendy Pfrenger, Erica Noll, and Austin Cope*. Rural Education Institute: Nurturing Partnerships in Eastern North Carolina, *M. Kristen Cuthrell*. **PART III: TARGETING WICKED PROBLEMS.** Addressing Rural, Wicked Problems Through Collaboration: A Critical Reflection on a School-Community-University Design Process, *Catharine Biddle, Ian Mette, Lyn Mikel Brown, Mark Tappan, Brittany Ray, and Sarah Strickland*. The Heart of Our Community: Developing University-Assisted Community Schools in Rural Places, *Lisa V Blitz, Elizabeth M. Anderson, Candace A. Mulcahy, and Laura Bronstein*. Creating a Trauma-Informed Rural Community: A University-School District Model, *Brenda M. Morton and Anna Berardi*. **PART IV: INTERNATIONAL PERSPECTIVES.** Mobilizing to Shape Rural Outcomes: Perspectives of School-University-Community Partnerships in Rural America and Australia, *Sheri S. Williams, Viola E. Florez, and George G. Otero*. Supporting the Under-Resourced Rural Schools Through Partnership: A Case Study of Rural-Urban School Partnership Program in China, *Wenfan Yan, Yumei Han, Ling Li, Naiqing Song, and Fangfang Guo*. Rural Areas Are Not Hopeless, *Noluntu Dyubhele*. Transforming Science Teaching and Science Teacher Education Through an Australian University-School Partnership, *Monica Green and Hongming Ma*. About the Editors. About the Contributors.



## Exploring the Community Impact of Research-Practice Partnerships in Education

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

2017. Paperback 9781681238289 \$45.99. Hardcover 9781681238296 \$85.99. eBook 9781681238302 \$65.

This volume explores the impact of research-practice partnerships in education (broadly conceived) on communities in which such partnerships operate. By invitation, some of the partnerships celebrated in this volume are firmly established, while others are more embryonic; some directly engage community members, while others are nurtured in and by supportive communities. Collectively, however, the eleven chapters constitute a range of compelling instances of knowledge utilization (knowledge mobilization), and offer a counter-narrative to the stereotypical divide between researchers and practitioners.

Educational researchers and educational practitioners reside in and are both politically supported and socially sustained by their local communities. The nesting of researchers' and practitioners' collaborative decision-making and action in the financial, social, organizational, and political contexts of the community—together with the intended and unintended outcomes of those decisions and actions—speaks to the essence of community impact in the context of this volume.

**CONTENTS:** Introduction. Acknowledgments. **PART I: RESEARCH-PRACTICE PARTNERSHIPS FOR LEADING AND LEARNING.** Partnering for a Diverse K-12 Principal Preparation Pipeline, *Jack Leonard and Ceronne B. Daly*. A School District and College Collaborate to Develop Career Ladders for Educators: Features, Impacts, and Research, *Linda A. Catelli, Judith Marino, and Glen Eschbach*. Professional Learning Community Practices and Characteristics Supporting Teacher Candidate and Student Learning within Selected Professional Development Schools, *Phillip J. Blacklock and Daphney L. Curry*. **PART II: RESEARCH-PRACTICE PARTNERSHIPS AT SCALE.** Sustained Engagement Through a School-University Partnership, *Virginia L. McLaughlin, Jan Rozzelle, and Jennifer L. Hindman*. Community-School-University Partnerships as Catalyzing Reform in Districts and Across the State: The University-Assisted Community Schools Project in Knoxville, Tennessee, *D. Gavin Luter and Robert F. Kronick*. **PART III: RESEARCH-PRACTICE PARTNERSHIPS IN SPECIFIC CONTEXTS.** Propensity Score Analysis for Examining the Effects of a District-Level Intervention: A Model for School-University Partnerships, *Avery D. Newton and Laura M. O'Dwyer*. Action for Early Learning: A Research-Practice, Place-Based Partnership, *Mary Jean Tecce DeCarlo, Adena Klem, and Maria Walker*. Collaborative Partnerships Between Preservice and Inservice Teachers as a Driver for Professional Development, *Matthew E. Vick and Nicholas F. Reichhoff*. A Research-Practice Partnership as the Lever for Increased Community Engagement: Developing a Community-Minded Survey Program in a Large Urban District, *Tonya Wolford, Adrienne Reitano, Kirsten Lee Hill, and Laura M. Desimone*. **PART IV: OF BORDERLANDS AND BOUNDARY SPANNERS.** Building Bridges Not Walls: The Potential of International Partnerships on Educational Research and Practice, *Sheri C. Hardee and Catherine Rosa*. The Identification, Influence, and Impact of Boundary Spanners Within Research-Practice Partnerships, *Casey D. Mull and Katherine Rose Adams*. About the Contributors.



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