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Kenneth K. Wong, *Brown University*

Education is high on the policy agenda in nations around the world. The quality of human capital constitutes a primary driving force in the global system. Professional associations, businesses, think tanks, and other interest groups are developing strategies to transform teacher recruitment and training, improve school management, and expand parental choice. These policy redirections, however, often occur in the absence of research-based knowledge. Research findings can provide useful guide to the current policy debate on school reform and innovation. New models of intervention can be empirically examined by third parties who are neither program consumers nor designers. Researchers can also develop creative tools that would allow for longitudinal assessment of the value-added performance of students and teachers. This book series is devoted to the systematic study of education policy and school governance at the local, national, and global levels. Topics addressed include (1) education governance and management in a multi-layered policy organization, (2) the school's relations with the family, markets, civil society, technological forces, class and social stratification, and other institutions, (3) the way instructional and schooling services are delivered to students in different national and local settings, and (4) alternative strategies to improve accountability and outcome based performance.

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## Federalism and Education Ongoing Challenges and Policy Strategies in Ten Countries

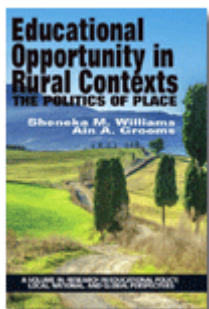
Kenneth K. Wong, Brown University; Felix Knüpling, Forum of Federations; Mario Kölling, Spanish National Distance Education University

2018. Paperback 978-1-64113-172-8 \$45.99. Hardcover 978-1-64113-173-5 \$85.99. eBook 978-1-64113-174-2 \$65.

Federalism has played a central role in charting educational progress in many countries. With an evolving balance between centralization and decentralization, federalism is designed to promote accountability standards without tempering regional and local preferences. Federalism facilitates negotiations both vertically between the central authority and local entities as well as horizontally among diverse interests. Innovative educational practices are often validated by a few local entities prior to scaling up to the national level. Because of the division of revenue sources between central authority and decentralized entities, federalism encourages a certain degree of fiscal competition at the local and regional level. The balance of centralization and decentralization also varies across institutional and policy domains, such as the legislative framework for education, drafting of curricula, benchmarking for accountability, accreditation, teacher training, and administrative responsibilities at the primary, secondary, and tertiary levels.

Given these critical issues in federalism and education, this volume examines ongoing challenges and policy strategies in ten countries, namely Australia, Austria, Belgium, Canada, Germany, Italy, Spain, Switzerland, United Kingdom, and the United States. These chapters and the introductory overview aim to examine how countries with federal systems of government design, govern, finance, and assure quality in their educational systems spanning from early childhood to secondary school graduation. Particular attention is given to functional division between governmental layers of the federal system as well as mechanisms of intergovernmental cooperation both vertically and horizontally. The chapters aim to draw out comparative lessons and experiences in an area of great importance to not only federal countries but also countries that are emerging toward a federal system.

**CONTENTS:** Federalism and Education: Cross-National Lessons on Governance, Standards, and Accountability for the 21st Century, *Kenneth K. Wong, Felix Knüpling, Mario Kölling, and Diana Chebenova*. Schooling Policy in Australia: Concurrent, Complex, and Contested, *Bronwyn Hinz*. Federalism and Education in Austria, *Peter Bußjäger*. The Organization of Education Policies: A Mirror of Belgian Political History and Federalism, *Peter Bursens, Petra Meier, and Peter Van Petegem*. Federalism and Education: The Canadian Case, *Jennifer Wallner*. Educational Federalism in Germany: Tensions Between the States' Autonomy and Cooperative Unitarization, *Henrik Scheller*. The Italian Education System: Constitutional Design, Organization and Policy-Making, *Elisabeth Alber and Martina Trettel*. Federalism and Education: Governance, Standards, and Innovation for the 21st Century in Spain, *Mario Kölling and Xavier Rambla*. The Pros and Cons of Horizontal Federalism: Primary and Secondary Education Governance in Switzerland, *Béatrice Zielgler, Monika Waldis, Daniel Kübler, Andri Gustin and Andreas Glaser*. Federalism and Education: The Case of the UK, *Deborah Wilson and Llorenc O'Prey*. Public Education as a Shared State-Federal Function in the United States: Institutional Changes and Policy Challenges, *Kenneth K. Wong*.



## Educational Opportunity in Rural Contexts The Politics of Place

Sheneka M. Williams, The University of Georgia; Ain A. Grooms, Southern Regional Education Board

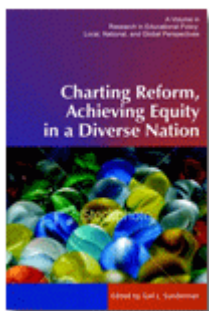
2015. Paperback 9781681232485 \$45.99. Hardcover 9781681232492 \$85.99. eBook 9781681232508 \$65.

The impetus behind this volume stems from reflections on commemorations of the historic *Brown v. Board of Education* decision. *Brown* turned 60 in May of 2014, and many special issues of peer-reviewed journals were dedicated to that anniversary. Unlike most special issues and volumes, we sought to highlight a smaller part of *Brown*, though no less significant. More specifically, we thought to develop a volume that focused on rural education in the aftermath of the decision. Most of the education policy and education reform literature caters to urban and suburban contexts, and very few academic books and journal articles—with the exception of research conducted by Craig, Amy, and Caitlin Howley and the *Journal for Research on Rural Education*—focus on rural education in the US. Thus, we wanted this volume to focus on the politics of educational opportunity in rural contexts.

There is a paucity of rigorous research that examines how education policy affects the conditions of rural education. More specifically, research is scarce in examining the ways in which students in rural schools and districts have access to educational opportunities, although approximately one-third of all public schools are located in rural areas (Ayers, 2011). Educational opportunity in rural districts has been plagued by geographic isolation, loss of economic bases, and lack of capital (both financial and political) to voice the need for resources. To be clear, this volume does not present chapters that detail educational opportunity in rural districts and schools from a deficit perspective. Instead, chapters in this volume offer insight into both micro- and macro-level policies and practices that shape educational opportunities for students in rural schools and districts. As such, chapters in this volume investigate the “now” of educational opportunity for rural students and makes recommendations and suggestions for “later”. Given that, we are reminded of James Coleman’s (1975) thesis, “Education is a means to an end, and equal opportunity refers to later in life rather than the educational process itself” (p.28).

This book will be organized into two distinct sections. The first section, comprised of chapters that examine educational opportunity in rural districts from a micro-level perspective, is devoted to chapters that broadly examine the implications of state and federal policy on educational opportunity in rural schools and districts. The second section, which includes case studies of rural districts in the American South, Appalachia, and the Northeast, takes a macro-level approach to examining educational opportunity in rural districts. Combined, chapters throughout the book provide readers with both an overview and a specific snapshot of educational opportunity in rural schools. Given the breadth and scope of chapters included in this volume, we believe the book adds tremendously to the education policy literature, as this vantage point has rarely been included in larger education policy discussions.

**CONTENTS:** Preface, *Sheneka M. Williams and Ain A. Grooms*. **Part I: Implications of State and Federal Policies on Rural Schools.** School Funding and Rural Districts, *Jerry D. Johnson and Brian P. Zoellner*. Location, Location, Location: School Choice in the Rural Context, *Ain A. Grooms*. The Unequal Impact of the Great Recession on the Instructional Capacity of Rural Schools, *John W. Sipple and Yuan Yao*. Literacy Education for the Lumps and Divots of Smart Cities and Rural Places, *Karen Eppley and Patrick Shannon*. **Part II: Implications of Local Policy and Practice in Rural Schools.** It Takes a Community: Preparing Teachers for Rural African American Early Childhood Students, *Janeula M. Burt and Daniel Boyd*. A New Narrative on Rural Education: How One High School Takes on 21st Century Challenges, *Stephen Kotok, Erica L. Kryst and Annelise Hagedorn*. The Political Economy of Academic Achievement in Appalachia, *Craig B. Howley, Caitlin W. Howley and Wesley A. Kuemmel*. List of Contributors.



## Charting Reform, Achieving Equity in a Diverse Nation

Gail L. Sunderman

2013. Paperback 9781623962715 \$45.99. Hardcover 9781623962722 \$85.99. eBook 9781623962739 \$65.

This book examines what equity means in a nation where the schools are becoming more diverse. The authors consider how well our educational reform policies, often framed in the language of equity and opportunity, measure up to the challenges of achieving equity in a diverse nation. While there is growing awareness of the increasing racial, ethnic, and socioeconomic diversity of the nation, there is little recognition of how these trends affect the schools, particularly in formerly homogeneous communities. At the same time, inequalities in student achievement between different racial, ethnic, and socioeconomic groups persist, even as educational policy has intensified the focus on the achievement gap. These two challenges make definitions of equity and opportunity as urban problems obsolete and call for a critical examination of educational policy and reform from an equity perspective. Central themes include the critical examination of how equity is conceived under the law and in policy, the experiences of minority students in suburban schools, and the impact of current reform policies and strategies for achieving greater educational opportunities for all students.

This book is designed for graduate and undergraduate courses in educational policy and policy analysis, for policymakers interested in a critical examination of current reform policies and options, and educational leaders and administrators struggling with the implementation of reform mandates. From a policy perspective, it includes a survey of the evolution of educational policies and reforms since the 1960s and traces the mix of legal and legislative legacies that have informed educational policy and equity. It describes how trends in suburban diversification affect the schools, something that has largely escaped the attention of educational reformers. It provides school-based and non-school-based remedies for achieving equity in diversifying suburban communities and articulates alternatives to the current accountability for performance approach. It offers new and innovative analyses of current approaches to school reform, including an analysis of how accountability tests can create the illusion of reducing the achievement gap and an examination of the paradoxes of

federally funded compensatory policies that incorporate market-based strategies. Novel approaches—such as social emotional learning and placed-based college access strategies—are examined through an equity lens.

**CONTENTS:** Preface, *Gail L. Sunderman*. **PART I: CONCEPTIONS OF EQUITY.** Educational Equity and Reform: Have We Achieved Our Goals? *Gail L. Sunderman*. Wither the Suburban Ideal? Understanding Contemporary Suburban School Contexts, *Erica Frankenberg*. Equitable Public Education: “Getting Lost in the Shuffle”, *Robert G. Croninger and Kathleen Mulvaney Hoyer*. **PART II: PROMISING STRATEGIES.** The Potential of Economic Integration to Raise Academic Achievement for Low-Income Students, *Heather Schwartz*. Advancing Equity in an Integrated, Suburban Community, *Gail L. Sunderman*. Ford Foundation’s Efforts to Achieve Educational Equity: Measurable Reform or Quixotic Tilting? *Marian A. Bott*. **PART III: EDUCATIONAL ACCOUNTABILITY: EFFECTS ON STUDENT OUTCOMES AND EQUITY.** The Roots of Score Inflation: An Examination of Opportunities in Two States’ Tests, *Rebecca Holcombe, Jennifer L. Jennings, and Daniel Koretz*. Racial and Socioeconomic Gaps in Social Skills Development: A Longitudinal Study of K-5 Children’s Growth Trajectories and the Effects of Parents and Schools, *Xiaoyan Liu and Jaekyung Lee*. Devil Is in the Details: Examining Equity Mechanisms in Supplemental Educational Services, *Rudy Acosta, Patricia Burch, Annalee Good, and Mary S. Stewart*. Local College Access Strategies: Examining the Equitable Distribution of Postsecondary Access in Michigan, *Nathan Daun-Barnett and Irene Holohan-Moyer*.



## Partnering for Progress Boston University, the Chelsea Public Schools, and Twenty Years of Urban Education Reform

Cara Stillings Candal, Boston University

2009. Paperback 978-1-60752-122-8 \$45.99. Hardcover 978-1-60752-123-5 \$85.99. eBook 9781607521945 \$65.

For decades, education researchers have understood that school/university partnerships can be beneficial for education reform. K-12 institutions derive benefits from working with professors and university students, and higher education institutions use local schools as sites for teacher training and school improvement research. Partnerships between universities and entire school districts for the explicit purpose of school district turnaround are extremely rare, however. This is one reason why the longstanding partnership between Boston University and the Chelsea Public School District is truly one of a kind. In 1989 Boston University committed itself to the day to day management of Chelsea’s schools, which were beleaguered with financial, managerial, and social problems. After twenty years and in large part thanks to that Partnership, the Chelsea Public Schools, once the lowest performing in Massachusetts, have become some of the state’s highest performing urban schools.

In this collection, scholars from Boston University, the Chelsea Public schools, and abroad examine the history the Boston University/Chelsea Public Schools Partnership and the important changes that are now a part of its legacy. Contributors examine both some of the promises fulfilled and some of the pitfalls encountered along the way, and they do so with an eye to how the Boston University/Chelsea experience can inform other school districts and universities interested in forging partnerships. How does a university take fiscal and managerial responsibility for a struggling school district and what are the challenges inherent to such a unique relationship? What specific resources can a university bring to a struggling school district and how does a school district in turn contribute to the betterment of the university? Also, how does a longstanding partnership survive and thrive in the midst of a dynamic federal and state education reform climate?

The lessons outlined in this volume should be informative for researchers, policy makers, and school and university leaders interested in the possibilities that school/university partnerships hold for true education reform.

**CONTENTS:** Introduction, *Cara Stillings Candal*. How Chelsea Has Changed: A Personal Reflection, *Charles L. Glenn*. The Origins of the Boston University/Chelsea Partnership, *Kevin Carleton*. The Ironies of Accountability, *Douglas Sears*. The Development of Planning and Control Systems for an Evolving School District, *Monica Baraldi*. “Every Child Can Learn”: Accountability and Student Achievement in the Context of the Boston University/Chelsea Partnership, *Cara Stillings Candal*. The Impact of Student Mobility on Academic Achievement: Lessons Learned in the Time of the Boston University/Chelsea Public Schools Partnership, *Mary M. Bourque*. Networking for the Turnaround of a School District: The Boston University/Chelsea Partnership, *Daniele Vidoni and Angelo Paletta*. Outreach and the Chelsea Public School System: From BU to CBOs? *Frans Spierings*. The Chelsea Story: Where to from Here? *Thomas S. Kingston*. About the Contributors.



# Cross-National Information and Communication Technology Policies and Practices in Education

(Revised Second Edition)

Tjeerd Plomp, University of Twente; Ronald E. Anderson, University of Minnesota; Nancy Law, University of Hong Kong; Andreas Quale, University of Oslo, Norway

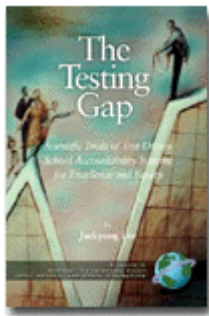
2009. Paperback 978-1-60752-043-6 \$45.99. Hardcover 978-1-60752-044-3 \$85.99. eBook 9781607525097 \$65.

This compendium of papers documents educational ICT policies and practices in 37 countries, making it a valuable resource for understanding and comparing ICT-related national policy developments in education. We believe that this work offers a unique in-depth examination of the trends within major education systems and how they have adapted to and taken advantage of the challenges and opportunities posed by the new information and communication technologies. A special feature of this edition is that it allows for interesting comparative analyses of sub-groups of countries, as many Asian, European Union, and former eastern-European countries, as well as the United States and Canada (among others), are included in the book. But it allows also for other than regional comparisons given that a number of newly industrialized countries (such as Brazil, Chile, Malaysia, and South Africa) are represented in this book, together with many OECD countries.

This book is the result of the effort and hard work of the contributing authors, many of whom are the NRCs for IEA SITES in their respective countries. Special thanks must go to the Norwegian Royal Ministry of Education and Research and the Netherlands Kennisnet ICT OP School Foundation, both of which provided generous support for the preparation and dissemination of the book, to the Center for Information Technology in Education (CITE) of the University of Hong Kong, which assisted in the technical preparation of the manuscript, and to the IEA Secretariat, which facilitated the copyediting of the chapters. We want to acknowledge especially the professional contribution of Paula Wagemaker, who has copyedited the entire volume. This copyediting work is especially critical and challenging, as many of the chapters were written by authors for whom English is a foreign language. We also want to express our appreciation to David Robitaille, chair of the IEA Publications and Editorial Committee, and his committee for the critical and constructive review of the manuscript.

**CONTENTS:** Foreword, *Seamus Hegarty*. Preface, *Tjeerd Plomp, Ronald E. Anderson, Nancy Law, and Andreas Quale*. **PART I: SUMMARY CHAPTERS.** Introduction, *Ronald E. Anderson and Tjeerd Plomp*. Curriculum and Staff Development for ICT in Education, *Nancy Law*. Trends in Instructional ICT Infrastructure, *Geir Ottestad and Andreas Quale*. **PART II: COUNTRY CHAPTERS.** National Policies and Practices on ICT in Education: Australia, *John Ainley*. National Policies and Practices on ICT in Education: Belgium, *Brigitte Denis, Martin Valcke, and Johan van Braak*. National Policies and Practices on ICT in Education: Brazil, *Fredric M. Litto*. National Policies and Practices on ICT in Education: Canada, *Tom Rich*. National Policies and Practices on ICT in Education: Catalonia (Spain), *Ferran Ruiz Tarragó*. National Policies and Practices on ICT in Education: Chile, *J. Enrique Hinojosa, Pedro Hepp, and Cristián Cox*. National Policies and Practices on ICT in Education: China Hong Kong, *Nancy Law*. National Policies and Practices on ICT in Education: People's Republic of China, *Hu Jun and Nancy Law*. National Policies and Practices on ICT in Education: Chinese Taipei, *Janet Mei-Chuen Lin, Cheng-Chih Wu, and Guey-Fa Chiou*. National Policies and Practices on ICT in Education: Cyprus, *Constantinos Papanastasiou and Lefkios Doratis*. National Policies and Practices on ICT in Education: Denmark, *Anne Larson*. National Policies and Practices on ICT in Education: England, *Margaret J. Cox*. National Policies and Practices on ICT in Education: Estonia, *Anu Toots, Mari Plakk, and Tõnu Idnurm*. National Policies and Practices on ICT in Education: Finland, *Marja Kankaanranta*. National Policies and Practices on ICT in Education: France, *Catherine Régnier*. National Policies and Practices on ICT in Education: Germany, *Renate Schulz-Zander and Birgit Eickelmann*. National Policies and Practices on ICT in Education: Hungary, *Andrea Kárpáti and Ádám Horváth*. National Policies and Practices on ICT in Education: India, *Utpal Mallik*. National Policies and Practices on ICT in Education: Ireland, *Paul F. Conway and Eileen Brennan Freeman*. National Policies and Practices on ICT in Education: Israel, *Rafi Nachmias, David Mioduser, Alona Forkosh-Baruch, and Dorit Tubin*. National Policies and Practices on ICT in Education: Italy, *Roberto Melchiori and Renata Picco*. National Policies and Practices on ICT in Education: Japan, *Masaru Sakayauchi, Hideki Maruyama, and Ryo Watanabe*. National Policies and Practices on ICT in Education: Republic of Korea, *Eun-Soon Oh*. National Policies and Practices on ICT in Education: Lithuania, *Lina Markauskaite*. National Policies and Practices on ICT in Education: Malaysia, *Sulaiman Hashim and Hajar Mohd. Nor*. National Policies and Practices on ICT in Education: The Netherlands, *Alfons ten Brummelhuis, Keimpe de Heer, and Tjeerd Plomp*. National Policies and Practices on ICT in Education: New Zealand, *Murray Brown and Megan Chamberlain*. National Policies and Practices on ICT in Education: Norway, *Ola Erstad and Andreas Quale*. National Policies and Practices on ICT in Education: Philippines, *Ester B. Ogena and Filma G. Brawner*. National Policies and Practices on ICT in Education: Russian Federation, *Alexei L. Semenov*. National Policies and Practices on ICT in Education: Singapore, *Thiam Seng Koh, Sai Choo Lee, and Seau Fah Foo*. National Policies and Practices on ICT in Education: The Slovak Republic, *Viera Blahova*. National Policies and Practices on ICT in Education: Slovenia, *Barbara Nežal Breko*. National Policies and Practices on ICT in Education: South Africa, *Seugnet Blignaut and Sarah Howie*. National Policies and Practices on ICT in Education: Sweden, *Peter Karlberg*. National Policies and Practices on ICT in Education: Thailand,

Pornpun Waitayangkoon. National Policies and Practices on ICT in Education: United States of America, Ronald E. Anderson and Sara Dexter. About the Editors and Authors.



## The Testing Gap Scientific Trials of Test-Driven School Accountability Systems for Excellence and Equity

Jaekyung Lee, SUNY Buffalo

2007. Paperback 978-1-59311-748-1 \$45.99. Hardcover 978-1-59311-749-8 \$85.99. eBook 9781607527336 \$65.

The objective of this book is to advance our understanding of the design, implementation and evaluation of test-driven external accountability policies for improving both academic excellence and equity. This book provides new insights into debates about the efficacy of highstakes testing through critical synthesis of previous studies and through systematic analysis of the achievement gap trends over the past 15 years. The core findings have implications for contemporary national and state policy efforts, as mandated by NCLB, to close the achievement gap. The book alerts readers to scientific, institutional and technical threats to the current test-driven school accountability system, and possible consequences if we fail to counteract those threats and continue the current policy course with underfunded mandates and an over-reliance on testing and sanctions.

**CONTENTS: Preface. Introduction. PART I: Policy, Research and Practice of Test-Driven External Accountability.** Educational Policy Laboratory: Scientific Trials of Accountability. Research Threats: Accountability Garners Mixed Evidence. Institutional Threats: Accountability Meets School Realities. Technical Threats: Accountability Falls into Testing Traps. **PART II: Impact of NCLB and State Accountability on the Achievement Gap.** Shattered Visions of NCLB and State Accountability. National Achievement Trends in NAEP. State Achievement Trends in NAEP. Discrepancies between NAEP and State Assessment Results. **PART III: Transforming the Future of Educational Accountability System.** Conclusion. **PART IV: Appendices: A: Measures of State Accountability: State Activism in Test-Driven External Accountability.** B: Summary of Cross-State Causal-Comparative and Correlational Studies on the Effects of High-Stakes Testing and Accountability Policies on Academic Achievement. C: Description of School Organizational Context Variables. D: Description of Maine School Profile Variables Used in MEA School Performance Status and Progress Analysis. E: Data and Statistical Methods for Trend Analysis. F: HLM Analysis of the Relationship between State Accountability Policies and Student Achievement Outcomes. G: Comparison of NAEP and State Assessment in Reading and Math Proficiency. References.



## System-wide Efforts to Improve Student Achievement

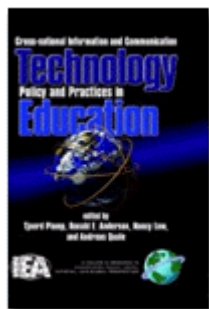
Stacey Rutledge, Florida State University; Kenneth K. Wong, Brown University

2006. Paperback 1-59311-224-6 978-1-59311-224-0 \$45.99. Hardcover 1-59311-225-4 978-1-59311-225-7 \$85.99. eBook 9781607527657 \$65.

Strong system-wide support is increasingly being identified as laying an important role in policy efforts aimed at increasing student achievement (Hightower, Knapp, March, and McLaughlin: 2002). Yet current research often views district and other system-wide support as largely governance changes without substantive linkage to school improvement outcomes (Cuban and Usdan: 2003). In this volume we seek to deepen our understanding of the role of school districts and system-wide initiatives through a series of case studies that focus on how school districts and system-wide actors facilitate policy innovation and reform initiatives that are designed to improve student achievement. Through both quantitative and qualitative studies from diverse settings across the country, chapters in this volume examine the role of instructional technology, alternative accountability practices, management and partnership reforms, and school improvement efforts through new incentive and support practices. While challenges remain, these case studies demonstrate how districts support and facilitate school change aimed at improving student achievement.

**CONTENTS:** "Accountability and the Cognitive Politics of School and Student Failure in Urban High Schools.", *Dorothea Anagnostopoulos and Stacey Rutledge*. "Lessons Learned from a Longitudinal Assessment of the New American Schools

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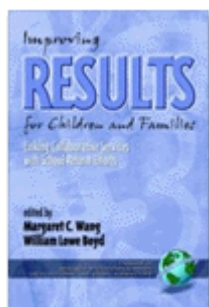


## Cross-national Information and Communication Technology Policy and Practices in Education

Andreas Quale, University of Oslo, Norway; Nancy Law, University of Hong Kong; Ronald E. Anderson, University of Minnesota; Tjeerd Plomp, University of Twente

2003. Paperback 1-59311-018-9 978-1-59311-018-5 \$45.99. Hardcover 1-59311-019-7 978-1-59311-019-2 \$85.99. eBook 9781617352485 \$65.

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## Improving Results for Children and Families Linking Collaborative Services with School Reform Efforts

William Lowe Boyd, Pennsylvania St. University; Margaret C. Wang, Temple University

2001. Paperback 1-930608-02-0 978-1-930608-02-3 \$45.99. Hardcover 1-930608-03-9 978-1-930608-03-0 \$85.99. eBook 9781607525325 \$65.

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**CONTENTS:** Preface, *Margaret C. Wang and William Lowe Boyd*. **Section I: Emerging Models for Connecting Community Services Reform and Education Improvement Efforts.** Trends and Lessons in School-Community Initiatives, *Atelia I. Melaville with Martin J. Blank*. Community for Learning: Connection with Community Services, *JoAnn B. Manning and Lucy Rodriguez*. **Section II: The Impact of School and Community-Based Interventions on Children's Learning and Development Schools** Community-based Interventions and Children's Learning and Development: What's the Connect? *Katherine K. Merseth, Lisbeth B. Schorr, and Richard F. Elmore*. Furthering Education:

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