

Annotated Bibliography:

Partnerships

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[Alotaiba, S., Connor, C.M., Folsom, J.S., Greulich, L., Meadows, J. & Li, Z. \(2011\). Assessment: Data-Informed Guidance to Individualize Kindergarten Reading Instruction: Findings From a Cluster-Randomized Cluster-Randomized Controlled Field Trial. *Elementary School Journal*, 111\(4\), 535 – 560.](#)

The purpose of this cluster-randomized control field trial was to examine whether kindergarten teachers could learn to differentiate classroom reading instruction using Individualized Student Instruction for Kindergarten (ISI-K) and to test the efficacy of differentiation on reading outcomes. The study involved 14 schools, 23 ISI-K (n = 305 students) and 21 contrast teachers (n = 251 students). Data sources included classroom observations, parent surveys, and student assessments of language, cognitive, and reading skills. Hierarchical multivariate linear modeling revealed that students in ISI-K classrooms outperformed contrast students on a latent measure of reading skills (ES = 0.52). Teachers in both conditions provided small-group instruction, but teachers in the ISI-K condition provided significantly more individualized instruction. Findings are discussed regarding professional development to differentiate core reading instruction and the challenge of using Response to Intervention approaches to address students' needs in the areas of reading.

[Bianco, S.D. \(2010\). Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention \(RTI\) Model. *Teaching Exceptional Children Plus*, 6\(5\).](#)

As teachers, administrators, and members of intervention teams use student performance data to inform instructional decisions and monitor implementation of tiered instruction in a Response to Intervention (RTI) model, assuring fidelity of implementation or treatment integrity continues to be a challenge. This article describes how one school district established a model of RTI including three mechanisms to enhance data-driven instruction and fidelity of implementation through the use of: (1) a student intervention tracking form, (2) reading coaches, and (3) teacher-made video clips.

[Bole, P. P., & Farizo, K.P. \(2013\). Using Learning Walks to Improve Collaboration and Charter School Performance \(A University/ P-12 School Partnership\): Year One. *New Educator*, 9\(4\), 328-345.](#)

Many universities exist apart from their community's public schools. A New Orleans area public university took measures to facilitate collaborative partnerships with four public schools. Those schools were taken over and converted to charter schools by state officials for poor performance. The partnerships created simultaneous opportunities and challenges, especially in the aftermath Hurricane Katrina. One challenge involved replacing damaged school buildings. Another challenge involved forging productive relationships. This article explains how the university utilized "Learning Walks" (Resnick, 1996) to facilitate stakeholder collaboration, which blossomed into partnerships facilitating school and student improvement and professional development opportunities for both entities.

Breault, D.A. (2013). The challenges of scaling-up and sustaining professional development school partnerships. *Teaching and Teacher Education, 36, 92-100.*

This article addresses the challenges PDS partnerships face as they go to scale. Based on Coburn's (2005) notions of scale, the article uses organizational theory to analyze data from a ten-year qualitative metasynthesis of PDS partnership research. Based upon the analysis, the article offers four recommendations:

- PDS partnerships should sustain strong trajectories of research regarding their work;
- Stakeholders in PDS partnerships need to ensure that faculty and staff have adequate support to thrive;
- PDS partnerships need to be based upon enabling bureaucratic structures;
- PDS partners need to create opportunities to engage with each other in positive, normative spaces.

Edmunds, J.A., Wilse, J., Arshavsky, N., & Dallas, A. (2014). Mandated engagement: The impact of early college in high schools. *Teachers College Record, 115(7).*

This study uses an experimental design to determine that early college high schools have a positive impact on indicators and facilitators of engagement. The report uses qualitative data to suggest that these schools create an environment that essentially requires students' active participation in school.

Evans, T. (2015). Data Addressing Individuals Learning Needs. *Momentum, 46(2), 61.*

The author describes her experiences in implementing data-driven instruction under the blended learning program in U.S. schools. The teaching style reportedly involves identification of each individual student's stumbling blocks, reteaching, and providing needed support to struggling students. She claims that students' progress as well as blended learning and standardized Northwest Evaluation Association (NWEA) test results have given her the confidence to continue with the strategy.

Hoffman, A.R., Jenkins, J.E., & Dunlap, S.K. (2009). Using DIBELS: A Survey of Purposes and Practices. *Reading Psychology, 30*(1), 1-16.

Using a mail survey and face-to-face interviews, this study explored educators' use of and perceptions about DIBELS, a widely used reading assessment and intervention instrument. Analysis included tabulations and a conceptual analysis of extended responses. Most frequent uses for DIBELS included identification of at-risk students, intervention development, and progress monitoring. However, respondents were less clear about how progress monitoring data informed their instruction and whether DIBELS was aligned with state-mandated testing. Time issues were perceived as both positive (quick to administer) and negative (administered individually and repeatedly) factors. Mirroring the literature, respondents expressed both strong positive and negative views about DIBELS.

Levin, B., & Schrum, L. (March 2013). Technology-rich schools UP CLOSE. *Educational Leadership, 70*(6).

The article provides information on the educational technology in several U.S. school districts, noting that the schools involved attempted to create learning-based goals rather than simply adding technological innovations. Information is provided on curriculum reforms enacted to assist with technology integration. Particular attention is given to schools' reliance on project-based learning as well as the benefits of support from school leadership. Featured school districts represent locations including Mooresville Graded School District in North Carolina, Inver Grove Heights Community School District in Minnesota, and New Tech High Schools. Other topics covered include the promotion of collaborative learning, problem solving skills, and critical thinking.

Martinez, M. R., & Mcgrath, D. (2013). How can schools develop self-directed learners?. *Phi Delta Kappan, 95*(2), 23.

The article discusses methods that encourage students to take responsibility for their own learning in a self-directed way. The authors offer research from their book "Deeper Learning: A Blueprint for Schools in the 21st Century." Topics include self-directed learning at the Science Leadership Academy (SLA) in Philadelphia, Pennsylvania, the importance of framing school culture around self-directed learning, and a student mentor program at Casco Bay High School in Portland, Maine.

Mehta, J., & Fine, S. (2012). Teaching Differently...Learning Deeply. *Phi Delta Kappan, 94*(2), 31-35.

The Gary and Jeri-Ann Jacobs High Tech High is a project-based charter school opened in 2000 as part of an initiative by business leaders frustrated by the lack of workers qualified to meet the demands of the 21st-century economy. It is the founding campus of what has become a network of 11 charter schools in the San Diego area that are socioeconomically diverse and have achieved considerable success across a

variety of metrics. The authors argue that this success stems not from the school's ample technology but rather from a distinctive vision of schooling: tasks which are open-ended and sustained; students as creators rather than recipients of knowledge, and teachers as facilitators of student exploration rather than dispensers of information. This inversion of the traditional paradigm of schooling is much more likely to produce the kind of 21st-century skills which are widely desired today, but would require a change in kind and not degree for most American schools.

More Data on Data. (2013). *Tech & Learning*, 33(10), 12.

The article reports on the findings of the 2012-2013 data-driven instruction survey, which reveal that 90% of respondents believe data will be the primary driver of what teachers teach and how they teach.

Morgan, N.W. (2014). *Assessment Begins with the Eyes: Data-Driven Vision in Action. Kappa Delta Pi Record*, 50(3), 139-142.

Assessment is an essential component of a three-point triangle: curriculum, instruction, and assessment. Using practical, ongoing assessment strategies, teachers can observe how much a student knows and achieve a seamless triangle through data-driven instruction.

Noguera, P. A., & Klevan, S. L. (2010). *In pursuit of our common interests: A framework for building school-university partnerships to improve urban schools and teaching. Teacher Education and Practice*, 23(3), 350-354.

Schools of education are increasingly under attack. In a speech delivered at Teachers College, Columbia University, in 2009, education secretary Arne Duncan charged that the nation's schools of education were "doing a mediocre job of preparing teachers for the realities of 21st-century classroom." Schools and districts bear some of the responsibility for contributing to the problems faced by new teachers because they often assign the newest teachers to the neediest schools and classrooms. For this reason, it is important to examine what schools and institutions of teacher education can do to support teachers and increase their effectiveness, especially in urban schools, where the challenges are frequently the greatest.

Peterson, J.L. (2007). *Learning Facts: The Brave New World of Data-Informed Instruction. Education Next*, 7(1), 36 -42.

In just the last ten years, goaded by broad and still unsettled cultural shifts, education practices have changed dramatically. Schools are no longer just recording and analyzing inputs--dollars spent, number of days of instruction, numbers of students per teacher--but pushing their data-gathering and analysis

efforts into the brave new world of outcomes. Today's educators are deciphering, and using, the results of student assessments better than ever. And it is not a reform at the margins. The "New York Times", confirming the scope of the trend, recently reported that nearly all states are building high-tech student data systems to collect, categorize and crunch the endless gigabytes of attendance logs, test scores and other information collected in public schools. In this article, the author takes a closer look at three schools that have integrated data into their instructional decision making. She examines a traditional public school, a district-turned-charter school run by an education management organization, and a relatively new charter school. The experiences of these schools illustrate the benefits of mining both internal assessments and standardized test results for data to guide curriculum decisions and inform classroom instruction.

Pierce, D., & Murray, C. (2004). Data-Driven Decision Making. *ESchool News*, 7(6), 17-23.

The article focuses on the advantage of data-driven decision making to schools in the U.S. The U.S. No Child Left Behind Act has introduced a number of new buzzwords into the lexicon of K-12 educators-- and the most significant of them all just might be data-driven decision making. Simply put, this concept involves the collection and analysis of test results, demographic information and other student data to make more informed decisions about instruction. At a panel discussion held April 8, 2004 in Washington D.C., educators who have enjoyed some success with this approach in their own schools relayed the lessons they have learned. Two key issues emerged from the discussion: how to decide what kind of information to collect, and how to use this information to advance students achievement. For years, schools have collected student achievement data primarily by way of standardized tests, which students take as required on an annual or bi-annual basis. Before data-driven decision making and the advent of anytime, anywhere assessment, schools routinely used lagging indicators that assessed student knowledge too far down the learning curve to allow for any significant improvements. Achieving this new data-driven culture in schools also will require extensive professional development. Not matter how comprehensive and technologically advanced a school system's data pipe might be, the information is only as good as the educators who job it is to turn these data into change. In Clark County, where learning environments range from a K-8 school with 10 student to an urban high school with an enrollment of more than 4,000, administrators quickly learned the cost of making data-driven decisions. It cost Clark County in excess of \$147,000 to train key personnel on the district's new data infrastructure, furnished by solutions providers Educational Testing Service Inc. and the Pulliam Group.

Shroyer, G. C. (2007). Simultaneous Renewal Through Professional Development School Partnerships. *Journal of Educational Research*, 100(4), 211-225.

The authors describe the premises, processes used, and outcomes of a K-16 simultaneous renewal model, as implemented through the Kansas State University Professional Development School Partnership Project. The goal of this partnership is to improve K-12 teaching and learning while

improving a university teacher-preparation program through collaboration between university faculty and multiple-partner district administrators and teachers. Because of their experiences, the authors believe that teacher education and K-12 student learning can be enhanced by establishing a culture of collaboration, inquiry, and continuous growth, supported by multifaceted program assessments, professional development, and a mindset that all K-16 educators are responsible for one another's students.

Slavin, R.E., Cheung, A., Holmes, G., Madden, N.A., & Chamberlain, A. (2013). Effects of a Data-Driven District Reform Model on State Assessment Outcomes. *American Educational Research Journal*, 50(2), 371-396.

A district-level reform model created by the Center for Data-Driven Reform in Education (CDDRE) provided consultation with district leaders on strategic use of data and selection of proven programs. Fifty-nine districts in seven states were randomly assigned to CDDRE or control conditions. A total of 397 elementary and 225 middle schools were followed over a period of up to 4 years. In a district-level hierarchical linear modeling (HLM) analysis controlling for pretests, few important differences on state tests were found 1 and 2 years after CDDRE services began. Positive effects were found on reading outcomes in elementary schools by Year 4. An exploratory analysis found that reading effects were larger for schools that selected reading programs with good evidence of effectiveness than for those that did not.

Thompson, A. D., Schmidt, D. A., & Davis, N. E. (2003). Technology Collaboratives for Simultaneous Renewal in Teacher Education. *Educational Technology Research and Development*, (1). 73.

The Technology Collaboratives (TechCo) for Simultaneous Renewal in Teacher Education project, based in John Goodlad's theory of simultaneous renewal (1994), is described. The project is a systemic approach to using technology to help facilitate renewal in both teacher education and K-12 schools. Project features include cohort groups of students with laptop computers, faculty development programs, teacher development programs for collaborating schools, and curriculum development in both teacher education and K-6 partner schools. Evaluation results suggest changing attitudes and capabilities of preservice teachers, major course changes from faculty, plus the strength of the mentoring model for faculty and teacher development.

Vandyck, I., Graaff, R., Pilot, A., Beischuizen, J. Community Building of (Student) Teachers and a Teacher Education in a School-University Partnership. *Learning Environments Research*[Serial Online]. October 2012: 15(3): 299-318.

School-university partnerships (SUPs) are considered a way of improving teacher education. For the successful implementation of such partnerships, cooperation between the different stakeholders is of

crucial importance. Therefore, most partnerships are organised in short- and long-term teams, which are usually composed of teachers, student teachers and representatives of the university faculty. This study focused on the collaboration process of a team of modern language teachers who work and learn together in a teacher community. The aim of this study was to investigate how to design a learning environment that stimulates community development in these teams, applying the cooperative learning model of Johnson and Johnson in Learning together and alone: cooperative, competitive, and individualistic learning.

Voogt, J., Erstad, O., Dede, C., & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of Computer Assisted Learning*, 29(5), 403-413.

This article elaborates on the competencies, often referred to as 21st century competencies, that are needed to be able to live in and contribute to our current (and future) society. We begin by describing, analysing and reflecting on international frameworks describing 21st century competencies, giving special attention to digital literacy as one of the core competencies for the 21st century. This is followed by an analysis of the learning approaches that are considered appropriate for acquiring 21st century competencies, and the specific role of technology in these learning processes. Despite some consensus about what 21st century competencies are and how they can be acquired, results from international studies indicate that teaching strategies for 21st century competencies are often not well implemented in actual educational practice. The reasons for this include a lack of integration of 21st century competencies in curriculum and assessment, insufficient preparation of teachers and the absence of any systematic attention for strategies to adopt at scale innovative teaching and learning practices. The article concludes with a range of specific recommendations for the implementation of 21st century competencies.

Williams, P. (2014). Teaching to One: A New Approach to Data-Driven Instruction. *Principal Leadership*, 15(3), 32-35.

The article reports on the McClintock Middle School in North Carolina, part of the Charlotte-Mecklenburg Schools, and the use of real-time data-driven instruction to deliver personalized learning experience. Topics include self-paced online programs aided by virtual tutors, the Teach to One instruction model, and the Northwest Evaluation Association's Measures of Academic Progress (MAP).

Williams, M., & Shaw, S. F. (2003). Simultaneous Renewal in the Urban Professional Development School. *Professional Educator*, 25(2), 67-75.

Urban schools have the greatest need for renewal of existing staff and the infusion of new teachers. Unfortunately, they present a challenging environment in which to prepare teachers while fostering the renewal process in experienced teachers. Goodlad (1994) proposes that both the school and university

embark upon this renewal process through school-university partnerships. This concept, called simultaneous renewal, means individual and institutional renewal are expected to occur in both the school and university. This qualitative study focuses on the renewal experienced in the urban Professional Development Schools (PDS) from the perspective of veteran teachers.