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Articles on:

School District Secession and Mayoral Control
Garden-Based Learning
Diverse Student Literacy Achievement
James Baldwin's Significance for Education
The Pipeline to STEMM Degrees and Careers
State Exit Examination Alternative Policies
Preparing Globally Minded Citizens
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Building Suburban Dreams: School District Secession and Mayoral Control in Suburban Utah — 48 pages

EDWARD BUENDÍA & PAUL HUMBERT-FISK

This article reports on a mixed method study that examined the interplay of political, fiscal, and demographic dynamics that contributed to the split of a large, U.S., suburban school district. The authors found that rapid demographic and financial shifts in school districts shared by multiple suburban cities can catalyze secession activities.

Insights Into Teachers' Experiences Implementing Garden-Based Learning: Characterizing the Relationship Between the Teacher and the Curriculum — 36 pages

SARAH J. SELMER, MELISSA J. LUNA, & JAMES A. RYE

The purpose of this research is to seek insights into teachers' experiences as they implement garden-based learning. The authors' results add to existing frameworks describing the relationship between the teacher and the curriculum, specifically in the garden-based learning context.

Classroom, School, and District Impacts on Diverse Student Literacy Achievement — 38 pages

KRISTEN CAMPBELL WILCOX, HAL A. LAWSON, & JANET ANGELIS

This article describes practices that distinguish elementary schools in which ethnically and linguistically diverse students consistently exceed expectations on English language arts assessments. Results of the multi-case study show that higher achievement correlates with policies and practices that are coherently supported and sustained across classroom, school, and district levels.

Love and Growth: On One Aspect of James Baldwin's Significance for Education — 38 pages

JEFF FRANK

This article develops the significance of James Baldwin's thinking for teacher education. In particular, the article develops Baldwin's thinking on three interrelated themes: white innocence, fear, and love. The article concludes by arguing that Baldwin's thinking—particularly his thinking on love—should be given more sustained attention by educators, especially teacher educators.

Pygmalion in the Classroom and the Home: Expectation's Role in the Pipeline to STEMM — 40 pages

SE WOONG LEE, SOOKWEON MIN, & GEOFFREY P. MAMEROW

This article examines the influence of students' self-efficacy and expectations, as well as the expectations and encouragement they receive from parents and high school teachers, on their decisions to major in, complete degrees in, and pursue careers in STEMM.

Impeded Attainment? The Role of State Exit Examination-Alternative Route Policy Combinations — 34 pages

ANNE TRAYNOR & ALLISON E. A. CHAPMAN

To allay public concerns that state exit examination mandates might unfairly hinder some students' educational attainment prospects, most states with exam requirements offer alternative routes to graduation for all students. This study probes the relationship between various exam difficulty-alternative route policy combinations and the subsequent attainment outcomes of tenth-graders.

Connections and Contradictions in Teacher Practices for Preparing Globally Minded Citizens in Two IB Public Schools — 38 pages

LAURA QUAYNOR

This article draws on a comparative case study of six classrooms in two International Baccalaureate schools to highlight conflicting teacher practices related to global education. One set of teacher practices demonstrated a fixed orientation to global education, acknowledging the global experiences, multiple languages, and the variety of viewpoints that students brought into the classroom; other teacher practices exemplified a fixed orientation towards global education, ignoring the variety of student experiences, languages, and viewpoints in the classroom.

The Impact of School-Based Financial Incentives on Teachers' Strategic Moves: A Descriptive Analysis — 36 pages

ELEANOR S. FULBECK & MEREDITH P. RICHARDS

In this study, the authors use data from 2006 to 2010 to examine the impact of school-based financial incentives on patterns of teacher mobility, focusing on teachers' strategic moves. The findings suggest program participants tend to make more strategic moves to high value schools than their non-participant peers. However, these moves tend to be to schools that have high performance and growth in achievement, and not to schools that receive incentives for serving low-income populations.