Articles on:

Teacher Perceptions of Collaboration, Instruction, and Efficacy
Teachers' Experiences Teaching Writing
Parental Challenges to Organizational Authority
Language-Based Differences of Bilingual Youth
School Leaders and Leadership Practice
Discussions About School Renewal
Whiteness as Property in Science Teacher Education
Engaging Students in Large Online Courses
Examining Connections Between Teacher Perceptions of Collaboration, Differentiated Instruction, and Teacher Efficacy

YVONNE GODDARD AND MINJUNG KIM

This study analyzes a statistically significant positive effect of teacher collaboration on teachers’ reported differentiated instruction use and in turn the influence of differentiated instruction on teachers’ sense of efficacy.

Five Portraits of Teachers’ Experiences Teaching Writing: Negotiating Knowledge, Student Need, and Policy

JULIET MICHELSW WAHELETHNER

This study uses five case studies to examine high school English teachers’ instruction of writing while taking into account their preparation for teaching writing, the instructional policies in place, and the learners in their classrooms.

Parental Challenges to Organizational Authority in an Elite School District: The Role of Cultural, Social, and Symbolic Capital

ANNETTE LAREAU, ELLIOT B. WEININGER AND AMANDA BARRETT COX

In this article, authors show how elite parents collectively use cultural, social, and symbolic capital to challenge a school district plan to change attendance boundaries.

Language-Based Differences in the Literacy Performance of Bidialectal Youth

PATRIANN SMITH, JEHANZEB CHEEMA, ALEX KUMI-YEBOAH, S. JOEL WARRICAN AND MELISSA L. ALLEYNE

This study examines the way in which 15-year-old 9th and 10th grade Trinidadian bidialectal adolescent youth identified linguistically on the 2009 PISA Literacy assessment and explores their reading, math, and science literacy performance based on their self-identification as native English and non-native English speaking students.
In Translation: School Leaders Learning in and From Leadership Practice While Confronting Pressing Policy Challenges

ELEANOR DRAGO-SEVERSON AND PATRICIA MASLIN-OSTROWSKI

This research examines how effective principals framed the pressing challenges confronted in their leadership practice (technical, adaptive or mixed), and in what ways, learning was implanted in their response.

Developing a Profiling Tool Using a Values Approach to School Renewal

RAYMOND BROWN, DEBORAH HECK, DONNA PENDERGAST, HARRY KANASA AND ANN MORGAN

This article describes a four-year project spanning the development and trialing of the School Renewal Profiling Tool. The development was informed by a sociocultural theoretical framework that built on the work of Harre’s concept of the Vygotskian space and Lave and Wenger’s notion of situated learning to explore a learning-based approach to school renewal.

Whiteness as Property in Science Teacher Education

FELICIA MOORE MENS AH AND IESHA JACKSON

This article analyzes the experiences of preservice Teachers of Color using critical race theory and Whiteness as property to relate the idea of science as White property.

Unpacking the Strategies of Ten Highly Rated MOOCs: Implications for Engaging Students in Large Online Courses

KHE FOON HEW

This article reports on a large-scale qualitative study that analyzed data from more than 4,400 learners who participated in one or more of 10 highly rated MOOCs. The author discusses six key factors that can engage online students and nine reasons for student disaffection.