



Contemporary Issues in Educational Policy And School Outcomes (Research and Theory in Educational Administration)

Cecil G. Miskel (Editor) Wayne K. Hoy (Editor)

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A volume in **Research and Theory in Educational Administration**

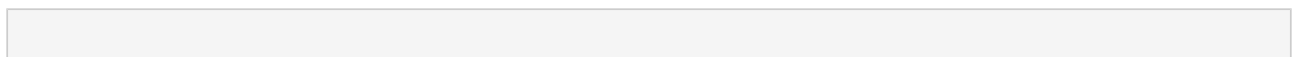
Series Editors: Wayne K. Hoy, The Ohio State University and Cecil Miskel, University of Michigan

This book is the fifth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Scholars, both young and established, are invited to publish original analyses, but we especially encourage young scholars to contribute to this series. The current volume is similar to its predecessors in that it provides a mix of beginning and established scholars and a broad range of theoretical perspectives; in all 14 authors contributed to 9 separate but related analyses, which were selected for publication this year.

These chapters underscore the significance of educational policy in contemporary public education and in particular the impact of accountability policy on school outcomes. Public schools are increasingly being held accountable for students achieving at higher levels in both basic skills and higher-level learning outcomes. Of course, all policy is enacted by teachers in classroom and sometimes changed or distorted in the process. The challenge is to improve student outcomes without permitting accountability testing to extinguish innovation and creativity in schools.

This book series on Theory and Research in Educational Administration is about understanding schools. We welcome articles and analyses that explain school organizations and administration. We are interested in the “why” questions about schools. To that end, case analyses, surveys, large data base analyses, experimental studies, and theoretical analyses are all welcome. We provide the space for authors to do comprehensive analyses where that is appropriate and useful. We believe that the Theory and Research in Educational Administration Series has the potential to make an important contribution to our field, but we will be successful only if our colleagues continue to join us in this mission.

CONTENTS: Editor’s Comments. Coalitions In State Reading Policy Issue Networks, Tarmara V. Young and Cecil Miskel. The Devil Made Me Do It: The Genesis of Extreme Advocacy Coalitions in State Reading Policy, Thomas V. Sheply. Representation in the Age of Choice: Implications for Policy and Research, Ann Allen. “Values” Politics and No Child Left Behind, Robert O. Slater and Mario S Torres, Jr. Toward a More Refined Theory of School Effects: A Study of the Relationship Between Professional Community and Mathematic Teaching in Elementary School, Laura M. Desimone. Academic Optimism of Schools: A Second-Order Confirmatory Factor Analysis, Wayne K. Hoy, C. John Tarter, and Anita Woolfolk Hoy. Teacher Leadership and Instructional Improvement: Teachers Perspectives, Melidna Mangin. Research Into Practice: A Case Study of How Success For All Builds Knowledge For School Improvement, Amanda Datnow and Vicki Park. An Enduring Tension: Kindergarten Education in an Era of Accountability, Jennifer Lin Russell. About the Authors.



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