

SCHOOL REFORM

from the

Inside Out

Policy, Practice and Performance

~

Richard F. Elmore
Harvard Education Press

- **Getting to Scale with Good Educational Practice**

“Why when schools seem to be constantly changing, teaching practice changes so little and on so small a scale?” p.15

- **Building a New Structure for School Leadership**

“Instructional leadership is the equivalent of the holy grail in educational administration” p. 48

- **Bridging the Gap between Standards and Achievement****

“... successful professional development—because it is specifically designed to improve student learning—should be evaluated continuously, and primarily on the basis of the effect it has on student achievement.” P. 97

- **When Accountability Knocks, Will Anyone Answer?**

“They (teachers) operate essentially as solo practitioners in isolated classrooms, relatively detached from the influence of outside forces...this daily reality of isolation dominated conceptions of accountability” p.147

- **Unwarranted Intrusion**

“Thus the federal government is now accelerating the worst trend of the current accountability movement: that performance-based accountability has come to mean testing, and testing alone.” p.203

- **Change and Improvement in Educational Reform**

“Schools simply cannot do what they are being asked to do without more explicit and powerful guidance and support for the instructional practice and without major changes in investments in knowledge and skill for educational practitioners.” p. 217

- **Doing the Right Thing, Knowing the Right Thing to Do**

“... teachers were generally doing what they knew how to do, rather than doing what was necessary to produce the result they were trying to produce.” p. 241

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Richard Elmore - p.105-106

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Domains in the Practice of Large-Scale Improvement

- **Students’ Knowledge and Skill** – What do students need to know and be able to do? Under what conditions will they learn it?
- **Educators’ Knowledge and Skill** – What do educators need to know and be able to do to help all students succeed? Under what conditions will they learn it?
- **Incentives** – What rewards and penalties encourage large-scale improvement? Who will receive these incentives, and who decides, using what criteria?
- **Resources and Capacity** – What material supports lead large-scale improvement?

Joan Fletcher
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