

Paper Session MONDAY, May 3 4:05pm–6:05pm	Education Organizing: From Theory to Practice to Theory
Michelle Renée Chair	PLACE Sheraton/Plaza Court 8
Based on research conducted in different cities around the nation, five papers examine the practices, theories, and impacts of education organizing.	

Paper Session TUESDAY, May 4 8:15am–9:45am	State Reform in an Era of Accountability and Innovation
Kenneth K. Wong Author	PLACE Sheraton/Governor’s Square 10
When Urban School Districts Innovate: The Politics of Turning Around Low-Performing School Organizations Authors: Kenneth K. Wong, Francis X. Shen (Harvard University)	
Increasingly, America’s urban school districts are looking for rapid turnaround of chronically low-performing schools (Herman et al. 2008, Calkins et al. 2007). In light of turnaround’s increasing policy salience, it is important to understand the local and state politics that create and shape the implementation of turnaround programs. In this paper, we develop a new theory of the politics of school district turnaround that explains how local politics shaped the distinct school turnaround policy choices seen in Chicago, Los Angeles, and New Orleans. To account for both local and state politics in our research design, we combine case studies of urban school governance in each of the three school districts, with empirical analysis of state legislator behavior in education policy.	



Annenberg Institute staff attending the 2010 AERA annual meeting

- Tara Bahl
- Anne T. Henderson
- Jacob Mishook
- Christina Mokhtar
- Deinya M. Phenix
- Michelle Renée
- Warren Simmons
- Kenneth K. Wong

AISR at AERA

Annenberg Institute staff are participating in the following sessions at the 2010 Annual Meeting of the American Educational Research Association.

Roundtable FRIDAY, April 30 4:05pm–5:35pm	Safe Schools and Communities Roundtable 2
Tara Bahl Presenter	PLACE Colorado Convention Center/ Korbel Ballroom 2
Safety With Dignity: Alternatives to the Over-Policing of Schools Authors: Tara Bahl, Christina Mokhtar, Deinya M. Phenix; Udi Ofer, Angela Jones, Johanna Miller (New York Civil Liberties Union); Chase Madar (Make the Road New York)	
Characterized by zero-tolerance policies and an excess of policing, student discipline in many of our nation’s neediest schools is aggressive, impatient, and harsh. This paper illustrates how some schools are recognizing that such methods of discipline are simply ineffective: not only do they fail to correct behavioral issues; they also create a negative school climate that eclipses schools’ ability to educate students. Schools may, instead, adopt alternative discipline policies and organizational strategies based on student voice, mutual respect, expectations of self-discipline, and proportional responses to rule breaking. We found a positive association between these strategies and relatively high levels of school stability and higher academic outcomes.	

Invited Session SATURDAY, May 1 10:35am–12:05pm	New Directions and New Possibilities in Philanthropy
Warren Simmons Chair/Discussant	PLACE Colorado Convention Center/Room 401
John Easton will reflect from the perspective of U.S. Department of Education’s Institute of Education Sciences on the critical role of philanthropy.	

Symposium SUNDAY, May 2 10:35am–12:05pm	Developing Parents and Students as Educational Leaders
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Anne T. Henderson Discussant	[PLACE] Sheraton/Plaza Ballroom D
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Successful public school reform relies on the recognition that education is a shared responsibility. For this reason, our definitions of “educational leadership” need to be broad enough to include not only administrators and teachers, but parents and students as well. Community organizing groups across the country have been working to build such leadership. This session brings together researchers and practitioners to look at how these community organizations are finding, training and supporting parent and student leaders, how they are partnering with schools to institutionalize these processes, and how these parent and student leaders are changing the face of education.

Roundtable SUNDAY, May 2 2:15pm–3:45pm	Leadership in an International Context
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Jacob Mishook Author	[PLACE] Sheraton/Grand Ballroom, Section 2
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Literacy, Learning, and Leading: Exploring the Influence of Literacy-Based Collaboration Between Secondary Schools in New York and London

This paper presents evidence from a two-year research and development study exploring the innovations and lessons emerging from a unique partnership program between eight secondary schools in New York and London. First, we describe the evolution of the Transatlantic School Innovation Alliance and the underpinning funding and structural arrangements. Second, we highlight the core literature sources informing our research and development work programs. Third, we review the research methods employed both by the New York and London research teams to observe student, teacher, and school-level practice. Fourth, we highlight our findings related specifically to the innovations in policy and practice that have emerged from these partnerships including: principal networks; within-city cross-school networks; students leading research; and (inter)national policy influence.

Grad Student Session MONDAY, May 3 8:30am–9:15am	Grad Student Coffeehouse Chat with Education Organizing Scholars
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Michelle Renée Participant	[PLACE] The Market at Larimer Square, 1445 Larimer St (6 blocks north of Convention Center)
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A chance for graduate students to speak with emerging and senior scholars in the field for feedback on research and guidance on navigating the doctoral process. (To sign up, send name, institution, key words describing your research interest to gcyo.events@gmail.com, Subject: “coffeehouse chat”)

Paper Session MONDAY, May 3 10:35am–12:05pm	Leading for Instructional Improvement: Research Into Peer Support Structures
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Deinya M. Phenix Chair	[PLACE] Sheraton/Governor’s Square 12
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Discussion of research use and a variety of classroom practice, coaching, and evaluation models for instructional improvement. The research presented considers teacher and principal perspectives in examining intended and implemented reform elements, group dynamics, and accountability contexts.

Paper Session MONDAY, May 3 2:15pm–3:45pm	Impact of External Environments on Schools
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Christina Mokhtar Presenter	[PLACE] Sheraton/Plaza Court 3
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Strategies to Improve Data Collection on New York’s Homeless Students
Authors: Christina Mokhtar, Carol Ascher, Carolyn H. Jarvis (New York University)

Research to date has given little attention to the problem of under-identifying homeless students. The accurate identification of individual school children and youth experiencing homelessness is crucial to ensuring that homeless students do not experience barriers to attending school and receive entitled support services. Using New York State as an example, this article addresses issues of accuracy and efficiency concerning data collection on homeless students. The research examines how homeless students are identified and how school districts record, aggregate, and transmit that information to the State Education Department for use in mandated reporting to the federal government and the court. Drawing on a survey of New York’s homeless liaisons, as well as interviews conducted with state officials and a range of state and local agencies serving homeless populations, it was found that improving student identification at the school level is the most serious challenge to providing an accurate statewide count of homeless students. By examining the various obstacles to identifying homeless students at the district and school levels, this paper also illustrates the importance of collaboration and communication between various organizations in order to identify and better serve all homeless students. Recommendations are put forth to improve the identification of and data collection on homeless students in order to eradicate the educational instability experienced by one of society’s most vulnerable populations.