

From: noreply@proquest.com
Subject: Your Advisee's Dissertation Records
in Proquest

Date: Sep 14, 2020 at 5:21:01 PM

To: irotberg@email.gwu.edu

All documents are reproduced with the permission of the copyright owner.
Further reproduction or distribution is prohibited without permission.
Please do not reply directly to this email.

Deborah Bezanson sent you the following:

This is a list of dissertations that show you as advisor. Let me know if there are any issues with this. Debbie Bezanson (bezanson@gwu.edu)

Email 1 of 1

Maryland Educators' Perceptions of Informational Reading and Nonfiction Writing Instruction during the Implementation of the Common Core State Standards

Author: Frizzell, Matthew

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2020: [27668370](https://www.proquest.com/education-policy/maryland-educators-perceptions-informational-reading-nonfiction-writing-instruction-during-the-implementation-of-the-common-core-state-standards/docview/27668370).

[ProQuest document link](#)

Abstract:

The Common Core State Standards for English Language Arts (CCSS-ELA) call for a greater focus on informational reading and nonfiction writing during high school instruction. The ELA standards assume that teaching reading and writing will become a shared responsibility within a school and include standards for teachers of science and social studies as well as English. However, not all teachers may be prepared to incorporate informational reading and nonfiction writing into their curriculum and instruction. Using a basic qualitative research methodology, this study examined how educators in one Maryland school district—including English, science, and social studies teachers and school administrators—made sense of the CCSS-ELA and how these educators worked, or did not work, to incorporate more informational reading and nonfiction writing into their classrooms. Educators' understanding of the CCSS-ELA was shaped, in part, by their district's curriculum frameworks and a district-required literacy project. This study found (a) that while most of the educators interviewed supported the Common Core, teachers were generally overwhelmed with multiple competing or conflicting policies that made it difficult to focus on implementing the standards; (b) educators had mixed responses to the district-offered supports intended to help them implement the CCSS-ELA; (c) the departmentalization inherent in most high school structures limited collaboration around the standards among teachers of different subjects (d) improving student writing proved to be particularly difficult. The study suggests a need for increased policy alignment at the district and state levels to facilitate implementation of key aspects of the Common Core. Another implication is the continued need for differentiated professional development and other implementation supports based on the subject taught and level of teacher experience.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Reading instruction; Education policy; Language arts

Classification: 0279: Language arts; 0458: Education Policy; 0535: Reading instruction

Identifier / keyword: CCSS Common Core State Standards Informational reading Nonfiction writing Qualitative methodology

Publication title: ProQuest Dissertations and Theses

Number of pages: 186

Publication year: 2020

Publication date: 2018

Section: 1618

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 9781392743225

Advisor: Rotberg, Iris C.

Committee member: Glazer, Joshua L.; Swayze, Susan

School: The George Washington University

Department: Education Policy Studies

School location: United States – District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 27668370

ProQuest document ID: 2328002679

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/2328002679?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2020-02-11

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global

Implementing an Innovative Educational Program in an Era of Accountability: An Interview Study of the Expeditionary Learning Program

Author: DeLima, Laura E.

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2017.
[10621635](https://www.proquest.com/docview/10621635)

[ProQuest document link](#)

Abstract:

This study examined the facilitators and barriers to the implementation of an innovative, whole-school reform model, Expeditionary Learning, within the context of the high-stakes accountability policy environment. Twenty-four teachers and four principals were interviewed across four schools, two of which were high poverty and two of which were low poverty. All schools were K-8 charter schools and located either within the urban core or in an inner-ring suburb. Educators across schools reported agreement with the tenets of Expeditionary Learning and a desire to implement the program fully. They preferred this learning model that focuses on student choice, inquiry, and experiential education over more traditional learning models. Respondents pointed to the pressure and time constraints caused by high-stakes standardized tests as barriers to their full implementation of Expeditionary Learning. They also saw the standardized tests as largely misaligned with the model. Educators in high-poverty schools reported more anxiety around the tests and their students' performance. Respondents across schools agreed that Expeditionary Learning was a team effort that required significant time and effort to implement with fidelity. Educators at high-poverty schools reported teacher retention and hiring policies as major barriers to implementing Expeditionary Learning, largely because collaborative teams of teachers were unable to coalesce. Other factors affecting implementation of the program included curricular standards that focused on breadth and not depth, a lack of resources, and parent and community support. Overall, the study found that district and state policies served primarily as a constraint to implementation of Expeditionary Learning, and high-poverty schools were more negatively affected by external policies than were low-poverty schools. The ability to function as an Expeditionary Learning school was ultimately based on how well internal practices were able to work with or counteract external policies.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Educational evaluation; Education Policy

Classification: 0443: Educational evaluation; 0458: Education Policy

Identifier / keyword: Education Charter schools Expeditionary learning Innovative education

Publication title: ProQuest Dissertations and Theses

Number of pages: 142

Publication year: 2017

Publication date: 2017

Section: 0075

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-0-355-18983-4

Advisor: Rotberg, Iris C.

Committee member: Jofus, Scott; Robinson, Marian A.

School: The George Washington University

Department: Educational Administration and Policy Studies

School location: United States -- District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 10621635

ProQuest document ID: 1955172560

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1955172560?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2019-10-18

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global

Factors That Can Make a Difference in Meeting the Needs of Homeless Students in Schools: Perceptions of District Homeless Liaisons in Ohio

Author: Robson, Kelly

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2016. 10138515.

[ProQuest document link](#)

Abstract:

The needs of homeless students are significant and varied. The McKinney-Vento Homeless Assistance Act helps ensure homeless students can access a quality education. One of the key provisions is the requirement that all LEAs identify a liaison to be in charge of meeting the needs of homeless students. The purpose of this study was to understand the perceptions of district liaisons in regard to the needs of the homeless students they serve and the factors that facilitate and hinder their ability to meet these needs. The study was designed as a qualitative study relying primarily on interviews with 20 liaisons from a representative sample of districts in the state of Ohio.

The findings indicate that homeless students face a number of needs, including access to basic necessities like food, clothing, shelter, and transportation, and to social services including mental health services and drug treatment centers. Liaisons indicated that they played a less direct role in supporting students' academic needs, instead relying on school-based staff members to support homeless students' academic needs.

Liaisons identified a number of factors that facilitate and hinder their ability to meet the needs of their homeless students. The availability or lack of district resources like funding and personnel were especially important. In some districts, superintendents had prioritized hiring additional

social or community workers. Liaisons indicated they relied a great deal on the support of these personnel. Further, the availability (or lack) of community-based service agencies greatly impacted liaisons' work.

Finally, liaisons faced a number of competing demands that made their roles challenging. The vast majority of liaisons held another full-time role in the district, meaning they had limited time to devote to the role of liaison. Liaisons also indicated that navigating both community perceptions of homelessness (whether identified families were "truly" homeless or deserving of support) and the proper role of the school in the community were added challenges.

These findings suggest that additional personnel to help meet the needs of homeless students and greater coordination between schools and social service agencies would benefit both liaisons and the homeless students they serve.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Mental health; Social work; Education Policy; Special education; Public health

Classification: 0347: Mental health; 0452: Social work; 0458: Education Policy; 0529: Special education; 0573: Public health

Identifier / keyword: Social sciences Health and environmental sciences Education District homeless liaisons Federal education policy Homeless students McKinney-Vento Act Ohio

Publication title: ProQuest Dissertations and Theses

Number of pages: 171

Publication year: 2016

Publication date: 2016

Section: 0075

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-339-94072-4

Advisor: Rotberg, Iris

Committee member: Ali, Arshad; Futrell, Mary; Glazer, Josh; Stone, Clarence

School: The George Washington University

Department: Education and Human Development

School location: United States -- District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 10138515

ProQuest document ID: 1804425512

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1804425512?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2019-10-19

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection

Educators' Perceptions of the Factors Influencing the Implementation of Bullying Prevention Efforts in U.S. Schools

Author: Stepancic, Ferry

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2014. 3633856.

[ProQuest document link](#)

Abstract:

Over the last decade, school bullying has received considerable media and policy attention; however, attempts to reduce the unwanted behavior through the implementation of numerous bullying prevention programs have been only marginally successful. The issue is not if and why bullying should be stopped in our schools, but how to reduce bullying successfully and systematically across different schools—schools that may substantially differ in terms of resources, student populations, teachers, poverty, and violence levels. Using a sample of 21 educators who over the years worked in 33 different school districts and over 100 schools, this qualitative study examined how educators across different contexts perceived implementation of bullying prevention programs and the factors that facilitate or constrain this implementation. Educators worked in public and private schools from the elementary to high school level, with substantially different poverty levels and student populations. The study was designed as a basic interview study and collected data from district and school administrators, counselors, teachers, and mental health and social workers.

The findings indicate that the phenomenon of bullying is beyond the scope of any single program, and there is no silver bullet that can successfully tackle the problem of school bullying. Rather than creating programs that target bullying and focusing solely on bullies and bully-victims, policymakers should consider broader policies that focus on creating a safe, positive, and stress-free school environment where bullying is not the norm, while promoting students' academic, social-emotional, and character skills. The findings suggest that several factors influence implementation, such as financial and personnel resources, training, district and school leadership, social media, high-stakes testing, student socioeconomic background, and stakeholder commitment. The findings also show that these factors not only vary substantially across as well as within states and districts, but also facilitate or hinder stakeholders' ability and commitment with respect to implementation of bullying prevention efforts. This suggests that if implementers of antibullying programs do not account for variations in school contexts and adapt interventions to fit the needs and skills of educators, students, and parents, consistent positive outcomes of bullying prevention programs will remain an elusive goal.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Education Policy; School administration; Educational psychology

Classification: 0458: Education Policy; 0514: School administration; 0525: Educational psychology

Identifier / keyword: Education Barriers Bullying prevention programs Educators perceptions Facilitators Implementation

Number of pages: 219

Publication year: 2014

Degree date: 2014

School code: 0075

Source: DAI-A 76/01(E), Dissertation Abstracts International

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-321-13988-4

Advisor: Rotberg, Iris C.

Committee member: Howard, Lionel C.; Levy, Allen; Rice, Elisabeth; Tuckwiller, Elizabeth

University/institution: The George Washington University

Department: Educational Administration and Policy Studies

University location: United States – District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language: English

Document type: Dissertation/Thesis

Dissertation/thesis number: 3633856

ProQuest document ID: 1611945541

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1611945541?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Database: Dissertations & Theses @ George Washington University - WRLC; ProQue st Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection

District-led Instructional Improvement in a Remote Town

Author: Fink, Ryan

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2014.

3614841.

[ProQuest document link](#)

Abstract:

This study examined how stakeholders in one school district located in a remote town perceived the instructional improvement efforts of the district, as well as the constraints and enablers of implementing instructional reforms. A qualitative approach, consisting mainly of interviews with teachers, principals, district administrators, and other school-level staff, was used to examine the perceived effects of the district's instructional reforms in five areas: (1) adopting a set of goals to guide the district's actions; (2) implementing instructional reform; (3) improving professional development; (4) supporting district and school administrators to become instructional leaders; and (5) encouraging the use of data to diagnose student learning needs and guide instruction. School-level interviews were conducted within four of the district's elementary schools selected to represent the district on a number of demographic and academic variables. The overall findings for these five areas were as follows. Respondents spoke primarily about changes to reading instruction as the district's top priority. The district's efforts to reform classroom instruction resulted in all elementary schools implementing, in varying degrees, the structures the district established for teaching reading. These levels of implementation were achieved through a gradual process and were met with initial resistance from principals and teachers. The district's shift to providing job-embedded professional development proved to be a major support in establishing a consistent teaching approach. Literacy coaches represented the main source of job-embedded professional development and played an important role in providing teacher professional development. Principals strove to achieve the district's expectation for them to become instructional leaders in their buildings, although some struggled with the content expertise required to be an instructional leader, while others expressed difficulty in managing their time between being a building manager and an instructional leader. Finally, the district's instructional improvement efforts were informed by student achievement data and teacher observation data, as teachers used formative and summative assessments to monitor students' progress and to provide appropriate levels of intervention to students.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Education Policy; Elementary education

Classification: 0458: Education Policy; 0524: Elementary education

Identifier / keyword: Education Instructional reform Remote town School districts

Publication title: ProQuest Dissertations and Theses

Number of pages: 129

Publication year: 2014

Publication date: 2014

Section: 0075

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-303-80534-9

Advisor: Rotberg, Iris C.

Committee member: Futrell, Mary H.; Swayze, Susan

School: The George Washington University

Department: Educational Administration and Policy Studies

School location: United States -- District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 3614841

ProQuest document ID: 1533544960

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1533544960?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2020-08-05

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection

Increasing the Supply of Effective Teachers in High-Poverty Schools in a Heterogeneous School District: Facilitators and Constraints

Author: Kennedy, Leigh K.

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2014. 3610070.

[ProQuest document link](#)

Abstract:

The purpose of this study was to clarify the ways that a district used its teacher staffing and professional development policies to increase the supply of effective teachers in high-poverty schools, to determine the efficacy of these policies in the view of district administrators and teachers, and to identify the facilitators and constraints to accomplishing the district's goal. The study was conducted in a socioeconomically heterogeneous district that had instituted signing bonuses, performance incentives, and enhanced professional development in an effort to improve teacher quality in its high-poverty schools. The conceptual framework guiding this study was a model of the human capital system in schools, which illustrates that increasing the supply of effective teachers in high-poverty schools is achieved by targeting recruitment to those schools, allocating teachers to the placements where they are most needed, evaluating effectiveness and providing professional development, and retaining effective teachers.

Qualitative data were collected primarily in the form of interviews with district administrators, principals, and teachers in three high-poverty and three low-poverty schools.

Results indicated that recruiting and allocating teachers to high-poverty schools were not difficult in the current economy. Results also showed that the lack of vacancies in the district was primarily due to principals' reluctance to remove marginally effective teachers, the satisfaction of teachers in low-poverty schools, and the economy overall. The lack of vacancies inhibited teacher transfers within the district. District and school-based participants held differing viewpoints about the impact of the district's performance incentive policies on teacher retention: administrators reported that the policies had reduced teacher turnover in high-poverty schools, whereas teachers reported that turnover remained high in some schools and that the incentives were not the reason for the decreased overall turnover. School-based participants also reported that the teacher leaders and coaches were appreciated and played a key role in improving the skills of teachers in high-poverty schools. The results highlighted the role of the job market, both in teachers' recruitment and retention decisions and in the evaluation of district policies. They also underscored the limitations of value-added measures of teacher effectiveness and the policies based on them.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Education Policy; Teacher education

Classification: 0458: Education Policy; 0530: Teacher education

Identifier / keyword: Education Equity High-poverty schools Professional development Teacher recruitment Teacher retention

Publication title: ProQuest Dissertations and Theses

Number of pages: 278

Publication year: 2014

Publication date: 2014

Section: 0075

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-303-69579-7

Advisor: Rotberg, Iris C.

Committee member: Dannels, Sharon A.; Green, Colin

School: The George Washington University

Department: Educational Administration and Policy Studies

School location: United States -- District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 3610070

ProQuest document ID: 1497968073

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1497968073?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2019-10-19

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection

Relationships Between Placement Decisions at a Community College and Measures of College Achievement and Persistence

Author: Taylor, Kerry E.

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2012. 3523453.

[ProQuest document link](#)

Abstract:

This study explored relationships between placement decisions in English and reading courses and measures of college achievement and persistence for first-time degree- and certificate-seeking community college students enrolled at a large, public, suburban-serving community college in Maryland. Archived records were examined for students who had at least one developmental math requirement and who did not have English as a second language status for four fall cohorts from 2003 to 2006. These students were followed longitudinally for up to 4 years from their initial dates of enrollment. In the study site, scores on reading and English were combined to determine developmental status. An important question addressed by this study was whether the downward adjustment of test score criteria reduced the number of students assigned to developmental coursework who would benefit from the extra academic support and associated restrictions.

Chi-square tests and one-way analyses of variance were used to examine the relationships between placements and outcomes. Regression analysis was used to explore to what extent completion rates at the college were associated with racial/ethnic group, gender, enrollment status, and Pell grant status.

The study found that students whose placement test scores were just below the cutoff to pass out of developmental reading and English who were assigned nondevelopmental status and who were provided additional curricular support in college-level English performed significantly better on indicators of student achievement than did their peers who placed just below the margin of preparedness for reading but who were assigned developmental status. The findings are also consistent with research reporting the overwhelming challenges facing students with extensive remedial needs in reading and English and documenting the failure of those students to overcome such obstacles.

Future research is needed to explore ways to enhance academic achievement and persistence for students whose test scores indicate they are close to college readiness and to explore collaborative strategies between credit and continuing education programs designed to enhance opportunities for the weakest students to meet their goals within or outside of academia.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Community college education; Education Policy

Classification: 0275: Community college education; 0458: Education Policy

Identifier / keyword: Education College completion Community college Developmental education Placement Testing

Publication title: ProQuest Dissertations and Theses

Number of pages: 184

Publication year: 2012

Publication date: 2012

Section: 0075

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-267-56438-2

Advisor: Rotberg, Iris C.

Committee member: Dannels, Sharon A.; Futrell, Mary H.; Gomez, Joel; Spencer, Vivian G.

School: The George Washington University

Department: Educational Administration and Policy Studies

School location: United States -- District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 3523453

ProQuest document ID: 1038374259

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1038374259?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2019-10-18

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global

State Adoption of Undocumented Student Tuition Policy: An Event History Analysis

Author: Sponsler, Brian Andrew

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2011. 3449219.

[ProQuest document link](#)

Abstract:

Over the past decade, U.S. states have confronted growing populations of undocumented immigrants. In response, a number of states have devised different postsecondary education reforms. One prominent and controversial feature of these reforms is adoption of policy by which undocumented students may become eligible for in-state tuition rates. Between 2001 and 2008, 10 states adopted an undocumented student tuition policy. Using a Cox proportional hazards model, this study explored factors leading to policy adoption, paying particular attention to educational, political, and economic conditions within states and the prior policy actions of geographically proximate states.

Findings indicated that both internal and external state conditions influenced the likelihood of adoption of an undocumented student tuition policy. Results demonstrated that states with higher percentages of the total state population enrolled in postsecondary education and larger Hispanic populations were more likely to adopt an undocumented student tuition policy. States with a higher presence of Latino legislative representatives and a higher percentage of previously adopting neighboring states were less likely to adopt a policy.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Education reform; Education Policy; Higher education; Aliens; Tuition

Classification: 0446: Higher Education Administration; 0458: Education Policy; 0745: Higher education

Identifier / keyword: Education Diffusion Event history analysis Policy adoption Tuition Undocumented students

Publication title: ProQuest Dissertations and Theses

Number of pages: 146

Publication year: 2011

Publication date: 2011

Section: 0075

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-124-55947-6

Advisor: Rotberg, Iris

Committee member: Lawrence, Eric D.; Villarreal III, Pedro

School: The George Washington University

Department: Higher Education Administration

School location: United States -- District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 3449219

ProQuest document ID: 861914800

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/861914800?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2019-10-19

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection

An evaluation of the relationship between classroom practices and mathematics motivation from student and teacher perspectives

Author: Chen, Jinsong

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2011. 3433562.

[ProQuest document link](#)

Abstract:

This study evaluated the relationships between classroom practices and mathematics motivation. The evaluation was given in a specific context, namely eighth grade in U.S. middle schools. Using quantitative methods, the study adopted data from the Trends in International Mathematics and Science Study (TIMSS) 2007 and compared classroom practices from the perspectives of both the teacher and student. The evaluation considered the difference between intrinsic and extrinsic motivation and the influence of the characteristics of student achievement level and gender and parental education.

In brief, it was found that (1) intrinsic and extrinsic motivations were significantly related to each other, and the effect size of the relationship was large; (2) classroom practices from the teacher perspective were significantly related to both intrinsic and extrinsic motivation, but the effect sizes of both relationships were quite small; and (3) classroom practices from the student perspective were significantly related to both intrinsic and extrinsic motivation, and both effect sizes were about medium.

By evaluating the full range of classroom practices, academic motivation, and their relationships through a large-scale dataset, this study was able to answer some questions that would not have been possible to answer qualitatively. Before this study, little was known about the practice-motivation relationship based on studies with a large enough sample size to apply their findings to policymaking. This study provided quantitative evidence suggesting the use of classroom practices from the student perspective to evaluate the relationships and showed that the relationships were rather stable among different student characteristics. It also demonstrated that intrinsic motivation and real-life-oriented extrinsic motivation were strongly related but still substantially different. How the findings can be connected to past research was discussed, as well as potential implications for policymakers and practitioners. Finally, recommendations were given for future research, which covered data collection, alternative quantitative methods, and research topics.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Mathematics education; Education Policy; Academic achievement

Classification: 0280: Mathematics education; 0458: Education Policy

Identifier / keyword: Education Classroom practices Extrinsic motivation Intrinsic motivation Mathematics Mathematics education TIMSS 2007

Number of pages: 166

Publication year: 2011

Degree date: 2011

School code: 0075

Source: DAI-A 72/02, Dissertation Abstracts International

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-124-39323-0

Advisor: Rotberg, Iris C.

Committee member: Choi, Jaehwa; Engel, Laura; Tibbetts, Patricia; Williams, James

University/institution: The George Washington University

Department: Education and Human Development

University location: United States – District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language: English

Document type: Dissertation/Thesis

Dissertation/thesis number: 3433562

ProQuest document ID: 839868782

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/839868782?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection

A case study of educators' perceptions of the effects of high-stakes testing and accountability policies on high- and low-poverty middle schools in a Maryland school district

Author: Wells, John P.

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2010. 3397313.

[ProQuest document link](#)

Abstract:

This study examined the perceived effects of high-stakes testing and accountability policies on high- and low-poverty middle schools in one school district in the state of Maryland. A qualitative approach, consisting primarily of teacher and principal interviews, was used to examine the effects of the Maryland School Assessment in four areas: curriculum, instructional methods, availability of instructional supports, and job satisfaction. The study was conducted in three high-poverty and three low-poverty schools in a large, generally low-poverty school district with a considerable number of high-poverty schools. Educators in both sets of schools perceived test-based accountability to be a major influence in the areas of curriculum and instructional methods. Educators in general reported an increase in emphasis on tested subjects, the use of fewer student-directed teaching methods, and more time spent on test-taking strategies. Educators also reported that several factors, apart from test-based accountability, also influenced their instructional methods. These included, most notably, school scheduling and class size. Other changes reported in both high- and low-poverty schools included greater consistency in instruction, increased use of student assessment data, more attention devoted to low-performing students, the reallocation of staffing resources within schools from nontested to tested subjects, and increased job-related pressure. The perceptions of educators in high- and low-poverty schools were different in several respects, with the former reporting, most notably, that the degree to which specific subjects were emphasized varied from year to year based on test performance, that expectations for student performance were unreasonable, and that fewer opportunities for advanced learning were available to high-performing students. Educators in high-poverty schools also reported declines in morale; however, very few educators suggested that test-based accountability was a factor in determining their future career plans.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Educational tests & measurements; Middle School education; Education Policy

Classification: 0288: Educational tests & measurements; 0450: Middle School education; 0458: Education Policy

Identifier / keyword: Education Accountability Availability of instructional supports Curriculum and instructional methods High-stakes testing Job satisfaction Maryland Middle schools Poverty Testing and accountability

Publication title: ProQuest Dissertations and Theses
Number of pages: 191
Publication year: 2010
Publication date: 2010
Section: 0075
Publisher: ProQuest Dissertations Publishing
Place of publication: Ann Arbor
Country of publication: United States
ISBN: 978-1-109-69118-4
Advisor: Rotberg, Iris C.
Committee member: Berkowitz, Susan; Nakib, Yas
School: The George Washington University
Department: Educational Administration and Policy Studies
School location: United States -- District of Columbia
Degree: Ed.D.
Source type: Dissertations & Theses
Language of publication: English
Document type: Dissertation/Thesis
Publication / order number: 3397313
ProQuest document ID: 205457781
Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/205457781?accountid=11243>
Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.
Last updated: 2019-10-17
Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global

Educators' perceptions of the impact of test -based accountability *policies on teaching and learning in high -poverty and low -poverty schools

Author: Jackson, Karen Foreman

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2008. 3297019.

[ProQuest document link](#)

Abstract:

Test-based accountability policies aim to increase student achievement for all students and reduce achievement gaps by improving classroom instruction. This study compared how educators in two high-poverty and two low-poverty elementary schools in an urban North Carolina school district perceived the impact of test-based accountability on teaching and learning. The study used interview methods to explore educators' response to test-based accountability policies and to examine why they have responded in particular ways. There were many similarities in educators' perceptions, both positive and negative, across different types of schools; however, educators from high-poverty schools tended to have more negative perceptions about the policies than did educators from low-poverty schools.

Findings suggest that educators across all schools perceived that test-based accountability policies have helped to focus instruction and raise expectations for student learning. They felt that the increased focus on language arts and mathematics was positive, but they were also concerned that the focus led to greater limitations on what they could teach. In addition, educators reported that the policies had affected students differently, depending on their achievement levels. Many educators across all schools noted that higher-achieving students had received less instructional attention while other groups of students had received more attention. In addition, some educators reported that higher- and lower-achieving students have experienced decreased motivation, while students with average achievement levels and those just below proficiency have increased motivation. Educators across all schools also perceived that test-based accountability policies had a negative effect on teacher morale and teacher attrition. In addition, educators from high-poverty schools believed these policies had created unrealistic expectations for their schools and had had a negative effect on teacher recruitment. The findings suggest that educators in high-poverty schools experience greater pressures because of policy sanctions and the greater demands of their students.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: School administration

Classification: 0514: School administration

Identifier / keyword: Education Accountability High-poverty Low-poverty Policies Test-based accountability Testing

Publication title: ProQuest Dissertations and Theses

Number of pages: 145

Publication year: 2008

Publication date: 2008

Section: 0075

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-0-549-43810-6

Advisor: Rotberg, Iris C.

Committee member: Jackson, Gregg B.; Lim, Jae Hoon

School: The George Washington University

Department: Educational Administration and Policy Studies

School location: United States -- District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 3297019

ProQuest document ID: 304647030

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/304647030?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2019-10-18

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global

Autonomy, working conditions, and teacher satisfaction: Does the public charter school bargain make a difference?

Author: Skinner, Rebecca R.

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2008. 3315891.

[ProQuest document link](#)

Abstract:

This study examined whether public charter school teachers were more satisfied with their jobs than traditional public school teachers and whether differences in satisfaction were related to higher levels of autonomy perceived by public charter school teachers. It began by considering whether the enhanced autonomy provided, in theory, by the charter school bargain was being realized at the school level by comparing public charter school principals' and teachers' perceptions of autonomy with those of their traditional public school counterparts. Consideration was also given to teachers' perceptions of working conditions and job satisfaction and whether these perceptions differed between public charter and traditional public school teachers. Finally, the study examined whether perceptions of autonomy and working conditions were related to teacher job satisfaction, accounting for endogeneity bias.

The analysis used data from the U.S. Department of Education's 2003-2004 Schools and Staffing Survey. Several statistical techniques were used to address the study's research questions, including factor analysis, ordinary least-squares regression, logistic regression, and two-stage least-squares regression with instrumental variable analysis.

The findings showed that a higher percentage of public charter school principals than traditional public school principals perceived having a major level of schoolwide influence in several areas.

Similarly, a higher percentage of public charter school teachers than traditional public school teachers perceived having high levels of schoolwide influence, but fewer differences were found with respect to teachers' perceptions of classroom control. Both groups of teachers tended to rate their working conditions positively, although a higher percentage of public charter school teachers reported more favorable perceptions related to parent involvement. With respect to teacher job satisfaction, a higher percentage of public charter school teachers than traditional public school teachers indicated having slightly higher levels of satisfaction on several of the variables examined, but only a marginally significant difference was found regarding teachers' overall satisfaction.

After accounting for endogeneity bias, whether a teacher worked in a public charter school was not found to be statistically significantly related to any of the teacher satisfaction variables. Teacher job satisfaction, however, was positively related to teachers' perceptions of schoolwide influence, classroom control, and several working conditions.

Links: [Find It at GW](#), [Find It at GW](#), [Find It at GW](#)

Subject: School administration; Elementary education; Secondary education; Teachers; Charter schools; Public schools

Classification: 0514: School administration; 0524: Elementary education; 0533: Secondary education

Identifier / keyword: Education Autonomy Charter school Public charter schools Schools and Staffing Survey Teacher job satisfaction Teacher satisfaction Working conditions

Publication title: ProQuest Dissertations and Theses

Number of pages: 315

Publication year: 2008

Publication date: 2008

Section: 0075

Publisher: ProQuest Dissertations Publishing

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-0-549-67510-5

Advisor: Rotberg, Iris C.

Committee member: Nakib, Yas; Scott, Leslie A.

School: The George Washington University

Department: Educational Administration and Policy Studies

School location: United States -- District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language of publication: English

Document type: Dissertation/Thesis

Publication / order number: 3315891

ProQuest document ID: 304643364

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/304643364?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Last updated: 2019-10-18

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection

The role of accountability in teacher attrition from high- to low-poverty schools

Author: McCabe, Eliazbeth M.

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2008. 3295663.

[ProQuest document link](#)

Abstract:

This study investigated the impact of high-stakes accountability on teachers' decisions to transfer from high- to low-poverty school within the New York City area. Using qualitative interview methods, this study assessed the role of accountability in the context of several other attrition factors: pay, administrative support, student discipline, working conditions, induction, and reform consistency. Findings indicate that accountability affects some teachers' decisions to transfer from high- to low-poverty schools independently and through interactions with other variables, such as administrative support, student discipline, inconsistencies of multiple reforms, and instructional resources. When teachers were asked about each factor independently, accountability was the fourth most influential factor behind administrative support, pay, and student discipline. Teachers in this sample report that in high-poverty schools accountability pressures related to day to day burdens of tests preparation; in low-poverty schools pressures related to professional competition. Principals find that attrition leads to slowing and repetition of professional development and poor classroom management, but positively results in new teachers' openness toward reforms. There is a need for additional studies to investigate the generalizability of the relationship between accountability and attrition from high- to low-poverty schools in New York State and in other contexts, especially considering interactions between accountability and other factors.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: Educational sociology; School administration

Classification: 0340: Educational sociology; 0514: School administration

Identifier / keyword: Education Accountability Poverty Teacher attrition Teacher labor markets

Number of pages: 167

Publication year: 2008

Degree date: 2008

School code: 0075

Source: DAI-A 69/01, Dissertation Abstracts International

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-0-549-40861-1

Advisor: Rotberg, Iris C.

University/institution: The George Washington University

University location: United States – District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language: English

Document type: Dissertation/Thesis

Dissertation/thesis number: 3295663

ProQuest document ID: 304638913

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/304638913?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Dissertations & Theses Global

No Child Left Behind's school choice and supplemental educational services provisions: A descriptive study of implementation in eleven Arkansas school districts

Author: Blankenship, Virginia Hudson

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2007. 3260141.

[ProQuest document link](#)

Abstract:

The federal No Child Left Behind Act (NCLB) of 2001 holds states accountable for improving the achievement of all students in order to continue receiving Title I funding for low-income schools. Students who attend Title I schools not making adequate yearly progress (AYP) have the right to transfer to better-performing public schools and/or receive free supplemental educational services. These options were meant to not only improve these students' achievement, but also spur schools and districts to improve as a result of competition for students, status, and resources. This study explored how a purposive sample of 11 districts in a small, rural state,

Arkansas, were offering NCLB school choice and supplemental services in the early stages of implementation. Methods included interviews with district superintendents, as well as state and school officials, and analysis of relevant documents, including state and federal rules and regulations and Arkansas' list of approved supplemental service providers.

The findings supported those of previous studies on these provisions in other states and districts: (1) NCLB school transfers are minimal; and (2) while supplemental services appear to be offered and used more often than school choice, the services are still being used by few eligible students in most of the districts sampled. The most important factors affecting implementation were the limited supply of better-performing schools and supplemental service providers in many areas; the state's inability to notify districts (and parents) of schools' AYP status prior to the start of the school year; and a lack of capacity building provided by the state or within the NCLB legislation. Many superintendents also viewed the NCLB provisions as infeasible to implement and unlikely to improve student achievement. Unless many of these challenges or perceptions are overcome, the impact of NCLB's provisions on student achievement could be far less dramatic than the law's authors and supporters had envisioned.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: School administration; Public administration

Classification: 0514: School administration; 0617: Public administration

Identifier / keyword: Social sciences Education Arkansas Education policy No Child Left Behind Rural education School choice School districts Supplemental educational services

Number of pages: 217

Publication year: 2007

Degree date: 2007

School code: 0075

Source: DAI-A 68/04, Dissertation Abstracts International

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-109-97906-0

Advisor: Rotberg, Iris

University/institution: The George Washington University

University location: United States – District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language: English

Document type: Dissertation/Thesis

Dissertation/thesis number: [3260141](#)

ProQuest document ID: 304875352

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/>

304875352?accountid=11243

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Dissertations & Theses Global

Resistance and change: A century of education reform in Vietnam

Author: Tibbetts, Patricia K.

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2007. 3260162.

[ProQuest document link](#)

Abstract:

This historical study traced foreign and indigenous influences and ideologies on school reform in Vietnam. The study began with French colonialism and continued through the Vietnamese communist period, the Soviet-influenced period, the American-influenced period, and current reform through 2006. Reforms were studied in the areas of (a) purpose and means of education, (b) examinations, and (c) access. Much of the information for the research was drawn from academic products, working documents, and other texts, and those data were supplemented with interviews of key informants. Through this dual approach, the study connected the issues faced in past and present reform implementation by investigating how the reform was initially implemented and then assessing what occurred over time.

Results showed that the history of Vietnam is rife with examples not only of policies resisted and ultimately rejected, but also of policies accepted and absorbed by Vietnamese educators and policies modified both officially and unofficially in classrooms. The Vietnam example shows not only that imported change can succeed, but that it can have a great degree of longevity, withstanding major political, social, and economic shocks. A knowledge of traditional values is essential for understanding how reforms interact with society. Today, Vietnam is not only part of a global trend of increased access but also joins many other countries with its introduction of a new active learning curriculum and increased privatization of schooling. Results suggested that melding modern methods with the long-standing examination system is the critical challenge facing today's reformers.

Links: [Find It at GW](#), [Find It at GW](#), [FindIt at GW](#)

Subject: History; Education history; Curricula; Teaching

Classification: 0332: History; 0520: Education history; 0727: Curricula; 0727: Teaching

Identifier / keyword: Social sciences Education Active learning Culture Reform Resistance Vietnam

Number of pages: 183

Publication year: 2007

Degree date: 2007

School code: 0075

Source: DAI-A 68/04, Dissertation Abstracts International

Place of publication: Ann Arbor

Country of publication: United States

ISBN: 978-1-1 09-97927-5

Advisor: Rotberg, Iris C.

University/institution: The George Washington University

University location: United States -- District of Columbia

Degree: Ed.D.

Source type: Dissertations & Theses

Language: English

Document type: Dissertation/Thesis

Dissertation/thesis number: 3260162

ProQuest document ID: 304874874

Document URL: <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/304874874?accountid=11243>

Copyright: Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

Database: Dissertations & Theses @ George Washington University - WRLC; ProQuest Dissertations & Theses Global

Bibliography

Citation style: Chicago 15th Edition (Author-Date System)

Frizzell, Matthew. 2020. Maryland educators' perceptions of informational reading and nonfiction writing instruction during the implementation of the common core state standards. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/2328002679?accountid=11243> (accessed September 14, 2020).

DeLima, Laura E. 2017. Implementing an innovative educational program in an era of accountability: An interview study of the expeditionary learning program. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1955172560?accountid=11243> (accessed September 14, 2020).

Robson, Kelly. 2016. Factors that can make a difference in meeting the needs of homeless students in schools: Perceptions of district homeless liaisons in ohio. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1804425512?accountid=11243> (accessed September 14, 2020).

Stepancic, Ferry. 2014. Educators' perceptions of the factors influencing the implementation of bullying prevention efforts in U.S. schools. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1611945541?>

accountid=11243 (accessed September 14, 2020).

Fink, Ryan. 2014. District-led instructional improvement in a remote town. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1533544960?accountid=11243> (accessed September 14, 2020).

Kennedy, Leigh K. 2014. Increasing the supply of effective teachers in high-poverty schools in a heterogeneous school district: Facilitators and constraints. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1497968073?accountid=11243> (accessed September 14, 2020).

Taylor, Kerry E. 2012. Relationships between placement decisions at a community college and measures of college achievement and persistence. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/1038374259?accountid=11243> (accessed September 14, 2020).

Sponsler, Brian Andrew. 2011. State adoption of undocumented student tuition policy: An event history analysis. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/861914800?accountid=11243> (accessed September 14, 2020).

Chen, Jinsong. 2011. An evaluation of the relationship between classroom practices and mathematics motivation from student and teacher perspectives. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/839868782?accountid=11243> (accessed September 14, 2020).

Wells, John P. 2010. A case study of educators' perceptions of the effects of high-stakes testing and accountability policies on high- and low-poverty middle schools in a maryland school district. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/205457781?accountid=11243> (accessed September 14, 2020).

Jackson, Karen Foreman. 2008. Educators' perceptions of the impact of test-based accountability policies on teaching and learning in high-poverty and low-poverty schools. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/304647030?accountid=11243> (accessed September 14, 2020).

Skinner, Rebecca R. 2008. Autonomy, working conditions, and teacher satisfaction: Does the public charter school bargain make a difference? Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/304643364?accountid=11243> (accessed September 14, 2020).

McCabe, Eliazbeth M. 2008. The role of accountability in teacher attrition from high- to low-poverty schools. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/304638913?accountid=11243> (accessed September 14, 2020).

Blankenship, Virginia Hudson. 2007. No child left behind's school choice and supplemental educational services provisions: A descriptive study of implementation in eleven arkansas school districts. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://www.proquest.com/docview/304875352?accountid=11243> (accessed September 14, 2020).

Tibbetts, Patricia K. 2007. Resistance and change: A century of education reform in vietnam. Ph.D. diss., The George Washington University, <http://proxygw.wrlc.org/login?url=https://>