



**CALIFORNIA SCHOOL LIBRARY ASSOCIATION
RESEARCH ARCHIVE 2005
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*Learning through Books,
Media and Technology*

California:

California scores up, but still far short of goals. (2005, Oct. 28). *San Francisco Chronicle*.

While 68% of the 6800 California schools that posted results met short-term targets on the Academic Performance Index, only 28% achieved long-term goals. Scores of minority, low-income and English-learning students rose but still trailed those of the overall population by hundreds of points.

Changing schools hurt math scores. (2005, Sept. 17). *Los Angeles Times*.

California students who stayed in the same school for fifth and sixth grade dropped 1% in their math score proficiency grades this year, while those who moved to middle school for sixth grade dipped 7%, the Los Angeles Times found. In explaining the middle school slump, some experts say it's tough for students in the throes of puberty to contend with multiple teachers, an unfamiliar campus and tougher coursework all at the same time.

Constantino, R. (2005, Feb.). Print environments between high and low socioeconomic status (SES) communities. *Teacher Librarian*, 32(3), 22-25.

This study examined access of books by students ages 7 to 12, among six communities in greater Los Angeles. A significant difference existed between low and high SES status and home, classroom, and school library books (higher having more access); there was no significant difference relative to public libraries. Schools do not make up the difference for children in low SES communities.

The economics of investing in universal preschool education in California. (2005). Santa Monica, CA: Rand.

A recent Rand study found that very dollar spent on universal preschool in California would result in \$2.62 in benefits, such as reducing the number of children in special education and stemming juvenile arrests. The report also said a universal preschool model would bolster the state's work force and promote economic growth.

Jepsen, C., & de Alth, S. (2005, Apr.). *English learners in California schools*. San Francisco: Public Policy Institute of California.

The study found that Spanish- and Hmong-speaking students take longer to master English than children from some other groups, most likely because many lack qualified teachers and affluent parents.

Krashen, S. (2004, Dec.). Proposition 227 and skyrocketing test scores: an urban legend from California. *Educational Leadership*, 62(4), 37-39.

Test scores went up in California, but dropping bilingual education had nothing to do with the increase. Test score increases appear to be a result of the usual "test score inflation" that occurs when new tests are introduced; there were no clear differences in gains between districts that kept bilingual education and those that dropped or reduced their bilingual programs. Missing from nearly all discussions of the effectiveness of bilingual education is the consistent finding that controlled studies show that bilingual education works.

Fuller, D. (2005). *A digital library for California K-12 public schools: The power of providing online databases to all schools*. <http://slisweb.sjsu.edu/faculty/fuller/CADigitalLibWP4.pdf>

All but three states have digital K-12 libraries; California is one of the holdouts. Subscription online databases is the core component of a digital library. Fuller points to four key lessons when building K-12 statewide digital libraries: age and grade appropriate portals, strong tie to state curriculum standards, resources provided in the context of information literacy, and marketing.

Teachers in schools with poor, minority students paid less. (2005). Oakland: Education Trust-West.

Within California's largest school districts, teachers who work with poor and minority students have lower salaries than do counterparts at schools serving more affluent and white students, finds a new study by The Education Trust-West advocacy group. The findings, which some district officials questioned, say the disparity in results is due in part from union agreements that give veteran teachers choice over where they work.

Libraries:

Chapin Hall Center for Children. (2005). *New on the shelf: Teens in the library*. Chicago: University of Chicago. <http://www.chapinhall.org>

In this four-year study exploring the role of public libraries in youth development, youth increasingly see public libraries as safe, comfortable and affordable places to do homework, use computers and socialize after school. Communities and policy-makers also see public libraries as part of a support network for youth, especially as a low-income community resource. Teens comprise 25% of public library patrons but get proportionally fewer resources and services than other age groups.

Fisher, D., Lapp, D., & Flood, J. (2001). The effects of access to print through the use of community libraries on the reading performance of elementary students. *Reading Improvement*, 38(4), 175-182.

Researchers compared the difference in a variety of scholastic metrics between students in grades one through six who made weekly visits to the public library with their class and students who made weekly visits to the school library with their class. Students who visited the public library showed a 21% increase in the number of students performing "at or above grade level" on the standardized test for their school system, while the students who visited the school library showed only a 4% increase in the number of students performing "at or above grade level" on the standardized test. Students in the groups visiting the public library also increased their recognition of children's book titles and children's authors. The results of this study suggest that the public library as a resource for school aged children significantly improves their general scholastic performance.

Sutton, L. (2005, Oct.). School library filters too often block valid research sites. Presentation at AASL conference, Pittsburgh.

Internet filters used by school libraries are likely to block legitimate education content, thereby frustrating students trying to do assigned research, according to a study presented to the American Association of School Librarians last week. Researcher Lynn Sutton said teachers need to work with students and technology staff to devise different filter settings so appropriate material can get through.

Reading:

Adolescents Read. Lessons from New York Life Revitalizing High School Libraries Initiative 2003-2005. (2005, Nov.). Washington, DC: Public Education Network. http://www.publiceducation.org/pdf/publications/high_school/Adolescents_Read.pdf

This article explains how a private-public partnership improved high school libraries such that they impacted adolescent literacy.

Coiro, J. (2005, Oct.). Making sense of Internet content. *Educational Leadership*.

Reading on the Internet is a part of daily life, but many students do not have the proper skills to use on-line texts meaningfully. It's crucial for teachers to supplement the regular reading curriculum with additional lessons in four areas: search strategies, web navigation, critical evaluation of content, information synthesis.

Crowded schedule leaves little time for pleasure reading. (2005, May 24). *Washington Post*.

Teachers under pressure to raise test scores and complete fast-paced lesson plans are finding it difficult to give students time for pleasurable reading. Even though studies show reading skills are boosted when students can choose the books they read, many high schools require students to tackle difficult classics that, some experts say, fail to engage them.

Elbaum, B., Vaughn, S., Hughes, M. T., Moody, S. W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 92(4), 605-619.

One-on-one reading tutoring, led by trained adults, can have a significant positive effect on student reading, particularly for younger students. It should be noted that only a few studies were used in this meta-analysis.

Federation of Children's Book Groups. (2005). *Potter works wonders for kids' literacy*. Leeds, England: FCBG. <http://news.scotsman.com/print.cfm?id=765922005>

The Harry Potter series has made a major impact on literacy and reading habits in the U.K. Almost 3/5 children think the books helped them improve their reading skills and 2/3 think it has turned non-readers into readers.

Fourth-grade students reading aloud: NAEP 2002 special study of oral reading. (2005). Washington, DC: NCES. <http://nces.ed.gov/nationsreportcard/pubs/studies/2006469.asp>

Three separate components of oral reading ability (accuracy, rate, and fluency) are very much related to each other and to reading comprehension. "Fluent" readers in this study were likely to read higher percentages of words accurately, to read the passage at a faster rate, and to have scored higher, on average, on the NAEP reading assessment than "nonfluent" readers. More than one-half of the students read the study passage fluently, with a fairly high degree of accuracy, and at a rate of at least 105 words per minute. However, a group of students whose average scale score and labored oral reading performance suggested they were struggling also demonstrated, on average, the lowest performance on measures of accuracy, rate, and fluency.

Ivey, G., & Fisher, D. (2005). Learning from what doesn't work. *Educational Leadership*, 63(2), 8-15.

This article criticizes standard school practices that discourage adolescent students' individual inclinations in reading. The authors instead encourage sustained silent-reading periods, giving kids a wide range of books to choose from, and injecting personal reflections into discussions of books.

Kamil, M., & Chou, H. (2005). Reading in a digital age. *Eye on Research*.

<http://www.ciconline.org/NR/rdonlyres/elb74xzpcaicbkdnre3bwigqhlyfxccevq34q2p3bed6q3fjburntaayv4gibnhzzg2f5twwfpxp/THFall05EyeonResearch2.pdf>

Hypertext offers different reading experiences and different learning supports. Hypertext offers more options, which can help or distract readers; students need explicit instruction on using these digital texts.

National Assessment of Adult Literacy. (2005). Washington, DC: National Center for Education Statistics. <http://nces.ed.gov/naal/>

One in 20 U.S. adults lack basic English skills. From 1992 to 2003, adults (age 16+) made no progress in their functional literacy. Their competency dropped or was flat across every level of education, from people with graduate degrees to those who dropped out of high school.

Reading next: A vision for action and research in middle and high school literacy. (2005). Washington, DC: Alliance for Excellent Education. www.all4ed.org/publications/ReadingNext/

A panel of education researchers assembled by the Carnegie Corporation and the Alliance for Excellent Education identified 15 key elements to help adolescents move beyond word recognition to more purposeful reading. The items strictly related to classroom instruction include intensively teaching comprehension strategies; making texts available that encompass a wide range of topics and reading levels; holding small-group student discussions of texts; allowing for independent reading and student-selected materials; and focusing on writing.

[Torgesen, J.K. The urgency and the challenge of teaching all children to read: Lessons from research.](#) (2005). Tallahassee, FL: Florida State University.

Experts believe it's possible to ease the crisis in adolescent literacy, but only if schools demonstrate the willingness and commitment to make reading the "cornerstone of learning." Focusing on literacy in the K-2 years is more effective than trying to play catch up in middle school and high school.

Student Achievement:

21st Century Community Learning Centers. (2005). *When schools start open late*. Washington, DC: U. S. Department of Education. <http://www.ed.gov/rschstat/eval/other/cclcfinalreport/cclcfinal.pdf>

After school programs were found to have little or no effects on self-care, academic performance, and young people's feeling of safety. Students in the program were more likely than other to be with adults who were not their parents or with older siblings.

Baker, D. P., Fabrega, R., Galindo, C., & Mishook, J. (2004). Instructional time and national achievement: Cross-national evidence. *Prospects* 34(3), 311–334.

Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time.

Blum, R. (2005, April). The adolescent learner. *Educational Leadership*, 62 (7), 16-20.

Research shows that students are more likely to succeed when they feel connected to school

Bruni, O. (2006, Jan.) Sleep disturbances and teacher ratings of school achievement and temperament in children. *Sleep Medicine*, 7(1), 43-48.

In a Brown Medical College study of sleep deprivation, teachers reported that children aged 6 to 12 who had eight hours or less of rest a night forgot more, had more problems learning new material and found it harder to pay attention than did peers who got adequate sleep. Experts say young elementary-aged students need 10 to 11 hours of sleep a night, while teenagers need 8.5 hours.

Carter, S. (2000). No Excuses: Lessons from 21 high-performing, high-poverty schools. Washington, DC: Heritage Foundation. <http://www.noexcuses.org/pdf/noexcuseslessons.pdf>

High performing schools held parents accountable, focused on the basics, tested frequently for diagnostic purposes, held teachers to high standards, attracted and kept great teachers, and exercised much autonomy.

Chrisman, V. (2005, Feb.). How schools sustain success. *Educational Leadership*, 62, 5, 16-20.

Sustaining increases in student achievement is problematic for underperforming schools. Only 83 of the 430 schools involved met their students' test score growth targets for two consecutive years. A comparison of the successful and unsuccessful schools in the program reveals that success seems to depend on the quality of leadership and on the effectiveness of instructional programs and practices.

Cnn.com (2005, Aug. 16). High school exit exams pressuring limited-English students. *CNN*.

Huge numbers of students who don't speak or read English well may be denied a high school diploma based on graduation tests that do not fairly measure their skills, a study suggests. Many states are struggling to help those learning English as a second language. Such students -- mainly immigrants -- pass graduation exams on their first try at least 30 to 40 percentage points less often than other students, the Center on Education Policy found. That performance has big implications, as almost nine in 10 limited-English students are expected to face such a high-stakes test in their state by 2012.

Cronin, J., et al. (2005). *The impact of No Child Left Behind on student achievement and growth: 2005 edition*. Lake Oswego, OR: Northwest Evaluation Association.

http://www.nwea.org/assets/research/national/NCLBImpact_2005_Brief.pdf

Sampling pupils in 23 states, this study found that student math and reading scores have improved somewhat under NCLB, but within grades, over the course of the school year, students made less academic progress than they did before the law was implemented. Researchers found minority students' growth lagged behind that of whites, a troubling trend which could widen the achievement gap.

Early childhood longitudinal study. (2005). Washington, DC: National Center for Education Statistics.

<http://nces.ed.gov/ecls/>

Data from the U.S. Education Department's longitudinal study of 20,000 K-5 American children suggests that what matters most for student achievement is not whether parents have read books aloud to their kids or taken them on cultural outings; rather, it's that the adults are highly educated and well off.

How leadership influences student learning. (2005). New York: Wallace Foundation.

<http://www.wallacefoundation.org/NR/rdonlyres/52BC34B4-2CC3-43D0-9541-9EA37F6D2086/0/HowLeadershipInfluences.pdf>

A report by researchers from the Universities of Minnesota and Toronto says leadership is second to good teaching among in-school factors that influence student learning. The report says leaders can improve student learning by adopting an approach that sets high expectations, uses data to improve instruction and develops a supportive and stimulating work environment conducive to successful teaching.

Kemple, J., Herlihy, C., & Smith, T. (2005). *Making progress toward graduation: Evidence from the Talent Development High School Model*. New York: MDRC.

Talent Development, a high school reform initiative, produced substantial positive effects on attendance, academic course credits earned, tenth-grade promotion, and algebra pass rates for students in very low-performing schools in Philadelphia. The model, developed by Johns Hopkins University, groups freshmen into small academies, uses block classes and provides intensive instruction in math, language arts and reading.

Krashen, S. (2005). The hard work hypothesis: Is doing your homework enough to overcome the effects of poverty? *Multicultural Education*, 12 (4), 16-19.

More time devoted to homework appears to be related to better grades but not necessarily to higher performance on standardized tests. Outside-of-school activities that engage the student in interesting texts and that encourage additional free voluntary reading will be highly effective. This is only possible, however, if reading material is easily available. But homework that focuses on skill-building will have limited value. Research suggests that parental education is more relevant than current income. Better educated parents, it is predicted, will be more likely to read to their children, provide access to reading materials, and be better prepared to help with homework. If this help is done in the first language, it is a form of de facto bilingual education.

Leading schools: Distinguishing the essential from the important. (2005). Aurora, CO: Mid-continent Research for Education and Learning

A study by McREL identified school leadership responsibilities that correlated with second-order changes in schools. Seven of those 11 were identified as very important: Change agent; Flexibility; Ideals and beliefs; Intellectual stimulation; Knowledge of curriculum, instruction and assessment; Monitor and evaluate; and Optimizer. The other four -- Communication, Culture, Input, and Order -- were more likely to suffer declines in schools trying to make second-order changes.

LeTendre, G., & Baker, D. (2005). *National differences, global similarities: World culture and the future of schooling*. Palo Alto, CA: Stanford University Press.

Analysis of the TIMSS report found teachers in countries with the highest-scoring students assigned little homework.

Lubienski, S., & Lubienski, C. (2005). A new look at public and private schools: Student background and mathematics achievement. *Phi Delta Kappan*, 86(9), 696.

When the mathematics performance of students in public and private schools was compared while controlling for individual and school-level socioeconomic status, students in public schools were found to outperform their private school peers at each SES level: low SES, low-mid SES, mid-high SES, and high SES.

Marsh, H., & Kleitman, S. (2005). Consequences of employment during high school: Character building, subversion of academic goals, or a threshold? *American Educational Research Journal*, 42(2), 331-369.

As students work longer hours, they achieve at lower levels academically, are more likely to engage in negative behaviors, have lower academic and career aspirations, and are less likely to hold leadership positions, engage in extracurricular activities, and attend or stay in college. These negative effects are persistent across gender groups, racial groups, differing socioeconomic status levels, and academic abilities.

Measured progress. (2004). Washington, CD: Education Trust.

Progress is being made in elementary-level reading and math, but in many places the pace of improvement is too slow to reach NCLB's goal of universal proficiency by 2014. Researchers said the findings don't validate supporters' claims that NCLB is "the silver bullet of education" or critics' charges that the law has had no effect on student achievement.

National Assessment of Educational Progress. (2005). *NAEP 2004 trends in academic progress*. Washington, DC: NAEP. <http://nces.ed.gov/nationalreportcard/>

Math and reading scores for 9 year olds in 2004 are higher than ever since 1971. Reading scores for both 17 year old African American and Hispanic have increased, though scores for other ethnicities remained about the same. The achievement gap for all three ages of assessment (9, 13, and 17) was smaller in 2004 than in 1971.

One-third of a nation: Rising dropout rates and declining opportunities. (2005). Princeton, NJ: Educational Testing Service. <http://www.ets.org/research/pic/onethird.pdf>

In all but seven states, the high school completion rate has declined in the past decade, and stands as 10th in the world. There is also a decline in federal investments for second-chance educational opportunities. The study suggests that the dearth of guidance counselors (an average of 1 per 285 students) is one cause.

Research-proven tips to boost students' brainpower. (2005, Nov. 4). *Johns Hopkins News-Letter*.

Students can ensure they're in top mental form, researchers say, through activities that include eating high-protein breakfasts and scheduling specific times for e-mailing, instant messaging and making phone calls.

Rising to the challenge: Are high school graduates prepared for college and work? (2005, Feb.). Washington, DC: Achieve. <http://www.achieve.org>

405 of high school graduates are not prepared for college. College instructors stated that the greatest shortcomings were in writing and math. Students said it was too easy to slide by in high school, and asserted that more academic counseling and course requirements would boost student achievement.

What are we learning about high school reform? (2005). Washington, DC: National Center for Educational Accountability. <http://www.nc4ea.org/files/NCEA%20HS%20Research%20Update.pdf>

High performing high schools have common elements (which are also found at lower grades): clear focus on what is being taught, attention to progress and performance of individual students. Currently there is inconsistency in performance – and coordination -- across subject matter. One of the best predictors of student achievement is prior relevant knowledge.

Students:

Children's Hospital. (2005, Sept. 22). *Recommendations for students with cochlear implants in mainstream educational placements*. Boston. Children's Hospital.

<http://www.childrenshospital.org/clinicalservices/Site2003/Documents/CI%20Mainstream%20Supports.pdf>

Researchers say prolonged use of headphones is causing young people to lose their ability to hear higher frequencies, since their ears don't get the breaks needed to recover from the constant noise. Boston Children's Hospital experts say it's safe to listen to a portable music player with headphones at 60% of maximum volume for one hour a day.

National Joint Commission on Learning Disabilities. (2005). *Responsiveness to intervention and learning disabilities*. Washington, DC: National Research Center on Learning Disabilities.

This report examines the concepts, potential issues, and unanswered questions related to RTI (response to intervention) and learning disabilities. Best practices include collaborative effort, data-based documentation of on-going monitoring, parent involvement, and well-designed instructional programs.

Profile of the American high school sophomore in 2002: Initial results from the base year of the longitudinal study of 2002. (2005). Washington, DC: National Center for Education Statistics.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005338>

Splitting up the sexes in school. (2005, Sep. 19). *Newsweek*.

Recent research about boys' and girls' learning styles has touched off a debate about whether the genders should be split up in school. Proponents of gender-based education say educators must change their techniques to accommodate the sexes' different brain chemistries. Critics of those theories say they are misguided and that learning styles can vary regardless of gender.

Diversity:

Cahill, L. (2005, May). His brain, her brain. *Scientific American*.

Advances in noninvasive imaging techniques have revealed the far-reaching influence of gender on memory, emotion, vision, hearing and other areas of cognition and behavior. Recent studies have suggested that innate biological differences lead girls to play with dolls and prefer films with human faces, while boys gravitate toward trucks and movies about cars.

Civil rights project. (2005). Cambridge, MA: Harvard University.
<http://www.civilrightsproject.harvard.edu/research/dropouts/dropouts05.php>

A recent Harvard University study of the Los Angeles Unified School District found that just 39% of Latinos and 47% of black students who should have graduated actually earned a diploma in 2002, while the overall graduation rate hit only 45.3%.

Examining the gaps in mathematics: Achievement among racial-ethnic Groups, 1972-1992. (2005). Santa Monica, CA: RAND Corporation. http://www.rand.org/pubs/monographs/2005/RAND_MG255.pdf

The study calculated that 54% of the decrease seen in the black-white gap over that period could be accounted for by gains in the income and educational levels of black families and in black parents' occupational status. Likewise, Latino students scores' rose as their families became more prosperous and better educated from 1972 to 1982, but leveled off or decreased over the next decade as conditions worsened for them. Decreases in the size of the gaps within schools also correlated with increases in the number of black and Latino students taking academic-track courses rather than general or vocational studies. On the other hand, academic disparities increased as schools became more racially isolated.

Figlio, D. (2003). *Names, expectations, and Black children's achievement.* Gainesville, FL: University of Florida. <http://bear.cba.ufl.edu/figlio/names.pdf>

Teachers have lower expectations for black students whose names feature unusual letter combinations and apostrophes, while siblings with more mainstream names did not experience the same low expectations. Children with distinctive names tended to have lower test scores and were less likely to be in gifted programs.

Hobbs, T. (2005, June 17). Bilingual principals not vital. *Dallas Morning News.*

Analysis by the Dallas school system has found students whose principals were bilingual had about a 3% higher passing rate on the state exam in math and virtually the same passing rate in English, compared with students whose principals were not bilingual.

Lara-Cinisomo, S., et al. (2004, Fall). A matter of class. *Rand Review*, 28(3), 10-15.

RAND's recent analysis of achievement gap trends between 1972 and 1992 reveals that as the socioeconomic family status of black and Hispanic 12th-graders rose and as students took more academic-track courses, the math score gap between those students and white peers shrunk.

Latinos and education: The high school environment, schooling abroad and college enrollment. (2005). Washington, DC: Pew Hispanic Center. <http://pewhispanic.org/>

Pew Hispanic Center released 3 reports about youths in high schools and colleges:

The High Schools Hispanics Attend: Size and Other Key Characteristics: A report on the characteristics of high schools attended by different racial and ethnic groups finds that Hispanic teens are more likely than blacks and whites to attend the nation's largest public high schools.

The Higher Drop-Out Rate of Foreign-Born Teens: The Role of Schooling Abroad: A report on high school enrollment points to the importance of schooling abroad in understanding the dropout problem for immigrant teens, finding that those teens have often fallen behind in their education before reaching the United States.

Recent Changes in the Entry of Hispanic and White Youth into College: A report on college enrollment finds that the number of young Hispanics going to college is increasing.

National Longitudinal Transition Study-2. (2005). Washington, DC: U. S. Department of Education. <http://www.nlts2.org/>

Students with disabilities have made significant progress in their transition to adulthood during the past 25 years with lower dropout rates, an increase in postsecondary enrollment and a higher rate of gainful employment after leaving high school. Nevertheless, only 31% of students with disabilities went on to attend college within the first two years after high school, although about 77% had said in high school they intended to do so. While students with disabilities were almost as likely as their peers to be enrolled in community or two-year colleges, just 5.7% were enrolled at a four-year college in 2003, compared with 28.3% of all students.

Neal, D. (2005). Why has black-white skill convergence stopped? in Hanushek, E., & Welsh, F. (Eds.). *Handbook of the economics of education.* New York: Elsevier.

Neal predicts the achievement gap between white and black students will persist through much of the 21st century, unless significant changes take place. He suggests quality early childhood education as an effective intervention.

Rolstad, K., Mahoney, K., & Glass, G. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy*, 19(4), 572–594.

Bilingual education programs—programs that are designed to build fluency in both English and a student’s native language—have a much larger effect on improving student outcomes than do programs offering instruction in all-English environments. This analysis confirms findings from previous meta-analyses.

Socolar, P. (2004, Winter). *Education law is tougher on diverse schools. Diverse schools struggle with NCLB's goals*. Philadelphia: Public School Notebook. <http://www.thenotebook.org/editions/2004/winter/diverse.htm>

Schools with large numbers of minority students generally have a more difficult time reaching NCLB's targets for adequate yearly progress than homogenous schools because they have more subgroups to measure, some educators say. Monty Neill, executive director of FairTest, an advocacy group, says this amounts to what some people in the industry have begun calling the "diversity penalty."

Teachers:

Cameron, C. (2005, Jan.). Effects of variation in teacher organization on classroom functioning. *Journal of School Psychology*. 43(1), 61-85.

An average of 75 minutes daily is used for non-academic activities; time ranged from 15 minutes to over 2 hours dedicated to lining up, distributing materials, cleaning up, etc. Schools with shorter school days tended to be in high-poverty and high-minority neighborhoods.

Carrington, B., Tymms, P., & Merrell, C. (2005). Role models, school improvement and the ‘gender gap’. Durham, UK: University of Durham.

A study of 9,000 British 11-year-olds has found that although children taught by female teachers have generally more positive attitudes toward schools, a teacher's gender has no impact on students' achievement or their attitude toward specific subjects. Researcher Peter Tymms says that while he still believes more men should enter teaching, the findings skewer the belief that a crisis in boys' schools performance stems from a lack of male teachers.

National teacher survey links student computer use to improved engagement and academic performance. (2005). Vernon Hills, IL: CDW-G. <http://webobjects.cdw.com/webobjects/docs/PDFs/CDWG/NationalTeacherSurvey.PDF>

A CDW-G survey found that 3/4th of teachers recognize the importance of computer technology in productivity and instruction (about 10% gain over last year’s survey). Teachers are starting to change the way they get information and teach. About 2/3rd see themselves as advanced users; only 3% consider themselves beginners. Professional development is about the same as last year – and lags in the majority of school systems. Teachers want more access to computers in their schools. Almost 2/3rd think student achievement has improved with the use of classroom computers.

Listening to the experts. (2004). Chapel Hill, NC: Southeastern Center for Teaching Quality. http://www.teachingquality.org/resources/pdfs/TWC_FullReport.pdf

Teachers felt more constrained by having to perform tasks outside the educational mission than were principals. The results of the survey, gleaned from responses by thousands of educators in North Carolina and South Carolina, suggest that professional development, access to reliable technology and good working conditions contribute to teacher retention and overall job satisfaction.

Searching the attic: How states are responding to the nation's goal of placing a highly qualified teacher in every classroom. (2004). Washington, DC: National Council on Teacher Quality. http://www.nctq.org/nctq/images/housse_report_2.pdf

According to this report, most states are doing a poor job of ensuring their teachers will meet NCLB's standard for "highly qualified" by the end of the 2005-06 school year. The report cited Colorado as the only state to require its teachers to either pass a subject matter test or take coursework closely approximating a college major.

Teachers decry lack of respect for the profession (2001, Aug. 1). *Salt Lake Tribune*.

Even though polls show most Americans consider teaching a prestigious occupation, many teachers report feeling demoralized over their inadequate resources and poor compensation.

Today's typical teacher: White, female and often looking elsewhere. (2005, July 31). *New York Times*.

Research indicates 75% of teachers are female, 84% are white and 46% are likely to leave the field by their fifth year. Career-changers, who on average tend to be 35 with about seven or eight years' experience in another field, bring with them marketplace attitudes and expectations to teaching that schools aren't prepared to meet.

University of Virginia. (2005). *Quality of 1st Grade Teachers Plays Key Role*. Charlottesville, VA: UV. <http://www.fpg.unc.edu/~ncedl/pages/spotlt.cfm>

First-graders who are moderately at risk and have supportive teachers score higher on achievement tests and have fewer behavioral problems than do peers in classrooms where the teacher provides little or no emotional support, reports a University of Virginia study released Wednesday. Researchers say the study has implications for reducing a child's academic and social problems in the early school years.

The urban teacher challenge -- Teacher demand and supply in the great city school. (2004). Washington, DC: Council of the Great City Schools.

A coalition of 65 metropolitan school districts found that 70% of schools have improved math scores since NCLB was enacted, while 40% have seen reading scores climb during the same period. Yet only about half of urban students met proficiency targets, and for many districts, test gains during the 2003-04 school year were smaller than those in the prior one.

School Issues:

Center on Education Policy. (2005). *From the Capitol to the classroom: Year three of the No Child Left Behind Act*. Washington, DC: EP. <http://www.cep-dc.org/nclb/NCLBPolicyBriefs2005/>

The Center on Education Policy has developed a series of policy briefs highlighting major findings from its 2005 annual report. The first brief examines why urban schools are being identified for improvement at a disproportionate rate than suburban or rural schools. Other briefs address: "Middle Schools are Increasingly Targeted for Improvement"; "Is NCLB Narrowing the Curriculum?"; and "What School Districts Are Doing to Improve Teacher Quality in High-Need Schools."

The comparative guide to American elementary and secondary schools: 2005 edition. (2005). Washington, DC: National Center for Education Statistics.

A snapshot profile of every public school district in the United States serving 1,500 or more students and provides pertinent evaluative and demographic statistics necessary to evaluate educational programs nationwide.

Dearth of school nurses puts children in harm's way. (2005, Dec. 14). *USA Today*.

Nearly half the nation's schools fall short of the recommended ratio of one full-time nurse for every 750 students. Low pay, compared with that of other nursing jobs, and NCLB pressures, which make schools reluctant to free up funds by slashing teaching positions, are fueling the shortage.

Fifty years of supporting children's learning: A history of public school libraries and federal legislation from 1953 to 2000. (2005). Washington, DC: National Center for Education Statistics. nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005311.

No easy answers when it comes to sex-ed. (2005, Oct. 17). *U.S. News & World Report*.

While the debate over how to teach middle and high school students about sex has raged for decades, school curriculum has flip-flopped between stressing comprehensive information and promoting abstinence. Even as the chastity movement gains momentum, public health experts warn abstinence-only programs could be catastrophic if kids aren't told how to prevent sexually transmitted diseases.

Smith, A. (2004, Feb.). *Making mathematics count*. London: United Kingdom.

A Staffordshire University study found that subjects who reported the highest levels of math anxiety made

the most mistakes and the biggest errors on math problems. Scientists believe math anxiety interferes with working memory and thereby inhibits people's abilities to perform calculations.

Three new studies probe effects of day care. (2005, Nov. 1). *New York Times*.

Separate studies from the federal government and California universities find time in child care centers correlates to better math and reading skills, yet poorer work and social habits. A third study from the American Sociological Review reports the death rate of children receiving care at group centers was higher than for children who were in private homes.

U.S. must strengthen science education. (2005, Oct. 13). *Washington Post*.

In a report to Congress, a panel of prominent scientists and business leaders warned the U.S. could lose its scientific and economic edge if decisive action were not immediately taken to strengthen science and math education and research. Among its proposals, the group recommends beefing up science and math instruction in the public schools and creating a scholarship program to recruit annually 10,000 of the best math and science students to teaching.

Technology:

I in 4 children are the victims of on-line bullying. (2004). London: NCH.
<http://www.nch.org.uk/information/index.php?i=134>

A survey by the British children's charity NCH of 770 children aged 11 to 19 found that 14% say they've been threatened or harassed via text messages, and of those, 26% did not know who their tormentor was. The group has created an interactive Web site to help children stop text bullying.

Anderson, C. (2003, Oct.). Violent video games: Myths, facts, and unanswered questions. *APA Online*, 16(5).

Research conflicts on impact of violent video games on children. Citing a review of 20 years of research, the American Psychological Association recently found that children exposed to violent video games had short-term increases of hostility toward peers and authority figures. However, a new University of Illinois study out this month found that violent video games have no long-term effects on aggressive behavior.

Brumfield, R. (2005, Nov.). States must do more to embrace eTexts. *eSchool News*, 14.

A recent survey by the Software and Information Industry Association found that most states adopt technology-based media, but only a third have updated their selection process to adjust to these formats. Several barriers exist: state contracts and budgets, payment schedules, licensing agreements, distribution methods, lack of depository requirements, lack of expertise by reviewers, lack of equipment, and restrictions on linkages.

Brumfield, R. (2005, Oct. 25). Schools need improved IT security. *eSchool News*.

A lack of funding and a shortage of staff time are the biggest obstacles to better information technology (IT) security in colleges and universities, according to a survey of higher education officials. Conducted by CDW-Government (CDW-G), a technology solutions provider, the survey also suggests a need for better network-security education for faculty members and students.

Children's Digital Media Center. (2005). *Developing children, developing media: Research from television to the Internet*. Los Angeles: UCLA. <http://www.cdmc.ucla.edu>

Teens access the Net for dating and sex information; race is a popular teen chat room topic; teens use elaborate codes to avoid adult censorship of their online discussions; 40% of teens have pretended to be someone else on line at least a couple of times.

Chinn, M., & Fairlie, R. (2004). *The determinants of the global digital divide*. Santa Cruz: University of California. <http://66.102.7.104/search?q=cache:edmQDioni5gJ:repositories.cdlib.org/cgi/viewcontent.cgi%3Facle%3D1020%26context%3Ducscecon+University+of+California,+Santa+Cruz.+Fairlie+digital+divide+&hl=en>

Teenagers with home computers are more likely to complete high school than those without the devices, but black and Hispanic students are much less apt to have a computer or Internet access at home. The digital divide in America is "large and persistent," with serious implications for education and economic inequity.

Experimental study of the Ready to Teach Developmental Electronic Field Trip Reader Project. (2004). Calverton, MD: ORC Macro. <http://www.mpt.org/pressroom/pr/prdisplay.cfm?pruid=05042801>

Seventh- and eighth-graders who took three online field trips in the social studies and language arts areas scored higher on a national standardized reading test than did peers who used only traditional methods.

Fulton, K., Glenn, A., & Valdez, G. (2004). *Teacher education and technology planning guide*. Naperville, IL: NCREL. <http://www.ncrel.org/tech/planguide/>

This guide provides a framework of eight key categories for assessing the readiness levels of teacher education programs to ensure that their students graduate with the knowledge, skills, and predispositions for teaching effectively with technology in any setting. The eight categories are vision; leadership; faculty use of technology; teacher candidates' use of technology; funding for technology resources, training, and support; collaboration with arts and sciences; PK–12 partnerships; and meeting external mandates.

Garten, C. (2005, Fall). Assessment, communication, and intervention. *Curriculum*Technology Quarterly*, 15(1). <http://www.ascd.org/portal/site/ascd/menuitem.e479bd0773dc1fecdeb3ffdb62108a0c/>

The use of online testing, which if linked to the standards, can enhance analysis of the results and assist educators in tailoring timely interventions to bridge students' gaps in knowledge and meet individual academic needs. Teacher training and parent communication are key.

Generation M: Media in the Lives of 8-18 Year-olds. (2005). Menlo Park, CA: Kaiser Foundation. <http://www.kff.org/entmedia/7250.cfm>.

Young people today live media-saturated lives, spending an average of nearly 6 1/2 hours a day. That amount is the equivalent of a full-time job, with a few extra hours thrown in for overtime (44 1/2 hours a week). Indeed, given that about a quarter (26%) of the time young people are using media, they're using more than one medium at a time (reading and listening to music, for example), they are actually exposed to the equivalent of 8 1/2 hours a day (8:33) of media content, even though they pack that into less than 6 1/2 hours of time.

Hanson, K., & Carlson, B. (2005). *Effective access: Using digital libraries to enhance high school teaching in STEM*. Newton, MA: Education Development Center. http://www2.edc.org/GDI/publications_SR/EffectiveAccessReport.pdf

A study of high school teachers explores the barriers teachers face when they seek to use digital libraries and other electronic resources in the teaching of science, technology engineering and mathematics. The survey's 236 respondents complained most about hardware shortfalls, poor training, a lack of support and a lack of time.

Kids & teens: Blurring the line between online and offline. (2005). eMarketer

<http://www.marketwire.com/mw/iwprf?id=94702> and <http://www.emarketer.com/Article.aspx?1003573>

Kids and teens make up 19% of all US Internet users. That's some 18.8 million teens and another 14.1 million children. About 73% of teens ages 12-17 and 39% of children ages 3-11 are online regularly. The largest generation of young people since the '60s is beginning to come of age. They're called "echo boomers" because they're the genetic offspring and demographic echo of their parents, the baby boomers. Echo boomers are a reflection of the sweeping changes in American life over the past 20 years. They are the first to grow up with computers at home, in a 500-channel TV universe. They are multi-taskers with cell phones, music downloads, and Instant Messaging on the Internet. They are totally plugged-in citizens of a worldwide community.

Lenhart, A., & Madden, M. (2005). *Teens and technology: Youth are leading the transition to a fully wired and mobile nation*. Washington, DC: Pew Internet and American Life Project. http://www.pewinternet.org/PPF/r/162/report_display.asp

Today's American teens live in a world enveloped by communications technologies; the Internet and cell phones have become a central force that fuels the rhythm of daily life. 87% of 12- to 17-year-olds now use the Internet, up from 73% in 2001.

More "Net" work: Trends and expenditures in the U.S. education industry. (2005). Washington, DC: National Center for Education Statistics.

In 2008, the education industry is expected to spend more than \$5.3 billion in network hardware. This report analyzes the factors in this growth.

National Center for Educational Statistics. (2005, June). Rates of computer and Internet use by children in nursery school and students in kindergarten through twelfth grade. *Issue brief*. Washington, DC: NCES.
<http://nces.ed.gov/pubs2005/2005111.pdf>

Computer and Internet use starts very early among young children; 2/3 of children in nursery school and 80% of kindergarteners are computer users; 23% of nursery schoolers and 32% of kindergarteners use the Internet.

Rainie, L. (2005, Nov. 20). *Search engine use shoots up in the past year and edges towards email as the primary Internet application*. Washington, DC: Pew Internet & American Life Project.
http://207.21.232.103/PPF/r/167/report_display.asp

Searching the Internet has established itself as the second most popular Web activity after using e-mail. The study found that use of search engines increased to 63% of adult Web surfers, easily besting third place news sites, which were frequented by 46% of users.

Teachers find it tough to integrate digital materials. (2005, June 1). *eSchool News*.

A study of 236 high school teachers by the Education Development Center explored the barriers teachers face when they seek to use digital libraries and other electronic resources in the teaching of science, technology engineering and mathematics. Teachers complained most about hardware shortfalls, poor training, a lack of support and a lack of time.

Teen content creators and consumers. (2005). Washington, DC: Pew Internet & American Life Project.
http://www.pewinternet.org/pdfs/PIP_Teens_Content_Creation.pdf

Half of all teenagers have their own blog or have contributed photos, text or artwork to a blog or other Web site. Additionally, the Pew survey finds that more than half of the population of teens online report downloading music and three-fourths of online teens suggest it is "unrealistic to expect people not to" download copyright protected material without paying.

Text messaging not harming teens' writing. (2005, Oct. 31). *The Times* (London).

A Cambridge University study of 16-year-old students' exam papers over the past 25 years says that even though teens today are more apt to use informal phrasing and text-messaging shorthand, the quality of their writing has never been better. Samples written in 2004 showed more complex sentence structures and better spelling, vocabulary and punctuation than did those from 1980, 1993 and 1994.

Third annual Teachers Talk Tech survey. (2005). Vernon Hills, IL: CDW-G.

More than 70% of K12 teachers think computers are important drives of student learning, but only 54% integrate computers into daily curriculum and 61% say they don't have enough computers in their classroom. Highest teacher tech use (86%) is email/attendance/intranets. 27% have little or no training on integrating computers into instruction.

U. S. Department of Education. (2005). *Toward a new golden age in American education--how the Internet, the law and today's students are revolutionizing expectations*. Washington, DC: U. S. Dept. of Education.
<http://www.ed.gov/about/offices/list/os/technology/plan/2004/index.html>

This is the Department's 2004 National Education Technology Plan. The report found that students often are far ahead of their teachers in computer literacy. It also found that in general schools lag behind many other parts of society in the use of technology, despite recent advances.

Upwardly mobile superintendents must understand technology. (2005, April 29). *eSchool News*.

Superintendent search committees say strong candidates display an appreciation for how technology interfaces with learning. While they note such technological know-how is not usually the primary skill boards seek in their prospective schools bosses, it's becoming increasingly important, as school software and hardware needs grow in sophistication.

Videos have drawbacks as teaching tools. (2005, April 26). *Christian Science Monitor*.

While their format is often emotionally engaging and appealing to learners who aren't avid readers, video presentations often fail to give viewers time for reflection and critical analysis. Some experts say when videos are not supplemented by printed materials, student understanding of the content is diminished.

Zimmerman F., et al. (2005, Apr.). Early cognitive stimulation, emotional support, and television watching as predictors of subsequent bullying among grade-school children. *Archives of Pediatrics & Adolescent Medicine*, 159(4): 384-8.

According to long-term research by the University of Washington, for each hour of TV watched daily by children at age 4, the risk of those children becoming bullies between ages 6 and 11 increased by 9%. The study evaluated only how much TV was watched and not the programs' content.