

American School Reform What Works What Fails And Why

School Reform in a Global Society is about how a silent, wealthy upper class in the United States waited until the end of the Twentieth Century to transform America into something it once was during the Age of the Robber Barons. Known today as neoliberals, this nostalgic elite, craving the return of the unregulated capitalism of the nineteenth century, see themselves as the new Victorian imperialists. Using the term globalization to mean economic colonialism, their corporate policies force Third World governments, parents and children alike to accept schooling that disregards and damages their cultures. Even in the United States they discovered they could not create their nineteenth century imperial nirvana without first forcing schools to develop an obedient working class that swore allegiance to them. This social history of schools, capitalism, colonialism and its child named globalization is about how those who crave wealth and power are willing to gamble away the lives of American youth to satisfy their dreams of past economic glory. Argues that bottom-up reform, which originates with the support of quality teachers, is the most likely to succeed, and discusses falacies behind current reform plans and suggests ways to recruit and retain talented teachers. Providing a comprehensive evaluation of NCLB, this book examines test-based accountability, considers state-level capacity to carry out mandates, and discusses ideas for improving the law.

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"The quality of the contributors alone is enough to make this an excellent book. It is a valuable compendium -- and bibliography -- of recent thinking on the historical context of current discussions of educational reform." --

Robert A. McCaughey, Barnard College

Politics, language, and culture are three powerful forces affecting urban school reform. This book looks at their effects through the eyes of teachers and administrators living reform at the school level. It also draws on history and on recent research on literacy and leadership to offer alternative strategies for school reform.

First published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

"Education and Ecstasy" was originally written as a call for reform in America's school systems. Published in the 60s, and then revised in the 80s, this book reveals the deep-rooted structural problems in American schools--problems which still plague the system.

(Education/Teaching)

The history of American education is replete with educational reform, and to a lesser extent, educational dissent. Consider the present: you have various forms of privatization, school choice, the 'No Child Left Behind' act, home schooling, 'value-added' accountability, alternative teacher preparation programs, on-line instruction, etc. This range of activity is not exceptional. For instance, consider the past: progressive education, open education, the junior high school, the middle school, Life Adjustment education, career education, vocational education, the comprehensive high school, school-to-work, year-round schooling, behavioral

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objectives, proficiency exams (high-stakes testing), whole language, learning packages and self-paced instruction, modular scheduling, site-based management, all presented as the way to reform American schools, at least in part. Then you have the reformers themselves, such as John Dewey, George Counts, Herbert Kohl, John Holt, Charles Silberman, Admiral Hyman Rickover, James Bryant Conant, all the way back to Horace Mann himself. Dissenters, and dissenting movements, while not as numerous and certainly not as well known in educational circles, count the various faith-based schools and individuals such as Archbishop Hughes of New York. Clearly, this is an area rich in ideas, rife with controversy, and vital in its outcome for individuals and the nation as a whole. And yet, strangely enough, there exists no major encyclopedia bringing the varied strands together in one place as a ready reference for scholars, teachers, school administrators, and students studying to enter the educational profession. This two-volume work is intended to be that authoritative resource. Key themes and topics include: " biographies of reformers and dissenters " theoretical and ideological perspectives " key programs and legislation " judicial verdicts impacting educational change in America " the politics and processes of educational reform and policy making " dissent and resistance to reform " technology's impact on educational reform. A Reader's Guide in the front matter groups entries around such themes to help readers find related entries more easily.

The School Reform Landscape Reloaded: More Fear,

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Myths, and Lies peels back the curtain of school reform to examine the tensions that exist between the democratic and equitable system of public education and the emerging dual system based on elite interests aimed at profit-making and decreasing education equity. The author takes in-depth and controversial look at school reform since the launch of Sputnik I. Education reform events, proposals, and policies are examined through the lens of progressivist philosophy and critical social theory. Some of the issues and policies critiqued include the neoliberal corporate influence on education, the Sputnik myth, A Nation At Risk, standardization, charter schools, and other relevant topics. The author provides an evidence-based view of the free-market reform ideas and he pierces the veil of the new reform policies to find that they are not built upon empirical evidence, but instead rest solidly on foundations of myth, fear, and lies. Ideas for a new set of reform policies, based on empirical evidence and supportive of a unitary, equitable, and democratic system of education are presented. This comprehensive anthology brings together the articles, court rulings, commission reports, and opinion-pieces that are shaping policy, practice, and debate over public schooling. Major controversies such as school choice, desegregation, bilingual education, school funding, and racial/gender equity are covered. Explores the changing nature of parent-teacher cooperation in the United States; traces the changing levels of power in the spheres of gender, race, and social class; and looks at the the Parent Teacher Association's role.

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Taking a close look at the issue of the arts and school reform, this book explores in detail how the incorporation of the arts into the identity of a school can be key to its resilience. Based on the A+ School Program, an arts-based school reform effort, it is much more than a report of a single case - this landmark study is a comprehensive, longitudinal analysis of arts in education initiatives that discusses the political, fiscal, and curricular implications inherent in taking the arts seriously. Offering a model for implementation as well as evaluation that can be widely adapted in other schools and school districts, this book will inspire arts educators to move from advocating more arts to advocating the arts as a way to reform schools. Administrators and policy makers will see how curriculum integration can be used to revitalize and energize schools and serve as a springboard to wider reform initiatives. Researchers and students across the fields of arts education, school reform, organizational change, and foundations of education will be informed and enlightened by this real-world scenario of large-scale school reform.

Many critics of American education see technology as an important tool in bringing about the kind of revolutionary changes called for in new reform efforts. Consequently, support for the use of technology to promote fundamental reform appears to be reaching a new high. Following an introduction describing elements of school reform, Chapter 2 describes how technology can support the kinds of student learning described in a model of reform presented in Chapter 1. Chapter 3 describes the ways that technology can support student learning as

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defined by education reformers, and Chapter 4 describes ways in which technology can support teacher efforts to promote student learning. Chapter 5 reviews the literature on the effects of technology on student learning outcomes. The final chapter deals with issues of implementation for projects attempting education reform supported by technology. Three tables and two figures summarize information about technology and reform. (Contains 192 references.) (SLD)

For five years, McDonald charted the progress of ten schools in the Coalition of Essential Schools as they immersed themselves in the hard work of school reform. He also visited many other schools, both elementary and secondary, in an attempt to understand serious school reform and its prospects. He concludes that school reform requires redesign in three critical areas. The first is a shift in the ordinary and often tacit beliefs of the people who work in schools, the communities that support them, and even the children who attend them. The second area, which McDonald dubs the "wiring arena," involves internal communication and power arrangements. The third area, called "tuning," involves connecting the school to the needs, interests, and values of the communities it serves.

Excellence For All: American Education Reform, 1983-2008 examines the history of school reform in the United States over the past quarter-century. Specifically, the work examines an approach to educational change best characterized by the phrase "excellence for all"--An equity-focused policy phenomenon uniquely situated for the policymaking context of the late twentieth and early

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twenty-first centuries. The idea of promoting excellence for all students united a broad enough coalition to pursue a truly national reform effort and captured the imaginations of leaders in state and local government, at philanthropic foundations, in colleges and universities, and in school districts across the country. Led by a corps of self-styled educational entrepreneurs aggressively pursuing reforms that they could take "to scale," the movement sought to remake the American high school piece by piece. The dissertation examines this reform movement through the nation's three largest districts--New York, Chicago, and Los Angeles--and through three particular change efforts: a physical plant reform (the small schools movement), a personnel reform (Teach For America), and a curricular reform (the Advanced Placement Program). The work aims to establish the ways in which this most recent era of school reform represented a departure from previous reform eras, strives to explain the movement's broad appeal, and ultimately, aims to understand its shortcomings by exploring the assumptions underlying the excellence for all approach and the tradeoffs required by it.

This volume examines the complex issues surrounding education reform in the United States. It contains a survey of the historical developments and major debates surrounding this topic and covers issues such as home schooling, curriculum standards and standardized tests. This is an important book because its focus is critical, and its aim is to demystify the prevailing ideology of school reform. Perhaps never has the argument been

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greater than now for democracy and the restoration of human subjectivity and agency, two very important aspects of this collection of critical essays. The introductory essay is excellent in its elucidation of the world political economy of the 1980s and current educational reforms. It sets a clear direction for the remainder of the book, which is noteworthy for its organizational, conceptual, and written clarity. Topics include education reform and work, teacher education, continuing education, and equity. In its attempt to present alternative ways of seeing and interpreting educational/social phenomenon, this book is one of the best to appear. The text is refreshingly free of a lot of jargon; thus the reader is better able to understand the complexities of educational and social critique. Highly recommended for upper-level undergraduate and graduate reading as well as academic library acquisition.

Choice This is the first comprehensive scholarly critique of the recent literature on school reform. The essays critically analyze the three major issues that have been the focal point of reform efforts: the restructuring of teacher education programs, the reconceptualization of the social function of American high schools and colleges, and the redefinition of the educated individual. *The New Servants of Power* brings together the work of an emerging group of revisionist scholars in this field, enlarging the scope of contemporary debate about school and educational reform. The essays critically assess national educational reports, books, and related policy statements that set the parameters from which much of the contemporary education debate proceeds.

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The work considers the contemporary school reform debate as a reflection of a conflict between dominant economic interest groups about the most efficient means of rebuilding labor productivity and American economic power. Next, the concept of work and the schools as reflected in school reform literature is addressed. A section about how groups and individuals who are traditionally less well-served fare under school reform follows. Included are specific implications for constituents, critical questions about continued inequitable distribution of resources, and recommended alternative policies. Finally, the treatment of aims, attitudes, skills, and disciplines embodied in specific curriculum proposals is analyzed. The New Servants of Power is an excellent resource for educators and students on courses such as current issues in education, school and society, and sociology of education. Leadership in education is affected by and transformed by the major reform initiatives being implemented in America's schools. This book explores three clusters and ten actual models used in comprehensive school reform. Making Reform Work is a practical narrative of ideas that begins by describing who is saying what about American higher education—*who's angry, who's disappointed, and why.* Most of the pleas for changing American colleges and universities that originate outside the academy are lamentations on a small number of too often repeated themes. The critique from within the academy focuses on issues principally involving money and the power of the market to change colleges and universities. Sandwiched between these perspectives is a public that still has faith

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in an enterprise that it really doesn't understand. Robert Zemsky, one of a select group of scholars who participated in Secretary of Education Margaret Spellings's 2005 Commission on the Future of Higher Education, signed off on the commission's report with reluctance. In *Making Reform Work* he presents the ideas he believes should have come from that group to forge a practical agenda for change. Zemsky argues that improving higher education will require enlisting faculty leadership, on the one hand, and, on the other, a strategy for changing the higher education system writ large. Directing his attention from what can't be done to what can be done, Zemsky provides numerous suggestions. These include a renewed effort to help students' performance in high schools and a stronger focus on the science of active learning, not just teaching methods. He concludes by suggesting a series of dislodging events—for example, making a three-year baccalaureate the standard undergraduate degree, congressional rethinking of student aid in the wake of the loan scandal, and a change in the rules governing endowments—that could break the gridlock that today holds higher education reform captive. *Making Reform Work* offers three rules for successful college and university transformation: don't vilify, don't play games, and come to the table with a well-thought-out strategy rather than a sharply worded lamentation.

Here at last is a book with a vision - not of what's wrong in American schools or what should be done to improve them - but about what is actually being accomplished right now in schools across the country that are

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committed to teaching all children. This is a book about what works... and about the positive changes that take place when everyone involved in children's education joins ranks to create schools committed to teaching so that children learn. It is an important book - providing both a roadmap and a source of inspiration for parents, teachers, school administrators, Boards of Education, and those who care about children and their education. The success stories recounted here are amazing - test scores that catapult the performance of a school district from the bottom of the barrel to well above average performance in just a few years... schools once plagued by vandalism and disorderly students now beehives of educational activity and enthusiasm... parents who have become involved because they appreciate the welcoming atmosphere of their children's school. The Effective School movement began with an article published by Ron Edmonds in 1979 and has spread to dozens of motivated school systems throughout the U.S. The core of the program is seven "correlates" - guiding principles that underlie the Effective Schools improvement process. At the heart of this philosophy is the conviction that all children, regardless of race, socioeconomic status, or gender, can learn... and the commitment to creating schools that challenge and nurture and get results. What kind of community can create this kind of school? Any community that has the will to make the necessary changes, say educators who have succeeded. Although the changes aren't always easy, the results are undeniable. There are shining examples of effective schools across the country, from

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the Spanish Harlem area of New York City... to the schools of Junction City, Kansas, with its many mobile children of the military... the suburban schools of Frederick County Maryland... and the once-neglected Hollibrook Elementary School in Spring Branch, Texas. The stories of schools and school systems that have implemented an Effective Schools program are told here in the participant's own words. To this account, the authors interviewed over 450 people - teachers, parents, administrators, psychologists, government officials, and scores of others - and visited dozens of schools across the country - urban, suburban, and rural. The result is a book that shows exactly what's involved in initiating, implementing, and making educational reform work. Can public schools still educate America's children, particularly in poor and working class communities? Many advocates of school reform have called for dismantling public education in favor of market-based models of reform such as privatization and vouchers. By contrast, this pathfinding book explores how community organizing and activism in support of public schools in one of America's most economically disadvantaged regions, the Rio Grande Valley of South Texas, has engendered impressive academic results. Dennis Shirley focuses the book around case studies of three schools that have benefited from the reform efforts of a community group called Valley Interfaith, which works to develop community leadership and boost academic achievement. He follows the remarkable efforts of teachers, parents, school administrators, clergy, and community activists to take charge of their schools and

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their communities and describes the effects of these efforts on students' school performance and testing results. Uniting gritty realism based on extensive field observations with inspiring vignettes of educators and parents creating genuine improvement in their schools and communities, this book demonstrates that public schools can be vital "laboratories of democracy," in which students and their parents learn the arts of civic engagement and the skills necessary for participating in our rapidly changing world. It persuasively argues that the American tradition of neighborhood schools can still serve as a bedrock of community engagement and academic achievement.

American School Reform What Works, What Fails, and Why
University of Chicago Press

Explores the implications of a national US curriculum through the study of Japanese education. It suggests that the US educational system lacks certain organizational mechanisms that support student achievement and would facilitate teacher involvement in the educational reform process.

Presents a collection of essays that cover the topic of successful school reform.

Dissecting twenty years of educational politics in our nation's largest cities, American School Reform offers one of the clearest assessments of school reform as it has played out in our recent history. Joseph P. McDonald and his colleagues evaluate the half-billion-dollar Annenberg

Challenge—launched in 1994—alongside other large-scale reform efforts that have taken place in New York, Chicago, Philadelphia, and the San Francisco Bay Area. They look deeply at what school reform really is, how it works, how it fails, and what differences it can make nonetheless.

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McDonald and his colleagues lay out several interrelated ideas in what they call a theory of action space. Frequently education policy gets so ambitious that implementing it becomes a near impossibility. Action space, however, is what takes shape when talented educators, leaders, and reformers guide the social capital of civic leaders and the financial capital of governments, foundations, corporations, and other backers toward true results. Exploring these extraordinary collaborations through their lifespans and their influences on future efforts, the authors provide political hope—that reform efforts can work, and that our schools can be made better. Two persistent dilemmas haunt school reform: curriculum politics and classroom constancy. Both undermined the 1960s' new social studies, a dynamic reform movement centered on inquiry, issues, and social activism. Dramatic academic freedom controversies ended reform and led to a conservative restoration. On one side were teachers and curriculum developers; on the other, conservative activists determined to undo the revolutions of the 1960s. The episode brought a return to traditional history, a turn away from questioning, and the re-imposition of authority. Engagingly written and thoroughly researched, *The Tragedy of American School Reform* offers a provocative perspective on current trends.

This book explores a wide range of critical areas in education, examines the basic nature of our education problems, provides a clear understanding of underperformance, and proposes reasonable and effective strategies for success. "This is a book for activists and educators who not only think schools need to be improved but are also fiercely committed to their reinvention and hopeful that it can be achieved"-- About a decade ago, New American Schools (NAS) set out to address the perceived lagging performance of

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American students and the lackluster results of school reform efforts. As a private nonprofit organization, NAS's mission was-and is-to help schools and districts raise student achievement levels by using whole-school designs and design team assistance during implementation. Since its inception, NAS has engaged in a development phase (1992-1993), a demonstration phase (1993-1995), and a scale-up phase (1995-present). Over the last ten years, RAND has been monitoring the progress of the NAS initiative. This book is a retrospective on NAS and draws together the findings from RAND research. The book underscores the significant contributions made by NAS to comprehensive school reform but also highlights the challenges of trying to reform schools through whole-school designs. Divided into sections on each research phase, the book concludes with an afterword by NAS updating its own strategy for the future. This book will interest those who want to better understand comprehensive school reform and its effects on teaching and learning within high-stakes accountability environments.

This book examines social changes affecting education; amplifies case studies of school change; and analyzes the gap between the rhetoric and reality of educational reform.

This is the first book to look at school reform from the perspectives of those most affected by it - the students. *The Hope of American School Reform* tells the story of the origins of the reform in science and math education. The book is drawn, in part, on new research from previously untapped archival sources. The aim of this

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work is to contribute to our understanding of a major effort to reform school curricula.

Following the recent major school reform of *Race to the Top*, schools, teachers, and students are increasingly evaluated through high-stakes achievement test scores. In six concise chapters, *Teacher and Student Evaluation* explores the historical rise and modern landscape of accountability in American education, and the current models of teacher evaluation. The authors provide realistic and useful suggestions for responding to current accountability demands. The authors explore the methodological concerns and policy implications of using value-added and observational measures to make high-stakes decisions. After reaching the conclusion that these contemporary evaluation practices are flawed, Alyson Lavigne and Thomas Good offer possible solutions that inform current and future teacher evaluation. This book is a valuable resource for students of educational assessment as well as policy makers, administrators, and teachers who are currently building accountability plans. The book is written in an accessible but authoritative fashion that practitioners, policymakers, and scholars will find useful.

Urban school reformers for decades have tried to improve educational outcomes for underserved and disadvantaged students, with the assistance of constantly evolving federal and state policies. In recent years, education policies have shifted from targeting individual students to developing universal standards for teaching and learning, and comprehensive school reform (CSR) has emerged as an effective key model. The

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federal CSR program seeks to support the implementation of comprehensive school reform, especially in high-poverty schools, and to improve efforts to help all children meet challenging academic standards. Schools that receive federal CSR funds must adopt approaches that comply with the No Child Left Behind Act (NCLB). This book provides a series of studies and reflections on CSR by leading experts in the field.

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