

## American School Reform What Works What Fails And Why

Education reformers and policymakers argue that improved students' learning requires stronger academic standards, stiffer state tests, and accountability for students' scores. Yet these efforts seem not to be succeeding in many states. The authors of this important book argue that effective state reform depends on conditions which most reforms ignore: coherence in practice as well as policy and opportunities for professional learning. The book draws on a decade's detailed study of California's ambitious and controversial program to improve mathematics teaching and learning. Researchers David Cohen and Heather Hill report that state policy influenced teaching and learning when there was consistency among the tests and other policy instruments; when there was consistency among the curricula and other instruments of classroom practice; and when teachers had substantial opportunities to learn the practices proposed by the policy. These conditions were met for a minority of elementary school teachers in California. When the conditions were met for teachers, students had higher scores on state math tests. The book also shows that, for most teachers, the reform ended with consistency in state policy. They did not have access to consistent instruments of classroom practice, nor did they have opportunities to learn the new practices which state policymakers proposed. In these cases, neither teachers nor their students benefited from the state reform. This book offers insights into the ways policy and practice can be linked in successful educational reform and shows why such linkage has been difficult to achieve. It offers useful advice for practitioners and policymakers seeking to improve education, and to analysts seeking to understand it.

About a decade ago, New American Schools (NAS) set out to address the perceived lagging performance of 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.

School Reform in an Era of Standardization explores how teachers and school-based administrators navigate the processes of accountability and standardization in schooling systems and settings. It provides clear insights into how the work and learning of teachers and students in schools have been dramatically reconstituted by increased pressures of external, political scrutiny and accountability. The book reveals in detail the nature and effects of standardization processes upon schools and schooling systems. Specifically, it shows how curriculum development, teaching and

assessment practices have all been recalibrated under conditions of increased external scrutiny of teacher and student work and learning, and how such processes are manifest in curriculum dominated by attention to literacy and numeracy, more 'scripted' pedagogies and standardized testing. However, the research not only elaborates the detrimental effects of such processes, but also how those responsible for educating in schools - teachers, heads of curriculum, deputy-principals and principals - have responded proactively by interpreting, interrogating and challenging these conditions. In this way, it provides resources for hope - evidence of what are described as more 'authentic accountabilities' - and at the same time it provides a clear portrait of the difficulty of fostering substantive curriculum, teaching and assessment reform during an era of increasingly reductive accountability processes. It will be an invaluable resource for understanding and enhancing practices in schools and school systems in the decades to come, and for giving hope to educators in the ongoing work of rebuilding trust in public education.

An examination of six of the most controversial school reform initiatives in the US: school desegregation; school finance reform; special education; education of immigrant children; integration of youth services; and enforceable performance mandates.

Revisiting "The Culture of the School and the Problem of Change"

Left Back

Overcoming the Structural Barriers to School Reform

Race, Politics, and the Challenge of Urban Education

The Element

A Political Economy of Urban Educational Reform

Fatigued by School Reform

*The groundbreaking international bestseller that will help you fulfil your true potential. The Element is the point at which natural talent meets personal passion. In this hugely influential book, world-renowned creativity expert Ken Robinson considers the child bored in class, the disillusioned employee and those of us who feel frustrated but can't quite explain why - and shows how we all need to reach our Element. Through the stories of people like Vidal Sassoon, Arianna Huffington and Matt Groening, who have recognized their unique talents and made a successful living doing what they love, Robinson explains how every one of us can find ourselves in our Element, and achieve everything we're capable of. With a wry sense of humour, Ken Robinson shows the urgent need to enhance creativity and innovation by thinking differently about ourselves. Above all, he inspires us to reconnect with our true self - it could just change everything. 'The Element offers life-altering insights about the discovery of your true best self' Stephen R. Covey, author of The 7 Habits of Highly Effective People 'A book that lightens and lifts the minds and hearts of all who read it' Susan Jeffers, author of Feel the Fear and Do It Anyway America's leading defender of the public interest and a bestselling historian show us how to prevent the private*

***takeover of our cherished public resources “An essential read for those who want to fight the assault on public goods and the commons.” —Naomi Klein As people reach for social justice and better lives, they create public goods—free education, public health, open parks, clean water, and many others—that must be kept out of the market. When private interests take over, they strip public goods of their power to lift people up, creating instead a tool to diminish democracy, further inequality, and separate us from each other. The Privatization of Everything, by the founder of In the Public Interest, an organization dedicated to shared prosperity and the common good, chronicles the efforts to turn our public goods into private profit centers. Ever since Ronald Reagan labeled government a dangerous threat, privatization has touched every aspect of our lives, from water and trash collection to the justice system and the military. However, citizens can, and are, wresting back what is ours. A Montana city took back its water infrastructure after finding that they could do it better and cheaper. Colorado towns fought back well-funded campaigns to preserve telecom monopolies and hamstringing public broadband. A motivated lawyer fought all the way to the Supreme Court after the State of Georgia erected privatized paywalls around its legal code. The Privatization of Everything connects the dots across a broad spectrum of issues and raises larger questions about who controls the public things we all rely on, exposing the hidden crisis of privatization that has been slowly unfolding over the last fifty years and giving us a road map for taking our country back.***

***For over a century, Americans have translated their cultural anxieties and hopes into dramatic demands for educational reform. Although policy talk has sounded a millennial tone, the actual reforms have been gradual and incremental. Tinkering toward Utopia documents the dynamic tension between Americans' faith in education as a panacea and the moderate pace of change in educational practices. In this book, David Tyack and Larry Cuban explore some basic questions about the nature of educational reform. Why have Americans come to believe that schooling has regressed? Have educational reforms occurred in cycles, and if so, why? Why has it been so difficult to change the basic institutional patterns of schooling? What actually happened when reformers tried to reinvent schooling? Tyack and Cuban argue that the ahistorical nature of most current reform proposals magnifies defects and understates the difficulty of changing the system. Policy talk has alternated between lamentation and overconfidence. The authors suggest that reformers today need to focus on ways to help teachers improve instruction from the inside out instead of decreeing change by remote control, and that reformers must also keep in mind the democratic purposes that guide public education.***

***Corporate school reforms, especially privatization, union busting, and high-stakes testing have been hailed as***

***the last best hope for public education. Yet, as Kenneth Saltman powerfully argues in this new book, corporate school reforms have decisively failed to deliver on what their proponents have promised for two decades: higher test scores and lower costs. As Saltman illustrates, the failures of corporate school reform are far greater and more destructive than they seem. Left unchecked, corporate school reform fails to challenge and in fact worsens the most pressing problems facing public schooling, including radical funding inequalities, racial segregation, and anti-intellectualism. But it is not too late for change. Against both corporate school reformers and its liberal critics, this book argues for the expansion of democratic pedagogies and a new common school movement that will lead to broader social renewal.***

***School-to-work as High School Reform***

***Law and School Reform***

***The Death and Life of the Great American School System***

***Policy, Practice, and Performance***

***The Prize***

***Educational Costs of Standardized Testing***

***The Rebirth of a Great American School System and a Strategy for America's Schools***

Revisiting “ The Culture of the School and the Problem of Change ” provocatively and seamlessly joins Seymour Sarason ’ s classic, landmark text on school change with his own insightful reflections on those same issues in the face of today ’ s crisis in public schools. This is an extensive, monograph-length revisiting. Part I of this book reproduces the second edition of Sarason ’ s ground-breaking work, The Culture of the School and the Problem of Change, in which he detailed how change can affect a school ’ s culturally diverse environment—either through the implementation of new programs or as a result of federally imposed regulations. Throughout, many of the major assumptions about change in institutions are challenged. Specific events and examples demonstrate that any attempt to implement change involves some existing regularity within the school. Dr. Sarason also takes a close look at government involvement in change efforts in schooling—and includes a detailed examination of current efforts to implement PL 94–142 into public schools. He presents compelling evidence that the federal effort to change and improve schools has largely been a failure. Also included are investigations into the purposes of schooling and how these purposes can be affected by change, and the process by which educators and administrators formulate intended outcomes of change efforts. In Part II, Dr. Sarason “ revisits ” the text and the issues 25 years after the original publication. As he explains in his preface, to him the word crisis means “ a point in time when a dangerous situation

contains conflicting forces of an intensity or seriousness that in the near term will be dramatically altered depending on which forces win out. When I wrote the book a quarter century ago, I did not regard our schools as in crisis...[though] my intuition . . . was that a crisis would come sooner or later. It has, in my opinion, come.” Believing that “ what happens in our cities and our schools will determine the fate of our society,” Dr. Sarason is deeply concerned that the reform arena is being manipulated by forces that are at best untroubled by and at worst intent on the dismantling of the public school system. That, coupled with his fear that even the system ’ s defenders are not focusing on the real issues, has infused Dr. Sarason ’ s return to the topic of educational change with a great sense of urgency. The important things he has to say will be welcomed by all who truly care about the state of the public schools that America ’ s children attend.

From one of the foremost authorities on education in the United States, *Slaying Goliath* is an impassioned, inspiring look at the ways in which parents, teachers, and activists are successfully fighting back to defeat the forces that are trying to privatize America ’ s public schools. Diane Ravitch writes of a true grassroots movement sweeping the country, from cities and towns across America, a movement dedicated to protecting public schools from those who are funding privatization and who believe that America ’ s schools should be run like businesses and that children should be treated like customers or products. *Slaying Goliath* is about the power of democracy, about the dangers of plutocracy, and about the potential of ordinary people—armed like David with only a slingshot of ideas, energy, and dedication—to prevail against those who are trying to divert funding away from our historic system of democratically governed, nonsectarian public schools. Among the lessons learned from the global pandemic of 2020 is the importance of our public schools and their teachers and the fact that distance learning can never replace human interaction, the personal connection between teachers and students.

In a context of increased politicization led by state and federal policymakers, corporate reformers, and for-profit educational organizations, *The Politics of Education Policy in an Era of Inequality* explores a new vision for leading schools grounded in culturally relevant advocacy and social justice theories. This timely volume tackles the origins and implications of growing accountability for educational leaders and reconsiders the role that educational leaders should and can play in education policy and political processes. This book provides a critical perspective and analysis of today ’ s education policy landscape and leadership practice; explores the challenges and opportunities associated with teaching in and leading schools; and examines the structural, political, and cultural interactions among school principals, district leaders, and state and federal policy actors. An important resource for practicing and aspiring leaders, *The Politics of Education Policy in an Era of Inequality* shares a theoretical framework and strategies for

building bridges between education researchers, practitioners, and policymakers.

"In *Improbable Scholars*, David L. Kirp challenges the conventional wisdom about public schools and education reform in America through an in-depth look at Union City, New Jersey's high-performing urban school district. In this compelling study, Kirp reveals Union's city's revolutionary secret: running an exemplary school system doesn't demand heroics, just hard and steady work"--

Addicted to Reform

Who's in Charge of America's Schools?

Slaying Goliath

Six Strategies for Promoting Educational Equity

Politics, Markets, and America's Schools

Common Sense School Reform

Tinkering toward Utopia

***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 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. Forget everything you think you know about school reform. Cutting through the cant, sentiment,***

*and obfuscation characterizing the current school reform debate, Frederick M. Hess lacerates the conventional "status quo" reform efforts and exposes the naivete underlying reform strategies that rest on solutions like class size reduction, small schools, and enhanced professional development. He explains that real improvement requires a bracing regime of common sense reforms that create a culture of competence by rewarding excellence, punishing failure, and giving educators the freedom and flexibility to do their work. He documents the scope of the challenges we face and then provides concrete recommendations for addressing them through reforms to promote accountability, competition, a 21st-century workforce, effective school leadership, and sensible reinvention. Engagingly written and drawing on real world experiences and examples, Common Sense School Reform will generate debate and help set the agenda for the future.*

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

*In this disturbing but ultimately hopeful personal account, Jean Anyon provides compelling evidence that the economic and political devastation of America's inner cities has robbed schools and teachers of the capacity to successfully implement current strategies of educational reform. She argues that without fundamental change in government and business policies and the redirection of major resources back into the schools and the communities they serve, urban schools are consigned to failure, and no effort at raising standards, improving teaching, or boosting achievement can occur. Based on her participation in an intensive four-year school reform project in the Newark, New Jersey public schools, the author vividly captures the anguish and anger of students and teachers caught in the tangle of a failing school system. Ghetto Schooling offers a penetrating historical analysis of more than a century of government and business policies that have drained the economic, political, and human resources of urban populations. Provocative and controversial, this book reveals the historical roots of the current crisis in ghetto schools and what must be done to reverse the downward spiral.*

*The New Servants of Power*

*Leadership Lessons from Comprehensive School Reforms*

*The Politics of Education Policy in an Era of Inequality*

*U.S. Education Reform and National Security*

*Progressive, Equity, and Excellence Movements, 1883-1993*

## **Schools for a New Century**

*As serialized in the New Yorker, a roiling, behind-the-scenes look at the high-pressure race to turn around Newark's failing schools, with Facebook's Mark Zuckerberg, Governor Chris Christie, and Senator Cory Booker in eyebrow-raising leading roles*

*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 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. 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.*

*A Brookings Institution Press with the Thomas B. Fordham Institute and the Center for American Progress publication America's fragmented, decentralized, politicized, and bureaucratic system of education governance is a major impediment to school reform. In this important new book, a number of leading education scholars, analysts, and practitioners show that understanding the impact of specific policy changes in areas such as standards, testing, teachers, or school choice requires careful analysis of the broader governing arrangements that influence their content, implementation, and impact. Education Governance for the Twenty-First Century comprehensively assesses the strengths and weaknesses of what remains of the old in education governance, scrutinizes how traditional governance forms are changing, and suggests how governing arrangements might be further altered to produce better educational outcomes for children. Paul Manna, Patrick McGuinn, and their colleagues provide the analysis and alternatives that will inform attempts to adapt nineteenth and twentieth century governance structures to the new demands and opportunities of today. Contents: Education Governance in America: Who Leads When Everyone Is in Charge?, Patrick McGuinn and Paul Manna The Failures of U.S. Education Governance Today, Chester E. Finn Jr. and Michael J. Petrilli How Current Education Governance Distorts Financial*

*Decisionmaking, Marguerite Roza Governance Challenges to Innovators within the System, Michelle R. Davis Governance Challenges to Innovators outside the System, Steven F. Wilson Rethinking District Governance, Frederick M. Hess and Olivia M. Meeks Interstate Governance of Standards and Testing, Kathryn A. McDermott Education Governance in Performance-Based Federalism, Kenneth K. Wong The Rise of Education Executives in the White House, State House, and Mayor's Office, Jeffrey R. Henig English Perspectives on Education Governance and Delivery, Michael Barber Education Governance in Canada and the United States, Sandra Vergari Education Governance in Comparative Perspective, Michael Mintrom and Richard Walley Governance Lessons from the Health Care and Environment Sectors, Barry G. Rabe Toward a Coherent and Fair Funding System, Cynthia G. Brown Picturing a Different Governance Structure for Public Education, Paul T. Hill From Theory to Results in Governance Reform, Kenneth J. Meier The Tall Task of Education Governance Reform, Paul Manna and Patrick McGuinn*

*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. 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.*

*Learning from the Past*

*What History Teaches Us about School Reform*

*A 12-Step Program to Rescue Public Education*

*How the Plunder of Public Goods Transformed America and How We Can Fight Back*

*Learning Policy*

*Education Governance for the Twenty-first Century*

*Facing the Challenges of Whole-School Reform*

During the 1980s, widespread dissatisfaction with America's schools gave rise to a powerful movement for educational change, and the nation's political institutions responded with aggressive reforms. Chubb and Moe argue that these reforms are destined to fail because they do not get to the root of the problem. The fundamental causes of poor academic performance, they claim, are not to be found in the schools, but rather in the institutions of direct democratic control by which the schools have traditionally been governed. Reformers fail to solve the problem—when the institutions ARE the problem. The authors recommend a new system of public education, built around parent-student choice

and school competition, that would promote school autonomy—thus providing a firm foundation for genuine school improvement and superior student achievement.

First published in 2000. Routledge is an imprint of Taylor & Francis, an informa company. After a half-a-century of school reform, a majority of Americans consider the public schools as worse today than when they attended school. Those reforms missed the mark because they were not focused on the backgrounds of the students' parents—by far the most important indicator of students' progress in school. The importance of parents was documented by the Coleman Report more than 50 years ago. School reform must be continued but re-directed to over-come the power of low parental socio-economic status. The best way to improve the schools is to create a better, fairer economy providing parents with good jobs and decent wages. In the meantime, good pre-school, after-school, and other aids are needed to help students from low income families. Teacher quality, although not as influential as the parents' backgrounds, is the second most significant indicator of student success. Teachers, like parents, have not been the focus of the attention their importance deserves. In particular, teachers should be fairly paid, and their verbal and cognitive skills improved. The Coleman Report again documented the importance of those skills more than half-a-century ago. Instead, money, time, and effort have been spent on reforms that won't bring about great improvement because they did not address adequately those two important factors.

Most Americans agree on the necessity of education reform, but there is little consensus about how this goal might be achieved. The rhetoric of standards and vouchers has occupied center stage, polarizing public opinion and affording little room for reflection on the intangible conditions that make for good schools. Trust in Schools engages this debate with a compelling examination of the importance of social relationships in the successful implementation of school reform. Over the course of three years, Bryk and Schneider, together with a diverse team of other researchers and school practitioners, studied reform in twelve Chicago elementary schools. Each school was undergoing extensive reorganization in response to the Chicago School Reform Act of 1988, which called for greater involvement of parents and local community leaders in their neighborhood schools.

Drawing on years longitudinal survey and achievement data, as well as in-depth interviews with principals, teachers, parents, and local community leaders, the authors develop a thorough account of how effective social relationships—which they term relational trust—can serve as a prime resource for school improvement. Using case studies of the network of relationships that make up the school community, Bryk and Schneider examine how the myriad social exchanges that make up daily life in a school community generate, or fail to generate, a successful educational environment. The personal dynamics among teachers, students, and their parents, for example, influence whether students regularly attend school and sustain their efforts in the difficult task of learning. In schools characterized by high relational trust, educators were more likely to experiment with new practices and work together with parents to advance improvements. As a result, these schools were also more likely to demonstrate marked gains in student learning. In contrast, schools with weak trust relations saw virtually no improvement in their reading or mathematics scores. Trust in Schools demonstrates convincingly that the quality of social relationships operating in and around schools is central to their functioning, and strongly predicts positive student outcomes. This book offer insights into how trust can be built and sustained in school communities, and identifies some features of public school systems that can impede such development. Bryk and Schneider show how a broad base of trust across a school community can provide a critical resource as education professional and parents embark on major school reforms. A Volume in the American Sociological Association's Rose Series in Sociology

What Works, What Fails, and Why

Authentic Accountabilities

School Reform from the Inside Out

Lessons for the Future

A Conservative Approach to Radical School Reform

How Testing and Choice are Undermining Education

Improbable Scholars

Allen proposes the establishment of a national system of experimental schools, well-funded for research,

experimentation, evaluation, and demonstration, but with realistic operating expenses.

Why is it so difficult to design and implement fundamental educational reform in large city schools in spite of broad popular support for change? How does the politics of race complicate the challenge of building and sustaining coalitions for improving urban schools? These questions have provoked a great deal of theorizing, but this is the first book to explore the issues on the basis of extensive, solid evidence. Here a group of political scientists examines education reform in Atlanta, Baltimore, Detroit, and Washington, D.C., where local governmental authority has passed from white to black leaders. The authors show that black administrative control of big-city school systems has not translated into broad improvements in the quality of public education within black-led cities. Race can be crucial, however, in fostering the broad civic involvement perhaps most needed for school reform. In each city examined, reform efforts often arise but collapse, partly because leaders are unable to craft effective political coalitions that would commit community resources to a concrete policy agenda. What undermines the leadership, according to the authors, is the complex role of race in each city. First, public authority does not guarantee access to private resources, usually still controlled by white economic elites. Second, local authorities must interact with external actors, at the state and national levels, who remain predominantly white. Finally, issues of race divide the African American community itself and often place limits on what leaders can and cannot do. Filled with insightful explanations together with recommendations for policy change, this book is an important component of the debate now being waged among researchers, education activists, and the community as a whole.

Berube analyzes the three great educational reform movements and shows how they were shaped by the societal forces of the Progressive Movement, the Civil Rights Movement, and foreign economic competition.

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 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.

Ghetto Schooling

American Education Reform, 1983-2008

Contradictions of School Reform

Possibilities for Democratic Schooling

A Century of Battles Over School Reform

The Passionate Resistance to Privatization and the Fight to Save America's Public Schools

How Finding Your Passion Changes Everything

**The prize-winning PBS correspondent's provocative antidote to America's misguided approaches to K-12 school reform** During an illustrious four-decade career at NPR and PBS, John Merrow—winner of the George Polk Award, the Peabody Award, and the McGraw Prize—reported from every state in the union, as well as from dozens of countries, on everything from the rise of district-wide cheating scandals and the corporate greed driving an ADD epidemic to teacher-training controversies and America's obsession with standardized testing. Along the way, he taught in a high school, at a historically black college, and at a federal penitentiary. Now, the revered education correspondent of PBS NewsHour distills his best thinking on education into a twelve-step approach to fixing a K-12 system that Merrow describes as being “addicted to reform” but unwilling to address the real issue: American public schools are ill-equipped to prepare young people for the challenges of the twenty-first century. This insightful book looks at how to turn digital natives into digital citizens and why it should be harder to become a teacher but easier to be one. Merrow offers smart, essential chapters—including “Measure What Matters,” and “Embrace Teachers”—that reflect his countless hours spent covering classrooms as well as corridors of power. His signature candid style of reportage comes to life as he shares lively

anecdotes, schoolyard tales, and memories that are at once instructive and endearing. Addicted to Reform is written with the kind of passionate concern that could come only from a lifetime devoted to the people and places that constitute the foundation of our nation. It is a "big book" that forms an astute and urgent blueprint for providing a quality education to every American child.

First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company. Discusses how school choice, misapplied standards of accountability, the No Child Left Behind mandate, and the use of a corporate model have all led to a decline in public education and presents arguments for a return to strong neighborhood schools and quality teaching. 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.

A Century of Public School Reform

Trust in Schools

Failure of Corporate School Reform

American School Reform

The Color of School Reform

A Critique of the 1980s School Reform Movement

Real Learning, Real Work

*The United States' failure to educate its students leaves them unprepared to compete and threatens the country's ability to thrive in a global economy and maintain its leadership role. This report notes that while the United States invests more in K-12 public education than many other developed countries, its students are ill prepared to compete with their global peers. According to the results of the 2009 Program for International Student Assessment (PISA), an international assessment that measures the performance of 15-year-olds in reading, mathematics, and science every three years, U.S. students rank fourteenth in reading, twenty-fifth in math, and seventeenth in science compared to students in other industrialized countries. The lack of preparedness poses threats on five national security fronts: economic growth and competitiveness, physical safety, intellectual property, U.S. global awareness, and U.S. unity and cohesion, says the report. Too many young people are not employable in an increasingly high-skilled and global economy, and too many are not qualified to join the military because they are*

*physically unfit, have criminal records, or have an inadequate level of education. The report proposes three overarching policy recommendations: implement educational expectations and assessments in subjects vital to protecting national security; make structural changes to provide students with good choices; and, launch a "national security readiness audit" to hold schools and policymakers accountable for results and to raise public awareness.*

*In the midst of the continuing controversy over the right ways to bring change to American schools, Peter Temes's book is a firebell in the night. In *Against School Reform* Mr. Temes sets out a straightforward prescription for our schools which centers on the life of the individual teacher and rejects the billion-dollar school reform industry. He argues that enormous monies and millions of hours of effort have gone into reforming American schools in the past ten years, and we have precious little to show for it. As we enter a critical period in American history—a growing population, an uncompromising demand for well-educated workers, and the complexities of world politics impacting ordinary people every day—there is not more time or money to waste. In Mr. Temes's view, great teachers are the secret to making better schools. Forget the macro issues of school reform, he advises, and focus on recruiting, retaining, and supporting the very best teachers. Teaching will once again become an elite profession, and school problems will go the way of the trolley car. *Against School Reform* digs deep into the qualities of great teaching, with stories from real schools and with practical advice for parents, teachers, and students who want to celebrate and support great teachers. It also takes a serious look at what our schools must do to recruit and reward the best teachers in the coming era of teacher shortages. Finally, the book celebrates the power of individual teachers to make a difference in their schools and communities, as forces for bottom-up change. More tests won't fix our schools, Mr. Temes writes. Bigger, better ideas about education won't fix things either. But great teachers can fix our schools, one classroom at a time.*

*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 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 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.*

*"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*

*A Core Resource for Improvement*

*Making School Reform Happen*

*History of American Education Reform*

*Excellence for All*

*New American Schools After a Decade*

*Against School Reform (And in Praise of Great Teaching)*

*When State Education Reform Works*

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

**Explores the last hundred years of reform programs designed radically to improve American schools, arguing that reformers often lose sight of the primary goal of the educational system. Education reform does not come easily. Thomas Jefferson was a three-time loser before achieving success in his old age. Nevertheless, several education reform efforts have triumphed over indifference, inertia, and opposition, to alter the face and character of American schooling. This book examines seven reform efforts initiated over the past two centuries. It probes the social and economic forces that pushed them, the motives of the reformers and their opponents, and the strategies used by both. In the final chapters, the author infers lessons from the cases and applies them to three major education reform efforts of the early 21st century, predicting their chances of success and offering suggestions for improving their prospects. The book will be of interest to all who are concerned about improving American education--parents, teachers, administrators, business people, and policy makers.**

**Encyclopedia of Educational Reform and Dissent**

**School Reform in an Era of Standardization**

**The Privatization of Everything**