Restructuring the Education System: Agenda for the 1990s

Cohen, Michael

Restructuring The Education System Agenda For The 1990s

Keith Akio Nitta

Restructuring The Education System Agenda For The 1990s:

　　Restructuring the Education System Michael Cohen,1988 The widening mismatch between the skills of the work force and the skill demands of the workplace underlie the need for school restructuring Within the categories of school level school district and state level issues a discussion about and suggestions for restructuring U S education in order to improve its productivity and student acquisition of higher order thinking skills comprise the crux of this document Educational goals the structure of knowledge instructional tasks and activities instructional group size and composition and instructional time are reviewed and analyzed as school level issues School district role central office functions the balance between centralized control and local autonomy present and alternative governance structures personnel policies and practices and collective bargaining are analyzed within the rubric of school district issues A discussion of state level issues suggests setting educational goals stimulating local innovation and rethinking state accountability systems In response to the educational challenges that schools face fundamental changes in the way local districts and states operate will determine the way schools are structured instruction is provided and staff roles and responsibilities are defined 24 references JAM　　Restructuring the Education System Michael Cohen,　　**Education Policy and Telecommunications Technologies** Arthur D. Sheekey,1991　　**School Change Models and Processes** Marshall Sashkin,John Egermeier,1993 This report examines a 30 year history of educational change to identify differing perspectives strategies and useful principles The three most influential perspectives in educational change are the rational scientific perspective which proposes that change is created through the dissemination of innovative techniques the political perspective which generates change through legislation and other directives outside the school district and the cultural perspective which seeks improvement through value changes in organizations There are four strategies for implementing change fix the parts fix the people fix the schools and fix the system Systemic education reform offers new hope because it brings together the technical knowledge needed for improvement with a locally sensitive education strategy Through the Goals 2000 Initiative the U S Department of Education supports reform efforts within the framework of the six National Education Goals The Department and the Office of Educational Research and Improvement support standards based assessment techniques They also assist states in developing curriculum frameworks and help disseminate sound research and practice based knowledge A reference bibliography illustrative programs and additional sources are included JPT　　*The Business Roundtable Participation Guide* ,1992 Designed to acquaint CEOs and their senior corporate staffs with the challenges in education and the kinds of actions they need to take in cooperation with education political and community leaders Extensive list of resources Graphs　　Comprehensive Systems Design: A New Educational Technology Charles M. Reigeluth,Bela H. Banathy,J.R. Olson,2012-12-06 Educational technology in the broadest sense is knowledge and competence forimproving the educational process for using hardware equipment software methods and underware underlying organizational structures This volume in the Special Programme on Advanced Educational

Technology presents the results of a NATO Advanced Research Workshop on educational systems design as a new educational technology The objective of the workshop was toadvance our knowledge about the comprehensive systems design approach for improving educational systems The workshop was organized for the transdisciplinary interaction of three scientific groups representing design science organizational systems science and educationaltechnology Participants were selected based on their scholarship as members of one or more of these three groups The book opens with theframing papers sent by the editors to participants prior to the workshop then presents five sets of thematic contributions the conceptual and empirical contexts of comprehensive systems design the systems design focus a systems view of designing educational systems the educational context of systems design and high technology focus in systems design

Implementing School-based Management Harry P. Hatry,1993 This report presents the findings and recommendations of an examination of the implementation of a major form of school based management SBM It is based on case studies of the science and mathematics departments of 10 high schools and 9 middle or junior high schools in 12 school systems almost all of which are urban school districts The study found that implementation often falls short of the ideal It did not find dramatic changes resulting from SBM However those schools and faculty members that took advantage of their added flexibility under SBM were able to achieve numerous small scale improvements The report provides a series of recommendations for school districts and individual schools to increase the likelihood of successful implementation of decentralization efforts such as SBM The findings and recommendations cover such issues as 1 the extent of decentralization of budgeting expenditure and personnel decisions 2 the role of site councils and department heads and 3 communication and training needs Appendixes list participating schools and districts and contain a literature review Contains 117 references Author SLD   Resources in Education ,1994   **Progress of Public Education in the United States of America** United States. Office of Education,1984   **Educational Administration in a Pluralistic Society** Colleen A. Capper,1993-07-01 In this bold provocative supplemental text for the field of educational administration Colleen Capper and contributors challenge administrators policymakers practitioners and communities to confront the realities of schools and students in a pluralistic society The book examines recent educational initiatives aimed at addressing the needs of students and staff from traditionally underrepresented groups marginalized on the basis of race language gender sexual orientation social class or disability Each chapter critically reviews the literature and research to probe the current characteristics of a nondominant group including such information as its demographic characteristics its role in school reform its representation in organizational theory and behavior its presence within curriculum and instruction and its relationship with the school as community Capper argues for the adoption of a multiparadigmatic framework from which to approach educational leadership for today s schools   **Progress of Education in the United States of America** ,1984   Standards and Schooling in the United States Joe L. Kincheloe,Danny Weil,2001-12-07 In this definitive three volume set top scholars illuminate the historical

social cultural political administrative psychological and philosophical issues behind the standards debate The nation s demand for more sophisticated knowledge workers who can easily access information using computers requires that they be able to interpret that information judge and assess it and give it meaning In short students must be taught how to think Is education as it now exists in the United States a mere memorization and regurgitation of facts If so is this a pseudo education In this three volume encyclopedia a 100 page introductory overview and 41 essays by top scholars present a new vision of education and educational rigor in a variety of classroom contexts and subject areas Essays cover the most important issues in education today the purpose of education regulating teachers school accreditation testing nontraditional schools bilingual education justice and education the politics of education learning theory and cognition and opposition to standards and more The encyclopedia also includes a historical timeline of educational reform and an annotated bibliography **Improving America's Schools** National Research Council,Board on Science, Technology, and Economic Policy,1996-11-15 Reform of American education is largely motivated by concerns about our economic competitiveness and American s standard of living Yet few if any of the public school reform agendas incorporate economic principles or research findings Improving America s Schools explores how education and economic research can help produce in the words of Harvard s Dale W Jorgenson a unified framework for future education reform This book presents the perspectives of noted experts including Eric A Hanushek author of Making Schools Work on creating incentives for improved school and student performance Under Secretary of Education Marshall S Smith on the Clinton Administration s reform program and Rebecca Maynard University of Pennsylvania on the education of the disadvantaged This volume explores these areas The importance of schooling to labor market success The prospects for combining school based management with teacher incentives to gain the best of both approaches The potential of recent innovations in student achievement testing including new value added indicators The economic factors involved in maintaining an adequate stock of effective teachers The volume also explores why despite similar standards of living France the Netherlands England Scotland and the United States produce different levels of education achievement Improving America s Schools informs the current debate over school reform with a fresh perspective examples and data This readable volume will be of interest to policymakers researchers educators and education administrators as well as economists and employers it is also readily accessible to concerned parents and the larger community **Rendezvous** ,1990 **IJER Vol 2-N2** International Journal of Educational Reform,1993-04-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in

such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world

    Closing the Literacy Gap in American Business Edward E. Gordon,Judith Ponticell,Ronald R. Morgan,1991-11-30 For the first time a user friendly handbook has been written on America s workplace literacy gap Work Force Education has become the quintessential human resource issue of the 1990 s Its impact is now felt by more than 80 million adults and carries an annual 300 billion price tag in lost employee productivity This unique book offers readers a complete review of past present and future adult literacy programs It provides essential context on how this training educational issue suddenly appeared Also considered are how current programs consistently fail to close an ever widening workplace education gap The book does not talk around potential solutions Instead it gives practical real life case study examples from successful on site company programs conducted by the authors A blueprint is outlined on how to offer Work Force Education for any business large or small This book will provide insights to senior executives human resource training and development managers or adult educators They will obtain a clear understanding of how to organize a multi level cost justified Work Force Education program that meets America s 21st century international productivity requirements   **IJER Vol 7-N2** International Journal of Educational Reform,1998-04-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational

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