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Raising Standards or Raising Barriers?

**Inequality and High-Stakes Testing in
Public Education**

Gary Orfield and Mindy L. Kornhaber
editors

A Century Foundation Book

Raising Standards Or Raising Barriers Inequality And High Stakes Testing In Public Education

Fenwick W. English



Raising Standards Or Raising Barriers Inequality And High Stakes Testing In Public Education:

Raising Standards Or Raising Barriers? Gary Orfield, Mindy L. Kornhaber, 2001 More and more states require students to pass large scale tests as a condition of promotion or graduation What forces have pushed high stakes testing to the forefront of educational policy Are such tests the best way to gauge educational attainment This book examines the economic and educational assumptions underlying the call for high stakes tests Theorizing Social Class and Education Diane Reay, Carol Vincent, 2016-04-08 Theorizing Social Class and Education presents a selection of writing on class analysis within sociology of education as it has evolved over the last decade both in the UK and internationally Moving from a narrow focus on class position and categorisation to a much broader view on behaviours attitudes identities and practices the contributors explore and theorize the ways in which particular individuals develop their perspectives and understandings of the social world and the role education plays in shaping these This book was originally published as a special issue of the British Journal of Sociology of Education **Education Reform in Florida** Kathryn M. Borman, Sherman Dorn, 2012-02-01 In Education Reform in Florida sociologists and historians evaluate Governor Jeb Bush's nation leading school reform policies since 1999 They examine the startlingly broad range of education policy changes enacted in Florida during Bush's first term including moves toward privatization with a voucher system more government control of public education institutions with centralized accountability mechanisms and a superboard for all public education The contributors arrive at a mixed conclusion regarding Bush's first term education policies while he deserves credit for holding students to higher standards his policies have unfortunately pushed for equality in a very narrow way The contributors remain skeptical about seeing significant and sweeping improvement in how well Florida schools work for all students **Narratives from the Classroom** Paul Chamness Miller, 2005 Narratives from the Classroom An Introduction to Teaching introduces the reader to many of the important classroom issues surrounding the field of teaching This book is unique in that it is a collection of personal accounts and ideas written by the teachers and teacher educators who lived those experiences Because this is an introduction to teaching each chapter addresses a different topic ranging from the purpose of schools and teachers issues about policies and programs in the school and various practices found within the classroom walls There is also a section that addresses preparation for the job market and what the first year of teaching is like This book deliberately avoids being prescriptive and encourages the reader to form his or her own conclusions about the presented issues School Resegregation John Charles Boger, Gary Orfield, 2009-11-13 Confronting a reality that many policy makers would prefer to ignore contributors to this volume offer the latest information on the trend toward the racial and socioeconomic resegregation of southern schools In the region that has achieved more widespread public school integration than any other since 1970 resegregation combined with resource inequities and the current accountability movement is now bringing public education in the South to a critical crossroads In thirteen essays leading thinkers in the field of race and public education

present not only the latest data and statistics on the trend toward resegregation but also legal and policy analysis of why these trends are accelerating how they are harmful and what can be done to counter them What s at stake is the quality of education available to both white and nonwhite students they argue This volume will help educators policy makers and concerned citizens begin a much needed dialogue about how America can best educate its increasingly multiethnic student population in the twenty first century Contributors Karen E Banks Wake County Public School System Raleigh N C John Charles Boger University of North Carolina School of Law Erwin Chemerinsky Duke Law School Charles T Clotfelter Duke University Susan Leigh Flinspach University of California Santa Cruz Erica Frankenberg Harvard Graduate School of Education Catherine E Freeman U S Department of Education Jay P Heubert Teachers College Columbia University Jennifer Jellison Holme University of California Los Angeles Michal Kurlaender Harvard Graduate School of Education Helen F Ladd Duke University Luis M Laosa Kingston N J Jacinta S Ma U S Equal Employment Opportunity Commission Roslyn Arlin Mickelson University of North Carolina at Charlotte Gary Orfield Harvard Graduate School of Education Gregory J Palardy University of Georgia John A Powell Ohio State University Sean F Reardon Stanford University Russell W Rumberger University of California Santa Barbara Benjamin Scafidi Georgia State University David L Sjoquist Georgia State University Jacob L Vigdor Duke University Amy Stuart Wells Teachers College Columbia University John T Yun University of California Santa Barbara

The Education Debate David L. Kirp, Kevin Macpherson, 2023 A compelling overview of the major debates in contemporary education policy In statehouses school boards and communities across the US battles are raging over the direction of education policy from the standards that are shaping what students learn to how test results are being used to judge a teacher s performance These battles are being waged against a backdrop of shifting demographics rapidly developing technology a transforming economy and workplace What s more the COVID 19 pandemic is prompting educators to rethink the school s mission in society In The Education Debate What Everyone Needs to Know R nationally recognized education authority David Kirp and Kevin Macpherson provide a balanced accessible overview of the key policy and practice issues in pre k 12 education today They expose the fault lines of the major debates what values should guide education and how can those values best be incorporated in policy and practice They focus on equity and equality of opportunity as well as the tension between market and bureaucratic mechanisms as drivers of school improvement Many of the topics they address including racial integration charter schools student rights and teachers unions are hotly contested In an area where partisanship reigns Kirp and Macpherson take an approach guided by research and not driven by ideology A primer for educational policymakers and administrators parents and undergraduate and graduate students in education courses The Education Debate offers a solid grasp of the major debates in contemporary education policy

The Palgrave Handbook of Race and Ethnic Inequalities in Education P. Stevens, A. Dworkin, 2014-01-22 This comprehensive state of the art reference work provides the first systematic review to date of how sociologists have studied the relationship between race ethnicity and

educational inequality over the last thirty years in eighteen different national contexts *Encyclopedia of Educational Leadership and Administration* Fenwick W. English, 2006-02-16 The SAGE Encyclopedia of Educational Leadership and Administration presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today With more than 600 entries written by more than 200 professors graduate students practitioners and association officials the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has as yet been compiled

Public Education David C. Berliner, Carl Hermanns, 2022 Twenty eight eminent essayists remind our nations parents educators school board members and politicians that our democracy is in jeopardy and that our nation s system of free universal public education is also under attack If that attack succeeds American democracy itself would be further imperiled That is because American democracy rests on a belief that the power of our government comes from the people and the diffusion of knowledge and the enlightenment of the people has been a cornerstone of our democracy since the founding of our republic America s public schools therefore have a special mandate

Standards Primer Raymond A. Horn, 2004 The lives of America s students educators and parents are being significantly touched by the current standards and accountability reform The Standards Primer explores the historical development of this reform and compares two different views of educational standards and accountability technical standards and standards of complexity How each view impacts curriculum instruction and assessment is discussed and implications of these views for teachers administrators school boards parents community and students are presented along with a discussion of related issues involving equity and ethics on this topic The Standards Primer provides critical information including an extensive reference section containing print and nonprint resources that will lead to informed decision making concerning this national educational reform

Redesigning Accountability Systems for Education Susan Fuhrman, Richard F. Elmore, 2004-01-17 Now more than ever policymakers face a number of difficult and technical questions in the design and implementation of new accountability approaches This book gathers the emerging knowledge and lessons learned offered by leading scholars in the field

Handbook of Social Influences in School Contexts Kathryn Wentzel, Geetha Ramani, 2016-01-13 The Handbook of Social Influences in School Contexts draws from a growing body of research on how and why various aspects of social relationships and contexts contribute to children s social and academic functioning within school settings Comprised of the latest studies in developmental and educational psychology this comprehensive volume is perfect for researchers and students of Educational Psychology Beginning with the theoretical perspectives that guide research on social influences this book presents foundational research before moving on to chapters on peer influence and teacher influence Next the book addresses ways in which the school context can influence school related outcomes including peer and teacher student relationships with specific attention to research in motivation and cognition Within the chapters

authors not only present current research but also explore best practices drawing in examples from the classroom With chapters from leading experts in the field The Handbook of Social Influences in School Contexts provides the first complete resource on this topic **Handbook of Research on Educational Leadership for Equity and Diversity** Linda C. Tillman,James Joseph Scheurich,2013-08-21 The rapid growth of diversity within U S schooling and the heightened attention to the lack of equity in student achievement school completion and postsecondary attendance has made equity and diversity two of the principle issues in education educational leadership and educational leadership research The Handbook of Research on Educational Leadership for Equity and Diversity is the first research based handbook that comprehensively addresses the broad diversity in U S schools by race ethnicity culture language gender disability sexual identity and class The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking biases and prejudices that undermine school success for many groups of students Well known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders Each chapter reviews theoretical and empirical evidence of these inequities and provides research based recommendations for practice and for future research Celebrating the broad diversity in U S schools the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity and provides evidence based practices to promote student success for all children

Latino Education Pedro Pedraza,Melissa Rivera,2006-04-21 This landmark volume represents the work of the National Latino a Education Research Agenda Project NLERAP an initiative focused on school reform and educational research with and for Latino communities NLERAP s goal is to bring together various constituencies within the broad Latino community who are concerned with public education to articulate a Latino perspective on research based school reform and to use research as a guide to improving the public school systems that serve Latino students and to maximizing their opportunities to participate fully and equally in all social economic and political contexts of society Latino Education An Agenda for Community Action Research conceptualizes and illustrates the theoretical framework for the NLERAP agenda and its projects This framework is grounded in three overlapping areas of scholarship and activism which are reflected within the chapters in this volume critical studies illuminating and analyzing the status of people of color in the United States Latino a educational research capturing the sociohistorical cultural and political schooling experiences of U S Latino a communities and participatory action research exemplifying a liberation oriented methodology for truly transformative education The volume includes both descriptive educational research and critical analyses of previous research and educational agendas related to Latino a communities in the United States According to current U S Census data Latinos now comprise the largest minority group in the total U S population Historically reflecting larger sociohistorical and economic inequalities in U S society the Latino community has not been well served by U S public school systems More attention to the Latino students

educational issues is needed to redress this problem especially given the tremendous population increase and projected growth of Latino communities in the U S Latino Education An Agenda for Community Action Research is a major contribution toward this goal

The Palgrave Handbook of Race and Ethnic Inequalities in Education Peter A.J. Stevens,A. Gary Dworkin,2019-07-05 This authoritative state of the art reference work builds on its first edition to provide a cutting edge systematic review of the relationship between race ethnicity and educational inequality Studying 25 different national contexts drawn from every inhabited continent on earth and building upon material from the earlier edition the work analyses educational policies practices and research on minority students immigrants and refugees The editors and contributors explore principal research traditions from countries as diverse as Argentina China Norway and South Africa examining the factors promoting social cohesion as well as considerations regarding the use of international test score data Seamlessly integrating findings of national reviews the editors and contributors analyse how national contexts of race ethnic relations shape the character and content of educational inequalities and deftly map out new directions for future research in the area Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of education sociology race and ethnicity studies and social policy Chapter 20 of this book is available open access under a CC BY 4 0 license at SpringerLink https://link.springer.com/chapter/10.1007/978-3-319-94724-2_20

Holding Accountability Accountable Kenneth A. Sirotnik,2004 Kenneth Sirotnik asserts that however well intentioned past and current accountability practices in public education are miseducative misdirected and misanthropic In this provocative book well respected educators join Sirotnik to provide critical analyses and sophisticated perspectives on prevailing high stakes accountability practices They offer both conceptual and practical foundations for rethinking what it means to act responsibly when it comes to calling our schools school systems educators and students into account

What Is Authentic Educational Reform? Helen L. Johnson,Arthur Salz,2017-09-25 In response to the nationwide attacks on education in the name of educational reform packaged in No Child Left Behind general analyses and local accounts of these attacks as well as arguments on behalf of authentic educational reform are badly needed This volume offers a useful combination of specific case studies theory and policy Gerald Coles educational psychologist US Challenging the compassionate conservative agenda for educational reform an agenda which seeks to improve American education through a business model focused on scripted lessons lock step approaches to teaching high stakes testing and rigid accountability measures this book critiques the assumptions of this agenda examines the problems that have riddled its implementation in schools and suggests constructive alternatives Educational theorists and researchers including Joel Spring Sonia Nieto Bill Ayers and Susan Ohanian classroom teachers and parents offer a mix of perspectives on the social and political contexts of current educational reform initiatives the impact of the compassionate conservative agenda on educational policies and practices the ways in which children and teachers are affected by this agenda and its policies and

approaches that hold out hope for implementing authentic education reform Intended for education professionals students and scholars What Is Authentic Educational Reform poses more questions than it answers but taken together these questions constitute a foundation for a more informed and thoughtful public conversation about how to refocus reform efforts in a direction that will truly strengthen American public education for all children and their families **Education Research in the Public Interest** Gloria Ladson-Billings, William F. Tate, 2014-04-15 Acclaimed African American scholar and teacher educator Gloria Ladson Billings examines the field of teacher education through the accomplishments and contributions of well known African American teacher educators Lisa Delpit Carl Grant Jacqueline Jordan Irvine Geneva Gay Cherry McGee Banks William Tate and Joyce King Using in depth interviews and storytelling Ladson Billings depicts deeply personal portraits of these scholars experiences to confront race and racism not only theoretically but within their everyday professional lives in the Big House of the academy Ladson Billings gives these portraits even greater resonance and meaning by pairing these teacher educators with historical figures such as Harriet Tubman Nat Turner and Charlotte Forten whose contributions to the struggle for social justice are a wellspring of hope and courage to all educators and a tribute to African Americans whose political scientific and spiritual efforts made life better for us all This compelling book is important reading for all educators who want to transform teacher education for the better The American Association of Colleges for Teacher Education is enthused and excited about Ladson Billings s dynamic and provoking scholarship Its focus on outstanding African American teacher educators is a major contribution to teacher education literature This cutting edge research is likely to prompt some of the best of unconventional teacher education thought David G Imig President and CEO American Association of Colleges for Teacher Education In this moving and original book Gloria Ladson Billings offers complex insights about the politics of scholarship the experiences of scholars of color in universities and the larger enterprise of teaching and teacher education for social justice Marilyn Cochran Smith Lynch School of Education Boston College and President of the American Educational Research Association AERA for 2004 05 Fertilizers, Pills & Magnetic Strips Gene V Glass, 2008-03-01 Now available for Kindle Click here We shape our tools and then they shape us With these words Kenneth Boulding captured one of the great truths of the modern world In Fertilizers Pills and Magnetic Strips Gene V Glass analyzes how a few key technological inventions changed culture in America and how public education has changed as a result Driving these changes are material self interest and the desire for comfort and security both of which have transformed American culture into a hyper consuming xenophobic society that is systematically degrading public education Glass shows how the central education policy debates at the start of the 21st century vouchers charter schools tax credits high stakes testing bilingual education are actually about two underlying issues how can the costs of public education be cut and how can the education of the White middle class be quasi privatized at public expense Working from the demographic realities of the past thirty years he projects a challenging and disturbing future for public education in America Measuring History S. G.

Grant,2009-03-01 Measuring History complements the cases presented in Wise Social Studies Practices Yeager Davis 2005 Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state level testing In this book the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them At the heart of Measuring History are cases of classroom teachers in seven states Florida Kentucky Michigan New York Texas Mississippi and Virginia where new social studies standards and new and generally high stakes state level history tests are prominent In these chapters the authors describe and analyze the state s testing efforts and how those efforts are being interpreted in the context of classroom practice The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform Catherine Horn University of Houston and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment the research literature and the technical qualities of history tests

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