

Rethinking School Reform

VIEWS FROM THE CLASSROOM



Edited by Linda Christensen and Stan Karp

Rethinking School Reform Views From The Classroom

**Rebecca Kolins Givan, Amy Schrager
Lang**



Rethinking School Reform Views From The Classroom:

Rethinking School Reform Linda Christensen, Stan Karp, 2003 Contains essays that address a variety of issues related to public school reform including school vouchers funding multiculturalism standards and testing teacher unions bilingual education and federal education policy Policy and Research in Education Curry Malott, 2010 This is a powerful text that turns the concept of leadership on its head and puts it back on its feet again Peter McLaren Professor Graduate School of Education and Information Studies University of California Los Angeles Book Jacket *Teaching for Joy and Justice* Linda Christensen, 2009 Teaching for Joy and Justice is the much anticipated sequel to Linda Christensen's bestselling Reading Writing and Rising Up Christensen is recognized as one of the country's finest teachers Her latest book shows why Through story upon story Christensen demonstrates how she draws on students' lives and the world to teach poetry essay narrative and critical literacy skills Teaching for Joy and Justice reveals what happens when a teacher treats all students as intellectuals instead of intellectually challenged Part autobiography part curriculum guide part critique of today's numbing standardized mandates this book sings with hope born of Christensen's more than 30 years as a classroom teacher language arts specialist and teacher educator Practical inspirational passionate this is a must have book for every language arts teacher whether veteran or novice In fact Teaching for Joy and Justice is a must have book for anyone who wants concrete examples of what it really means to teach for social justice **The New Teacher Book** Linda Christensen, Stan Karp, Bob Peterson, Moe Yonamine, 2020-11-16 This expanded third edition of The New Teacher Book grew out of Rethinking Schools workshops with early career teachers It offers practical guidance on how to flourish in schools and classrooms and connect in meaningful ways with students and families from all cultures and backgrounds Book Review 1 I wish I had had The New Teacher Book when I started But I have it now We all have it now Read it Learn from it Use it to change the world Lily Eskelsen Garcia President National Education Association Book Review 2 This new edition of The New Teacher Book delivers powerful stories and lessons that will help new teachers infuse social justice ideals in their classrooms every day Randi Weingarten President American Federation of Teachers Book Review 3 The New Teacher Book offers a roadmap for sustaining a career as a social justice educator It's the kind of vision we need to fill classrooms with learning and hope Linda Darling Hammond Charles E Ducommun Professor of Education Emeritus Stanford University Rethinking Our Classrooms Wayne Au, Bill Bigelow, Stan Karp, 2007 Since the first edition was published in 1994 Rethinking Our Classrooms has sold over 180 000 copies **Pencils Down** Wayne Au, Melissa Bollow Tempel, 2012 This powerful collection from the groundbreaking Rethinking Schools magazine takes high stakes standardized tests to task Despite overwhelming evidence that the tests are invalid ways to measure teaching and learning and continuing signs of their unjust effects on students and teachers reformers and policymakers continue to force high stakes tests into the public schools Through articles that provide thoughtful and emotional critiques from the frontlines of education Pencils Down deconstructs the damage that standardized

tests wreak on our education system and the human beings that populate it Better yet it offers visionary forms of assessment that are not only more authentic but also more democratic fair and accurate Learning from the Federal Market?Based Reforms William J. Mathis,Tina M. Trujillo,2016-06-01 Over the past twenty years educational policy has been characterized by top down market focused policies combined with a push toward privatization and school choice The new Every Student Succeeds Act continues along this path though with decision making authority now shifted toward the states These market based reforms have often been touted as the most promising response to the challenges of poverty and educational disenfranchisement But has this approach been successful Has learning improved Have historically low scoring schools turned around or have the reforms had little effect Have these narrow conceptions of schooling harmed the civic and social purposes of education in a democracy This book presents the evidence Drawing on the work of the nation s most prominent researchers the book explores the major elements of these reforms as well as the social political and educational contexts in which they take place It examines the evidence supporting the most common school improvement strategies school choice reconstitutions or massive personnel changes and school closures From there it presents the research findings cutting across these strategies by addressing the evidence on test score trends teacher evaluation miracle schools the Common Core State Standards school choice the newly emerging school improvement industry and re segregation among others The weight of the evidence indisputably shows little success and no promise for these reforms Thus the authors counsel strongly against continuing these failed policies The book concludes with a review of more promising avenues for educational reform including the necessity of broader societal investments for combatting poverty and adverse social conditions While schools cannot single handedly overcome societal inequalities important work can take place within the public school system with evidence based interventions such as early childhood education detracking adequate funding and full service community schools all intended to renew our nation s commitment to democracy and equal educational opportunity **Colonized**

Schooling Exposed Pierre Orelus,Curry Malott,Romina Pacheco,2015-01-28 This book presents a novel perspective on neocolonialism education and other related issues It unveils the effects of neocolonialism on the learning and well being of students and workers including marginalized groups such as Native Americans Latino as and African Americans It is a collection of in depth interviews with and heartfelt essays by committed social justice educators and scholars genuinely concerned with educational issues situated in the context of western neocolonialism and neoliberalism This dialogical way of discussing important issues and co constructing knowledge can be traced back to ancient philosophers who used dialogue as a form of inquiry to explore and analyze educational socio economic and political issues facing the world It will cover many interwoven and pressing issues echoed through authentic voices of progressive educators and scholars Z Magazine ,2004

Postcolonial Representations of Women Rachel Bailey Jones,2011-06-11 In this accessible combination of post colonial theory feminism and pedagogy the author advocates using subversive and contemporary artistic representations of

women to remodel traditional stereotypes in education. It is in this key sector that values and norms are molded and prejudice kept at bay yet the legacy of colonialism continues to pervade official education received in classrooms as well as unofficial education ingested via popular culture and the media. The result is a variety of distorted images of women and gender in which women appear as two dimensional stereotypes. The text analyzes both current and historical colonial representations of women in a pedagogical context. In doing so it seeks to recast our conception of what difference is challenging historical patriarchal gender relations with their stereotypical representations that continue to marginalize minority populations in the first world and billions of women elsewhere. These distorted images the book argues can be subverted using the semiology provided by postcolonialism and transnational feminism and the work of contemporary artists who rethink and recontextualize the visual codes of colonialism. These resistive images created by women who challenge and subvert patriarchal modes of representation can be used to create educational environments that provide an alternative view of women of non western origin.

Unequal By Design Wayne Au, 2010-04-26 *Unequal By Design* critically examines high stakes standardized testing in order to illuminate what is really at stake for students teachers and communities negatively affected by such testing. This thoughtful analysis traces standardized testing's origins in the Eugenics and Social Efficiency movements of the late 19th and early 20th century through its current use as the central tool for national educational reform via *No Child Left Behind*. By exploring historical social economic and educational aspects of testing author Wayne Au demonstrates that these tests are not only premised on the creation of inequality but that their structures are inextricably intertwined with social inequalities that exist outside of schools.

Classroom Conversations Alexandra Miletta, 2008-10-07 In *Classroom Conversations* two generations of educators a mother and daughter point us to the great thinkers who have shaped their beliefs and practices in education and who continue to influence teachers today. Nineteen essays by educators from Dewey to Delpit offer parents and new educators an education degree in a nutshell. The Miletta's frame these touchstone texts with commentary explaining why these writers resonate for them sharing not only the personal meanings they have derived from the selections but why these writings have endured in the field over time. Brief biographies set each author in context for the lay reader. As educational fads and jargon come and go parents and teachers alike will appreciate and find value in the wisdom distilled here. *Classroom Conversations* will help experienced teachers find renewed meaning in these seminal essays and will help younger teachers discover just how important the work they do can be. For parents the book will inform and enrich their understanding of their children's educational experience.

Schooling Corporate Citizens Ronald W. Evans, 2014-11-27 *Schooling Corporate Citizens* examines the full history of accountability reform in the United States from its origins in the 1970s and 1980s to the development of the Common Core in recent years. Based in extensive archival research it traces the origins and development of accountability reform as marked by key government and business led reports from *A Nation at Risk* to *No Child Left Behind* and *Race to the Top*. By using the lens of social studies and civic

education as a means to understand the concrete impacts of accountability reforms on schools Evans shows how reformers have applied principles of business management to schools in extreme ways damaging civic education and undermining democratic learning The first full length narrative account of accountability reform and its impact on social studies and civic education Schooling Corporate Citizens offers crucial insights to the ongoing process of American school reform shedding light on its dilemmas and possibilities and allowing for thoughtful consideration of future reform efforts

Reimagining American Education to Serve All Our Children Deborah Greenblatt, Nicholas M. Michelli, 2019-11-28 Reimagining American Education to Serve All Our Children Why Should We Educate in a Democracy examines and reevaluates the history and purpose of public education in the United States in order to provide students of current and future generations with a robust and fulfilling learning experience The authors approach knowledge from a critical perspective with the intention of broadening the definition of knowledge and critical thinking positioning education as a gateway to life's endless possibilities and participation in a democratic society In asking why should we educate in a democracy rather than why do we educate in a democracy the authors suggest directions that need to be taken to enhance democracy social justice and the positive effects of education for all Divided into ten concise chapters this volume provides activities and strategies for developing meaning for often contentious concepts illustrates concepts and brings together new ideas as well as assessment ideas Greenblatt and Michelli and their coauthors cover a diverse range of important topics allowing us to understand education in a democracy including Sociopolitical barriers to knowledge The importance of all subjects including the arts health and physical education Methods of fostering imaginative thinking The political nature of the effects of policies on education Reimagining American Education to Serve All Our Children aims to provide practicing teachers teacher educators graduate education students and all those interested in enhancing education a discussion on the relationship between education and policy A topical conversation this book aids readers to develop a better understanding of the effects of social justice on American learners and the effects of education on social justice and democracy in order to take a position on these critical issues

Teaching English Language Learners Michaela Colombo, 2011-03-08 TESOL standards for students and teachers are outlined in the first chapter and aligned with the content of the book

Educating Adolescent Girls Around the Globe Sandra L. Stacki, Supriya Baily, 2015-04-10 While many initial education benchmarks are being met new and continuing challenges exist for adolescent girls in the developing world Discrimination violence marginalization and health related issues prevail making proper education at the middle school level crucial during this unique development time As we continue to see the expectations for girls grow education for girls must also find a new place within the evolving norms of political economic cultural and social life This volume takes a global look at the obstacles and enablers in girls education that can have lasting institutional psychological and social consequences It looks at many complex issues affecting education for adolescent girls around the world including the underlying global demands for women in the formal workforce and the

universal impact of gender based violence and provides a critical framework through which researchers may explore and critique these complexities

Teaching Marx Curry Malott, John M. Elmore, Mike Cole, 2013-05-01 We are in the midst of yet another global crisis in capitalism In the UK we have the most right wing and ideologically driven government since Thatcher a ruthless cabal of millionaires intent on destroying the welfare state In the US President Obama whose initial record did not live up to the expectations of many on the Left is increasingly driven by right wing republicanism and other corporate interests At the same time there are developments in Latin America in particular Venezuela which are heralding the dawn of a new politics and recovering the voice of Marx but with a twenty first century socialist focus thus giving hope to the lives of millions of working people throughout the world This is why the world media is intent on discrediting President Hugo Chavez and insisting that ordinary people have to pay the cost of the crisis in capitalism The Arab Spring and the Occupy movement also show signs of an anti capitalist movement in embryo In Greece perhaps more than anywhere else in Europe even France the austerity stricken working classes are pushing for real existing socialism It is therefore not surprising that the ruling class of Greece is increasingly supporting the neo Nazi fascist Golden Dawn party threatening civil war should they lose power as a class Now is a prescient time to bring twenty first century socialism to the educational institutions of the world to teach Marx across the curriculum and across the globe Through this volume our goal was to contribute to the literature by concretely demonstrating the practical implications of Marx's theory to curriculum However while this book provides concrete examples of how Marx can and has informed a revolutionary critical education it is not intended to be prescriptive That is the chapters should not be read as a how to guide but they should be taken as inspiration for new creative approaches to Teaching Marx and interpreting and posing The Socialist Challenge

Strike for the Common Good Rebecca Kolins Givan, Amy Schrager Lang, 2020-10-08 In February 2018 35 000 public school educators and staff walked off the job in West Virginia More than 100 000 teachers in other states both right to work states like West Virginia and those with a unionized workforce followed them over the next year From Arizona Kentucky and Oklahoma to Colorado and California teachers announced to state legislators that not only their abysmal wages but the deplorable conditions of their work and the increasingly straitened circumstances of public education were unacceptable These recent teacher walkouts affirm public education as a crucial public benefit and understand the rampant disinvestment in public education not simply as a local issue affecting teacher paychecks but also as a danger to communities and to democracy Strike for the Common Good gathers together original essays written by teachers involved in strikes nationwide by students and parents who have supported them by journalists who have covered these strikes in depth and by outside analysts academic and otherwise Together the essays consider the place of these strikes in the broader landscape of recent labor organizing and battles over public education and attend to the largely female workforce and often largely non white student population of America's schools

JSL Vol 26-N4 JOURNAL OF SCHOOL LEADERSHIP, 2016-07-26 JSL invites the

submission of manuscripts that contribute to the exchange of ideas and scholarship about schools and leadership All theoretical and methodological approaches are welcome We do not advocate or practice a bias toward any mode of inquiry e g qualitative vs quantitative empirical vs conceptual discipline based vs interdisciplinary and instead operate from the assumption that all careful and methodologically sound research has the potential to contribute to our understanding of school leadership We strongly encourage authors to consider both the local and global implications of their work The journal's goal is to clearly communicate with a diverse audience including both school based and university based educators The journal embraces a broad conception of school leadership and welcomes manuscripts that reflect the diversity of ways in which this term is understood The journal is interested not only in manuscripts that focus on administrative leadership in schools and school districts but also in manuscripts that inquire about teacher student parent and community leadership

Fear and Schooling Ronald W. Evans, 2019-09-23 By exploring the tensions impacts and origins of major controversies relating to schooling and curricula since the early twentieth century this insightful text illustrates how fear has played a key role in steering the development of education in the United States Through rigorous historical investigation Evans demonstrates how numerous public disputes over specific curricular content have been driven by broader societal hopes and fears Illustrating how the population's concerns have been historically projected onto American schooling the text posits educational debate and controversy as a means by which we struggle over changing anxieties and competing visions of the future and in doing so limit influence of key progressive initiatives Episodes examined include the Rugg textbook controversy the 1950s crisis over progressive education the MACOS dispute conservative restoration culture war battles and corporate school reform In examining specific periods of intense controversy and drawing on previously untapped archival sources the author identifies patterns and discontinuities and explains the origins development and results of each case Ultimately this volume powerfully reveals the danger that fear based controversies pose to hopes for democratic education This informative and insightful text will be of interest to graduate and postgraduate students researchers and academics in the fields of educational reform history of education curriculum studies and sociology of education

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