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*School
Decentralization*

*Lessons from the Study
of Bureaucracy*

Bruce Blumberg

Institute on
Education and Training

School Decentralization Lessons From The Study Of Bureaucracy

Xiaolong Qi



School Decentralization Lessons From The Study Of Bureaucracy:

School Decentralization Bruce Allen Bimber, 1993 It is possible to give a concrete meaning to the usually vague concept of decentralization by examining four core components First at the crux of decentralization is a downward shift in decision making power Administrative decentralization entails shifts internal to the institution Political decentralization shifts authority to external forces such as community boards These two strategies are not mutually exclusive Second studies of bureaucracies demonstrate that decentralization is compatible with strong leaders provided that leadership is exercised at lower levels in the administrative hierarchy Third decentralization requires the rejection of existing reward structures in favor of a system of incentives that establishes meaningful connections between professional conduct and rewards Fourth it is important to design a division of responsibility for ends and means among the district and schools that diminishes the role of explicit rules Most school districts reflect few of these four principles and their efforts and decentralization are often marginalized and incomplete Experiences to date with site based management the most common attempt at decentralization demonstrate the difficulty in producing authentic decentralization Contains 51 references TEJ **Resources in Education**, 1998 *IJER Vol 6-N2* International Journal of Educational Reform, 1997-04-01 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 Trusting Teachers with School Success Kim Farris-Berg, Edward J. Dirks, Amy Junge, 2013 Lately our nation s strategy for improving our schools is mostly limited to getting tough with teachers Blaming teachers for poor outcomes we spend almost all of our energy trying to control teachers behavior and school operations But what if all of this is exactly the opposite of what is needed What if teachers are the answer and not the problem What if trusting teachers and not controlling them is the key to school success Examining the experiences of teachers who are already trusted to call the shots this book answers What would teachers do if they had the

autonomy not just to make classroom decisions but to collectively with their colleagues make the decisions influencing whole school success. Decisions such as school curriculum, how to allocate the school budget and whom to hire Teachers with decision making authority create the schools that many of us profess to want. They individualize learning. Their students are active not passive learners who gain academic and life skills. The teachers create school cultures that are the same as those in high performing organizations. They accept accountability and innovate and make efficient use of resources. These promising results suggest it's time to trust teachers.

Jsl Vol 7-N2 JOURNAL OF SCHOOL LEADERSHIP, 1997-03-01 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with international authors, authors from traditionally marginalized populations and in work that is relevant to practitioners around the world. Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice. Teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement.

Balancing Local Control and State Responsibility for K-12 Education Neil D. Theobald, Betty Malen, 2013-10-18 This book examines the impact of state activism on local school autonomy in terms of both financial resources and policy initiatives.

Improving Governance Laurence E. Lynn Jr., Carolyn J. Heinrich, Carolyn J. Hill, 2001-04-05 Policymakers and public managers around the world have become preoccupied with the question of how their goals can be achieved in a way that rebuilds public confidence in government. Yet because public policies and programs increasingly are being administered through a complicated web of jurisdictions, agencies and public private partnerships, evaluating their effectiveness is more difficult than in the past. Though social scientists possess insightful theories and powerful methods for conducting empirical research on governance and public management, their work is too often fragmented and irrelevant to the specific tasks faced by legislators, administrators and managers. Proposing a framework for research based on the premise that any particular governance arrangement is embedded in a wider social, fiscal and political context, Laurence E. Lynn Jr., Carolyn J. Heinrich and Carolyn J. Hill argue that theory based empirical research, when well conceived and executed, can be a primary source of fundamental, durable knowledge about governance and policy management. Focusing on complex human services such as public assistance, child protection and public education, they construct an integrative, multilevel logic of governance that can help researchers increase the sophistication, power and relevance of their work.

Equity, From the Boardroom to the Classroom Patrick Rice, 2019-02-15 *Equity from the Boardroom to the Classroom* discusses the need for districts to become Professional Learning Organizations (PLOs) which links the board's role to Professional Learning Communities. In order to promote equity, it is vital that school boards build a culture in which all stakeholders contribute individually and collectively to accomplish district objectives. To foster a collaborative culture, boards must display thermostat

leadership as opposed to thermometer leadership. Thermostat leadership is practiced when the board is actively involved in setting, maintaining, or adjusting district culture in order to ensure alignment with district priorities which PLOs promote. Comparatively, thermometer leadership is used when a board governs by a laissez faire approach and seeks to mandate a specific culture without becoming actively involved. The latter approach enables boards to be misinformed about its strategic initiatives. Research is clear: No school reform aimed at improving student learning will be successful without strong leadership and support from the school board. PLOs are a must for districts that desire to build a positive culture and seek to increase student achievement by way of a systemic process grounded in collaboration. Without leadership support and collaboration led by the school board, it is doubtful that any school reform will be successful regardless of how effective the reform may appear to be.

Fixing Urban Schools Paul T. Hill, Mary Beth Celio, 2010-12-01 Every year in one out of three big cities the school superintendent leaves his or her job sending local community leaders back to square one. Cleveland, Baltimore, and Washington D C are struggling to recreate their failed school systems and many more cities are likely to follow. City leaders need more than new superintendents. They need stable reform strategies strong enough to move an entrenched system. Unfortunately, it is not clear where they can turn for help. Education experts are deeply divided about whether teacher retraining or new standards are enough to reform a struggling city system or whether more fundamental changes such as family choice and family run schools are needed. Based on new research, this book identifies the essential elements of reform strategies that can transform school performance in big cities beset by poverty, social instability, racial isolation, and labor unrest. It also suggests ways that local leaders can assemble the necessary funding and political support to make such strategies work.

Making Money Matter National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Education Finance, 1999-12-30 The United States annually spends over 300 billion on public elementary and secondary education. As the nation enters the 21st century, it faces a major challenge: how best to tie this financial investment to the goal of high levels of achievement for all students. In addition, policymakers want assurance that education dollars are being raised and used in the most efficient and effective possible ways. The book covers such topics as: Legal and legislative efforts to reduce spending and achievement gaps; The shift from equity to adequacy as a new standard for determining fairness in education spending; The debate and the evidence over the productivity of American schools; Strategies for using school finance in support of broader reforms aimed at raising student achievement. This book contains a comprehensive review of the theory and practice of financing public schools by federal, state, and local governments in the United States. It distills the best available knowledge about the fairness and productivity of expenditures on education and assesses options for changing the finance system.

Extending Educational Change Andy Hargreaves, 2007-12-12 ANDY HARGREAVES Department of Teacher Education, Curriculum and Instruction, Lynch School of Education, Boston College, MA, U S A ANN LIEBERMAN Carnegie Foundation for the Advancement of

Teaching Stanford CA U S A MICHAEL FULLAN Ontario Institute for Studies in Education University of Toronto Canada
DAVID HOPKINS Department for Education and Skills London U K This set of four volumes on Educational Change brings together evidence and insights on educational change issues from leading writers and researchers in the field from across the world Many of these writers whose chapters have been specially written for these books have been investigating helping initiate and implementing educational change for most or all of their lengthy careers Others are working on the cutting edge of theory and practice in educational change taking the field in new or even more challenging directions And some are more skeptical about the literature of educational change and the assumptions on which it rests They help us to approach projects of understanding or initiating educational change more deeply reflectively and realistically Educational change and reform have rarely had so much prominence within public policy in so many different places Educational change is ubiquitous It figures large in Presidential and Prime Ministerial speeches It is at or near the top of many National policy agendas Everywhere educational change is not only a policy priority but also major public news Yet action to bring about educational change usually exceeds people s understanding of how to do so effectively

National Forum of Educational Administration and Supervision ,2000 *National Forum of Educational Administration and Supervision Journal* ,2001

IJER Vol 7-N1 International Journal of Educational Reform,1998-01-01 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

Journal of School Leadership ,1997

Site Based Management Scott Charles Bauer,1996 **Personnel Management for Effective Schools** John T. Seyfarth,1996 Emphasizing the relationship of personnel management to student learning this work also focuses on personnel practice in schools with site based management It shows practical applications for research related to personnel practice

Preparing for the 21st Century Lyndon B. Johnson School of Public Affairs. Policy Research Project on Texas

Public Education Reform, 1994 Raising Educational Standards in the Inner Cities Michael Barber, Ruth Dann, 1996 This text examines the growing interest in education in the inner cities and how that education can be improved The book presents a broad spectrum of political views designed to stimulate debate and inform policy and practice It also contains two comparative chapters from US authors *Selected Rand Abstracts* , 1993

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