

SCHOOL REFORM IN **CHICAGO**

LESSONS IN POLICY
AND
PRACTICE

Edited by Alexander Russo

School Reform In Chicago Lebons In Policy And Practice Paperback

Karen Glinert Carlson



School Reform In Chicago Lebons In Policy And Practice Paperback:

Political Science, Government & Public Policy Series Universal Reference System, 1971 **The Consortium on Chicago School Research** Melissa R. Roderick, John Q. Easton, Penny A. Sebring, 2009 **Paperbound Books in Print**, 1982 *Forthcoming Books* Rose Arny, 2003-12 Charting Chicago School Reform Anthony Bryk, 2018-03-08 In 1989 Chicago began an experiment with radical decentralization of power and authority Intertwining extensive narratives and rigorous quantitative analyses this book tells the story of what happened to Chicagos elementary schools in the first four years of this reform In 1989 Chicago began an experiment with radical decentralization of power and authority This book tells the story of what happened to Chicagos elementary schools in the first four years of this reform Implicit in this reform is the theory that expanded local democratic participation would stimulate organizational change within schools which in turn would foster improved teaching and learning Using this theory as a framework the authors marshal massive quantitative and qualitative data to examine how the reform actually unfolded at the school level With longitudinal case study data on 22 schools survey responses from principals and teachers in 269 schools and supplementary system wide administrative data the authors identify four types of school politics strong democracy consolidated principal power maintenance and adversarial In addition they classify school change efforts as either systemic or unfocused Bringing these strands together the authors determine that in about a third of the schools expanded local democratic participation served as a strong lever for introducing systemic change focused on improved instruction Finally case studies of six actively restructuring schools illustrate how under decentralization the principals role is recast social support for change can grow and ideas and information from external sources are brought to bear on school change initiatives Few studies intertwine so completely extensive narratives and rigorous quantitative analyses The result is a complex picture of the Chicago reform that joins the politics of local control to school change This volume is intended for scholars in the fields of urban education public policy sociology of education anthropology of education and politics of education Comprehensive and descriptive it is an engaging text for graduate students and upper level undergraduates Local state and federal policymakers who are concerned with urban education will find new and insightful material The book should be on reading lists and in professional development seminars for school principals who want to garner community support for change and for school community leaders who want more responsive local institutions Finally educators administrators and activists in Chicago will appreciate this detailed analysis of the early years of reform **British Books in Print**, 1986 **School Reform, Corporate Style** Dorothy Shapps, 2006 Like other big city school systems Chicago s has been repeatedly reformed over the last century Yet its schools have fallen far short of citizens expectations and left a gap between the performances of white and minority students Many blame the educational establishment for resisting change Other critics argue that reform occurs too often still others claim it comes not often enough Dorothy Shapps reappraises the tumultuous history of educational progress in Chicago revealing that

the persistent lack of improvement is due not to the extent but rather the type of reform Throughout the twentieth century managerial reorganizations initiated by the business community repeatedly altered the governance structure of schools as well as the relationships of teachers to children and parents but brought little improvement while other more promising reform models were either resisted or crowded out Shipps chronicles how Chicago s corporate actors led abetted or restrained nearly every attempt to transform the city s school system then asks whether schools might be better reformed by others To show why city schools have failed urban children so badly she traces Chicago s reform history over four political eras revealing how corporate power was instrumental in designing and revamping the system Her narrative encompasses the formative era of 1880 1930 when teachers unions moderated business plans previously unexplored business activism from 1930 to 1980 when civil rights dominated school reform and the decentralization of the 1980s She also covers the uneasy cooperation among business associations in the 1990s to install the mayor as head of the school system a governing regime now challenged by privatization advocates Business people may be too wedded to a stunted view of educators to forge a productive partnership for change Unionized teachers bridle at the second class status accorded them by managers If reform is to reach deeply into classrooms Shipps concludes it might well require a new coalition of teachers unions and parents to create a fresh agenda that supersedes corporate interests This study clearly shows that in Chicago as elsewhere urban schooling is intertwined with politics and power By reviewing more than a century of corporate efforts to make education work Shipps makes a strong case that it s high time to look elsewhere perhaps to educators themselves for new leadership

Reclaiming Our Schools Maribeth Vander Weele,1994 *Chicago School Reform* Constantine Ress,1999

Rethinking School Reform in Chicago ,1996

High Stakes Education Pauline Lipman,2004-02-29 This book

analyses the ways in which schools in urban areas are shaped and influenced by social economic and political forces within the social environment Utilizing research from schools in Chicago the book will show how schools attempt to **1988**

Chicago School Reform Act Kely E. Brown,1989

Strategic Philanthropy and Local Public Policy William S.

McKersie,1998

The Politics of School Reform in Chicago Karen Glinert Carlson,1996

Evaluating Chicago

School Reform Richard Paul Niemic,Herbert J. Walberg,1993

School Reform Chicago Style Mary O'Connell,1991

Chicago School Reform G. Alfred Hess,1990

Chicago School Reform Daniel D. Polsby,Heartland Institute (Chicago,

Ill.),1994

Chicago School Reform Donald R. Moore,American Educational Research Association,1991

Local School

Council Governance John Q. Easton,Chicago Panel on Public School Policy and Finance,1993

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