

Restructuring Urban Schools

A Chicago Perspective

G. Alfred Hess, Jr.

Foreword by Michelle Fine



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Restructuring Urban Schools A Chicago Perspective

Jane Gaskell, Benjamin Levin



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Restructuring Urban Schools G. Alfred Hess, 1995 Reinterpreting Urban School Reform Louis F. Miron, Edward P. St. John, 2012-02-01 Have urban schools failed or has reform failed urban schools This book examines existing urban school programs ranging from desegregation to reading improvement in light of available historical empirical and case study evidence Miron and St John and their contributors probe the underlying theoretical normative and political assumptions embedded in specific reform initiatives They explore how reforms might be reconstructed to better address the underlying challenges and they demonstrate that reforms can be constructively critiqued throughout the stages of implementation arguing that greater attention should be paid to ethnic and cultural traditions within urban educational settings Contributors include Leetta Allen Haynes Joseph Cadray Choong Geun Chung Richard Fossey Barry M Franklin David Gordon Carol Anne Hossler Siri Loescher Kim Manoil Genevieve Manset Louis F Mir n Glenda Droogsma Musoba Kathryn Nakagawa Carolyn S Ridenour Ada B Simmons Edward P St John Neil Theobald Sandra Washburn Kenneth K Wong and Kim Worthington

Brookings-Wharton Papers on Urban Affairs: 2003 William G. Gale, Janet Rothenberg Pack, 2010-12-01 Designed to reach a wide audience of scholars and policymakers this series contains studies on urban sprawl crime taxes education poverty and related subjects This journal will set the tone for urban economics for the coming decades It will play a major role not only in academia but also in ensuring that we have better urban economic policy George Akerlof University of California Berkeley Contents include The Geography of Inequality in the United States 1950 2000 Douglas S Massey and Mary J Fischer University of Pennsylvania Getting Inside Accountability Lessons from Chicago Brian A Jacob Kennedy School of Government School Accountability Ratings and Housing Values Thomas J Kane Douglas O Staiger and Gavin Samms Public School Finance and Urban School Policy General vs Partial Equilibrium Analysis Thomas Nechyba Catching Cheating Teachers The Results of an Unusual Experiment in Implementing Theory Brian A Jacob and Steven D Levitt Local Variation in Land Use Regulations Bengte Evenson and William C Wheaton **School Leadership in Times of Urban Reform** Marilyn Bizar, 2000-09-01 Developed in response to the growing interest in examining individual schools as they undergo change this book features eight case studies of urban elementary and high schools as they face problems and attempt to find solutions in their quest to reform themselves The cases with all their pitfalls and problems provide examples of the very bumpy road of change and of the individual school cultures that sometimes support and often impede reform Told in the individual voices of various school leaders the narratives reflect the inevitable biases of people immersed in their work Their richness derives from the passion with which these stories are told Textured and complex these chronicles invite readers to think deeply about the many layers involved in the process of changing schools School Leadership in Times of Urban Reform is a powerful text for courses in educational leadership school reform and the politics of education Engaging pedagogical features at the end of each case facilitate its use Each case ends with an Analysis of Leadership section and Extended Thinking questions

and activities Sections 2-5 conclude with Reflections to help the reader uncover the major themes and issues Section 1 is an introductory analysis of reform and school leadership it provides a frame of reference for examining the case studies that follow Sections 2-5 are organized around eight case studies two per section that address questions of how the leadership roles of school principals and teachers have been shaped by the reform initiative how parents and local communities have contributed to school reform and how the culture of the school and teaching and learning have been shaped by reform The final section synthesizes and analyzes what the authors have learned through these cases concerning the leadership roles of principals parents community members and teachers during the period of reform how the cultures of schools changed as reform progressed and how reform impacted the instructional practices of teachers and the learning of students

Managing Change in the Public Services Mike Wallace, Michael Fertig, Eugene Schneller, 2009-02-09 This book explores the management of change to improve public service effectiveness It breaks new ground in addressing why public service change is becoming increasingly complex to manage how people cope with this new complexity what implications arise for improving policy and practice and which avenues for further research and theory building look particularly promising The contributors are all leading researchers from the USA Canada and the UK Together they provide a synthesis of state of the art thinking on the complex change process in Anglo American contexts policy making for public service reform that generates managerial complexity and practice in service organizations to improve provision Special reference is made to education and health the largest and most complex of the public services The analysis has wider relevance for other public services and national contexts Managing Change in the Public Services is essential reading for all concerned with public service improvement leaders and managers in service organizations administrators trainers advisers and consultants who support the management of change policy makers and public servants and advanced course students and academics The book also offers general insights for the theory and practice of managing organizational and systemic change **Central Park East and Its**

Graduates David Bensman, 2015 In 1974 Central Park East Elementary School CPE in East Harlem opened its doors with a mission to provide inner city children with the finest educators and pedagogy available Instead of saying that the old neighborhood had to be torn down and students more rigidly tracked the reformers dared to ask the question What would happen if we gave inner city students the best education the country has to offer The results of this bottom up reform were astounding and to this day Central Park East is known as one of the most academically enriching schools in the United States David Bensman gives voice to the extraordinary young adults who emerged from poverty as a result of the powerful educational experiences they received at CPE A rich compilation of stories this account establishes the power of public schooling and the value of community With rich data Bensman carefully details for us what it means to be respectful thoughtful democratic and intellectually demanding what it means in short to be a good school This is the story of CPE but for anyone willing to see beyond the particulars it is also a map of possibility a guide to what our schools could be Mike Rose

author Possible Lives The Promise of Public Education in America This is that rare thing a long term study of the graduates of a first rate inner city elementary school This is a school in which democracy and the life of the mind are inseparably intertwined Policymakers write that last sentence down one hundred times Joseph Featherstone Michigan State University Was the fame of CPE due to hype or yet another example of wishing trumping realities This conceptually and procedurally honest research effort clearly answers the question in the negative We have very good reason to be grateful to Debbie Meier her CPE colleagues and of course to Dr Bensman for this remarkable follow up study Seymour Sarason Professor Emeritus Yale University

Learning to Improve Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, Paul G. LeMahieu, 2015-03-01 As a field education has largely failed to learn from experience Time after time promising education reforms fall short of their goals and are abandoned as other promising ideas take their place In Learning to Improve the authors argue for a new approach Rather than implementing fast and learning slow they believe educators should adopt a more rigorous approach to improvement that allows the field to learn fast to implement well Using ideas borrowed from improvement science the authors show how a process of disciplined inquiry can be combined with the use of networks to identify adapt and successfully scale up promising interventions in education Organized around six core principles the book shows how networked improvement communities can bring together researchers and practitioners to accelerate learning in key areas of education Examples include efforts to address the high rates of failure among students in community college remedial math courses and strategies for improving feedback to novice teachers Learning to Improve offers a new paradigm for research and development in education that promises to be a powerful driver of improvement for the nation s schools and colleges

Guiding School Change Frances O'Connell Rust, Helen Freidus, 2001 Drawn from the real life and work of practitioners committed to change this narrative sheds light on the role and work of change agents

Making a Difference in Urban Schools Jane Gaskell, Benjamin Levin, 2012-08-08 What can be done to improve the educational experiences of students who live in cities with increasingly high levels of diversity and inequality Making a Difference in Urban Schools evaluates how school and community leaders have worked to change urban education in Canada for the better over the past fifty years This analytic and comparative study traces the evolution of urban education in Toronto and Winnipeg from the 1960s onward Jane Gaskell and Ben Levin identify important contrasts between the experiences in each city as a result of their different demographics institutional structures cultures and politics They also highlight the common issues and dilemmas faced by reformers in these two cities across Canada and globally including many that persist and remain controversial to this day

Inspiration, Perspiration, and Time Brian Gill, Laura S. Hamilton, J. R. Lockwood, Julie A. Marsh, Ron Zimmer, 2005-12-08 In 2000 Edison Schools the nation s largest education management organization asked RAND to analyze its achievement outcomes and design implementation RAND evaluated Edison s strategies for promoting student achievement in its schools how it implemented those strategies how its management affected student achievement and what factors explained

differences in achievement trends among its schools Teachers Caught in the Action Ann Lieberman, Lynne Miller, 2001-04-27 Because what we do in staff development can best be understood in terms of Contexts Strategies and Structures the remainder of the book features distinguished educators who write from their own unique experiential and theoretical stances Jacqueline Anness describes how teachers in New York City secondary schools increase their own learning while improving student outcomes Milbrey W McLaughlin and Joel Zarrow demonstrate how teachers learn to use data to improve their practice and meet educational standards Lynne Miller presents a case study of a long lived school university partnership Beverly Falk recounts stories of teachers working together to develop performance assessments to understand their student s learning to re think their curriculum and much more Laura Stokes analyzes a school that successfully uses inquiry groups There are further contributions including some from novice teachers by Anna Richert Ershler Ann Lieberman Diane Wood Sarah Warshauer Freedman and Joseph P McDonald These powerful exemplars from practice provide a much needed overview of what matters and what really works in professional development today

School Districts and Instructional Renewal Amy M. Hightower, 2002-01-01 This volume shows how school districts can and do make essential contributions to the renewal and enhancement of American education It expands the conversation on what school districts are what they do and how they can enhance the quality of teaching and learning in US schools

Handbook of Educational Policy Gregory J. Cizek, 1999-04-13 The Handbook of Educational Policy provides a comprehensive overview of policy questions in education reform at local state and national levels The book raises controversial questions such as who really benefits from educational reform and investigates issues of accountability assessment educational fads technology in education and other matters of educational policy The book explores not only what education is but what it can be and should be providing a scholarly analysis of policy decisions as well as practical recommendations for parents teachers and policy makers Key Features Provides informed discussion based on scholarly research Contains practical recommendations for parents educators and policy makers Includes representation from local state and national levels Considers comparisons of United States practices to reforms abroad Addresses current issues and implications for the futures *Revisiting "The Culture of the School and the Problem of Change"* Seymour B. Sarason, 1996 Revisiting The Culture of the School and the Problem of Change provocatively and seamlessly joins Seymour Sarason s classic landmark text on school change with his own insightful re ections on those same issues in the face of today s crisis in public schools This is an extensive monograph length revisiting Part I of this book reproduces the second edition of Sarason s ground breaking work The Culture of the School and the Problem of Change in which he detailed how change can affect a school s culturally diverse environment either through the implementation of new programs or as a result of federally imposed regulations Throughout many of the major assumptions about change in institutions are challenged Specific events and examples demonstrate that any attempt to implement change involves some existing regularity within the school Dr

Sarason also takes a close look at government involvement in change efforts in schooling and includes a detailed examination of current efforts to implement PL 94 142 into public schools He presents compelling evidence that the federal effort to change and improve schools has largely been a failure Also included are investigations into the purposes of schooling and how these purposes can be affected by change and the process by which educators and administrators formulate intended outcomes of change efforts In Part II Dr Sarason revisits the text and the issues 25 years after the original publication As he explains in his preface to him the word crisis means a point in time when a dangerous situation contains conflicting forces of an intensity or seriousness that in the near term will be dramatically altered depending on which forces win out When I wrote the book a quarter century ago I did not regard our schools as in crisis though my intuition was that a crisis would come sooner or later It has in my opinion come Believing that what happens in our cities and our schools will determine the fate of our society Dr Sarason is deeply concerned that the reform arena is being manipulated by forces that are at best untroubled by and at worst intent on the dismantling of the public school system That coupled with his fear that even the system's defenders are not focusing on the real issues has infused Dr Sarason's return to the topic of educational change with a great sense of urgency The important things he has to say will be welcomed by all who truly care about the state of the public schools that America's children attend

State and Local Finances Under Pressure David L. Sjoquist, 2003-01-01 State and Local Finances under Pressure explores the future of state and local government fiscal systems given the numerous pressures they face from economic legal technological demographic and political forces It explores how these multiple forces play out in terms of the changes state and local governments should and are likely to make The contributors argue that state and local governments must make substantial changes and that failure to act is likely to result in adverse effects and increasing pressures for modifications that are more difficult to implement and more politically unpalatable Without reform state and local fiscal systems will grow increasingly out of sync with economic reality The authors suggest that government responses are likely to be evolutionary but that in 25 years the recorded changes will be substantial The first chapter provides a historic perspective of state and local fiscal trends Each of the subsequent chapters describes the nature of one of the pressures state and local governments face including political and legal forces globalization of business demographic and technological changes deregulation of utilities and urban sprawl Policymakers economists political scientists fiscal policy analysts and public administrators will find this comprehensive book of interest

Standards of Mind and Heart Peggy Clohessy Silva, Robert A. Mackin, 2002-04-05 This is the remarkable story of the creation of a new kind of high school that truly aspires to educate all students to high standards Believing that a deeply personalized culture can prevent the senseless violence that has invaded many public schools educators at Souhegan High School in Amherst New Hampshire set out to create a safe caring and academically rigorous school In this volume Silva a teacher and Mackin a principal chronicle their experiences as they worked through the many challenges that ultimately resulted in this extraordinarily successful school

Featuring their honest reflections and the voices of other participants this book Portrays a real public high school not a small alternative school that is successfully implementing most of the reform practices recommended by national reform models Demonstrates how schools can strike a balance between the need for stricter safety measures and the social and emotional needs of each student thus avoiding violent outbursts in schools Details the school s structure curriculum professional culture and systems of accountability for all students in a heterogeneous inclusionary setting Describes the use of teaming advisory groups exhibitions and senior projects Provides a working model of the Breaking Ranks recommendations including the importance of personalization and democracy in education Brookings Papers on Education Policy: 1999 Diane Ravitch,1999-02-01 This second annual issue of the series focuses on the state of urban education in America It provides in depth jargon free analysis of the most important issues in education today from some of the country s leading experts Edited by Diane Ravitch one of the nation s foremost education authorities Brookings Papers on Education Policy is an indispensable guide to understanding education trends and emerging issues Contents include History of Urban Education in this Century by Jeffrey Mirel Emory University School Reform in Chicago by Anthony Bryk University of Chicago Lessons from Houston by Donald McAdams Houston Independent School Board Problems of Managing a Big City School System by Stanley Litow IBM Corporation Single Sex Schooling Law Policy and Research by Rosemary C Salomone St John s University School of Law How Litigation Has Undermined Schools by Abigail Thernstrom Manhattan Institute Massachusetts Board of Education Creating Successful Urban Schools by James Comer Yale Child Study Center Voucher Experiments by Paul Peterson Harvard University Proposed Reforms of Governance by Paul Hill University of Washington Resources in Education ,2001

Urban Education in the United States J. Rury,2005-04-30 Urban Education in the United States examines the development of schools in the large cities of the USA John Rury a well known historian of education introduces and highlights the most significant and classic essays dealing with urban schooling in this collection Urban Education in the United States will provide an introduction to critical themes in the history of city schools and will frame each section with an overview of urban education research during particular periods in US history **Thinking Comprehensively About Education** Ezekiel Dixon-Román,Edmund W. Gordon,2012-05-16 While much is known about the critical importance of educative experiences outside of school little is known about the social systems community programs and everyday practices that can facilitate learning outside of the classroom Thinking Comprehensively About Education sheds much needed light on those systems programs and practices conceptualizing education more broadly through a nuanced exploration of the various spaces where education occurs the non dominant practices and possibilities of those spaces the possibilities of enabling social systems institutions and programs of comprehensive education This original edited collection identifies and describes the resources that enable optimal human learning and development and offers a public policy framework that can enable a truly comprehensive educational system Thinking Comprehensively About Education is a must read for faculty students

policy analysts and policymakers

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