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ABSTRACT

As part of its school restructuring work with states, the National Governors' Association commissioned the Center for Policy Research in Education to conduct case studies of several local school districts experimenting with new structural arrangements. This case study is based on visits to four such districts: Jefferson County Schools (Louisville, Kentucky); Dade County Public Schools (Miami, Florida); Poway Unified School District (Poway, California); and New Orleans Public Schools (Louisiana). The first chapter describes how each district is restructuring its system. The Jefferson system exemplifies a change approach in an urban setting centered about professional development and increased resources for school staff. Poway exemplifies a suburban system that has empowered teachers by decentralizing most district functions to its schools. Dade County represents a district shifting to school-based management and shared decision-making in the nation's fourth largest school system. The New Orleans system demonstrates how a creative partnership with an advocacy group can facilitate new roles and models for structural change. The chapter closes by summarizing pioneering efforts of five other districts in California, Ohio, Indiana, New York State and New York City. The second chapter analyzes some common problems in approaching structural change and explains how some districts have overcome barriers. The final chapter summarizes district initiatives and discusses implications for state actions. It states that if states do not act to support and reinforce district goals and actions, schools will be trapped by conflicting expectations and be unable to change. Included are 12 references. (R14)

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Restructuring In Progress Lessons From Pioneering Districts Result In Education Series

Kimberly Kinsler, Mae Gamble



Restructuring In Progress Lessons From Pioneering Districts Result In Education Series:

Restructuring Schools W. Lowe Boyd, 2005-08-17 Education reform has become part of a political imperative in a number of developed countries around the world The simultaneous movement to reform schooling and the administrative structures which deliver educational services therefore needs to be studied in order to lay bare its fundamental assumptions This movement has been labelled restructuring and reform although the words carry different meanings in different countries The authors question why this reconstruction occurred at the same time in different places What common themes are emerging in the restructuring movement And in the 1990s where will the movement lead schooling and what essential changes will it effect They explore these questions by examining developments in the USA Canada the UK Australia New Zealand and Japan

Fundamental Change Michael Fullan, 2007-12-29 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 U S A MICHAEL FULLAN Ontario Institute for Studies Education University of Toronto Canada DAVID HOPKINS Department for Education and Slalls London U K This set of four volumes on 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

Educational Administration in a Pluralistic Society Colleen A. Capper, 1993-07-01 In this bold provocative supplemental text for the field of educational administration Colleen Capper and contributors challenge administrators policymakers practitioners and communities to confront the realities of schools and students in a pluralistic society The book examines recent educational initiatives aimed at addressing the needs of students and staff from traditionally underrepresented groups marginalized on the basis of race language gender sexual orientation social class or disability Each chapter critically reviews the literature and research to probe the current characteristics of a nondominant group including such information as its demographic characteristics its role in school reform its representation in organizational theory and behavior its presence within curriculum and instruction and its relationship with the school as community Capper argues for the adoption of a multiparadigmatic framework from

which to approach educational leadership for today's schools **Jsl Vol 16-N3 JOURNAL OF SCHOOL LEADERSHIP**,2006-08-22 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 **Resources in Education** ,1999-04 *Using Technology to Support Education Reform* Barbara Means,1993 Many critics of American education see technology as an important tool in bringing about the kind of revolutionary changes called for in new reform efforts Consequently support for the use of technology to promote fundamental reform appears to be reaching a new high Following an introduction describing elements of school reform Chapter 2 describes how technology can support the kinds of student learning described in a model of reform presented in Chapter 1 Chapter 3 describes the ways that technology can support student learning as defined by education reformers and Chapter 4 describes ways in which technology can support teacher efforts to promote student learning Chapter 5 reviews the literature on the effects of technology on student learning outcomes The final chapter deals with issues of implementation for projects attempting education reform supported by technology Three tables and two figures summarize information about technology and reform Contains 192 references SLD **Reforming Schools** Kimberly Kinsler,Mae Gamble,2004-12-30 Reforming Schools will transform the study of school reform development and improvement It not only provides an overview of research findings professional and political issues and policy developments and their history it also relates such thinking to practice through a rich and multi faceted case study of school reform Particular emphasis is given to urban schooling with a candid look at what can be learnt not only from successful school reforms but also from failure The authors provide questions and exercises throughout to help readers interact with case study material Reforming Schools enables the readers to experience what it is like to work in the field in a way that no other book on school reform does *International Handbook of Teachers and Teaching* Bruce J. Biddle,T.L. Good,I. Goodson,2013-11-11 Recent years have generated a huge increase in the number of research and scholarly works concerned with teachers and teaching and this effort has generated new and important insights that are crucial for understanding education today This handbook provides a host of chapters written by leading authorities that review both the major traditions of work and the newest perspectives concepts insights and research based knowledge concerned with teachers and teaching Many of the chapters discuss developments that are international in scope but coverage is also provided for education in a number of specific countries Many chapters also review contemporary problems faced by educators and the dangers posed by recent politically

inspired attempts to reform schools and school systems The Handbook provides an invaluable resource for scholars teacher educators graduate students and all thoughtful persons concerned with the best thinking about teachers and teaching current problems and the future of education *Learning from the Past* Diane Ravitch, Maris A. Vinovskis, 1995-02 Many Americans view today's problems in education as an unprecedented crisis brought on by contemporary social ills In *Learning from the Past* a group of distinguished educational historians and scholars of public policy reminds us that many of our current difficulties as well as recent reform efforts have important historical antecedents What can we learn they ask from nineteenth century efforts to promote early childhood education or debates in the 1920s about universal secondary education or the curriculum reforms of the 1950s Reflecting a variety of intellectual and disciplinary orientations the contributors to this volume examine major changes in educational development and reform and consider how such changes have been implemented in the past They address questions of governance equity and multiculturalism curriculum standards school choice and a variety of other issues Policy makers and other school reformers they conclude would do well to investigate the past in order to appreciate the implications of the present reform initiatives Education Policy Implementation Allan R. Odden, 1991-09-03 This supplemental text for educational policy administration and program evaluation courses provides a framework for examining the following crucial questions To what extent have state and federal initiated policies actually been implemented during the past 25 years and To what degree does implementation lead to effectiveness At a time when critical understanding of the issues is essential for good decision making this volume provides a valuable tool for teachers students and makers of educational policy **Organizational Literacy for Educators** Jason Earle, Sharon D. Kruse, 1999-02-01 Teachers and administrators who understand the politics in schools can operate more successfully to facilitate change This text teaches educators to identify and influence common social patterns that affect their work in school organizations It combines literature from educational leadership and foundations of education to provide a comprehensive introduction to organizational theories related to schooling A particularly notable feature is that in addition to traditional bureaucratic and political approaches there is a substantial focus on recent critical and feminist theories Extensive use of narrative vignettes makes the theories accessible for prospective and practicing teachers Practice cases and exercises assist students in applying the theories to their own organization settings Assuming little prior knowledge of theories about school organizations this volume is intended as a text for introductory graduate courses as well as for advanced undergraduate courses and groups such as site based management teams and district professional development committees New Structure Of School Improvement Joyce, Bruce, Calhoun, Emily, Hopkins, David, 1999-05-01 Self renewing schools where students and staff are involved in ongoing inquiry has long since been an ideal in education The book draws upon research on successful and unsuccessful school improvement programmes to generate a practical strategy for school improvement that can be used by schools and local education authorities with a high probability of success **Blueprints for Reform** Project

2061 (American Association for the Advancement of Science),1998-07-30 Concerned about the lack of science literacy among today s graduating students the American Association for the Advancement of Science compiled reports on the education system aimed at the implementation of specific reforms BLUEPRINTS FOR REFORM is a summation of those reports offering a starting point for reforming our education system **Restructuring** Cyril Poster,2005-10-05 This book provides an introduction to and analysis of the restructuring of schools It includes detailed case study material and offers practical solutions to the problems of understanding and managing restructuring **Education and the Environment** Gregory A. Smith,1992-01-01 **New Schools for a New Century** Tewel,1995-02-28 Combining both the theory as well as the practice of the education reform process this unique breakthrough volume focuses on every aspect of the change process in high school education today Short and long term strategies for each phase of the process provoking creating managing supporting and sustaining reform are covered Based on the real life experiences of the author and others this book recognizes that most high school reform is short lived It stresses the ways to create and maintain positive change making the process a long lasting worthwhile mission for the school s leadership and ultimately the students Short useful summaries of high school reform provide true life pictures of what really happens in the midst of changing the way educational institutions operate These stories cover school based management collaborative or shared leadership school within a school groupings interdisciplinary instruction school based budgeting new models for professional development and others Through these examples readers can understand how reform strategies work and how to apply and adapt them to their own situations As an added feature this book provides the names and locations of schools attempting each reform as well as the names and addresses of school reform networks that readers can contact in their own efforts *Major Research Findings, Selected Accomplishments, and Publications, 1985-1988* ,1989 School Change Models and Processes Marshall Sashkin,John Egermeier,1993 This report examines a 30 year history of educational change to identify differing perspectives strategies and useful principles The three most influential perspectives in educational change are the rational scientific perspective which proposes that change is created through the dissemination of innovative techniques the political perspective which generates change through legislation and other directives outside the school district and the cultural perspective which seeks improvement through value changes in organizations There are four strategies for implementing change fix the parts fix the people fix the schools and fix the system Systemic education reform offers new hope because it brings together the technical knowledge needed for improvement with a locally sensitive education strategy Through the Goals 2000 Initiative the U S Department of Education supports reform efforts within the framework of the six National Education Goals The Department and the Office of Educational Research and Improvement support standards based assessment techniques They also assist states in developing curriculum frameworks and help disseminate sound research and practice based knowledge A reference bibliography illustrative programs and additional sources are included JPT **Race, Class, and Power in School**

Restructuring Pauline Lipman, 1998-02-26 Explores the intersection of two central issues in American education today school reform through restructuring and alienation from school of many children of color A tough look at the impact of teachers and administrators beliefs and practices

Implementing School-based Management Harry P. Hatry, 1993 This report presents the findings and recommendations of an examination of the implementation of a major form of school based management SBM It is based on case studies of the science and mathematics departments of 10 high schools and 9 middle or junior high schools in 12 school systems almost all of which are urban school districts The study found that implementation often falls short of the ideal It did not find dramatic changes resulting from SBM However those schools and faculty members that took advantage of their added flexibility under SBM were able to achieve numerous small scale improvements The report provides a series of recommendations for school districts and individual schools to increase the likelihood of successful implementation of decentralization efforts such as SBM The findings and recommendations cover such issues as 1 the extent of decentralization of budgeting expenditure and personnel decisions 2 the role of site councils and department heads and 3 communication and training needs Appendixes list participating schools and districts and contain a literature review Contains 117 references Author SLD

Whispering the Techniques of Language: An Emotional Quest through **Restructuring In Progress Lessons From Pioneering Districts Result In Education Series**

In a digitally-driven earth where monitors reign great and instant communication drowns out the subtleties of language, the profound secrets and psychological nuances concealed within words usually move unheard. Yet, situated within the pages of **Restructuring In Progress Lessons From Pioneering Districts Result In Education Series** a interesting literary prize blinking with raw emotions, lies a fantastic quest waiting to be undertaken. Published by an experienced wordsmith, that charming opus invites readers on an introspective journey, lightly unraveling the veiled truths and profound impact resonating within the fabric of each and every word. Within the mental depths of this poignant review, we can embark upon a genuine exploration of the book is key themes, dissect its captivating publishing style, and fail to the powerful resonance it evokes heavy within the recesses of readers hearts.

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