

Making Schools Work



*School and Classroom Practices That Prepare
Students for College and Careers*

SREB | School
Improvement

Making Schools Work

Josie G. Bain, Joan L. Herman



Making Schools Work:

Making Schools Work Marcus A. Foster, 1971 Making Schools Work William G. Ouchi, 2008-06-24 Introducing a bold persuasive new argument into the national debate over education Dr William Ouchi describes a revolutionary approach to creating successful public schools This program has produced significant lasting improvements in the school districts where it has already been implemented Drawing on the results of a landmark study of 223 schools in six cities a project that Ouchi supervised and that was funded in part by the National Science Foundation Making Schools Work shows that a school s educational performance may be most directly affected by how the school is managed Ouchi s 2001 2002 study examined innovative school systems in Edmonton Canada Seattle and Houston and compared them with the three largest traditional school systems New York Los Angeles and Chicago Researchers discovered that the schools that consistently performed best also had the most decentralized management systems in which autonomous principals not administrators in a central office controlled school budgets and personnel hiring policies They were fully responsible and fully accountable for the performance of their schools With greater freedom and flexibility to shape their educational programs hire specialists as needed and generally determine the direction of their school the best principals will act as entrepreneurs says Ouchi Those who do poorly are placed under the supervision of successful principals who assume responsibility for the failing schools An essential component of this management approach is the Weighted Student Formula a budgetary tool whereby every student is evaluated and assessed a certain dollar value in educational services a non English speaking or autistic student or one from a low income family for example would receive a higher dollar value than a middle class student with no special needs Families have the freedom to choose among public schools and when schools must compete for students good schools flourish while those that do poorly literally go out of business Such accountability has long worked for religious and independent schools where parents pay a premium for educational performance Making Schools Work shows how the same approach can be adapted to public schools The book also provides guidelines for parents on how to evaluate a school and make sure their child is getting the best education possible Revolutionary yet practical Making Schools Work shows that positive educational reform is within reach and indeed already happening in schools across the country **Making Schools Work** Eric Alan Hanushek, 1994 This book is the culmination of extensive discussions among a panel of economists led by Eric Hanushek They conclude that economic considerations have been entirely absent from the development of educational policies and that economic reality is sorely needed in discussions of new policies Making Schools Work Cheryl L. Fagnano, 2019-03-11 Beginning with the fundamental and essential question How do we improve schools prominent education theorists and practitioners examine the imperative of education reform They confront and analyze the pressing need for effective systematic ways to improve education in order to ensure competent students and graduates and they offer numerous innovative ideas and models for reform The discussions in this book are the fruits of the 1992 Milken Family

Foundation National Educator Awards Retreat Committed to recognizing the contributions of educators the annual conference advances professional development and celebrates publicly professional achievement Addressed in this volume are such urgent and far reaching issues as enrichment versus remedial strategies for at risk students educators responses to extra education demands creative leadership among practitioners and the crucial role of educator awards Practitioners policymakers and anyone wanting to stay current with the state of American education will find this useful and valuable reading

Making Schools Work Kathy Hirsh-Pasek, Roberta Michnick Golinkoff, Kimberly Nesbitt, Carol Lautenbach, Elias Blinkoff, Ginger Fifer, 2022 If we teach in the way that human brains learn both students and their teachers will thrive This book aligns evidence from the learning sciences on how and what students need to learn with classroom practice pre K 12 It demonstrates with hands on examples how a change in educational mindset rather than in curriculum can improve student outcomes on both standardized tests and a breadth of 21st century skills skills Written collectively by classroom teachers administrators parents and learning scientists this book shows readers how to co construct and reimagine an optimal educational system Making Schools Work offers three case studies of schools including a statewide system that are all realizing a 6 Cs approach to learning focused on collaboration communication content critical thinking creative innovation and confidence The text documents the ever evolving implementation process as well as outcomes and the ongoing work of stakeholders Readers can use this resource to create an education for all children that is culturally responsive inclusive effective and fun Book Features Helps educators teach in the way that human minds learn Jointly written in accessible language by teachers administrators parents and learning scientists Offers hands on ways to reimagine classrooms without investing in new curricula Puts teachers in the driver s seat reminding them of why they teach Provides culturally responsive inclusive effective and fun strategies Offers children the possibility of learning the skills they will need for 21st century skills success Most of us agree that it is critical at this moment in time to reimagine what school could be This reimagination must be informed by the best available science and built on current educational wisdom found in our schools This book does just that and makes clear that more playful learning across the K 12 school system would be the most natural way to help all students learn the 21st century knowledge and skills they need in life From the Foreword by Pasi Sahlberg author of Finnish Lessons 3 0 What Can the World Learn from Educational Change in Finland and professor of education Southern Cross University Lismore Australia

Making Schools Work William G. Ouchi, 2008-06-24 Introducing a bold persuasive new argument into the national debate over education Dr William Ouchi describes a revolutionary approach to creating successful public schools This program has produced significant lasting improvements in the school districts where it has already been implemented Drawing on the results of a landmark study of 223 schools in six cities a project that Ouchi supervised and that was funded in part by the National Science Foundation Making Schools Work shows that a school s educational performance may be most directly affected by how the school is managed Ouchi s 2001 2002 study examined innovative school systems in

Edmonton Canada Seattle and Houston and compared them with the three largest traditional school systems New York Los Angeles and Chicago Researchers discovered that the schools that consistently performed best also had the most decentralized management systems in which autonomous principals not administrators in a central office controlled school budgets and personnel hiring policies They were fully responsible and fully accountable for the performance of their schools With greater freedom and flexibility to shape their educational programs hire specialists as needed and generally determine the direction of their school the best principals will act as entrepreneurs says Ouchi Those who do poorly are placed under the supervision of successful principals who assume responsibility for the failing schools An essential component of this management approach is the Weighted Student Formula a budgetary tool whereby every student is evaluated and assessed a certain dollar value in educational services a non English speaking or autistic student or one from a low income family for example would receive a higher dollar value than a middle class student with no special needs Families have the freedom to choose among public schools and when schools must compete for students good schools flourish while those that do poorly literally go out of business Such accountability has long worked for religious and independent schools where parents pay a premium for educational performance Making Schools Work shows how the same approach can be adapted to public schools The book also provides guidelines for parents on how to evaluate a school and make sure their child is getting the best education possible Revolutionary yet practical Making Schools Work shows that positive educational reform is within reach and indeed already happening in schools across the country

Making Schools Work Eric A. Hanushek, 2010-12-01

Educational reform is a big business in the United States Parents educators and policymakers generally agree that something must be done to improve schools but the consensus ends there The myriad of reform documents and policy discussions that have appeared over the past decade have not helped to pinpoint exactly what should be done The case for investment in education is an economic one schooling improves the productivity and earnings of individuals and promotes stronger economic growth and better functioning of society Recent trends in schooling have however lessened the value of society's investments as costs have risen dramatically while student performance has stayed flat or even fallen The task is to improve performance while controlling costs This book is the culmination of extensive discussions among a panel of economists led by Eric Hanushek They conclude that economic considerations have been entirely absent from the development of educational policies and that economic reality is sorely needed in discussions of new policies The book outlines an improvement plan that emphasizes changing incentives in schools and gathering information about effective approaches Available research and analysis demonstrates that current central decisionmaking has worked poorly Concentrating on inputs such as pupil teacher ratios or teacher graduate degrees appears quite inferior to systems that directly reward performance Nonetheless since experience with such alternatives is very limited a program of extensive evaluation appears to be in order Attempts to institute radical change on the basis of currently available information involve substantial risks of failure Many people today

find proposals such as charter schools expanded use of merit pay or educational vouchers to be appealing Yet there is little evidence of their effectiveness and widespread adoption of these proposals is sure to run into substantial problems of im

Making Schools Work Barbara Bruns, Deon Filmer, Harry Anthony Patrinos, 2011 This book is about the threats to education quality in the developing world that cannot be explained by lack of resources It reviews the observed phenomenon of service delivery failures in public education cases where programs and policies increase the inputs to education but do not produce effective services where it counts in schools and classrooms It documents what we know about the extent and costs of such failures across low and middle income countries And it further develops the conceptual model posited in the World Development Report 2004 that a root cause of low quality and inequitable public services not only in education is the weak accountability of providers to both their supervisors and clients The central focus of the book however is a new story It is that developing countries are increasingly adopting innovative strategies to attack these problems Drawing on new evidence from 22 rigorous impact evaluations across 11 developing countries this book examines how three key strategies to strengthen accountability relationships in developing country school systems have affected school enrollment completion and student learning The book reviews the motivation and global context for education reforms aimed at strengthening provider accountability It provides the rationale and synthesizes the evidence on the impacts of three key lines of reform 1 policies that use the power of information to strengthen the ability of clients of education services students and their parents to hold providers accountable for results 2 policies that promote school based management that is increase schools autonomy to make key decisions and control resources often empowering parents to play a larger role 3 teacher incentives reforms that specifically aim at making teachers more accountable for results either by making contract tenure dependent on performance or offering performance linked pay The book summarizes the lessons learned draws cautious conclusions about possible complementarities across different types of accountability focused reforms if they are implemented in tandem considers issues related to scaling up reform efforts and the political economy of reform and suggests directions for future work

Making Schools Work for Underachieving Minority Students Josie G. Bain, Joan L. Herman, 1990-06-27 Labeled A Nation at Risk Americans are urgently seeking reform in their public school systems While many promising programs are being developed they have not yet been validated The national conference Making Schools Work for Underachieving Minority Students shared the best of what is presently known and deliberated on the implications for research policy and practice Sponsored by CRESST Center for Research on Evaluation Standards and Student Testing The National Urban League and the National Council of LaRaza the conference was financed by the U S Department of Education Closely following the structure of the conference this volume s contributors examine education s current status They then investigate potentially promising approaches to specific problem areas Contributors treat issues of evaluation and testing and conclude by addressing the potential of collaborative efforts Responding to a major challenge community groups and organizations

throughout the country are seeking answers to the problem of underachieving minority students This volume builds on these shared interests and is a first step toward an intervention process Topics covered include creating effective instructional programs reducing the dropout rate preparing students for secondary and postsecondary success helping limited English proficient students and improving teacher quality The volume's contributors hope to promote dialogue on promising practices foster collaboration identify critical R D needs and collaborative arrangements and identify testing and evaluation issues for subsequent inquiry

Making Schools Work for Every Child, 2000 Making Schools Work Robert Benjamin, 1981 *Making Schools Work* Willard R. Daggett, 2016 Why are some districts and schools capable of making systemwide changes that align education to the demands of the twenty first century while others stay stuck in the past Why aren't more schools innovating and keeping pace with the rapidly changing world in which tomorrow's adults will live and work These are the questions to which Dr Bill Daggett nationally recognized education thought leader and advisor to education government and business leaders has devoted his career He learned early on that answers to these questions are not static they must evolve as the world evolves around us In *Making Schools Work A Vision for College and Career Ready Learning* Dr Daggett shares his latest observations of educators taking bold steps to instruct students for this century one shaped by technological advancements and globalization These educators grasp that they must prepare students not just for college but also for careers careers that are yet to exist Educators at today's most rapidly improving schools understand that a future focused vision is fundamental to making student centered decisions systemwide Dr Daggett outlines the six core values that underpin the vision at these leading edge schools as well as frameworks to fold them into your own district school and classrooms Students remain our most important focus and our greatest hope for a better future In a changing and often confusing world *Making Schools Work* shows the way forward

Making School Integration Work Paul Tractenberg, Allison Roda, Ryan Coughlan, Deirdre Dougherty, 2020 This case study offers scholars policy makers and the public a deep analysis of one of the few districts that is making progress toward true integration The research team behind the book has diverse content and research design expertise and have been able to study the legal educational political historical and sociological dimensions of the case of the Morris School District by employing qualitative and quantitative research along with GIS mapping This book provides policy makers and the public with a series of lessons learned from the Morris School District Many of these lessons which are at times inspiring and also still continuing to challenge the district will prove valuable for those engaged in building equitable school systems It will provide scholars with a superb example of mixed methods research and draws on a range of essential theoretical frameworks to aid in the analysis of one district's journey towards true integration

Making Schools Work Kathy Hirsh-Pasek, Roberta Michnick Golinkoff, Kimberly Nesbitt, Carol Lautenbach, Elias Blinkoff, Ginger Fifer, 2022-10-28 If we teach in the way that human brains learn both students and their teachers will thrive This book aligns evidence from the learning sciences on how and what students need to learn with

classroom practice pre K 12 It demonstrates with hands on examples how a change in educational mindset rather than in curriculum can improve student outcomes on both standardized tests and a breadth of 21st century skills skills Written collectively by classroom teachers administrators parents and learning scientists this book shows readers how to co construct and reimagine an optimal educational system Making Schools Work offers three case studies of schools including a statewide system that are all realizing a 6 Cs approach to learning focused on collaboration communication content critical thinking creative innovation and confidence The text documents the ever evolving implementation process as well as outcomes and the ongoing work of stakeholders Readers can use this resource to create an education for all children that is culturally responsive inclusive effective and fun Book Features Helps educators teach in the way that human minds learn Jointly written in accessible language by teachers administrators parents and learning scientists Offers hands on ways to reimagine classrooms without investing in new curricula Puts teachers in the driver s seat reminding them of why they teach Provides culturally responsive inclusive effective and fun strategies Offers children the possibility of learning the skills they will need for 21st century skills success

In the Crossfire John P. Spencer, 2012-08-16 As media reports declare crisis after crisis in public education Americans find themselves hotly debating educational inequalities that seem to violate their nation s ideals Why does success in school track so closely with race and socioeconomic status How to end these apparent achievement gaps In the Crossfire brings historical perspective to these debates by tracing the life and work of Marcus Foster an African American educator who struggled to reform urban schools in the 1960s and early 1970s As a teacher principal and superintendent first in his native Philadelphia and eventually in Oakland California Foster made success stories of urban schools and children whom others had dismissed as hopeless only to be assassinated in 1973 by the previously unknown Symbionese Liberation Army in a bizarre protest against an allegedly racist school system Foster s story encapsulates larger social changes in the decades after World War II the great black migration from South to North the civil rights movement the decline of American cities and the ever increasing emphasis on education as a ticket to success Well before the accountability agenda of the No Child Left Behind Act or the rise of charter schools Americans came into sharp conflict over urban educational failure with some blaming the schools and others pointing to conditions in homes and neighborhoods By focusing on an educator who worked in the trenches and had a reputation for bridging divisions In the Crossfire sheds new light on the continuing ideological debates over race poverty and achievement Foster charted a course between the extremes of demanding too little and expecting too much of schools as agents of opportunity in America He called for accountability not only from educators but also from families taxpayers and political and economic institutions His effort to mobilize multiple constituencies was a key to his success and a lesson for educators and policymakers who would take aim at achievement gaps without addressing the full range of school and nonschool factors that create them

Handbook of Early Literacy Research Susan B. Neuman, David K. Dickinson, 2003-04-07 Current research increasingly highlights the role of early

literacy in young children's development and facilitates the growth of practices and policies that promote success among diverse learners The Handbook of Early Literacy Research presents cutting edge knowledge on all aspects of literacy learning in the preschool years Volume 1 covers such essential topics as major theories of early literacy writing development understanding learning disabilities including early intervention approaches cultural and socioeconomic contexts of literacy development and tutoring programs and other special intervention efforts

Management John R. Schermerhorn, Jr, 2010-10-18 Completely updated and revised this eleventh edition arms managers with the business tools they'll need to succeed The book presents managerial concepts and theory related to the fundamentals of planning leading organizing and controlling with a strong emphasis on application It offers new information on the changing nature of communication through technology Focus is also placed on ethics to reflect the importance of this topic especially with the current economic situation This includes all new ethics boxes throughout the chapters An updated discussion on the numerous legal law changes over the last few years is included as well Managers will be able to think critically and make sound decisions using this book because the concepts are backed by many applications exercises and cases

Introduction to Management John R. Schermerhorn, 2011 Completely updated and revised this eleventh edition arms managers with the business tools they'll need to succeed The text presents managerial concepts and theory related to the fundamentals of planning leading organising and controlling with a strong emphasis on application It offers new information on the changing nature of communication through technology Focus is also placed on ethics to reflect the importance of this topic especially with the current economic situation This includes all new ethics boxes throughout the chapters An updated discussion on the numerous legal law changes over the last few years is included as well Managers will be able to think critically and make sound decisions using this text because the concepts are backed by many applications exercises and cases

Urban Education with an Attitude Lauri Johnson, Mary E. Finn, Rebecca Lewis, 2012-02-01 This book profiles local and national efforts to transform urban education and reinvent urban teacher preparation It describes real programs in real urban schools that have developed policy initiatives that promote educational equity community based curricula and teacher education and parent empowerment programs that emphasize democratic collaboration among universities urban teachers parents and community members By involving all stakeholders this comprehensive approach provides a model for creating urban schools that not only excite and inspire but also serve as engines for social change Contending that urban education reform will fail without public engagement and a commitment to social justice the contributors challenge urban educators to become accountable to their students and the communities they serve

Making School Inclusion Work Katie Blenk, 1995 Guide on how to make true inclusion happen

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