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Raising Standards or Raising Barriers?

**Inequality and High-Stakes Testing in
Public Education**

Gary Orfield and Mindy L. Kornhaber
editors

A Century Foundation Book

Raising Standards Or Raising Barriers Inequality And High Stakes Testing In Public Education

Kathryn M. Borman, Sherman Dorn



Raising Standards Or Raising Barriers Inequality And High Stakes Testing In Public Education:

Raising Standards Or Raising Barriers? Gary Orfield, Mindy L. Kornhaber, 2001 More and more states require students to pass large scale tests as a condition of promotion or graduation What forces have pushed high stakes testing to the forefront of educational policy Are such tests the best way to gauge educational attainment This book examines the economic and educational assumptions underlying the call for high stakes tests **Education Reform in Florida** Kathryn M. Borman, Sherman Dorn, 2012-02-01 In Education Reform in Florida sociologists and historians evaluate Governor Jeb Bush s nation leading school reform policies since 1999 They examine the startlingly broad range of education policy changes enacted in Florida during Bush s first term including moves toward privatization with a voucher system more government control of public education institutions with centralized accountability mechanisms and a superboard for all public education The contributors arrive at a mixed conclusion regarding Bush s first term education policies while he deserves credit for holding students to higher standards his policies have unfortunately pushed for equality in a very narrow way The contributors remain skeptical about seeing significant and sweeping improvement in how well Florida schools work for all students [Achieving High Educational Standards for All](#) National Research Council, Division of Behavioral and Social Sciences and Education, 2002-05-11 This volume summarizes a range of scientific perspectives on the important goal of achieving high educational standards for all students Based on a conference held at the request of the U S Department of Education it addresses three questions What progress has been made in advancing the education of minority and disadvantaged students since the historic Brown v Board of Education decision nearly 50 years ago What does research say about the reasons of successes and failures What are some of the strategies and practices that hold the promise of producing continued improvements The volume draws on the conclusions of a number of important recent NRC reports including How People Learn Preventing Reading Difficulties in Young Children Eager to Learn and From Neurons to Neighborhoods among others It includes an overview of the conference presentations and discussions the perspectives of the two co moderators and a set of background papers on more detailed issues **Restoring Dignity in Public Schools** Maria Hantzopoulos, 2016-02-12 For many students in urban public schools the routines of standards based instruction and frequent testing remove the possibilities for sustained inquiry and critical engagement in school and with the larger world Restoring Dignity in Public Schools demonstrates how urban public schools can create thriving authentic centers of learning Drawing from rich narratives of human rights education HRE in action the author shows how school leaders can create an environment in which a culture of dignity respect tolerance and democracy flourishes The book examines the dynamics of HRE in practice defines its constituent elements and explains how these components work in tandem to produce schooling that encourages young people to critically interact with the world around them and imagine different alternatives for the future This timely book provides a viable alternative to the currently favoured strategies of increased testing privatization and

disciplinary control **Postcolonial Challenges in Education** Roland Sintos Coloma,2009 Coloma compiles 20 essays that trace the history of imperialism and colonialism as well as anti imperialism and decolonization noting that there is a lack of consideration of education in studies of these topics and vice versa Education scholars from North America the UK Australia and Qatar consider the operations and effects of colonialism during and after occupation and the way colonized individuals navigate and resist imperialism in schooling educational policy and cultural and knowledge production **Encyclopedia of Educational Leadership and Administration** Fenwick W. English,2006-02-16 The SAGE Encyclopedia of Educational Leadership and Administration presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today With more than 600 entries written by more than 200 professors graduate students practitioners and association officials the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has as yet been compiled Public Education David C. Berliner,Carl Hermanns,2022 Twenty eight eminent essayists remind our nations parents educators school board members and politicians that our democracy is in jeopardy and that our nation s system of free universal public education is also under attack If that attack succeeds American democracy itself would be further imperiled That is because American democracy rests on a belief that the power of our government comes from the people and the diffusion of knowledge and the enlightenment of the people has been a cornerstone of our democracy since the founding of our republic America s public schools therefore have a special mandate

Handbook of Social Influences in School Contexts Kathryn Wentzel,Geetha Ramani,2016-01-13 The Handbook of Social Influences in School Contexts draws from a growing body of research on how and why various aspects of social relationships and contexts contribute to children s social and academic functioning within school settings Comprised of the latest studies in developmental and educational psychology this comprehensive volume is perfect for researchers and students of Educational Psychology Beginning with the theoretical perspectives that guide research on social influences this book presents foundational research before moving on to chapters on peer influence and teacher influence Next the book addresses ways in which the school context can influence school related outcomes including peer and teacher student relationships with specific attention to research in motivation and cognition Within the chapters authors not only present current research but also explore best practices drawing in examples from the classroom With chapters from leading experts in the field The Handbook of Social Influences in School Contexts provides the first complete resource on this topic **The Palgrave Handbook of Race and Ethnic Inequalities in Education** P. Stevens,A. Dworkin,2014-01-22 This comprehensive state of the art reference work provides the first systematic review to date of how sociologists have studied the relationship between race ethnicity and educational inequality over the last thirty years in eighteen different national contexts **The Palgrave Handbook of Race and Ethnic Inequalities in Education** Peter A.J. Stevens,A. Gary

Dworkin, 2019-07-05 This authoritative state of the art reference work builds on its first edition to provide a cutting edge systematic review of the relationship between race ethnicity and educational inequality Studying 25 different national contexts drawn from every inhabited continent on earth and building upon material from the earlier edition the work analyses educational policies practices and research on minority students immigrants and refugees The editors and contributors explore principal research traditions from countries as diverse as Argentina China Norway and South Africa examining the factors promoting social cohesion as well as considerations regarding the use of international test score data Seamlessly integrating findings of national reviews the editors and contributors analyse how national contexts of race ethnic relations shape the character and content of educational inequalities and deftly map out new directions for future research in the area Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of education sociology race and ethnicity studies and social policy Chapter 20 of this book is available open access under a CC BY 4.0 license at SpringerLink https://link.springer.com/chapter/10.1007/978-3-319-94724-2_20

Handbook of Research on Educational Leadership for Equity and Diversity Linda C. Tillman, James Joseph Scheurich, 2013-08-21 The rapid growth of diversity within U.S. schooling and the heightened attention to the lack of equity in student achievement school completion and postsecondary attendance has made equity and diversity two of the principle issues in education educational leadership and educational leadership research The Handbook of Research on Educational Leadership for Equity and Diversity is the first research based handbook that comprehensively addresses the broad diversity in U.S. schools by race ethnicity culture language gender disability sexual identity and class The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking biases and prejudices that undermine school success for many groups of students Well known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders Each chapter reviews theoretical and empirical evidence of these inequities and provides research based recommendations for practice and for future research Celebrating the broad diversity in U.S. schools the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity and provides evidence based practices to promote student success for all children

Holding Accountability Accountable Kenneth A. Sirotnik, 2004 Kenneth Sirotnik asserts that however well intentioned past and current accountability practices in public education are miseducative misdirected and misanthropic In this provocative book well respected educators join Sirotnik to provide critical analyses and sophisticated perspectives on prevailing high stakes accountability practices They offer both conceptual and practical foundations for rethinking what it means to act responsibly when it comes to calling our schools school systems educators and students into account

Narratives from the Classroom Paul Chamness Miller, 2005 *Narratives from the Classroom* An Introduction to

Teaching introduces the reader to many of the important classroom issues surrounding the field of teaching. This book is unique in that it is a collection of personal accounts and ideas written by the teachers and teacher educators who lived those experiences. Because this is an introduction to teaching, each chapter addresses a different topic ranging from the purpose of schools and teachers' issues about policies and programs in the school and various practices found within the classroom walls. There is also a section that addresses preparation for the job market and what the first year of teaching is like. This book deliberately avoids being prescriptive and encourages the reader to form his or her own conclusions about the presented issues.

Education Research in the Public Interest Gloria Ladson-Billings, William F. Tate, 2014-04-15. Acclaimed African American scholar and teacher educator Gloria Ladson Billings examines the field of teacher education through the accomplishments and contributions of well-known African American teacher educators: Lisa Delpit, Carl Grant, Jacqueline Jordan Irvine, Geneva Gay, Cherry McGee Banks, William Tate, and Joyce King. Using in-depth interviews and storytelling, Ladson Billings depicts deeply personal portraits of these scholars' experiences to confront race and racism not only theoretically but within their everyday professional lives in the Big House of the academy. Ladson Billings gives these portraits even greater resonance and meaning by pairing these teacher educators with historical figures such as Harriet Tubman, Nat Turner, and Charlotte Forten, whose contributions to the struggle for social justice are a wellspring of hope and courage to all educators and a tribute to African Americans whose political, scientific, and spiritual efforts made life better for us all. This compelling book is important reading for all educators who want to transform teacher education for the better. The American Association of Colleges for Teacher Education is enthused and excited about Ladson Billings's dynamic and provoking scholarship. Its focus on outstanding African American teacher educators is a major contribution to teacher education literature. This cutting-edge research is likely to prompt some of the best of unconventional teacher education thought. David G. Imig, President and CEO, American Association of Colleges for Teacher Education. In this moving and original book, Gloria Ladson Billings offers complex insights about the politics of scholarship, the experiences of scholars of color in universities, and the larger enterprise of teaching and teacher education for social justice. Marilyn Cochran-Smith, Lynch School of Education, Boston College, and President of the American Educational Research Association (AERA) for 2004-05.

Standards Primer Raymond A. Horn, 2004. The lives of America's students, educators, and parents are being significantly touched by the current standards and accountability reform. The *Standards Primer* explores the historical development of this reform and compares two different views of educational standards and accountability: technical standards and standards of complexity. How each view impacts curriculum, instruction, and assessment is discussed, and implications of these views for teachers, administrators, school boards, parents, community, and students are presented along with a discussion of related issues involving equity and ethics on this topic. The *Standards Primer* provides critical information, including an extensive reference section containing print and nonprint resources that will lead to informed decision making concerning this national

educational reform School Resegregation John Charles Boger, Gary Orfield, 2009-11-13 Confronting a reality that many policy makers would prefer to ignore contributors to this volume offer the latest information on the trend toward the racial and socioeconomic resegregation of southern schools In the region that has achieved more widespread public school integration than any other since 1970 resegregation combined with resource inequities and the current accountability movement is now bringing public education in the South to a critical crossroads In thirteen essays leading thinkers in the field of race and public education present not only the latest data and statistics on the trend toward resegregation but also legal and policy analysis of why these trends are accelerating how they are harmful and what can be done to counter them What is at stake is the quality of education available to both white and nonwhite students they argue This volume will help educators policy makers and concerned citizens begin a much needed dialogue about how America can best educate its increasingly multiethnic student population in the twenty first century Contributors Karen E Banks Wake County Public School System Raleigh N C John Charles Boger University of North Carolina School of Law Erwin Chemerinsky Duke Law School Charles T Clotfelter Duke University Susan Leigh Flinspach University of California Santa Cruz Erica Frankenberg Harvard Graduate School of Education Catherine E Freeman U S Department of Education Jay P Heubert Teachers College Columbia University Jennifer Jellison Holme University of California Los Angeles Michal Kurlaender Harvard Graduate School of Education Helen F Ladd Duke University Luis M Laosa Kingston N J Jacinta S Ma U S Equal Employment Opportunity Commission Roslyn Arlin Mickelson University of North Carolina at Charlotte Gary Orfield Harvard Graduate School of Education Gregory J Palardy University of Georgia John A Powell Ohio State University Sean F Reardon Stanford University Russell W Rumberger University of California Santa Barbara Benjamin Scafidi Georgia State University David L Sjoquist Georgia State University Jacob L Vigdor Duke University Amy Stuart Wells Teachers College Columbia University John T Yun University of California Santa Barbara *Redesigning Accountability Systems for Education* Susan Fuhrman, Richard F. Elmore, 2004-01-17 Now more than ever policymakers face a number of difficult and technical questions in the design and implementation of new accountability approaches This book gathers the emerging knowledge and lessons learned offered by leading scholars in the field **Latino Education** Pedro Pedraza, Melissa Rivera, 2006-04-21 This landmark volume represents the work of the National Latino Education Research Agenda Project NLERAP an initiative focused on school reform and educational research with and for Latino communities NLERAP's goal is to bring together various constituencies within the broad Latino community who are concerned with public education to articulate a Latino perspective on research based school reform and to use research as a guide to improving the public school systems that serve Latino students and to maximizing their opportunities to participate fully and equally in all social economic and political contexts of society Latino Education An Agenda for Community Action Research conceptualizes and illustrates the theoretical framework for the NLERAP agenda and its projects This framework is grounded in three overlapping areas of

scholarship and activism which are reflected within the chapters in this volume critical studies illuminating and analyzing the status of people of color in the United States Latino a educational research capturing the sociohistorical cultural and political schooling experiences of U S Latino a communities and participatory action research exemplifying a liberation oriented methodology for truly transformative education The volume includes both descriptive educational research and critical analyses of previous research and educational agendas related to Latino a communities in the United States According to current U S Census data Latinos now comprise the largest minority group in the total U S population Historically reflecting larger sociohistorical and economic inequalities in U S society the Latino community has not been well served by U S public school systems More attention to the Latino students educational issues is needed to redress this problem especially given the tremendous population increase and projected growth of Latino communities in the U S Latino Education An Agenda for Community Action Research is a major contribution toward this goal Theorizing Social Class and Education Diane Reay,Carol Vincent,2016-04-08 Theorizing Social Class and Education presents a selection of writing on class analysis within sociology of education as it has evolved over the last decade both in the UK and internationally Moving from a narrow focus on class position and categorisation to a much broader view on behaviours attitudes identities and practices the contributors explore and theorize the ways in which particular individuals develop their perspectives and understandings of the social world and the role education plays in shaping these This book was originally published as a special issue of the British Journal of Sociology of Education **Fertilizers, Pills & Magnetic Strips** Gene V Glass,2008-03-01 Now available for Kindle Click here We shape our tools and then they shape us With these words Kenneth Boulding captured one of the great truths of the modern world In Fertilizers Pills and Magnetic Strips Gene V Glass analyzes how a few key technological inventions changed culture in America and how public education has changed as a result Driving these changes are material self interest and the desire for comfort and security both of which have transformed American culture into a hyper consuming xenophobic society that is systematically degrading public education Glass shows how the central education policy debates at the start of the 21st century vouchers charter schools tax credits high stakes testing bilingual education are actually about two underlying issues how can the costs of public education be cut and how can the education of the White middle class be quasi privatized at public expense Working from the demographic realities of the past thirty years he projects a challenging and disturbing future for public education in America

Whispering the Techniques of Language: An Mental Quest through **Raising Standards Or Raising Barriers Inequality And High Stakes Testing In Public Education**

In a digitally-driven world wherever monitors reign supreme and instant transmission drowns out the subtleties of language, the profound secrets and mental subtleties concealed within phrases frequently move unheard. Yet, set within the pages of **Raising Standards Or Raising Barriers Inequality And High Stakes Testing In Public Education** a charming fictional value pulsating with organic thoughts, lies an exceptional journey waiting to be undertaken. Written by an experienced wordsmith, that wonderful opus invites viewers on an introspective trip, delicately unraveling the veiled truths and profound influence resonating within the cloth of every word. Within the mental depths of this emotional evaluation, we shall embark upon a honest exploration of the book is key subjects, dissect their interesting writing style, and fail to the effective resonance it evokes heavy within the recesses of readers hearts.

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Raising Standards Or Raising Barriers Inequality And High Stakes Testing In Public Education Introduction

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