

Restructuring High Schools for Equity and Excellence

WHAT WORKS

Valerie E. Lee
with Julia B. Smith

foreword by Anthony S. Bryk

Restructuring High Schools For Equity And Excellence What Works

William A. Corsaro, Luisa Molinari



Restructuring High Schools For Equity And Excellence What Works:

Restructuring High Schools for Equity and Excellence Valerie E. Lee, Julia Smith, 2001 This book demonstrates empirical links with achievement and investigates how restructuring relates to school size teachers attitudes toward students and how teachers press their students to work hard and succeed *Comprehensive Reform for Urban High Schools* Nettie E. Legters, 2002 This text offers the Talent Development Approach as an alternative to contemporary US educational reform efforts It details organizational curricular and instructional strategies to provide practitioners with a workable blueprint for whole school reform **Reforming Chicago's High Schools** Valerie E. Lee, 2002 This book is the culmination of research presented at an invited conference Research on high school reform efforts in Chicago convened by the Consortium of Chicago School Research in March 2001 at the University of Chicago s Gleacher Center title page verso *What Every Principal Needs to Know to Create Equitable and Excellent Schools* George Theoharis, Jeffrey S. Brooks, 2015-04-25 School leaders who succeed at creating a high achieving learning community must also be committed to creating an equitable environment for all students In this new book key scholars across the content areas show how to put into practice a commitment to equity and excellence across the Pre K12 spectrum Readers learn directly from experts in each of the content domains literacy mathematics science social studies music early childhood special education English language learners world languages and physical education how a commitment to social justice and equity can be grounded in core subject areas why each has a place in the school and what they need to know and do in each subject area This book is a critical instructional leadership resource for new and veteran principals who want to see all students succeed Contributors Antonio J Castro Julie Causton Theoharis Virginia Collier Katherine Delaney Catherine Ennis Virginia Goatley Beth Graue Rochelle Gutierrez Kathleen A Hinchman Anne Karabon Christi Kasa Dave McAlpine Mitchell Robinson Victor Sampson Sherry A Southerland and Wayne Thomas **Engaging Schools** Institute of Medicine, National Research Council, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Committee on Increasing High School Students' Engagement and Motivation to Learn, 2003-12-21 When it comes to motivating people to learn disadvantaged urban adolescents are usually perceived as a hard sell Yet in a recent MetLife survey 89 percent of the low income students claimed I really want to learn applied to them What is it about the school environment pedagogy curriculum climate organization that encourages or discourages engagement in school activities How do peers family and community affect adolescents attitudes towards learning Engaging Schools reviews current research on what shapes adolescents school engagement and motivation to learn including new findings on students sense of belonging and looks at ways these can be used to reform urban high schools This book discusses what changes hold the greatest promise for increasing students motivation to learn in these schools It looks at various approaches to reform through different methods of instruction and assessment adjustments in school size vocational teaching and other key areas Examples of innovative schools classrooms and out of school programs that have

proved successful in getting high school kids excited about learning are also included

Handbook of Research on Schools, Schooling and Human Development Judith L. Meece, Jacquelynne S. Eccles, 2010-06-10 Children spend more time in school than in any social institution outside the home And schools probably exert more influence on children s development and life chances than any environment beyond the home and neighbourhood The purpose of this book is to document some important ways schools influence children s development and to describe various models and methods for studying schooling effects Key features include Comprehensive Coverage this is the first book to provide a comprehensive review of what is known about schools as a context for human development Topical coverage ranges from theoretical foundations to investigative methodologies and from classroom level influences such as teacher student relations to broader influences such as school organization and educational policies Cross Disciplinary this volume brings together the divergent perspectives methods and findings of scholars from a variety of disciplines among them educational psychology developmental psychology school psychology social psychology psychiatry sociology and educational policy Chapter Structure to ensure continuity chapter authors describe 1 how schooling influences are conceptualized 2 identify their theoretical and methodological approaches 3 discuss the strengths and weaknesses of existing research and 4 highlight implications for future research practice and policy Methodologies chapters included in the text feature various methodologies including longitudinal studies hierarchical linear models experimental and quasi experimental designs and mixed methods

Redesigning Accountability Systems for Education Susan H. Fuhrman, Richard F. Elmore, **Policy and Practice Challenges for Equality in Education** Neimann, Theresa, Felix, Jonathan J., Shliakhovchuk, Elena, Hindman, Lynne L., 2021-09-10 Well educated populations are important aspects of any contemporary society as education increases national and global development and the positive expansion of communities to participate actively in civil matters also increases Educational equality is based on the principles of administrative competence and fairness of access and distribution of resources opportunities and treatment which ensures success for every person Ensuring equal access to quality education requires addressing a wide range of persistent inequalities in society and includes a stronger focus on how different forms of inequalities intersect to produce unequal opportunities or outcomes that affect marginalized and vulnerable groups Policy and Practice Challenges for Equality in Education takes a multifaceted look at issues of equality and inequality in education as related to policy practice resource access and distribution As such this book explores the potential practices in education that serve to mitigate and transform unproductive practices which have left societies scarred by social and educational inequalities The chapters provide a critical analysis of the manifestations of inequalities in various educational contexts and discerns how broader social inequalities are informed by education related matters This book is ideal for sociologists administrators instructors policymakers data scientists community leaders practitioners stakeholders researchers academicians and students interested in educational equality and the unique challenges being faced worldwide

Mathematics Education at Highly Effective Schools That Serve the Poor Richard S. Kitchen, Julie DePree, Sylvia Celedón-Pattichis, Jonathan Brinkerhoff, 2017-09-25 This book presents research findings about school level and district level practices and successful strategies employed in mathematics education by highly effective schools that serve high poverty communities. It includes both the theory and practice of creating highly effective schools in these communities. In 2002 nine schools were selected in a national competition to participate in the Hewlett Packard High Achieving Grant Initiative. As part of this Initiative these schools participated in the research study this book reports. The study employed both qualitative and quantitative methodologies to examine school and classroom level factors that contributed to high achievement particularly in mathematics. The goals of the study were twofold: 1 to investigate the salient characteristics of the highly effective schools in which the research was conducted and 2 to explore participating teachers' conceptions and practices about mathematics curriculum, instruction, and assessment. The schools described have much to teach about creating powerful learning environments that empower all students to learn challenging mathematics. Given the pressures of the accountability measures of the No Child Left Behind legislation, this book is extremely timely for those seeking school models that serve high poverty communities and have demonstrated high performance on high stakes examinations and other assessments. **Mathematics Education at Highly Effective Schools That Serve the Poor: Strategies for Change** is particularly relevant for teacher educators, researchers, teachers, and graduate students in the fields of mathematics education and school policy and reform, and for school administrators and district coordinators of mathematics education.

The Cambridge Handbook of Environment in Human Development Linda Mayes, Michael Lewis, 2012-08-27 This volume takes the child's environment, culture, education, family, peers, and media as an essential component of child development.

I Compagni William A. Corsaro, Luisa Molinari, 2005-09-02 Tells a complete story about the lives of children as they grow from young preschoolers to preadolescents in Modena, Italy. The authors both explore and participate in the rich, complex history and development of the Italian early education system.

The Condition of Education, 2002 Includes a section called Program and plans which describes the Center's activities for the current fiscal year and the projected activities for the succeeding fiscal year.

Developmental Science Marc H. Bornstein, Michael E. Lamb, 2010-10-04 Noted as one of the most comprehensive textbooks in the field, *Developmental Science* 6th Edition introduces readers to all of the areas in developmental psychology: neuroscience, genetics, perception, cognition, language, emotion, self, and social interaction. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand the area of human development under review. The relevance of the field is illustrated through engaging applications in each chapter. As a whole, this highly respected text illuminates substantive phenomena in developmental science, its applications across the life span, and its relevance to everyday life. Each chapter has been substantially revised for this new edition to reflect the current state of the field, and the new edition is now accompanied by a website. Students and

instructors will find chapter outlines topics to think about before reading the chapters a glossary and suggested readings with active reference links on the website Electronic access to the text s figures and tables suggestions for classroom assignments and or discussion and a test bank with multiple choice short answer and essay questions is limited to instructors only Two new chapters highlight many modern developments Each chapter features an introduction up to date overviews of the field summary and conclusion and numerous classical and contemporary references The book opens with an overview of developmental science its history and theory the cultural orientation to thinking about human development and the manner in which empirical research is designed conducted and analyzed Part 2 focuses on the field s major substantive areas neuroscience and genetics physical and motor skills perception and cognitive and language development Part 3 examines personality and social development within the context of the various relationships and situations in which developing individuals function and by which they are shaped The book concludes with a new chapter on the latest applications of developmental science Ways in which developmental thinking and research affect and are affected by practice and social policy are particularly emphasized Used primarily as a graduate level text for courses on developmental psychology science life span and or human development the book can also be used at the advanced undergraduate level Researchers interested in staying abreast of the latest developments in the field also appreciate the book s comprehensive nature **The Link**

,1997 *Manufacturing Hope and Despair* Ricardo D. Stanton-Salazar,2001 Relying on a wealth of ethnographic and statistical data this groundbreaking volume documents the many constraints and social forces that prevent Mexican origin adolescents from constructing the kinds of networks that provide access to important forms of social support Special attention is paid to those forms of support privileged youth normally receive and working class youth do not such as expert guidance regarding college opportunities The author also reveals how some working class ethnic minority youth become the exception weaving social webs that promote success in school as well as empowering forms of resiliency In both cases the role of social networks in shaping young people s chances is illuminated In this badly needed alternative to the individualism that pervades most debates about American education Stanton Salazar explores how Latino teenagers lives are embedded within social networks from home community and school This grand work shows how school programs can confound or can draw from the strengths of such networks to build better lives for all Bruce J Biddle Professor Emeritus of Psychology and Sociology University of Missouri Columbia A beautifully written and inspiring book that announces a new generation of Mexican Latino scholars This is a book which tells the tale about Mexican Latino adolescents but in reality it is a book about how working class adolescent life is socially constructed defined and elaborated in the United States An eloquent rendering indeed Carlos G V lez Ib ez Presidential Chair in Anthropology University of California Riverside Using creative theorizing and rigorous methodology *Manufacturing Hope and Despair* illuminates brilliantly the supposed mystery of persistent race class inequities in American society Walter R Allen Professor University of California Los Angeles *Achieving College*

Dreams Rhona S. Weinstein, Frank C. Worrell, 2016-03-17 Achieving College Dreams How a University Charter District Partnership Created an Early College High School tells the fascinating story of a long standing partnership between a university and charter district to create an early college high school for first generation college youth Reflecting community engaged scholarship and diverse voices this book uniquely extends the knowledge base about how to better prepare low income students of color for college eligibility and academic success **Saving America's High Schools** Becky

Smerdon, Kathryn M. Borman, 2009-11-13 Our educational system is in a continuous state of reform yet outcomes are nowhere near what we can accept Though the search for answers is perpetual many efforts over the past decade have homed in on one feature of high schools their size If we simply reduce school size the argument goes students will gain a safer environment that can address their individual needs It seems like common sense but such changes alone have not proven a magic bullet Saving America's High Schools offers quantitative research drawn from large scale reform studies along with recommendations for federal state and district reform **Learning and Understanding** National Research

Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Programs for Advanced Study of Mathematics and Science in American High Schools, 2002-08-06 This book takes a fresh look at programs for advanced studies for high school students in the United States with a particular focus on the Advanced Placement and the International Baccalaureate programs and asks how advanced studies can be significantly improved in general It also examines two of the core issues surrounding these programs they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs this report provides teachers parents curriculum developers administrators college science and mathematics faculty and the educational research community with a detailed assessment that can be used to guide change within advanced study programs *The State of the System* Paul W. Bennett, 2020-09-23 Over the last fifty years Canada's

public schools have been absorbed into a modern education system that functions much like Max Weber's infamous iron cage Crying out for democratic school level reform the system is now a centralized bureaucratic fortress that every year becomes softer on standards for students less accessible to parents further out of touch with communities and surprisingly unresponsive to classroom teachers Exploring the nature of the Canadian education order in all its dimensions The State of the System explains how public schools came to be so bureaucratic confronts the critical issues facing kindergarten to grade 12 public schools in all ten provinces and addresses the need for systemic reform Going beyond a diagnosis of the stresses strains and ills present in the system Paul Bennett proposes a bold plan to re-engineer schools on a more human scale as the first step in truly reforming public education In place of school consolidation and managerialism one size fits all uniformity limited school choice and the success for all curriculum Bennett advocates for a new set of priorities decentralize school

governance deprogram education ministries and school districts listen to parents and teachers and revitalize local education
democracy Tackling the thorny issues besetting contemporary school systems in Canada The State of the System issues a
clarion call for more responsive engaged and accountable public schools *Naturally Small* Stephen A. Swidler, 2006-08-01
This book asks simply How do the teachers in small schools manage to teach The research reported here is concerned with
how teachers and students organize themselves and do school that is small is scale

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