

Lower-track Classrooms: A Curricular and Cultural Perspective

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Lower Track Classrooms A Curricular And Cultural Perspective

Boni Wozolek



Lower Track Classrooms A Curricular And Cultural Perspective:

Lower-track Classrooms Reba Neukom Page,1991-01-01 *Lower-Track Classrooms* Reba N. Page, **Encyclopedia of Curriculum Studies** Craig Kridel,2010-02-16 The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator The study of curriculum beginning in the early 20th century served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study The field subsequently expanded to draw upon disciplines from the arts humanities and social sciences and to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences practices settings actions and theories in relation to personal and institutional needs and interests The Encyclopedia of Curriculum Studies serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing field of study Representative topics include Origins definitions dimensions and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose implementation and evaluation Contemporary issues e g standards tests and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes mass media workplaces organizations and relationships Impact of race class gender health belief appearance place ethnicity language Relationships of curriculum and poverty wealth and related factors Modes of curriculum inquiry and research Curriculum as cultural studies exploring the formation of identities and possibilities Corporate state church and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations journals and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs

Classroom Authority Judith L. Pace,Annette Hemmings,2006-08-15 This book describes and analyzes authority relationships in classrooms through explorations of theory prior research and contemporary qualitative studies The emphasis is on the social construction of authority and the crucial role authority plays in K 16 teachers pedagogy and students academic engagement and achievement The introductory chapter grounds the reader in social theory on authority presents groundbreaking qualitative studies of classroom authority describes ideological debates over authority in schools and discusses implications for research practice and policy Six field based qualitative studies illuminate the dynamics of authority across a spectrum of K 12 and college settings These studies feature a variety of methodologies theoretical lenses and interpretive perspectives that the authors use to gather and analyze data The emphasis in all the chapters is on the nature negotiation and implications of authority relations between teachers and students The epilogue pulls the book together by elucidating new findings and vital themes that expand the reader s vision of what classroom authority means how it is

constructed and why it is so important This book seeks to revitalize dialogue and research on classroom authority with attention to the contextual factors that bear on its social construction It is aimed at teacher educators scholars policymakers students of education and practitioners who seek empirically based understanding of authority that is inextricably connected to classroom life and ultimately to the larger issues of educational quality and democracy in schools and society **21st Century Education: A Reference Handbook** Thomas L Good,2008-10-02 Via 100 entries or mini chapters the SAGE 21st Century Reference Series volumes on Education will highlight the most important topics issues questions and debates any student obtaining a degree in the field of education ought to have mastered for effectiveness in the 21st Century

Handbook of Educational Psychology David C. Berliner,Robert C. Calfee,2004 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Editionprovides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology s teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology **Ability Grouping in Education** Judith Ireson,Susan Hallam,2001-09-11 Ability Grouping in Education will provide very useful and timely background for psychologists working with schools where setting or streaming is a major issue Educational Psychology in Practice With an anticipated audience of teachers and policymakers this book is user friendly incorporating detailed research findings illustrated by graphs and tables A summary is provided at the end of each chapter offering an overview for the time conscious wishing to skip through the engaging but largely illustrative statistics and quotations However a close reading has its rewards as the extracts from teachers and students offer poignant insight into the enormous complexity and far reaching implications of ability grouping Cath Lambert Educational Review In this book the authors provide an overview of ability grouping in education They consider selective schooling and ability grouping within schools such as streaming banding setting and within class grouping Selection by ability is a controversial issue linked with conflicting ideological positions and reflected in strong differences of opinion about the merits of selective schooling Educational systems under pressure to produce an educated workforce have led governments to look for ways of raising

attainment and grouping by ability is sometimes seen as an organizational solution Drawing on their own and others research in primary and secondary schools the authors provide an accessible analysis of the issues and latest research on ability grouping as well as the implications of ability grouping for teachers managers in education and the wider community This book is for students and practitioners taking courses in school effectiveness education management as well as educational psychologists and local authority professionals Judy Ireson is Senior Lecturer in Psychology and Special Needs at the Institute of Education University of London and Susan Hallam is in the Department of Psychology Special Needs

Models of Secondary Education and Social Inequality Hans-Peter Blossfeld, Sandra Buchholz, Jan Skopek, Moris Triventi, 2016-11-25

From an international comparative perspective this third book in the prestigious eduLIFE Lifelong Learning series provides a thorough investigation into how social inequalities arise during individuals secondary schooling careers Paying particular attention to the role of social origin and prior performance it focuses on tracking and differentiation in secondary schooling examining the short and long term effects on inequality of opportunities It looks at ways in which differentiation in secondary education might produce and reproduce social inequalities in educational opportunities and educational attainment The international perspective allows illuminating comparison in light of the different models rules and procedures that regulate admission selection and learning in different countries

The Quality of Vocational Education Adam Gamoran, 1998

Conceptions of Culture Thomas E. Wren, 2012-07-16 The concept of culture stands clearly but unsteadily at the heart of multicultural education This book provides a systematic in depth understanding of the role that culture plays in the massive literature of multicultural education as multiple and antithetical definitions of culture exist The book also shows multicultural educators how to discern the definition used in any particular book or article Thomas Wren deploys methods and concepts from philosophy and the social sciences to provide an analytic framework within which the history and current state of culture theory can be understood both for its own sake and for its educational significance Although the book is full of theory it is not a theoretical book in the usual sense It is a road map accompanied by the related theoretical information and tools that graduate students and faculty need to 1 navigate the complex terrain of multicultural education literature 2 apply the book s analytical framework to that literature and to their own future practice and 3 anticipate the social changes and accompanying conceptual changes in our notions of culture that are now occurring as part of the cultural hybridity of today s students

Black Lives Matter in US Schools Boni Wozolek, 2022-07-01 Winner of the 2023 Outstanding Book Award presented by the Division B of the American Educational Research Association Black Lives Matter in US Schools critically examines the relationship between schooling and sociocultural abolitionist movements such as BlackLivesMatter Aligning with a long history of education scholars who have insisted on the enmeshed nature of schools and society the book addresses the role of various forms of curricula that perpetuate anti Blackness while simultaneously shaping Black ways of being knowing and doing While its focus tends toward issues of normalized violence Black Lives Matter in US Schools is

equally concerned with possibilities for justice stemming from curricular change and affects like hope and love that are central to radical acts of resistance to oppression Themes range from critical literacies to IQ tests from Afro surrealism to historiography as the book strategically tacks between traditional forms of qualitative and quantitative research and more personal narratives Black Lives Matter in US Schools speaks powerfully against the continued onslaught of inequities in schools and their communities working to create space for forms of learning that are responsible to and for Black lives

Becoming a High Expectation Teacher Christine Rubie-Davies,2014-08-13 We constantly hear cries from politicians for teachers to have high expectations But what this means in practical terms is never spelled out Simply deciding that as a teacher you will expect all your students to achieve more than other classes you have taught in the same school is not going to translate automatically into enhanced achievement for students Becoming a High Expectation Teacher is a book that every education student training or practising teacher should read It details the beliefs and practices of high expectation teachers teachers who have high expectations for all their students and provides practical examples for teachers of how to change classrooms into ones in which all students are expected to learn at much higher levels than teachers may previously have thought possible It shows how student achievement can be raised by providing both research evidence and practical examples This book is based on the first ever intervention study in the teacher expectation area designed to change teachers expectations through introducing them to the beliefs and practices of high expectation teachers A holistic view of the classroom is emphasised whereby both the instructional and socio emotional aspects of the classroom are considered if teachers are to increase student achievement There is a focus on high expectation teachers those who have high expectations for all students and a close examination of what it is that these teachers do in their classrooms that mean that their students make very large learning gains each year Becoming a High Expectation Teacher explores three key areas in which what high expectation teachers do differs substantially from what other teachers do the way they group students for learning the way they create a caring classroom community and the way in which they use goalsetting to motivate students to promote student autonomy and to promote mastery learning Areas covered include Formation of teacher expectations Teacher personality and expectation Ability grouping and goal setting Enhancing class climate Sustaining high expectations for students Becoming a High Expectation Teacher is an essential read for any researcher student trainee or practicing teacher who cares passionately about the teacher student relationship and about raising expectations and student achievement

Producing Success Peter Demerath,2009-12-15 Middle and upper middle class students continue to outpace those from less privileged backgrounds Most attempts to redress this inequality focus on the issue of access to financial resources but as Producing Success makes clear the problem goes beyond mere economics In this eye opening study Peter Demerath examines a typical suburban American high school to explain how some students get ahead Demerath undertook four years of research at a Midwestern high school to examine the mercilessly competitive culture that drives students to advance Producing Success

reveals the many ways the community's ideology of achievement plays out: students hone their work ethics and employ various strategies to succeed; from negotiating with teachers to cheating, parents relentlessly push their children while manipulating school policies to help them get ahead; and administrators aid high performers in myriad ways, even naming over forty students valedictorians. Yet as Demerath shows, this unswerving commitment to individual advancement takes its toll, leading to student stress and fatigue, incivility and vandalism, and the alienation of the less successful. Insightful and candid, *Producing Success* is an often troubling account of the educationally and morally questionable results of the American culture of success.

Curriculum and Students in Classrooms Walter S. Gershon, 2017-05-04 *Curriculum and Students in Classrooms* Everyday Urban Education in an Era of Standardization is a timely and thought provoking work that attends to often neglected aspects of schooling: the everyday interactions between curriculum teachers and students. Walter S. Gershon addresses the bridge between the curriculum and the students, the teachers and their everyday pedagogical decisions. In doing so, this book explores the students' perspectives of their teachers, the language arts curriculum at an urban elementary school, and how the particular combination of curriculum and teaching work in tandem to narrow students' academic and social possibilities and reproduce racial class and gender inequities as normal. Recommended for scholars of education and curriculum studies.

Fundamentals of Curriculum Decker F. Walker, 2002-12-18 Graduate students and teachers of introductory graduate courses in curriculum have many textbooks to choose from. What is special about *Fundamentals of Curriculum*? Passion and Professionalism. Second Edition. Content and approach: Clear, focused, and tightly structured. This text provides essential information and resources education professionals need to effectively deal with the urgent and important curriculum problems they face in schools today. Part I: Perspectives looks at curriculum from five fundamental perspectives: curriculum work, traditions of curriculum practice, curriculum theories, curriculum reforms, and curriculum studies. Part II: Practice applies these perspectives to important curriculum challenges that arise when people try to improve curriculums in schools and classrooms. Chapter features: Each chapter opens with a thought provoking quotation and a set of guiding questions and ends with Questions and Projects and Further Studies essays that recommend readings, Web resources, and other ways to study more about the topic. Distinctive qualities: Comprehensive. Readers are acquainted with the major schools of thought, value systems, lines of activity, and forms of inquiry in the field. Rigorous. The most rigorous research and scholarship on curriculum questions is cited and described. Research and scholarship are used to ground discussions of curriculum questions. Readers are introduced to the considerations involved in doing rigorous studies of curriculum questions. Practical. First, the focus is on curriculum practice. Theory, research, and other important facets of curriculum studies are presented as vitally important to practice, but the primary subject is what teachers and others do that students experience. Second, the text is practical in a more philosophical sense, taking the fundamental questions of curriculum studies to be practical questions and the primary task of curriculum inquiry to be informing decisions about what to do. Professional.

Curriculum matters are approached professionally both in the sense that the text is designed to prepare readers for professional roles doing curriculum work and also in the moral and ethical sense that attention is paid throughout the book to the responsibility of curriculum professionals in the public schools to serve the public interest. New in the Second Edition The essential message and basic structure of the first edition is preserved but the text has been significantly reworked to be leaner and simpler the number of chapters is reduced from 13 to nine and the number of pages reduced almost as much more tightly focused on the ideas arguments and examples that are essential learning for anyone entering the study of curriculum chapters less central to the primary concerns of curriculum professionals and scholars have been cut thoroughly updated and strengthened as an introduction to research and scholarship in curriculum studies many new excellent studies have been integrated and examples references and recommended readings included and more direct the practical professional message that is the book's main message is more clearly articulated

International Handbook of Student Experience in Elementary and Secondary School D. Thiessen, Alison Cook-Sather, 2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on students' interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students' experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students' experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students' experiences of schools and in fact themselves as researchers

Reaching Higher Rhona S. Weinstein, 2009-07-01 Drawing upon a generation of research on self-fulfilling prophecies in education Weinstein argues that our expectations of children are often too low She shows that children typed early as not very smart can go on to accomplish far more than is expected of them by an educational system with too narrow a definition of ability

Differentiation for Gifted and Talented Students Carol Ann Tomlinson, Sally M. Reis, Series Editor, 2004-03-06 The expert guide to the differentiation of curriculum and instruction for the gifted and talented Drawing many comparisons and contrasts between gifted and general education best practices the articles in this volume highlight the many benefits of flexible instruction and curriculum discuss impediments to the successful adoption of differentiation in classrooms and school districts and show how educators can overcome these obstacles collaboratively Key features include Overview and thought provoking commentary by Carol Ann Tomlinson a national leader in differentiation strategies A view of differentiation through multiple lenses and the actual and

potential benefits gifted and general education derive from its implementation Eleven influential articles from leading researchers and educators in the field of differentiation Within this valuable reference guide readers will also find specific models general curriculum guidelines specific instructional strategies and other tools and methods that will help them monitor learner needs and adapt curriculum accordingly The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer **Encyclopedia of Educational Psychology** Neil J.

Salkind, Kristin Rasmussen, 2008-01-17 The field of educational psychology draws from a variety of diverse disciplines including human development across the life span measurement and statistics learning and motivation and teaching And within these different disciplines many other fields are featured including psychology anthropology education sociology public health school psychology counseling history and philosophy In fact when taught at the college or university level educational psychology is an ambitious course that undertakes the presentation of many different topics all tied together by the theme of how the individual can best function in an educational setting loosely defined as anything from pre school through adult education Educational psychology can be defined as the application of what we know about learning and motivation development and measurement and statistics to educational settings both school and community based

Critical Issues in Social Studies Teacher Education Susan Adler, 2006-03-01 Taken together these authors explore the many and varied challenges faced by teacher educators generally and social studies teacher educators specifically Their analyses and recommendations provide a starting point for ongoing deliberations about the nature and challenges of the field There are no easy answers but continuing the discussion is crucial

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