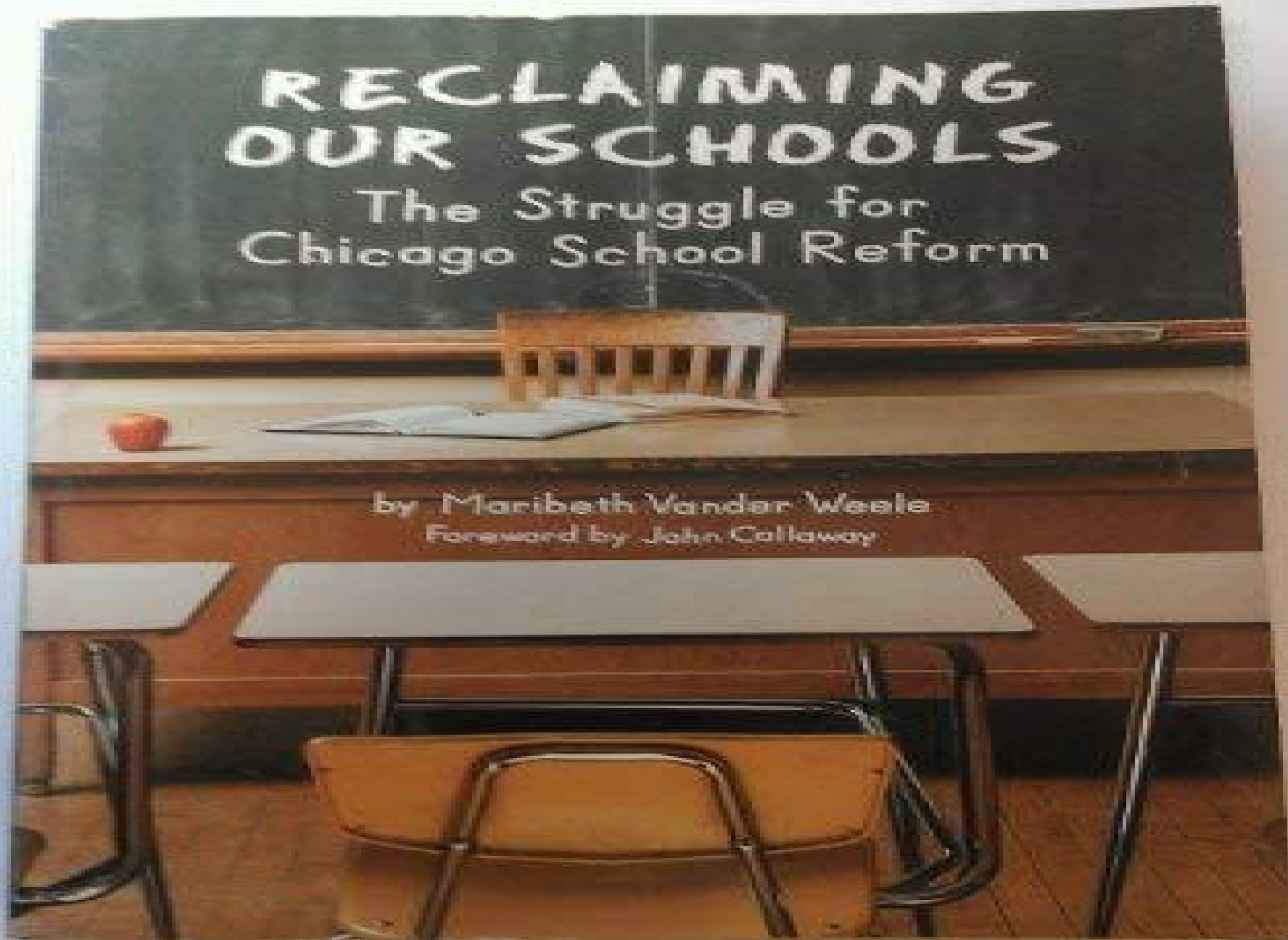


RECLAIMING OUR SCHOOLS

The Struggle for
Chicago School Reform

by Maribeth Vander Weele
Foreword by John Callaway



Reclaiming Our Schools The Struggle For Chicago School Reform A Champion

Maribeth Vander Weele



Reclaiming Our Schools The Struggle For Chicago School Reform A Campion:

Reclaiming Our Schools Maribeth Vander Weele, 1994 *The Collaborative City* John Jairo Betancur, Doug Gills, 2000
First Published in 2000 Routledge is an imprint of Taylor Francis an informa company Reclaiming Our Schools Maribeth Vander Weele, 1994 **American Book Publishing Record** , 1995 **School Reform in Chicago** Alexander W. W. Russo, 2004 School Reform in Chicago shares the lessons learned from the city of Chicago s school reform efforts over the past two decades the most ambitious in history becoming a huge laboratory for innovations in areas such as school governance leadership accountability and community involvement In 1987 the U S Secretary of Education embarrassed the city of Chicago by calling its public schools the worst in the nation Chicagoans may have been tempted to brush off that observation as heavy handed Washington bluster But the secretary was only repeating what civic leaders educators parents and students there already knew the city s schools were failing and they desperately needed fresh resources organization ideas and purpose Over the next decade Chicago underwent the most ambitious school reform effort in history becoming a huge laboratory for school reform innovations in areas such as governance leadership accountability and community involvement Along the way there were many notable successes spectacular flops and lessons learned In highlighting the key issues and dynamics of Chicago s reforms this book identifies challenges and solutions that are applicable to other school systems For example Former accountability czar Philip J Hansen discusses controversial school accountability and intervention initiatives Ken Rolling former head of the Chicago Annenberg Challenge reflects on how privately funded school reform efforts can succeed if they overcome some chronic problems Andrew G Wade and Madeline Talbott show how parent and community involvement can support school improvement Other article highlights include the struggle to improve instruction teacher professional development ending social promotion the view from inside the city bureaucracy and the importance of rebuilding physical spaces to accommodate new instructional goals **Charting Chicago School Reform** Anthony Bryk, 2018-03-08 In 1989 Chicago began an experiment with radical decentralization of power and authority Intertwining extensive narratives and rigorous quantitative analyses this book tells the story of what happened to Chicagos elementary schools in the first four years of this reform In 1989 Chicago began an experiment with radical decentralization of power and authority This book tells the story of what happened to Chicagos elementary schools in the first four years of this reform Implicit in this reform is the theory that expanded local democratic participation would stimulate organizational change within schools which in turn would foster improved teaching and learning Using this theory as a framework the authors marshal massive quantitative and qualitative data to examine how the reform actually unfolded at the school level With longitudinal case study data on 22 schools survey responses from principals and teachers in 269 schools and supplementary system wide administrative data the authors identify four types of school politics strong democracy consolidated principal power maintenance and adversarial In addition they classify school change efforts as either systemic

or unfocused Bringing these strands together the authors determine that in about a third of the schools expanded local democratic participation served as a strong lever for introducing systemic change focused on improved instruction Finally case studies of six actively restructuring schools illustrate how under decentralization the principals role is recast social support for change can grow and ideas and information from external sources are brought to bear on school change initiatives Few studies intertwine so completely extensive narratives and rigorous quantitative analyses The result is a complex picture of the Chicago reform that joins the politics of local control to school change This volume is intended for scholars in the fields of urban education public policy sociology of education anthropology of education and politics of education Comprehensive and descriptive it is an engaging text for graduate students and upper level undergraduates Local state and federal policymakers who are concerned with urban education will find new and insightful material The book should be on reading lists and in professional development seminars for school principals who want to garner community support for change and for school community leaders who want more responsive local institutions Finally educators administrators and activists in Chicago will appreciate this detailed analysis of the early years of reform

American School Reform Joseph P. McDonald, Cities and Schools Research Group, 2014-04-22 Dissecting twenty years of educational politics in our nation's largest cities *American School Reform* offers one of the clearest assessments of school reform as it has played out in our recent history Joseph P McDonald and his colleagues evaluate the half billion dollar Annenberg Challenge launched in 1994 alongside other large scale reform efforts that have taken place in New York Chicago Philadelphia and the San Francisco Bay Area They look deeply at what school reform really is how it works how it fails and what differences it can make nonetheless McDonald and his colleagues lay out several interrelated ideas in what they call a theory of action space Frequently education policy gets so ambitious that implementing it becomes a near impossibility Action space however is what takes shape when talented educators leaders and reformers guide the social capital of civic leaders and the financial capital of governments foundations corporations and other backers toward true results Exploring these extraordinary collaborations through their lifespans and their influences on future efforts the authors provide political hope that reform efforts can work and that our schools can be made better

How to Walk to School Jacqueline Edelberg, Susan Kurland, 2009-07-16 When two gutsy moms ventured inside Nettelhorst their neighborhood's underutilized and struggling public elementary school the new principal asked what it would take for them to enroll their children Stunned by her candor they returned the next day armed with an extensive wish list The principal read their list and said Well let's get started girls It's going to be a busy year *How to Walk to School* is the story from the highs to the lows of motivated neighborhood parents galvanizing and then organizing an entire community to take a leap of faith transforming a challenged urban school into one of Chicago's best virtually overnight The fate of public education is not beyond our control In *How to Walk to School* Susan Kurland Nettelhorst's new and entrepreneurial principal and Jacqueline Edelberg the neighborhood mom provide an

accessible and honest blueprint for reclaiming the great public schools our children deserve Check out www.howtowalktoschool.com for more information School Reform, Corporate Style Dorothy Shipps, 2006 Like other big city school systems Chicago's has been repeatedly reformed over the last century Yet its schools have fallen far short of citizens expectations and left a gap between the performances of white and minority students Many blame the educational establishment for resisting change Other critics argue that reform occurs too often still others claim it comes not often enough Dorothy Shipps reappraises the tumultuous history of educational progress in Chicago revealing that the persistent lack of improvement is due not to the extent but rather the type of reform Throughout the twentieth century managerial reorganizations initiated by the business community repeatedly altered the governance structure of schools as well as the relationships of teachers to children and parents but brought little improvement while other more promising reform models were either resisted or crowded out Shipps chronicles how Chicago's corporate actors led abetted or restrained nearly every attempt to transform the city's school system then asks whether schools might be better reformed by others To show why city schools have failed urban children so badly she traces Chicago's reform history over four political eras revealing how corporate power was instrumental in designing and revamping the system Her narrative encompasses the formative era of 1880-1930 when teachers unions moderated business plans previously unexplored business activism from 1930 to 1980 when civil rights dominated school reform and the decentralization of the 1980s She also covers the uneasy cooperation among business associations in the 1990s to install the mayor as head of the school system a governing regime now challenged by privatization advocates Business people may be too wedded to a stunted view of educators to forge a productive partnership for change Unionized teachers bridle at the second class status accorded them by managers If reform is to reach deeply into classrooms Shipps concludes it might well require a new coalition of teachers unions and parents to create a fresh agenda that supersedes corporate interests This study clearly shows that in Chicago as elsewhere urban schooling is intertwined with politics and power By reviewing more than a century of corporate efforts to make education work Shipps makes a strong case that it's high time to look elsewhere perhaps to educators themselves for new leadership *This Is Our School!* Hava Rachel Gordon, 2021-05-11 2023 AERA Outstanding Book Award Winner How local educational justice movements wrestle with neoliberal school reform Parents educators and activists are passionately fighting to improve public schools around the country In *This Is Our School* Hava Rachel Gordon takes us inside these fascinating school reform movements exploring their origins aims and victories as they work to build a better future for our education system Focusing on a school district in Denver Colorado Gordon takes a look at different coalitions within the school reform movement as well as the surprising competition that arises between them Drawing on over eighty interviews and ethnographic research she explores how these groups vie for power as well as the role that race class and gentrification play in shaping their successes and failures strategies and structures Gordon shows us what happens when people mobilize from the ground up and advocate for

educational change This Is Our School gives us an inside look at the diverse voices within the school reform movement each of which plays an important role in the fight to improve public education *Radical School Reform* Beatrice Gross, Ronald Gross, 1970 *Radical School Reform* is a wonderfully useful volume which brings together excerpts from some of the most important contemporary works on education The book should become one of the most useful sources for those interested in humanizing the schools In this timely book Ronald and Beatrice Gross have provided the first comprehensive guide to the school crisis and the radical thinkers who are dealing with it In the writings of such eminent observers as Kozol Herndon Holt Jules Henry the book first explores the realities of the situation in ghettos and in suburbs Then it turns to the theorists Paul Goodman Kenneth Clark Edgar Z Friedenberg Marshall McLuhan George Leonard Sylvia Ashton Warner who raise the basic radical questions about the role of the school in modern society new directions for ghetto education community run schools student freedom and participation new relevant curricula Finally the book provides an extraordinary collection of firsthand reports on actual attempts to cut through to real education from Oregon to Summerhill to Harlem **Strike for America** Micah Uetricht, 2014-03-11 The Chicago Teachers Union strike was the most important domestic labor struggle so far this century and perhaps for the last forty years and the strongest challenge to the conservative agenda for restructuring education which advocates for more charter schools and tying teacher salaries to standardized testing among other changes In 2012 Chicago teachers built a grassroots movement through education and engagement of an entire union membership taking militant action in the face of enormous structural barriers and a hostile Democratic Party leadership The teachers won massive concessions from the city and have become a new model for school reform led by teachers themselves rather than by billionaires **Strike for America** is the story of this movement and how it has become the defining struggle for the labor movement today **Organizing for School Reform** Kavitha Mediratta, Anne Chambers Lewis, Norm Fruchter, 2002

Trends in Chicago's Schools Across Three Eras of Reform Stuart Luppescu, Elaine Marie Allensworth, Paul Moore, 2013-04-04 *Trends in Chicago's Schools Across Three Eras of Reform* finds that Chicago Public Schools CPS has experienced tremendous growth in graduation rates over the past 20 years but learning gains have been modest The report tracks elementary and high school test scores and graduation rates in Chicago since 1988 when U S Secretary of Education William Bennett proclaimed the city's public schools to be the worst in the nation One key finding of the report is that graduation rates in Chicago have improved dramatically and high school test scores have risen more students are graduating without a decline in average academic performance Math scores have improved incrementally in the elementary middle grades while elementary middle grade reading scores have remained fairly flat for two decades Racial gaps in achievement have steadily increased with white and Asian students making more progress than Latino students and African American students falling behind all other groups Despite progress however the vast majority of CPS students have academic achievement levels that are far below where they need to be to graduate ready for college **Evaluating Chicago School**

Reform Richard Paul Niemiec, Herbert J. Walberg, 1993 **Labor of Love** Deborah Lynch Walsh, 2000 A personal account of one teacher's journey through the labyrinth that is urban public education While claiming to need teachers meeting the highest of intellectual and professional standards the educational bureaucracy really demands bureaucrats who execute decisions not professionals who make decisions The teacher whose life is at the center of this book turns surprisingly to her union to reclaim what she believes to be the legacy of her profession Thus begins a parallel journey into the inner workings of the teachers union movement She finds another contradiction as compelling as the first Does the teachers union represent workers or professionals Is it to focus strictly on bread and butter issues or are professional issues also its concern even its obligation Written by someone who knows both the school system and the union from the inside out this book asks the tough questions explodes the erroneous myths and exposes the conflicting contradictions in public education and in its union movement Most of all however it describes the enormous stakes that await the decision that the teachers themselves have to make It comes down to one critical question Are they workers or are they professionals author bio Deborah Lynch Walsh is a Chicago Public School teacher an activist in the Chicago Teachers Union and an advocate for teacher empowerment and education reform She holds bachelor and master's degrees in education and a Ph D in educational policy analysis Walsh has worked in schools and unions for 25 years *School Restructuring, Chicago Style* G. Alfred Hess, 1991-03 This book is a case study of the third largest urban school system in the USA and the reform movement that was mobilized to deal with its problems it was put into effect by the Chicago School Reform Act one of the most watched educational experiments of all time which decentralized power and gave it to local school councils in every school The author describes the situation which gave rise to the reform movement the political civic business and parent activist forces that came together to impose reform the mandated restructuring and the initial implementation of reform The reform's success or failure will determine how children in urban schools are educated well into the next century *The Consortium on Chicago School Research* Melissa R. Roderick, John Q. Easton, Penny A. Sebring, 2009 **Educational Choice** City Club of Chicago. Task Force on Education, 1989 **Troublemaker** Chester E. Finn, Jr., 2008-02-04 Few people have been more involved in shaping postwar U S education reforms or dissented from some of them more effectively than Chester Finn Assistant secretary of education under Ronald Reagan and an aide to politicians as different as Richard Nixon and Daniel Moynihan Finn has also been a high school teacher an education professor a prolific and best selling writer a think tank analyst a nonprofit foundation president and both a Democrat and Republican This remarkably varied career has given him an extraordinary insider's view of every significant school reform movement of the past four decades from racial integration to No Child Left Behind In *Troublemaker* Finn has written a vivid history of postwar education reform that is also the personal story of one of the foremost players and mavericks in American education Finn tells how his experiences have shaped his changing views of the three major strands of postwar school reform standards driven choice driven and profession driven Of the three Finn now believes that a

combination of choice and standards has the greatest potential but he favors this approach more on pragmatic than ideological grounds arguing that parents should be given more options at the same time that schools are allowed more flexibility and held to higher performance norms He also explains why education reforms of all kinds are so difficult to implement and he draws valuable lessons from their frequent failure Clear eyed yet optimistic Finn ultimately gives grounds for hope that the best of today s bold initiatives from charter schools to technology to makeovers of school system governance are finally beginning to make a difference

Reclaiming Our Schools The Struggle For Chicago School Reform A Champion Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Reclaiming Our Schools The Struggle For Chicago School Reform A Champion**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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