

REDESIGNING **AMERICAN** EDUCATION

James S. Coleman
Barbara Schneider
Stephen Plank
Kathryn S. Schiller
Roger Shouse
Huayin Wong
with
Sam Allen Lee

Redesigning American Education

Maureen T. Hallinan



Redesigning American Education:

Redesigning American Education James Coleman, Barbara Schneider, Stephen Plank, Kathryn Schiller, 2019-08-30 Drawing on several principles of sociological theory James S Coleman and his colleagues construct a new design for American schooling The authors present compelling evidence on the deficits of our educational system compared to other countries arguing that the problems are the result of inappropriate incentives for teachers students and parents

Redesigning American Education James Coleman, 2018-03-08 Drawing on several principles of sociological theory James S Coleman and his colleagues construct a new design for American schooling The authors present compelling evidence on the deficits of our educational system compared to other countries arguing that the problems are the result of inappropriate incentives for teachers students and parents

Redesigning Schools Joseph P. McDonald, 1996-11-22 For five years McDonald charted the progress of ten schools in the Coalition of Essential Schools as they immersed themselves in the hard work of school reform He also visited many other schools both elementary and secondary in an attempt to understand serious school reform and its prospects He concludes that school reform requires redesign in three critical areas The first is a shift in the ordinary and often tacit beliefs of the people who work in schools the communities that support them and even the children who attend them The second area which McDonald dubs the wiring arena involves internal communication and power arrangements The third area called tuning involves connecting the school to the needs interests and values of the communities it serves

Horace's School Theodore R.Sizer, 1992 Dialogue about what it means to be well educated in this country who the recipients of that education should be and how best to provide that education

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

Redesigning Educational Leadership Preparation for Equity Michelle D. Young, Ann O'Doherty, Kathleen M.W. Cunningham, 2021-09-28 Delivering equity for PK 12 learners is an essential aim for educational leadership preparation programs This book serves as a resource for equity focused design and redesign thorough innovation improvement and impact Based on direct experience while also drawing from innovative exemplars and unpacking a decade of program improvement practice this book explores how to foster partnerships and pipelines recruit and select candidates map the curriculum develop powerful learning experiences create field experiences design program evaluation and support faculty learning Chapters open with a vignette that presents scenarios in which many faculty members find themselves particularly when programs are in need of improvement Drawing on years of experience facilitating redesign the authors offer both processes and resources to assist faculty including diagnostic tools sample agendas templates guiding questions and suggested protocols Whether facing new accreditation requirements state program approval changes institutional redesign challenges or as part of a grant funded

redesign this book is a critical resource for educational leadership faculty and program coordinators looking to garner the appropriate resources ask the right questions and follow reliable processes in program design and continuous improvement toward equity Chapter resources and templates available for download online at <https://www.routledge.com/9780367673543> on the tab that is entitled Support Material Please also join Redesign Improve Innovate an online forum focused on preparation and practice improvement found here www.RedesignImproveInnovate.org

Redesigning Education Kenneth Geddes Wilson, Bennett Daviss, 1994 Argues that American education is out of step with today's world offers advice on redesigning the educational infrastructure and looks at reform case studies

Evaluation of "Redesigning the National Assessment of Educational Progress" National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on Evaluation of National and State Assessments of Educational Progress, 1996-10-12

Redesigning Teacher Education Alan R. Tom, 1997-01-01 Explores the shortcomings of teacher education and proposes design principles for rethinking teacher preparation Establishes a reform agenda for teacher education faculties Alan Tom is among the best at relating important issues in teacher education and a critical reading of the literature with his own professional experience This book is ambitious It lives up to the claim of examining political and institutional problems along with conceptual and intellectual ones This is something few teacher educators attempt and is a critical area to open up for sustained analysis Drawing upon events from his career as a teacher educator Alan R Tom candidly analyzes the predominant criticisms of teacher education and rejects the common tendency to infer the teacher education curriculum from such ideas as metaphors for teaching or knowledge He proposes eleven design principles to serve as a reform agenda including creating programs capable of self renewal having faculty model the desired image and skills of teaching and rethinking the sequence of practice and theory Each principle identifies a differing dimension for the conceptual and structural redesign of teacher preparation Four specific change strategies are evaluated as well task force top down piloting and family style The low status of teacher educators and the excessive regulation of teacher education are also examined as is the failure to give adequate attention to the administrative organization for teacher education

Rethinking US Education Policy Daniel Araya, 2016-02-11 Drawing on discussions of the Creative Economy the Network Economy and the Green Economy *Rethinking US Education Policy* critiques educational policies authored by the Obama administration and considers the need for a new educational policy framework that is better adapted to an era of accelerating innovation

Handbook of the Sociology of Education Maureen T. Hallinan, 2006-11-24 The aim of the *Handbook of Sociology of Education* is to present the most theoretically grounded and empirically rigorous sociological analyses of schools to date The authors are distinguished researchers in the field Their contributions to the *Handbook* offer major theoretical perspectives on the schooling process and describe significant empirical studies of schools and their effects on individuals and society The research presented in the *Handbook* is built on three fundamental tenets of sociology

First the authors adopt the perspective that schools are a central institution in society. An understanding of the function of schooling in social life is enhanced by viewing schools as interrelated with other societal institutions. The study of how the context of schooling influences education processes is critical to an understanding of school outcomes. Rather than being determined solely by ascribed and achieved characteristics, an individual's cognitive and social development are influenced heavily by the structures and networks in which the individual is embedded. Communities, families, schools, and social groups are critical elements in the educative process. By viewing the school as a societal institution and highlighting the interaction between context and individual behavior, the Handbook chapters provide a broader and deeper understanding of the determinants of learning in contemporary society. The second sociological insight that guides the research in the Handbook is that the school is a social system.

Brookings Papers on Education Policy: 2003 Diane Ravitch, 2010-12-01. In 1983 the seminal report issued by the National Commission on Excellence in Education, *A Nation at Risk*, charged that most American high schoolers were following a general course of instruction, choosing neither the college preparatory track nor the vocational option. This pattern, the report complained, had fostered low expectations and a curricular hodgepodge of classes that failed to prepare students for college or work. The commission called on states to implement academic requirements for all students regardless of background, including four years of English and three years each of science, mathematics, and social studies. Students should not be sorted by their presumed future destinations; the commission reasoned, but should be offered an equal opportunity to get a high quality education to fit them either for postsecondary education or the modern workplace. Two decades after the commission called on states to reform the high school environment and raise graduation requirements, the Brown Center on Education Policy at the Brookings Institution convened a group of prominent scholars to explore the current state of America's high schools, focusing on new research about reforming these institutions that are so important in the lives of the nation's adolescents. The questions considered reflected the diversity of the participants and covered a variety of areas: historical, international, sociological, and practical. Data gathered by the U.S. Department of Education show that students today are taking many more advanced courses in mathematics and the sciences, while at the same time test scores do not reflect the increases in enrollments in academic courses. In addition, large score gaps remain among students from different social groups. Reform of the high schools must take into account the elementary and middle schools that prepare students and the postsecondary institutions to which students aspire. Adolescent culture and students' views about school and academic work play important roles in student achievement, as do the family and contemporary society in shaping adolescent behavior. No matter their background, all participants agreed that the key to a successful high school rests with the extent to which it recognizes and strengthens its commitment to the intellectual growth of its students.

[A Profile of the American High School Sophomore in 2002](#), 2005. **Hearing on the Proper Federal Role in Education Policy**, United States Congress, House Committee on Economic and Educational Opportunities, 1995. This document records the

proceedings of a Congressional hearing on the role of the federal government in education policy Statements are provided by Richard Riley Secretary of Education Bret Schundler Mayor Jersey City New Jersey Tommy Thompson Governor Wisconsin and Representatives William L Clay Missouri William F Goodling Pennsylvania Harris W Fawell Illinois Gene Green Texas and Thomas C Sawyer Ohio The following federal education programs are discussed the Goals 2000 Educate America Act the School to Work Opportunities Act Title 1 of the Elementary and Secondary Work Opportunities Act Title 1 of the Elementary and Secondary Education Act and the Improving America's School Act Discussion includes education and the future economic development and success national security responsible citizenship access and civil rights state and local responsibility program reforms the role of the Department of Education research technology student aid federal and state partnerships education standards education as a state responsibility school funding and flexibility disadvantaged children public and private schools decentralization the role of parents employment and job training programs major research findings on school choice and program costs AEF Encyclopedia of Educational Reform and Dissent Thomas C. Hunt, 2010-01-20 The history of American education is replete with educational reform and to a lesser extent educational dissent Consider the present you have various forms of privatization school choice the No Child Left Behind act home schooling value added accountability alternative teacher preparation programs on line instruction etc This range of activity is not exceptional For instance consider the past progressive education open education the junior high school the middle school Life Adjustment education career education vocational education the comprehensive high school school to work year round schooling behavioral objectives proficiency exams high stakes testing whole language learning packages and self paced instruction modular scheduling site based management all presented as the way to reform American schools at least in part Then you have the reformers themselves such as John Dewey George Counts Herbert Kohl John Holt Charles Silberman Admiral Hyman Rickover James Bryant Conant all the way back to Horace Mann himself Dissenters and dissenting movements while not as numerous and certainly not as well known in educational circles count the various faith based schools and individuals such as Archbishop Hughes of New York Clearly this is an area rich in ideas rife with controversy and vital in its outcome for individuals and the nation as a whole And yet strangely enough there exists no major encyclopedia bringing the varied strands together in one place as a ready reference for scholars teachers school administrators and students studying to enter the educational profession This two volume work is intended to be that authoritative resource Key themes and topics include biographies of reformers and dissenters theoretical and ideological perspectives key programs and legislation judicial verdicts impacting educational change in America the politics and processes of educational reform and policy making dissent and resistance to reform technology's impact on educational reform A Reader's Guide in the front matter groups entries around such themes to help readers find related entries more easily **Charter Schools** J. Powers, 2009-06-08 This book begins with the claims of policymakers and explores charter schools at each stage of the

policymaking process from legislation to implementation Powers carefully and thoroughly examines how features of schools policy contexts shape the ways that charter school reform unfolds at schools providing a nuanced portrait of the schools participating in this much discussed and little understood reform movement While policymakers are often prone to making sweeping claims about the efficacy of charter schools in practice charter school reform is much more complex By drawing on an extensive and compelling range of data Powers assesses the validity of policymakers claims **School Choice Tradeoffs**

R. Kenneth Godwin, Frank R. Kemerer, 2010-01-01 Educational policy in a democracy goes beyond teaching literacy and numeracy It also supports teaching moral reasoning political tolerance respect for diversity and citizenship Education policy should encourage liberty and equality of opportunity hold educational institutions accountable and be efficient School Choice Tradeoffs examines the tradeoffs among these goals when government affords parents the means to select the schools their children attend Godwin and Kemerer compare current policy that uses family residence to assign students to schools with alternative policies that range from expanding public choice options to school vouchers They identify the benefits and costs of each policy approach through a review of past empirical literature the presentation of new empirical work and legal and philosophic analysis The authors offer a balanced perspective that goes beyond rhetoric and ideology to offer policymakers and the public insight into the complex tradeoffs that are inherent in the design and implementation of school choice policies While all policies create winners and losers the key questions concern who these individuals are and how much they gain or lose By placing school choice within a broader context this book will stimulate reflective thought in all readers *Education and Sociology* David Levinson, Peter Cookson, Alan Sadovnik, 2014-01-21 First Published in 2002 This single volume reference provides readers and researchers with access to details on a wide range of topics and issues in the sociology of education Entries cover both national and international perspectives and studies as well as tackling controversial points in education today including gender inequality globalization minorities meritocracy and more This is a key one of a kind resource for all educational researchers and educators **International Handbook on Education Development in the Asia-Pacific**

Wing On Lee, Phillip Brown, A. Lin Goodwin, Andy Green, 2023-11-20 The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality language education learning and human development workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world *The Palgrave Handbook of Educational Thinkers*

Brett A. Geier, 2024-08-21 This handbook presents a durable comprehensive and up to date resource covering the seminal thinkers in education of past and present Each entry will capture the professional background of a legendary thinker and presents their key insights new thinking and major legacies to the field of education Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education this handbook provides a unique history and overview of figures who have shaped education and educational thinking throughout the world

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