

Rethinking School Reform

VIEWS FROM THE CLASSROOM



Edited by Linda Christensen and Stan Karp

Rethinking School Reform In Chicago

Lois Weis



Rethinking School Reform In Chicago:

Rethinking School Reform in Chicago, 1996 **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

Philanthropy and the Nonprofit Sector in a Changing America Charles Clotfelter, Thomas Ehrlich, 2001-10 This collection brings together the views of a stellar assemblage of scholars practitioners and a host of other talented and distinguished citizens of the independent sector A must read *Philanthropy Monthly* In an attempt to analyze future directions of the increasingly influential nonprofit sector the American Assembly and the Indiana Center on Philanthropy sponsored a conference that brought in leading scholars and practitioners Participants were asked to consider what forces will determine the shape and activities of philanthropy and the nonprofit sector in the next decade This volume is a product of this inquiry Contributors focused on a variety of pressures including the devolution of federal programs the blurring of lines between non profit and for profit organizations the changing distributions of income a revived interest in community and civil society the evolution of

religion and other regulatory reform and a retreat of government from various policy areas **Rethinking Social Studies**

E. Wayne Ross, 2017-03-01 Like the schools in which it is taught social studies is full of alluring contradictions. It harbors possibilities for inquiry and social criticism, liberation and emancipation. Social studies could be a site that enables young people to analyze and understand social issues in a holistic way, finding and tracing relations and interconnections both present and past in an effort to build meaningful understandings of a problem, its context and history, to envision a future where specific social problems are resolved and take action to bring that vision into existence. Social studies could be a place where students learn to speak for themselves in order to achieve or at least strive toward an equal degree of participation and better future. Social studies could be like this, but it is not. *Rethinking Social Studies* examines why social studies has been and continues to be profoundly conversing in nature, the engine room of illusion factories whose primary aim is reproduction of the existing social order where the ruling ideas exist to be memorized, regurgitated, internalized and lived by. *Rethinking social studies* as a site where students can develop personally meaningful understandings of the world and recognize they have agency to act on the world and make change rests on the premises that social studies should not show life to students but bringing them to life and that the aim of social studies is getting students to speak for themselves to understand people, make their own history even if they make it in already existing circumstances. These principles are the foundation for a new social studies, one that is not driven by standardized curriculum or examinations but by the perceived needs, interests, desires of students, communities of shared interest and ourselves as educators. *Rethinking Social Studies* challenges readers to reconsider conventional thought and practices that sustain the status quo in classrooms, schools and society by critically engaging with questions and issues such as neutrality in the classroom, how movement conservatism shapes the social studies curriculum, how corporate driven education affects schools, teachers and curriculum, ways in which teachers can creatively disrupt everyday life in the social studies classroom, going beyond language and inclusive content in social justice oriented teaching, making critical pedagogy relevant to everyday life and classroom practice, the invisibility of class in the social studies curriculum and how to make it a central organizing concept, class war, class consciousness and social studies in the age of empire, what are your ideals as a social studies education and how do you keep them and still teach and what it means to be a critical social studies educator beyond the classroom. *Handbook of Educational Policy* Gregory J. Cizek, 1999-04-13 The *Handbook of Educational Policy* provides a comprehensive overview of policy questions in education reform at local, state and national levels. The book raises controversial questions such as who really benefits from educational reform and investigates issues of accountability, assessment, educational fads, technology in education and other matters of educational policy. The book explores not only what education is but what it can be and should be, providing a scholarly analysis of policy decisions as well as practical recommendations for parents, teachers and policy makers. **Key Features:** Provides informed discussion based on scholarly research. Contains practical recommendations for parents, educators and policy makers.

Includes representation from local state and national levels Considers comparisons of United States practices to reforms abroad Addresses current issues and implications for the futures Mayors in the Middle Jeffrey R. Henig, Wilbur C. Rich, 2020-12-08 Desperate to jump start the reform process in America's urban schools politicians scholars and school advocates are looking increasingly to mayors for leadership But does a stronger mayoral role represent bold institutional change with real potential to improve big city schools or just the latest in the copycat world of school reform du jour Is it democratic Why have efforts to put mayors in charge so often generated resistance along racial dividing lines Public debate and scholarly analysis have shied away from confronting such issues head on Mayors in the Middle brings together for students of education policy and urban politics as well as scholars and school advocates the most thoughtful and original analyses of the promise and limitations of mayoral takeovers of schools Reflecting on the experience of six cities Baltimore Boston Chicago Detroit Cleveland and Washington D C ten of the nation's leading experts on education politics tackle the question of whether putting mayors in charge is a step in the right direction Through the case studies and the wide ranging essays that follow and build upon them the contributors Stefanie Chambers Jeffrey R Henig Kenneth J Meier Jeffrey Mirel Marion Orr John Portz Wilbur C Rich Dorothy Shipps and Clarence N Stone begin the process of answering questions critical to the future of inner city children the prospects for urban revitalization and the shape of American education in the years to come *The Dimensions of Time and the Challenge of School Reform* Patricia C. Gandara, 2000-01-01 Annotation As the education reform movement matures into its second decade it is clear that many promising efforts have fallen short in their attempts to create real school change One reason for this is that the process of school reform is much more complex than most reformers realized or were willing to acknowledge The Dimensions of Time and the Challenge of School Reform points to another problem the problem of time and its role in both the success and failure of school reform efforts The importance of understanding the role that time plays in both learning and instruction and finding ways to provide time for teachers grappling with change and students learning to accommodate a new language and culture are important themes in this book This book is directed to policymakers and practitioners as well as to academics in that it combines theory with the real world experiences of many who have been active in the school reform movement and who have learned through trial and error how to think about time in innovative ways Book jacket The Corporate Assault on Youth Deron Boyles, 2008 The Corporate Assault on Youth examines childhood as a social construction increasingly influenced by corporations and commercialism Through case studies critical analysis and historical philosophical research the essays collected here expose the degree to which children are unwitting targets of marketing With topics ranging from the presence of media branding in schools and school supplies to the subtler ways in which the public education system is influenced by corporate ideologies and purposes this book draws much needed attention to how educators administrators policymakers parents and children can become aware of and counterbalance the effects of the commercialism that is overwhelming students understanding of the world and

their place within it High Stakes Education Pauline Lipman, 2004-02-29 This book analyses the ways in which schools in urban areas are shaped and influenced by social economic and political forces within the social environment Utilizing research from schools in Chicago the book will show how schools attempt to School Choice Or Best Systems Margaret C Wang, Herbert J. Walberg, 2001-03 This book addresses one of the most urgent questions in American society today one that is currently in the spotlight and hotly debated on all sides Who shall rule the schools parents or educators School Choice or Best Systems What Improves Education presents an overview of research and practical applications of innovative even radical school reforms being implemented across the United States These fall along a continuum ranging from parental choice to best systems At the one extreme are schools of choice which allow parents to choose and even govern schools for their children These include charter schools traditional private and parochial schools schools that are privately governed but publicly funded through vouchers and those that are funded by private scholarships provided by both corporations and wealthy individuals At the other extreme are centralized state or district systems based on reform initiatives and new systems of education that have been developed in response to views of citizens and legislators that schools can do much better These schools which specify uniform goals policies and programs for each school are highly innovative systems based on research or representing advanced thinking about what works and have attracted wide interest Important questions related to schools of choice and best systems are addressed How can we choose among schools of choice and best systems Among the various approaches within each of these alternatives How can we understand their guiding principles and operational practices What results do they produce How can we evaluate their claims In choosing among the alternatives how should issues of student achievement accountability costs feasibility and equity be factored in This volume brings together leading researchers and education leaders who have carried out the latest studies and advances in the field providing a forum for them to set forth the arguments and evidence that will be most helpful in making choices for tomorrow s schools It does not provide a single right answer values and preferences differ across parents schools districts and states However there are benefits for all from seeing the rigorous research challenging thinking and alternate points of view this volume presents **Charter Schools and the Corporate Makeover of Public Education** Michael Fabricant, Michelle Fine, 2015-04-18 This book will reset the discourse on charter schooling by systematically exploring the gap between the promise and the performance of charter schools The authors do not defend the public school system which for decades has failed primarily poor children of color Instead they use empirical evidence to determine whether charter schooling offers an authentic alternative for these children In concise chapters they address a series of important questions related to the recent ascent of charter schools and the radical restructuring of public education This essential introduction includes a detailed history of the charter movement an analysis of the politics and economics driving the movement documentation of actual student outcomes and alternative images of transforming public education to serve all children Re-Membering History in Student and Teacher Learning

Joyce E. King, Ellen E. Swartz, 2014-03-05 What kind of social studies knowledge can stimulate a critical and ethical dialog with the past and present *Re Membering History in Student and Teacher Learning* answers this question by explaining and illustrating a process of historical recovery that merges Afrocentric theory and principles of culturally informed curricular practice to reconnect multiple knowledge bases and experiences In the case studies presented K 12 practitioners teacher educators preservice teachers and parents use this praxis to produce and then study the use of democratized student texts they step outside of reproducing standard school experiences to engage in conscious inquiry about their shared present as a continuance of a shared past This volume exemplifies not only why instructional materials including most so called multicultural materials obstruct democratized knowledge but also takes the next step to construct and then study how re membered student texts can be used Case study findings reveal improved student outcomes enhanced relationships between teachers and families and teachers and students and a closer connection for children and adults to their heritage

Re-envisioning Education & Democracy Ruthanne Kurth-Schai, Charles R. Green, 2016-04-01 The future of public education and democracy is at risk Powerful forces are eroding commitment to public schools and weakening democratic resolve Yet even in deeply troubling times it is possible to broaden social imagination and empower effective advocacy for systemic progressive reform *Re envisioning Education and Democracy* explores challenges and opportunities for restructuring public education to establish and sustain more broadly inclusive deeply democratic and effectively transforming approaches to social inquiry and civic participation *Re envisioning Education and Democracy* adopts a non traditional format to extend social awareness and imagination Within each chapter one episode of an evolving strategic narrative traces the life cycle of a systemic reform initiative This is followed by an exploratory essay that draws from theory research criticism and practice to prompt consideration of focal issues Woven through each chapter is a poetically framed meditative stream informed by varied historical and cultural conceptions of oracles A developmental sequence of social learning strategies exploratory democratic practices accompanied by thematic bibliographic references are included to model democratic teaching and learning applicable in classroom and community settings **The Anthropology of**

Education Policy Angelina E. Castagno, Teresa McCarty, 2017-07-06 Advancing a rapidly growing field of social science inquiry the anthropology of policy this volume extends and solidifies this body of work focusing on education policy Its goal is to examine timely issues in education policy from a critical anthropological ethnographic and comparative perspective and through this to theorize new ways of understanding how policy does its work At the center is a commitment to an engaged anthropology of education policy that uses anthropological knowledge to imagine and foster more equitable and just forms of schooling The authors examine the ways in which education policy processes create reflect and contest regimes of knowledge and power sorting and stratifying people ideas and resources in particular ways In contrast to conventional analyses of policy as text based dictated linear and rational an anthropological perspective positions policy at the interface of top down bottom

up and meso level processes and as de facto and de jure Demonstrating how education policy operates as a social cultural and deeply ideological process on the ground each chapter clearly delineates the implications of these understandings for educational access opportunity and equity Providing a single go to source on the disciplinary history theoretical framework methodology and empirical applications of the anthropology of education policy across a range of education topics policy debates and settings the book updates and expands on seminal works in the field carving out an important niche in anthropological studies of public policy

Education and Social Change John L. Rury, 2013 This brief interpretive history of American schooling focuses on the evolving relationship between education and social change Like its predecessors this new edition investigates the impact of social forces such as industrialization urbanization immigration and cultural conflict on the development of schools and other educational institutions It also examines the various ways that schools have contributed to social change particularly in enhancing the status and accomplishments of certain social groups and not others Detailed accounts of the experiences of women and minority groups in American history consider how their lives have been affected by education Changes in this new edition include the following A more thorough treatment of key concepts such as globalization human capital social capital and cultural capital Enhanced attention to issues of diversity throughout Greater thematic coherence as a result of dividing chapter 6 into two chapters the first focusing on the postwar period and emphasizing the themes of equity and social justice and the second focusing on human capital in education highlighting the standards movement federal policy changes and neo liberal reform A revision of several focal point discussions for greater clarity and thematic relevance Update discussions of recent changes in educational politics finance and policy especially the troubles presently facing No Child Left Behind NCLB

The New Political Economy of Urban Education Pauline Lipman, 2013-05-13 Using Chicago as a case study of the interconnectedness of neoliberal urban policies on housing economic development race and education Lipman explores larger implications for equity justice and the right to the city

Handbook of Teacher Education Tony Townsend, Richard Bates, 2006-08-09 This book has its origins in conversations that started when the International Council on Education for Teaching ICET and the Australian Teacher Education Association ATEA jointly agreed to co sponsor a World Assembly of Teacher Educators in Melbourne in July 2003 hosted by Monash University The editors of this book were not only intimately involved in the management of the conference but had also been key figures in the Associations involved Tony Townsend had been secretary and on the national board of the South Pacific Association for Teacher Education SPATE which later became ATEA and had previously managed a SPATE conference in Frankston Australia in the 1980s He is currently the President of ICET and now works at Florida Atlantic University Richard Bates has been a long time board member of ATEA and is currently President of that organization He is also a Board member of ICET The International Council on Education for Teaching ICET was founded in 1953 for the purpose of emphasizing international cooperation in educational development in order to improve the quality of teacher education as

well as to expand global educational opportunities for people in teacher education Since that time ICET has developed into an international association of practitioners of teacher education policy and decision makers in education government and business dedicated to global development through education ICET is a Non Governmental Organization NGO and participates in NGO meetings and other UNESCO sponsored conferences around the world **Improving Schools and Educational**

Systems Alma Harris, Janet Hageman Chrispeels, 2023-05-09 School improvement has become a dominant feature of educational reform in many countries The pressure upon schools to improve performance has resulted in a wide range of improvement programmes and initiatives which can provide both inspiration and advice to everyone involved in school improvement This book draws together the most effective school improvement projects from around the world in one comprehensive text including detailed comparative analysis of a wide variety of initiatives Drawing on examples from the UK the USA Canada South Africa and Australia this book gives both an international snapshot and a coherent synthesis of initiatives that have given achievable results Closed for Democracy Sally A. Nuamah, 2022-12-22 Every year over 1 000 public schools are permanently closed across the United States And yet little is known about their impacts on American democracy Closed for Democracy is the first book to systematically study the political causes and democratic consequences of mass public school closures in the United States The book investigates the declining presence of public schools in large cities and their impacts on the Americans most directly affected poor Black citizens It documents how these mass school closure policies target minority communities making them feel excluded from the public goods afforded to equal citizens In response targeted communities become superlative participators to make their voices heard Nevertheless the high costs and low responsiveness associated with the policy process undermines their faith in the power of political participation Ultimately the book reveals that when schools shut down so too does Black citizens access to and belief in American democracy

Curriculum for Tomorrow's Schools Lois Weis, 1990

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


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