

Reforming Chicago Schools: The Intended and Unintended Consequences

Vasquez, Rosetta

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Reforming Chicago Schools The Intended Unintended Consequences

Dominic J. Brewer, Lawrence O. Picus



Reforming Chicago Schools The Intended Unintended Consequences:

Reforming Chicago Schools Rosetta Vasquez, 1994-01-01 Reforming Chicago Schools Rosetta Vasquez, 1994

Resources in Education ,2001 Powerful Reforms with Shallow Roots Larry Cuban, Michael Usdan, 2014-04-15

Drastic reform measures are being implemented in growing numbers of urban communities as the public's patience has finally run out with perpetually nonperforming public schools. This authoritative and eye-opening volume examines governance changes in six cities during the 1990s where either mayoral control of schools has occurred or where noneducators have been appointed to lead school districts. Featuring up-close in-depth case studies of Philadelphia, Baltimore, Chicago, Boston, San Diego, and Seattle, this book explores the reasons why these cities chose to alter their traditional school governance structures and analyzes what happened when the reforms were implemented and whether or not teachers and students performed better because of them. Provides useful perspectives on the complexities of educational change that is relevant to all kinds of school systems of interest to elected officials, other policymakers, business leaders, and educators. Richard W. Riley, Former U.S. Secretary of Education. A must read for policymakers intent on improving the academic performance of children in America's urban centers. Offers important insight and an excellent overview of the reforms being tested in the six urban centers. Ted Sanders, President, Education Commission of the States. Every urban political official, indeed every governor, business leader, and state legislator should study the urban school reforms described in this book. James B. Hunt Jr., Former Governor of North Carolina and Chairman, James B. Hunt Jr. Institute for Educational Leadership and Policy. A must read for educators. This book clearly defines what it takes to make significant changes in urban districts. Floretta McKenzie, Former Superintendent, District of Columbia Public Schools. *The Praeger Handbook of Latino Education in the U.S.* Lourdes Diaz Soto, 2006-11-30. Latinos in the United States have fought hard to attain equality, especially in the field of education. The Praeger Handbook of Latino Education in the U.S. focuses on this fight for equal educational access and represents a significant addition to American educational literature. The contributors to this volume reveal that many Latino children still face challenges that were present many decades ago. In addition to such obstacles as cultural conflicts and racism, they also face teachers' curricula and assessments that are not always respectful to their backgrounds. Educators, parents, policy makers, and communities across the country will find this work a goldmine of detailed historical and current information. **Resources in Education** ,1997 *Introducing the World of Education: A Case Study Reader* Robert K. Yin, 2005-03-30. The third of the series. Jane Hetherington's Adventures in Detection. Need to catch a conman, real quick. Discover why a sister's become a stranger. Pick up a trail long gone cold. Catch an artful dodger, red-handed. Make amends. Contact: janehetherington@privatedetective.hotmail.com. Contains Magic slapstick, the organic kleptomaniac, a cat, and more than one mouse. Doesn't contain any Grouse. 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

Learning from the Federal Market-Based Reforms William J.

Mathis, Tina M. Trujillo, 2016-06-01 Over the past twenty years educational policy has been characterized by top down market focused policies combined with a push toward privatization and school choice The new Every Student Succeeds Act continues along this path though with decision making authority now shifted toward the states These market based reforms have often been touted as the most promising response to the challenges of poverty and educational disenfranchisement But has this approach been successful Has learning improved Have historically low scoring schools turned around or have the reforms had little effect Have these narrow conceptions of schooling harmed the civic and social purposes of education in a democracy This book presents the evidence Drawing on the work of the nation s most prominent researchers the book explores the major elements of these reforms as well as the social political and educational contexts in which they take place It examines the evidence supporting the most common school improvement strategies school choice reconstitutions or

massive personnel changes and school closures From there it presents the research findings cutting across these strategies by addressing the evidence on test score trends teacher evaluation miracle schools the Common Core State Standards school choice the newly emerging school improvement industry and re segregation among others The weight of the evidence indisputably shows little success and no promise for these reforms Thus the authors counsel strongly against continuing these failed policies The book concludes with a review of more promising avenues for educational reform including the necessity of broader societal investments for combatting poverty and adverse social conditions While schools cannot single handedly overcome societal inequalities important work can take place within the public school system with evidence based interventions such as early childhood education detracking adequate funding and full service community schools all intended to renew our nation s commitment to democracy and equal educational opportunity

Performative Approaches to Education Reforms Dorthe Staunæs, Katja Brøgger, John Benedicto Krejsler, 2020-05-21 The purpose of this book is to investigate with conceptualization how reforms change educational organizations and subjectivities and how educational organizations change reforms The book gives an account of the power of conceptual endeavors with close readings of empirical material The book elaborates this through empirical investigations of the intertwinement of different educational reforms of policies standards and everyday educational lives across the globe As well as telling stories of reforms and how they transform and are transformed by the educational organizations and subjects they engage the book highlights how a careful enactment of methodologies and critiques might enable a tracing of not only intended but also unintended effects of reforms In this way the book explores performative approaches to education reform and thus attempts to nuance the idea of causality and linearity in the implementation of education reforms Engaging with performative approaches this book scrutinizes how reforms are involved with the creation and shaping of the world and thus offers insight into what happens when reforms are borrowed translated and taken up in a range of ways This book was originally published as a special issue of the International Journal of Qualitative Studies in Education

Does Government Need to be Involved in Primary and Secondary Education Michael T. Peddle, 2002-05-03 This book is an investigation of some of the policy issues related to the government s role in the reform of primary and secondary education in the United States

Multidisciplinary Perspectives on Teacher Evaluation Morgaen Donaldson, 2020-11-26 In the wake of national interest in teacher evaluation this book examines what we have learned about how and whether teacher evaluation holds teachers accountable and improves their practice Drawing on literature in psychology economics and sociology this multi disciplinary and multi perspectival book explores teacher evaluation s intended goals of development and accountability as well as its unintended consequences especially as they relate to equity Blending theory from diverse disciplines with decades of research this book provides new insights into how teacher evaluation has played out in schools across the United States and offers recommendations for research policy and practice in the years to come Insights include how to embed teacher evaluation in a larger culture of

continuous learning rethinking assumptions on accountability and development aims and highlighting the importance of equity in the design implementation and outcomes of teacher evaluation Every chapter concludes with practical recommendations informed by theory and research to guide policymakers researchers and district and school leaders as they seek to understand design and implement better teacher evaluation systems

Educational Leadership and Learning Sue Law, Derek Glover, 2000-02-16 Educational leaders whether in schools colleges or higher education are challenged with steering unprecedented change educational management has never been more demanding Within the context of a new learning age and the Teacher Training Agency's National Standards this book explores many of the key issues facing those both aspiring to and already involved in leadership and management whether at middle or senior levels While focusing particularly on schools and colleges this book evaluates issues increasingly central to leadership in a variety of professional educational settings for example school improvement innovation teamwork organizational culture professional development motivation and the nature of leadership In identifying key concepts it scrutinizes possible management strategies within a changing policy context that is increasingly focused around standards accountability and reputation The book utilizes research evidence to illuminate the practices challenges and problems facing educationists and endeavours to overcome the perceived gap between practice and research to create an integrated approach to leadership and management development one which both supports and stimulates managers professional development aspirations

Neoliberal Education and the Redefinition of Democratic Practice in Chicago Kendall A. Taylor, 2018-09-14 The book uses Chicago as a case study to examine the cultural politics surrounding neoliberal education policy in general and the concomitant alterations to democratic practice in particular After juxtaposing the numerous failures of neoliberal education policy and the language of democratic norms used by those who continually double down on these same policies it examines four distinct but related policy arenas Each chapter begins with a vignette of a particular example of the neoliberal education policy in action Taken together Taylor illuminates the anti democratic nature of neoliberal education policy and the toll it takes on democratic practice in urban space The book concludes with a discussion of what resistance might look like in spaces which co opt democratic concepts for anti democratic ends

Handbook of Education Policy Research Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook's

over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

Charter School City Douglas N. Harris, 2020-07-15 In the wake of the tragedy and destruction that came with Hurricane Katrina in 2005 public schools in New Orleans became part of an almost unthinkable experiment eliminating the traditional public education system and completely replacing it with charter schools and school choice Fifteen years later the results have been remarkable and the complex lessons learned should alter the way we think about American education New Orleans became the first US city ever to adopt a school system based on the principles of markets and economics When the state took over all of the city's public schools it turned them over to non profit charter school managers accountable under performance based contracts Students were no longer obligated to attend a specific school based upon their address allowing families to act like consumers and choose schools in any neighborhood The teacher union contract tenure and certification rules were eliminated giving schools autonomy and control to hire and fire as they pleased In *Charter School City* Douglas N Harris provides an inside look at how and why these reform decisions were made and offers many surprising findings from one of the most extensive and rigorous evaluations of a district school reform ever conducted Through close examination of the results Harris finds that this unprecedented experiment was a noteworthy success on almost every measurable student outcome But as Harris shows New Orleans was uniquely situated for these reforms to work well and that this market based reform still required some specific and active roles for government Letting free markets rule on their own without government involvement will not generate the kinds of changes their advocates suggest Combining the evidence from New Orleans with that from other cities Harris draws out the broader lessons of this unprecedented reform effort At a time when charter school debates are more based on ideology than data this book is a powerful evidence based and in depth look at how we can rethink the roles for governments markets and nonprofit organizations in education to ensure that America's schools fulfill their potential for all students

Encyclopedia of Education Economics and Finance Dominic J. Brewer, Lawrence O. Picus, 2014-08-25 Economics can be a lens for understanding the behavior of schools districts states and nations in meeting education needs of their populaces as well as for understanding the individual decisions made by administrators teachers and

students Insights from economics help decision makers at the state level understand how to raise and distribute funds for public schools in an equitable manner for both schools and taxpayers Economics also can assist researchers in analyzing effects of school spending and teacher compensation on student outcomes And economics can provide important insights into public debates on issues such as whether to offer vouchers for subsidizing student attendance at private schools This two volume encyclopedia contains over 300 entries by experts in the field that cover these issues and more Features This work of 2 volumes in both print and electronic formats contains 300 350 signed entries by significant figures in the field Entries conclude with cross references and suggestions for further readings to guide students to in depth resources Although organized in A to Z fashion a thematic Reader s Guide in the front matter groups related entries by topic Also in the front matter a chronology provides students with historical perspective on the development of education economics and finance as a field of study The entire work concludes with a Resources appendix and a comprehensive Index In the electronic version the index Reader s Guide and cross references combine to provide effective search and browse capabilities Key Themes Accountability and Education Policy Budgeting and Accounting in Education Finance Education Markets Choice and Incentives Equity and Adequacy in School Finance Financing of Higher Education Key Concepts in the Economics of Education Private and Social Returns to Human Capital Investments Production and Costs of Schooling Revenue and Aid for Schools Statistical Methods in the Economics of Education Teachers and Teacher Labor Markets The SAGE Handbook of Educational Leadership Fenwick W. English, Gary L. Anderson, 2005 The SAGE Handbook of Educational Leadership is a landmark work with contributions from 37 internationally renowned scholars covering an extensive range of issues confronting the field of educational leadership and administration The Handbook reviews how leadership was redefined by management and organizational theory in its quest to become scientific then looks forward to promising theories concepts and practices that show potential for development and application This Handbook represents the establishment of a new tradition in educational leadership It thoroughly covers a broad range of issues pertaining to curriculum leadership supervision teacher evaluation budgeting planning school design and issues facing the principalship and the superintendency in the United States **Leading from the Inside Out** David Grubb, Lynda Tredway, 2015-12-03 This book proposes that the collective responsibility of teachers as classroom and school leaders working together to solve their own problems provides the fulcrum of school change It makes the case that teachers and school leaders do not operate in a vacuum but rather they work within the larger context of policy and other social influences Grubb and Tredway provide the building blocks of history policy and social analysis that are necessary if teachers are to be effective in the collective school a place where adults thrive as learners and are able to co create joyful learning experiences for children and youth By encouraging teachers to move out of the individual classroom and to think critically and institutionally about the schools they would like to work in about their own responsibilities for creating such schools about the range of policies from outside the school and how they can influence

those policies rather than being subjected to them this book shows that a teacher's influence is not limited to the classroom and students but can significantly shape and inform external policies and decisions *American Educational Research Association Annual Meeting Program* American Educational Research Association, 2003

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Table of Contents Reforming Chicago Schools The Intended Unintended Consequences

1. Understanding the eBook Reforming Chicago Schools The Intended Unintended Consequences
 - The Rise of Digital Reading Reforming Chicago Schools The Intended Unintended Consequences
 - Advantages of eBooks Over Traditional Books
2. Identifying Reforming Chicago Schools The Intended Unintended Consequences
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Reforming Chicago Schools The Intended Unintended Consequences
 - User-Friendly Interface
4. Exploring eBook Recommendations from Reforming Chicago Schools The Intended Unintended Consequences

- Personalized Recommendations
- Reforming Chicago Schools The Intended Unintended Consequences User Reviews and Ratings
- Reforming Chicago Schools The Intended Unintended Consequences and Bestseller Lists
- 5. Accessing Reforming Chicago Schools The Intended Unintended Consequences Free and Paid eBooks
 - Reforming Chicago Schools The Intended Unintended Consequences Public Domain eBooks
 - Reforming Chicago Schools The Intended Unintended Consequences eBook Subscription Services
 - Reforming Chicago Schools The Intended Unintended Consequences Budget-Friendly Options
- 6. Navigating Reforming Chicago Schools The Intended Unintended Consequences eBook Formats
 - ePub, PDF, MOBI, and More
 - Reforming Chicago Schools The Intended Unintended Consequences Compatibility with Devices
 - Reforming Chicago Schools The Intended Unintended Consequences Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Reforming Chicago Schools The Intended Unintended Consequences
 - Highlighting and Note-Taking Reforming Chicago Schools The Intended Unintended Consequences
 - Interactive Elements Reforming Chicago Schools The Intended Unintended Consequences
- 8. Staying Engaged with Reforming Chicago Schools The Intended Unintended Consequences
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Reforming Chicago Schools The Intended Unintended Consequences
- 9. Balancing eBooks and Physical Books Reforming Chicago Schools The Intended Unintended Consequences
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Reforming Chicago Schools The Intended Unintended Consequences
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Reforming Chicago Schools The Intended Unintended Consequences
 - Setting Reading Goals Reforming Chicago Schools The Intended Unintended Consequences
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Reforming Chicago Schools The Intended Unintended Consequences

- Fact-Checking eBook Content of Reforming Chicago Schools The Intended Unintended Consequences
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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