

**Regaining Educational
Leadership: Critical Essays
on P.B.T.E./C.B.T.E.
Behavioural Objectives and
Accountability**

Smith, Ralph Alexander

Note: This is not the actual book cover

Regaining Educational Leadership Critical Essays On Pbte Cbte Behavioral Objectives And Accountability

Eugenia Kemble, Bernard H. McKenna



Regaining Educational Leadership Critical Essays On Pbte Cbte Behavioral Objectives And Accountability:

Regaining Educational Leadership ,1975 Regaining Educational Leadership Ralph Alexander Smith,1975

Legislated Learning Arthur E. Wise,1982-09-15 New York City Public Schools from Brownsville to Bloomberg

Heather Lewis,2015-04-26 When New York City mayor Michael Bloomberg centralized control of the city's schools in 2002 he terminated the city's 32 year experiment with decentralized school control dubbed by the mayor and the media as the Bad Old Days Decentralization grew out of the community control movement of the 1960s which was itself a response to the bad old days of central control of a school system that was increasingly segregated and unequal In this probing historical account Heather Lewis draws on new archival sources and oral histories to argue that the community control movement did influence school improvement in particular African American and Puerto Rican communities in the 1970s and 80s Lewis shows how educators with unique insights into the relationships between the schools and the communities they served enabled meaningful change with a focus on instructional improvement and equity that would be familiar to many observers of contemporary education reform With a resurgence of local organizing and potential challenges to mayoral control this informative history will be important reading for today's educational and community leaders The Lure of the

Transcendent Dwayne Huebner,2012-12-06 In 1969 Bill Pinar was privileged to study with Dwayne Huebner at Teachers College In a large room with 70 others he watched an extraordinary figure in the distance speaking a tongue few of them grasped whom they all found compelling They knew they were in the presence of a most remarkable and learned man Huebner helped create the world which contemporary curriculum scholars now inhabit and labor to recreate as educators and theoreticians His generative influence has been evident in many discourses including the political the phenomenological the aesthetic and the theological This volume situates Huebner's work historically emphasizing the ways it foreshadowed the reconceptualization of the field in the 1970s *Technology and the Politics of Instruction* Jan Nesper,2012-09-10 In this

study of computer mediated instruction CMI in a U S research university that is the site of nationally known innovations in this area Jan Nesper traces the varying material and organizational entanglements of a constantly reconfiguring network of people things categories and ideas that are sometimes loosely sometimes tightly entangled in forms of CMI He unfolds how the different forms and meanings of CMI policy and practice were constructed over time across departments and in relation to students academic trajectories Tying together a range of issues usually separated in discussions of instructional technology and examining often slighted topics such as the articulations of local and national practices this book questions the common vocabulary for making sense of CMI and contributes to educational change theory by showing how CMI has evolved both from the top down and the bottom up *Technology and the Politics of Instruction* is distinctive in its multi level approach and in the breadth of its conceptual frame Departing from the mainstream research on instructional technology to focus on mundane and widespread forms of CMI PowerPoint slides CD ROMs self paced labs and the like Nesper views these

from multiple standpoints not just what they mean for professors but also for administrators and students The effect is to displace the typical emphasis in CMI research from cutting edge high resource artifacts and systems the importance of which is not questioned to the politics and organizational processes that shape the uses of such things This book is intended primarily for scholars and students in the fields of educational and more broadly organizational change the politics and sociology of education curriculum theory higher education and educational administration and will also interest instructional technologists and technology developers

The Classroom Arsenal Douglas D. Noble, 2017-09-29 A quarter of a century after its initial publication The Classroom Arsenal remains pivotal in understanding and challenging the relentless promotion of technology to reform education This seemingly benign education technology juggernaut carries forward the momentum of military agendas in man machine systems detailed in the book Promoters continue to flood schools with technology and its still unfulfilled promise of cutting edge personalized learning Meanwhile they continue as well their insatiable pursuit of federal funding educational legitimacy corporate profits and access to student subjects and their accumulated learning data for product development Less understood though is a companion enterprise there from the start to replace teaching and learning in traditional classrooms by efficient automated systems that manage and monitor human cognition and learning for high performance systems from weapons systems to high tech corporations As education is moved imperceptibly away from its traditional humanistic aims and from the classroom itself the goal of this human engineering project the depersonalized accumulation of cognitive components for a 21st century militarized economy best befits the book's original title The Human Arsenal This ongoing military corporate sponsored enterprise continues to impact education today largely unnoticed One example is the federally funded Advanced Distributed Learning Initiative ADL which has been a major force behind the implementation of electronic learning systems now used in all Defense Department and federal employee training With the Defense Advanced Research Project Agency ARPA ADL is developing structures to capture students soft skills and the Army Research Laboratory is developing intelligent tutoring systems to enable instructional management of affect engagement and grit perseverance ADL through the Department of Defense has developed Experience API a learning technology that can monitor all student online and offline interactions and archive these in data lockers or learning record stores ADL has already impacted thousands of school districts through nonprofits such as IMS Global and Future Ready Schools part of an industry massively subsidized by high tech corporations and valued at 255 billion annually A 90 million Advanced Research Projects Agency for Education ARPA ED modeled after the military's ARPA has been proposed to fund dramatic breakthroughs in learning and teaching These include digital tutors as effective as personal tutors and with the Navy's Full Spectrum Learning project data collection tools for personalized education modeled after corporate data analysis that identifies consumer patterns and preferences ADL is just one example of how the military corporate ed tech enterprise is changing public education by hollowing it out into something that can be digitized data driven automated and monitored Its promoters

envision education as children interacting with online learning systems where based on past performance algorithms will serve up what each student needs to know next Through this digital curriculum students create virtual educational identities at very young ages and learning devices are watching students as much as students are watching them Such is the education landscape presaged by The Classroom Arsenal a quarter century ago whose origins and trajectories need to be deeply understood now more than ever

A Place For Teacher Renewal Anthony G. Rud, Walter P. Oldendorf, 2008-03-01

Originally Published with Teachers College Press in 1992 Foreword by Maxine Greene Are teachers ever given the credit and respect they deserve Is there a place where they can go to be treated as intelligent professionals rather than as underpaid tools of school administrations or the government For some teachers the answer to these questions is finally yes The focus of A Place for Teacher Renewal is the North Carolina Center for the Advancement of Teaching a statefunded university based program located in the Western North Carolina mountains and designed to renew and retain teachers of all kinds As an exemplary teacher renewal and staff development program NCCAT strengthens teachers commitment to their practice by offering outstanding teachers the opportunity for intensive personal investigation into topics inside or outside of their specialties This hands on study extensive concrete and engaging is just what many teachers need After the tediousness and hectic pace of classroom life they need a chance to use their intellect just for themselves Teachers given a chance to express their full adult selves a chance to be renewed by intellectual challenge a chance to be valued as competent professionals are more likely to stay in the profession Chapters provide the reader with an historical perspective on the Center arguments for the rationale of the Center an overview of the programs offered the roles of administration and evaluation in the creation and continued success of the Center and NCCAT s future role in teacher renewal Many chapters are written by NCCAT staff members all of whom are also experienced educators A foreword by Maxine Greene and a chapter by Gary Griffin as respected educators not affiliated with NCCAT offer objective and very supportive comments on an idea and a program that is long overdue Staff developers and anyone interested in teacher retention and renewal will find this case study of the finest teacher renewal program in the nation to be an invaluable resource

Ways of Learning to Teach Shlomo

Back, 2012-10-22 This book deals with commonly reported accusations about the nature of teacher education based on arguments and disagreements about what teacher education should do how it should do it and what it should produce in its graduates Much of these accusations are on out of date or obsolete ideals of the good teacher It is a philosophical exploration of the crisis in which teacher education finds itself in the world of neo liberal capitalism privatization accountability consumerism and globalization The book develops a meta theory of teacher education which analyses three major approaches to teacher education Enlightenment Romanticism and Belief Oriented programs each of them suggest a different epistemological and ethical world view Accordingly each of them lead to a different vision of teachers identity and inform different type of programs of teacher education While critically discussing how each of the three approaches is manifested in

various Teacher Education programs the book proposes a new synthesis arising from them Although seemingly contradictory they can be seen as various aspects of a more balanced multifaceted and adequate ideal of a better way to prepare teachers in the present era *Ways of Learning to Teach* is a tribute to the work of teacher educators and is informing for anyone who is interested in teaching and learning in the 21st century This is a compelling book that brings together a number of conflicting and often taken for granted views of teacher preparation in ways that helps to makes sense of the complex enterprise that is teacher education Back offers an interesting and thought provoking way of understanding criticisms about teacher education and offers a positive and productive way forward This book is a must read for teacher educators **Catalog of Copyright**

Entries. Third Series Library of Congress. Copyright Office,1976 **PBTE** Eugenia Kemble,Bernard H. McKenna,1975

Library of Congress Catalogs Library of Congress,1976 *Studies in Art Education* ,1990 *High-Need Schools* Devin Thornburg,Anne M. Mungai,2016-10-26 This book covers issues that pertain to high need schools but the authors challenge the distinctions made in the research and reason that the issues are relevant to all schools From the rise of accountability in the 1960s to now high need schools have been dealing with curriculum program initiatives and responding to diverse populations typically without the resources necessary to implement change In this book we discuss important issues that have to be tackled if we as educators will succeed in meeting the needs of the next generation From education laws use of technology leadership diversity and multicultural issues teaching in high need schools curriculum and teaching student with special needs the book explores both problems and solutions changing the dialogue from one of blame and stasis to one of action and hope Subject Catalog, 1975 Library of Congress,1975 **The Journal of Higher Education** ,1977 Covers topics in higher education Includes book reviews **Basic Concepts in Music Education, II** Richard Colwell,1991 Providing the basics on aesthetic philosophy of education and of music education this popular volume remained in print for twenty five years A continuation on the first edition Basic Concepts in Music Education II features revisions and updates by the living authors as well as contributions by new authors who delineate concepts of music education that are particularly important to the nineties and beyond *The Education Digest* ,1975 The editorial aim is to present condensations of articles taken from the leading professional and lay publications **Knowledge and Control in the Evaluation of Educational Organisations** John A. Codd,1988 **Schoolworlds '76** Donald Nevius Bigelow,1976

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