

# ***EDUCATIONAL LEADERSHIP***

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**Redefining General Education  
IN SECONDARY SCHOOLS**

# Redefining General Education In The American High School

**Arthur D. Roberts, Gordon Cawelti**



## **Redefining General Education In The American High School:**

Redefining General Education in the American High School Arthur D. Roberts, Gordon Cawelti, 1984 In the 1980 s the Association for Supervision and Curriculum Development issued a call for interested high schools to participate in a project for two years during which they would be part of a network of schools designated to receive help in reconceptualizing their existing general education programs 17 high schools were selected Ames Senior High School Ann Arbor Huron High School Ann Arbor Pioneer High School Buena High School Ventural CA Carlsbad High School New Mexico Central High School St Louis Colville High School Colville WA East High School Denver CO O Perry Walker High School New Orleans LA Oak Park and River Forest H S Oak Park IL Page High School Page AZ Pinellas Park H S Largo FL San Rafael H S San Rafael CA Scarsdale H S Scarsdale NY Ventural H S Ventural CA Will Rogers H S Tulsa OK Woodlawn Sen H S Baltimore MD

*Underachievers in Secondary Schools* Robert S. Griffin, 2012-11-12 Underachievement is approached from a broad integrated perspective in this insightful look at the talented adolescent who always performs below his or her optimum level of achievement Professor Griffin examines the psychological social and scholastic reasons behind the phenomenon of the distracted and disengaged high school student The result of this in depth study A unique volume describing effective student learning behavior providing curricular and instructional proposals for motivating underachievers and offering a construct that provides the basis for understanding the various factors that account for academic achievement *Underachievers in Secondary School* Robert S. Griffin, 1988 First Published in 1988 Routledge is an imprint of Taylor Francis an informal company

**Transforming Schools** D. G. Mulcahy, 2013-05-01 President Obama has on a number of occasions rejected policies that have been tried and do not work Legislation such as No Child Left Behind and policies such as Race to the Top are neither effective nor based on sound research Educational policy making is now more than ever the preserve of politicians advocacy foundations and lobbyists parading as corporate leaders Teachers have little voice their role is merely to be held responsible for policies foisted upon them In *Transforming Schools Alternative Perspectives on School Reform* our aim is to provide alternative perspectives to the dead end educational policies by which our governments have become consumed We turn the spotlight on a select range of topics that have become the focus of concern and we consider the implications for school improvement These topics include school reform in general the achievement gap literacy standardized assessment social justice and ecojustice aesthetic and moral education and general education The Educated Person

Donal G. Mulcahy, 2008 Liberal education has long been a fascination for scholars in a variety of disciplines and is closely associated with the idea of the educated person Seen at one time as a matter for colleges and universities over the years it has become central to the debate surrounding general education in high school and even the earlier grades Yet so many and varied are the uses of the term liberal education that the question arises of whether and how the idea is any longer a useful or helpful construct In what way might it speak helpfully to educational challenges we face today In what ways does it still

speak helpfully to educational challenges we face today In what ways might it be a guide as we search for a better way forward These are the central questions that are addressed in this book In doing so the positions of three theorists John Henry Newman Mortimer J Adler and Jane Roland Martin who have written about liberal education in a compelling way and from different perspectives are selected for close analysis The analysis is built upon to fashion a new ideal of the educated person and a new theory of liberal education      **Curriculum Leadership** Allan A. Glatthorn, Floyd Boschee, Bruce M. Whitehead, 2009 A one of a kind resource written for teachers and administrators who want to successfully restructure and enhance school curriculum Back cover      **Resources in Education**, 2000      *The Effective Schools and Even Start Act* United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education, 1987      **The Nation Responds** United States. Department of Education, 1984 Chronicles recent efforts to reform education throughout America in response to publication titled *A Nation at Risk*      **Meeting the Challenge** United States. National Commission on Excellence in Education, 1983      *Wisdom's Passing* Steven Porter, 1989 First Published in 1989 *Wisdom's Passing* is at once a history commentary and blueprint for positive change unlike any other book on education in the last quarter century The author offers his recommendations to seek to provide an evolutionary reform rather than the typical new method that will solve problems with the American Education system      Teaching in A Secondary School Robert Griffin, 2012-10-12 This collection of original essays is designed for undergraduate and graduate courses in methods of teaching While speaking to all the topics covered in traditional methods textbooks the author also reflects on his own experiences as a student and teacher He adopts a unique conversational and reflective style that integrates concerns for the well being of teachers and their professional development as well as for the role of students in the learning process Engaging and informed this book will be a resource for practicing teachers and those in training

Progressive Education Theodore Michael Christou, 2012-09-17 Over the course of the twentieth century North American public school curricula moved away from the classics and the humanities and towards progressive subjects such as health and social studies This book delves into how progressivist thinking transformed the rhetoric and the structure of schooling during the first half of the twentieth century with echoes that reverberate strongly today and investigates historical meanings of progressive education Theodore Michael Christou closely examines the case of interwar Ontario where the entire landscape of public education including curricula and avenues to post secondary study were radically transformed over just twenty years Christou contextualizes this reformist thinking in light of a social political and economic climate of change which seemed to demand schools that could actively relate learning to the real world Through its examination of educational journals published throughout the interwar period and previously unexplored archival sources this book illuminates how the present structure of curricula and schooling were achieved      **The SAGE Handbook of Critical Pedagogies** Shirley R. Steinberg, Barry Down, 2020-03-06 Winner of a 2022 American Educational Studies Association Critics Choice Book Award

This extensive Handbook brings together different aspects of critical pedagogy in order to open up a clear international conversation on the subject as well as pushing the boundaries of current understanding by extending the notion of a pedagogy to multiple pedagogies and perspectives. Bringing together contributing authors from around the globe, chapters provide a unique approach and insight to the discipline by crossing a range of disciplines and articulating common philosophical and social themes. Chapters are organised across three volumes and twelve core thematic sections: Part 1 Social Theories of Critical Pedagogy; Part 2 Seminal Figures in Critical Pedagogy; Part 3 Transnational Perspectives and Critical Pedagogy; Part 4 Indigenous Perspectives and Critical Pedagogy; Part 5 On Education; Part 6 In Classrooms; Part 7 Critical Community Praxis; Part 8 Reading Critical Pedagogy; Reading Paulo Freire; Part 9 Communication, Media and Popular Culture; Part 10 Arts and Aesthetics; Part 11 Critical Youth Pedagogies; Part 12 Technoscience, Ecology and Wellness. The SAGE Handbook of Critical Pedagogies is an essential benchmark publication for advanced students, researchers and practitioners across a wide range of disciplines including education, health, sociology, anthropology and development studies.

*The School Principal* Theodore J. Kowalski, 2010-08-14. Over the past two decades, efforts to improve schools have significantly modified role expectations for principals. Today, school level administrators are expected to be both visionary leaders and competent managers. Based on the conviction that administration is an amalgam of leadership and management, *The School Principal* emphasizes the need for practitioners to apply conceptual skills to make what to do decisions, to apply technical skills to make how to do decisions, and to apply relational skills to engage in democratic decision making. Kowalski frames the book with a discussion of the nature of schools, the roles of principals, and their need to improve schools. The book then provides a balanced treatment of leadership and management, covering issues of personal behavior, instructional leadership, relationship building, issues, finances, facilities, personnel management, pupil services, and maintaining safe schools. The text closes with discussion of the vital aspects of practice for contemporary principals, addressing problem solving, collaborative change strategies, and personal commitment to being a principal. Special Features: Vignettes introduce the subject matter in the context of common challenges faced by practitioners; Knowledge Based Questions and Skill Based Activities prompt readers to engage with and reflect on the chapter content. *The School Principal* aligns with the Educational Leadership Consortium Council (ELCC) Standards. Treating principals as concurrently visionary leaders and competent managers, this excellent text addresses the needs of aspiring and practicing principals, providing the tools to build effective and efficient schools.

**Reinventing Public Education** Paul Hill, Lawrence C. Pierce, James W. Guthrie, 2009-02-15. A heated debate is raging over our nation's public schools and how they should be reformed, with proposals ranging from imposing national standards to replacing public education altogether with a voucher system for private schools. Combining decades of experience in education, the authors propose an innovative approach to solving the problems of our school system and find a middle ground between these extremes. *Reinventing Public Education* shows how contracting would radically change the way we operate.

our schools while keeping them public and accessible to all and making them better able to meet standards of achievement and equity Using public funds local school boards would select private providers to operate individual schools under formal contracts specifying the type and quality of instruction In a hands on concrete fashion the authors provide a thorough explanation of the pros and cons of school contracting and how it would work in practice They show how contracting would free local school boards from operating schools so they can focus on improving educational policy how it would allow parents to choose the best school for their children and finally how it would ensure that schools are held accountable and academic standards are met While retaining a strong public role in education contracting enables schools to be more imaginative adaptable and suited to the needs of children and families In presenting an alternative vision for America s schools Reinventing Public Education is too important to be ignored *Developing a Quality Curriculum* Allan A. Glatthorn,2004-02-17 n this concise well organized guide to developing high quality school curricula Glatthorn blends sound research initiatives and trends with his practical experience as a curriculum consultant to more than one hundred school systems Glatthorn believes that shared leadership and responsibility are essential to achieve quality Curriculum development should involve a collaborative process that includes input from the state district leaders school administrators classroom teachers and parents From Organizing and Planning for Curriculum Work to Conducting a Curriculum Audit to Ensure Quality *Developing a Quality Curriculum* is a valuable resource for understanding and practicing sound curriculum development *Rethinking America's Correctional Policies* Anne S. Douds,Eileen M. Ahlin,2017-06-02 Commonsense Choices from Uncommon Voices *Rethinking America s Correctional Policies* brings together the experiences of men who served time in prison with contemporary research on correctional policy This work combines a voyeuristic desire to observe evil and the consequences of the system of punishment with detached consideration of what those stories can tell us about who we are as a nation and how we treat those who have betrayed the social trust The authors simultaneously examine first person accounts of inmate experiences with the correctional system and what actually works in operation to promote the rehabilitative and restorative models of justice so many of our policymakers espouse Each chapter opens with a vignette a recollection of an event or series of events about an inmate s experience during the various phases of correctional processing These first hand accounts have been collected from men who served time in prison These men s stories are examined in their own right then extrapolated to a broader analysis of the underlying social and policy issues to which that vignette speaks All chapters follow the same structure a opening vignette about a former inmate b analysis which includes i identification of the underlying issue ii reflection and iii extrapolation to a larger policy issue and c recommendations from the field for enacting practice and crafting policy more responsive to the identified issue *Rethinking the History of American Education* W. Reese,J. Rury,2007-12-25 This collection of original essays examines the history of American education as it has developed as a field since the 1970s and moves into a post revisionist era and looks forward to possible new directions for the future

Contributors take a comprehensive approach beginning with colonial education and spanning to modern day while also looking at various aspects of education from higher education to curriculum to the manifestation of social inequality in education. The essays speak to historians, educational researchers, policy makers, and others seeking fresh perspectives on questions related to the historical development of schooling in the United States. **Audiovisual Materials** Library of Congress, 1982

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