Chapter 1 : Ohio Education Gadfly | The Thomas B. Fordham Institute

Digging Beneath the Layers of School Reform: Size, Culture, and Personalization 2. California Career Academies: How Structure and Culture Create Optimism Among Low-Income Urban Youth.

Richard DuFour, EdD, was a public school educator for 34 years. Education thrives on acronyms: Sometimes this abbreviated attempt to communicate can create confusion. Recently, we received a query from a high school principal who felt his efforts to help his school become a professional learning community PLC would be enhanced by converting the school into a Smaller Learning Community SLC. Teachers in his school had been working collaboratively in content-specific teams as they attempted to implement the PLC concept. The principal proposed the school should be re-organized into separate houses with teachers working in interdisciplinary teams. He felt certain the SLC structure would promote the PLC concept, and he asked if we felt he should press forward despite the resistance of the staff. We did not, for the following reasons. Moving teachers from working in isolation to working in collaborative teams is a difficult and challenging task. The school should stay the course it is upon rather than heading off in a new direction. The principal should focus on building the capacity of staff to work within a collaborative culture rather than shifting his focus to structural issues. There is little in either the history of American education or recent developments in the field that suggests converting schools into smaller learning communities will improve student achievement. The current push for smaller high schools stands in direct contrast to the recommendations presented by James Conant after he conducted a study of high schools for the Carnegie Foundation in Conant, the former president of Harvard University and Ambassador to Germany, called for the consolidation of small high schools, arguing any school with fewer than students should be abolished as ineffective and inefficient our emphasis. If "small" was the answer to the problems of high schools, the s offered secondary students the perfect environment for a fabulous education. There is little evidence to suggest, however, the students of the s were particularly well served by their small schools. In fact, almost one of every three high school-aged students had left school prior to graduation throughout the decade. More recently and , two independent research organizations conducted independent evaluations of the progress of the schools that had been organized into smaller learning communities between and with the help of the Bill and Melinda Gates Foundation. Their reports to the Gates Foundations concluded: Students reported improved relationships with their teachers. The attendance rate of students in the restructured schools was worse than attendance in other schools in the district. When taking previous achievement into account, students showed slightly better performance in language arts but worse performance in math than other high school students in the same district. The quality of student work was low in the restructured schools. Demanding and unwieldy teacher work loads "may be endemic to the staffing structures of many small high schools" p. Staff turnover at the schools was high. Staff cited lack of tutoring services and appropriate opportunities to do homework as a barrier to the success of many students. Lack of staff capacity made the restructured schools vulnerable, Changes in teaching and learning lagged behind the structural changes that characterized the schools American Institute for Research and SRI International, A year later the same two research agencies issued their final evaluation of the Gates initiative. They reported Gates schools confronted significant difficulty in bringing the attributes of high-performing schools into their restructured schools because "entrenched cultures and sets of expectations about student achievement and behavior often became obstacles" American Institute for Research and SRI International, , p. They urged the foundation to: Although there have been some isolated examples of apparently successful small schools emerging from the restructuring of a large high school, these have been the exception rather than the rule. On the whole, the data that we have for school redesign efforts are not encouraging" p. The better hope for changing schools, according to the report, was to emphasize continuous monitoring of student learning, a "tight" school culture, and "greater attention to issues of curriculum and instruction" p. Those who pin their hopes on high school reform based on the size of the

school are destined to be disappointed. Ultimately the culture must change to impact classroom practice and student and staff expectations, and the best strategy for improving schools at any level will focus less on the structure of the organization and more on building the capacity of people within the schools to create a new culture.

Chapter 2 : Teach Like They're Data - Long View on Education

Digging beneath the layers of school reform: size, culture, and personalization --California career academies: how structure and culture create optimism among low-income urban youth --Structuring competition and teamwork: reproducing the status-quo and challenging inequality side-by-side --The case of Boston: how "small" schools forge academic.

Public Interest Statement Public Interest Statement Poverty has become an international issue in our current world economy. Progressive research on poverty and schools has shown there are other ways, other than standardized testing, to measure success of students: Deficit conceptualizations of students living in poverty is a matter that must be consciously addressed in schools in order to understand what it means to be a citizen in the world. Apparently he has medical issues, a sleeping disorderâ€"which I think is just a cop-out for her. It gives her an excuse not to bring her kids to school. However, I asked her if she worked, and she said no. I said then your job is to get your kid to school every morning. Get him to school on time. It blew me away, that a mother would say that about her eight year old son. We may have come across educators, like Patrick, who live in tension between their life as teachers and understanding the lived experiences of students and families that live in contexts unlike their own. The tensions may cause teachers to default to biased notions of what it means to live in poverty. Blaming parents for the condition of their own poverty, or presupposing that a parent is not telling the truth, or that conditions are not what they seem, can all be considered deficit conceptualizations Dudley-Marling, Many of us have been guilty of incorporating such deficit stereotypes, especially when situations are very complex and problematic. But that is not an excuse for our everyday teaching dilemmas. We wonder if there will be a time that Patrick will come to a narrative revelation Ciuffetelli Parker, , or awareness of his biases, while living a middle-class notion as a teacher working in a school affected by poverty. The problem, question, and purpose of the study The problem that informs this study is: What can educators do about the stark reality of unequal situations in which children grow up? For educators in our current economic reality, this problem presents a difficult challenge. Milner explains how deficit ways of thinking become engrained in our everyday living: They may believe that failure emanates solely as a result of making bad decisions â€¦ many educators believe that their own success is merited because they have worked hard â€¦ and made the right choices and decisions. They have little or no conception of how class and socioeconomic privilege and opportunity manifest. In doing so, teachers run the risk of consolidating biased conceptualizations i. The research questions which guide this study are: How does professional development on poverty impact literacy practices via school team collaborative inquiry? How does professional development on poverty shape teacher narratives and reformation of mindset? This is where the dilemma begins. The primary purpose of this article is to examine the impact of professional development on the topic of poverty in one high poverty school community located in a small city in southern Ontario, Canada. A school team consisting of five elementary teachers and one administrator were participants in the study. They received a three-day professional development series PDS on poverty and schooling spanning over one year. Qualitative research was conducted during the PD series as well as two full day follow-up visits to the school site to investigate the impact of the professional development on literacy teaching practices and collaborative inquiry over a two-year period. Field text for this article is drawn from a larger research program, the Ontario Poverty Project. Zeroing in on one school site, this article presents data not previously reported on, in order to capture poverty and schooling as it relates particularly to literacy practices, narrative reformation of mindset, and collaborative inquiry of one high poverty school community. In this manner, the study seeks to move to the next step, to take action, for teachers like Patrick and for practicing educators, who struggle with understanding what it means to teach literacy in high poverty school contexts and possibly how to begin to disrupt deficit conceptualizations of students and families living in poverty. The study illustrates how professional development on poverty links action to narrative reformation of mindset. In this living and

telling, and with every new retelling, the complexities of poverty and schooling are understood at a deeper level. A second purpose is to examine poverty from the vantage point of the small narrative discourses that educators share about literacy practices. The terms can further be explained in this manner: Nonetheless, preconceived notions and assumptions that educators sometimes have about children living in poverty were findings from the earlier research in Ontario schools. Professional development on the topic of poverty itself, and how poverty is positioned and thought about in our society and in schools, has had great potential for reforming negative stereotyping and deficit conceptualizations about students and families living in poverty. The bottom line is that it is vital to the well-being and learning success of children that they are not viewed as othered by teachers. Ultimately, educators need to work toward resisting deficit-based conceptualizations of students and their families and avoid derogatory stereotyping of what it means to live in poverty Ciuffetelli Parker, Child poverty in Canada Ontario, Canada faces considerable problems of child poverty. Campaign , a respected advocacy group, calculates one in seven children in the province lives in poverty Campaign, , With deterioration of social assistance benefits, and lack of inflation protection, these statistics will remain and likely continue to grow. Three groups that are vulnerable to such statistics are: These groups, and the statistics associated with them, tell but a small part of the picture of the stark realities of children and their families living in challenging circumstances. In Canada, for more than 20 years, there have been many public declarations which have supported the elimination of poverty, in particular child poverty. Despite many promises over the years, the child poverty rate has not improved. Nearly one in seven children lives in poverty because their family lives in poverty. Many youth carry huge debt burdens from pursuing post secondary education while the youth unemployment rate is double the overall rate. Aboriginal people are the fastest growing group in Canada but one in four First Nations children lives in poverty. Immigrants and newcomers face child poverty rates more than 2. Campaign, , , p. Poverty is statistically defined in the research reported in this study from the low income cut off -LICO- line determined by Statistics Canada. LICOs vary by family size and by community size. This statistic speaks particularly to the notion of persistent poverty and its effect on society and school communities. For example, while the economy has doubled in size in Canada, the incomes of families in the lowest financial categories have remained stagnate, resulting in a wider gap between wealthy and poor families Campaign, , The only significant gains have been made by the wealthiest income earners, a global trend which has seen consistency since the economic crash of Further reported in a policy brief about poverty in Ontario, Canada: In Ontario there are over , children whose families depend on this social service. The gap between low income and high income earners has increased which has led many Ontarians to work longer hours â€¦ This seems to be leading to the disappearance of the middle class. Ciuffetelli Parker, , p. This dilemma will be discussed throughout as it relates to this study. For policy-makers as well as teachers and educators in schools, it requires that we begin to push against dominant white middle-class notions of socioeconomic class and stereotyping on what it means to be poor. This can begin within schools. Literature review Much of the North American literature is US based on socioeconomic class to explain deficit conceptualizations from a societal viewpoint as well as how and why schools still need to strive for equality of education, especially regarding political and practical discourses around the education of low income students see for example Hooks, ; Milner, I want to emphasize with this in mind, and further to important US literature cited herein, that the Canadian education system varies widely from the US system of publically funded as well as popular charter schools for example, and how US schools obtain funds for resources, faculty, lunch programs, special programs, etc. In Canada, all schools are publically funded with many provinces, including Ontario, also funding Roman Catholic schools Kindergarten to Grade There are private schools, but no charter schools. Funding is provided to public schools generally by student ratio and, in high poverty school communities, there may be additional extended funding provisions such as the Learning Opportunities Grant LOG for schools based on family income, lone-parent status, and parental education. Canada is a widely diverse country, with a multitude of cultures represented. Students in high poverty schools are more likely to be identified with language impairment, developmental disability, or behavioral issues.

Furthermore, students in low income schools are also less likely to be formally identified, which would otherwise entitle them to services under the Education Act People for Education, These statistics are troubling, there is no doubt, leaving Canada, like the US and other industrialized countries, with the undeniable conclusion that all children, no matter their living conditions or background, deserve an equal, valuable, and good education. But what about the role of schools â€¦ in being responsive to the outside-of-school realities that influence students who live in poverty? How can instructional practices be used to respond to the material conditions of those living in poverty? Milner, , p. This article examines the realities of poverty from professional development that was received by teachers, and then takes into account inside-of-school practices as recounted by teacher narratives as a result of the impact of professional development on poverty the outside-of-school influence. In this manner, the data will illuminate how poverty, learning, and teaching are inter-related. However, in recent years there has been abundant literature that has taken action to disrupt and critique these previous deficit-based frameworks on poverty and education. The purpose is not to provide an extensive review of that literature but it is important to highlight particular works which frame where this article is positioned. The deficit-based research of Hart and Risley dominated enormously politics, media, and supported literacy early intervention programs from a middle class stance, paying little regard to the richness of literacy that students living in poverty could potentially offer. There continue to be studies and programs that remain focused on literacy teaching practices based on reform initiatives that default to standardized middle-class notions of what it means to be successful, as discussed above. However, a continuance on high stakes language learning in North American high poverty schools e. Barone, , only continue to disenfranchise children living in poverty while perpetually, if not subconsciously, supporting deficit-based ideologies. Debunking deficit conceptualizations of people living in poverty is difficult work. This article, therefore, supports progressive literacy advancements that seek to disrupt the tradition of the deficit Gee, ; Miller et al. It considers narrative-based experiences of teachers in a high poverty school community and how they began anew to inquire further into their own literacy practices to better understand the contexts in which students live, how they learn, and what their families contribute to literacy and schooling. Context and methodology 3. Context and methodology Teacher narratives of reformed mindset and practices from a PDS, entitled Possibilities: Poverty and Education Series, on the topic of poverty are illustrated using qualitative narrative methods. Research text is derived from reviewing and analyzing field notes, conversations, and interviews, as well as from observed professional development and classroom practices by the researcher. The PDS explored issues on outside-of-school influences related to poverty and inside-of-school influences related to curriculum practices. It addressed issues of bias and deficit conceptualizations of students and families living in poverty, explored topics such as subject matter, nutrition, parent engagement, value of family in school practices, and communication links to outside agencies as well as respectful parent engagement. Figure 1 provides details of the PDS topics addressed. Activities of the PDS. School teams then engaged in professional learning back at school sites via a teaching and learning pathway in order to identify areas of concern from an inside-of-school perspective i. Case studies were explored, possibilities for solutions were reflected on, and goals were set for addressing poverty from both perspectives. The teaching and learning critical pathway The Teaching and Learning Critical Pathway TLCP is an instructional framework used widely in Ontario schools; school teams build toward teaching capacity as well as leadership capacity through a process of collaboration and collegial inquiry.

3. Structuring Competition and Teamwork: Reproducing the Status Quo and Challenging Inequality Side-by-Side 4. The Case of Boston: How "Small" Schools Forge Academic and Relational Possibilities in the Urban Context 5. Beneath School Structure: How School Culture Shapes Relational and Academic.

Based on these concerns, state lawmakers approved softball alternatives that this cohort could meet to receive high school diplomas. Various policymakers have expressed interest in extending less demanding options to future graduating classes. Should there be continuing concern over the possibility of dramatically lower rates? At the October state board meeting, the Ohio Department of Education released the following data: The first thing to know about these data is that this calculation includes the entire class of â€"not just students enrolled in their senior yearâ€"and thus includes students who have dropped out. Now to the data: We observe that 68 percent of the class of met the exam-based requirements. ODE does not yet have data on students meeting the career-technical requirementsâ€"a rigorous pathway that requires young people to earn industry credentials. We also see that some special-education students may earn diplomas via their IEP goals. While this number may fall under new federal guidelines , roughly 5 percent of the class of earned diplomas through this pathway. As for the alternatives, odds are that at least a small percentage of these students would have earned a diploma through the original pathways without the additional options being available. A graduation rate in this range would be somewhat lower than in the most recent years. However, rates in the mid- to highs are not exceptionally low, as the chart below indicates. Bear in mind that these rates reflect students who graduated under the eighth-grade level Ohio Graduation Tests OGTs , while current students have to meet more demanding requirements. Ohio graduation rates, classes of through The more important questionâ€"then, just as nowâ€"is how to better support the 15 to 25 percent of students who are on the shakiest paths to post-secondary success as adults. In this regard, Ohio does face a problem that demands solutions. They also discourage young men and women from accumulating valuable skills and abilities. This is the opportunity cost of less rigorous pathways. How many students in the class of stopped working hard to meet academic or technical goals when the easier routes were introduced? The answer, rather, is to recommit to efforts that strengthen the readiness of young people for life after high school. This means focusing on teaching math, English, science, and social studiesâ€"the four core subjects critical to success in lifeâ€"so that more students can breeze through their end-of-course exams. It also means opening more quality career-and-technical opportunities, including access to industry-credentialing programs and business-based apprenticeships. It means encouraging students , as they enter high school, to set ambitious goalsâ€"and cheering them on as they work hard to meet themâ€"and it could mean, at times, delivering tough news about the work ahead. It might also require ramping up fifth-year high school programs, or improving adult education that supports GED acquisition. Former State Board president Tom Gunlock got to the heart of the matter when he wrote on these pages: Yes, it [helping all students meet high graduation standards] will be hard work. Yes, it will push all of us outside our comfort zones. Our children and future generations will thank us. For the purposes of comparing class of data to prior years, this analysis assumes that they are counted in the graduation rate, since this was done in prior years.

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Digging Beneath the Layers of School Reform: Size, Culture, and Personalization 2. California Career Academies: How Structure and Culture Create Optimism Among Low-Income Urban Youth 3. Structuring Competition and Teamwork: Reproducing the Status-Quo and Challenging Inequality Side-By-Side 4.

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committing to addressing it, to institutionalizing academic integrity as a core, strategic value of the educational institution. Other important calls to action in education, such as for access, affordability, and diversity, can fall flat in the meaning they have to our schools, colleges, and universities if, once the students get there, integrity is lacking and cheating is rampant. We should not desire simply for students to get a diploma or degree, but for them to get a diploma or degree that means what it says it means. The authors have hundreds of people to thank including colleagues, students, and, of course, Chris Cardone at Wiley-Blackwell who kept us on target. She also tips her hat to the staff and members of the Center for Academic Integrity â€" they are the folks around the world who recognize both the costs of ignored corruption and the tremendous profitability of academic integrity. And finally, Tricia thanks her family and friends who continue to support her work despite the time it takes her away from them; her husband, Jamie, deserves special recognition because he continues to be the best friend any woman or writer could wish for. Pat developed his interests in academic integrity in graduate school at the University of Virginia and, in the mid-ls, became active in the Center for Academic Integrity. He was mentored by Don McCabe, founder of the Center. The University of San Diego has been very supportive of Pat at both practical and research levels during the last decade. It has been both gratifying and inspiring to us that WileyBlackwell saw the timeliness of this book. Also inspiring has been the interest shown by parents and the public as we have shared our insights with them during conversations about the progress of the book. Virtually everyone we have talked to has shown genuine interest in our effort because it touches memories of lives in school and because people have a nagging feeling that the problem of student cheating, if not addressed, may say something both profound and dangerous about possibilities for children, education, and our common future. As a society, we often try to give voice to our concerns about what may be working in education; but there is something special and deeply personal about student cheating. Confronting student cheating is hard, but there is a promise and power in doing so that many are just beginning to realize. Students are cheating because they are scared of failing. They are cheating because they are scared of having a less than perfect grade point average. They cheat on their own, they cheat with their peers, they cheat with their parents,2 and sometimes students even cheat in cooperation with their teachers and school administrators. However, we do not stop there with the problem of cheating. Retrieved May 10, , from www. Thus, while we establish the state of the problem in the first five chapters of the book, we offer a call for action, tactics, strategies, and conversations to tackle the problem in the last four chapters. And systemic and unaddressed academic cheating defrauds the public who believe that academic diplomas or degrees signify a certain level of accomplishment by the students who possess them. The definition of cheating is dependent on expectations, and its character is marked by a lack of transparency. As another illustration, while students are expected to write their own school papers or speeches and otherwise cite the words and ideas of others, for example, politicians are not. So, we expect students, for the most part, to do their own work for academic credit, and we require them to be transparent about the assistance they receive. If a student is transparent about the assistance received, she might not receive as high a grade than if the teacher thinks the student did her assignment on her own. Retrieved July 21, , from www. We assert that all of these behaviors, whether they are called plagiarism, copying, academic misconduct, or cheating are problematic. We hope to convince you that student cheating is actually the most critical problem facing education today. How can student cheating be the most critical problem when there are multiple other problems to worry about â€" dropouts, violence, drugs, underage drinking, unprotected sex? After all, while other teenage behaviors such as sex or underage drinking can have devastating personal consequences in terms of unplanned pregnancy or automobile accidents, cheating in school seems relatively benign. Or, what can cheating on one exam or one paper really hurt? Academic cheating may not have the same immediate and visible consequences of these other student behaviors, but it is not without its negative consequences. Others may argue that cheating does cause problems, but only to the cheater themself â€" that it is a victimless crime. Although some may argue that a brain surgeon or pilot who cheated in school can do real harm if their competence is lacking, that argument is not very compelling to most people. Who, after all, really believes that cheating on one biology

quiz in sophomore year can really lead to a failure of competence as a surgeon years later? So much of learning comes from experience, after all, and there are many checks and balances so that those incompetents do not enter into critical professions. In this chapter, we explore why cheating in schools and colleges does, in fact, pose a problem for the students as well as for the educational institution. We also discuss why, if it is so problematic, student cheating has been relatively neglected. Finally, we explore the origins of the various movements to counter cheating and how education is better positioned today to deal with student cheating than at any time in recent decades. Yet, at the same time, we have to wonder about the habits a child develops over time, as well as the impact of this act on the validity of the assessment process. Students who persistently and uniformly complete their academic assignments in ways that shortcut effort and garner unfair advantage will learn habits of a cheating character. The Enron scandal of the early twenty-first century shows that cheaters do not just hurt themselves; they can ruin businesses, create financial and economic insecurities, and cause harm to thousands of bystanders. On Campus A senior undergraduate who plagiarized the majority of a paper from various sources begged her professor and one of our authors to drop the case because she would otherwise be denied admission into pharmacy school. In other words, she was asking university employees to violate their own integrity and the school policy so that she would not have to be accountable for her choices. Do we want a student like this handling our medicine? Sure, her plagiarism might have been a one-time thing and she might eventually mature to be responsible and accountable, but perhaps a few years between her undergraduate and graduate degrees may be the time she needs for that maturing. Grades are a commodity in our knowledge society and, to many, they represent the end goal of schooling. What one teacher considers cheating, after all, may not be considered cheating by another teacher. And, sometimes student cheating accomplishes the goals desired by most of society â€" student graduation with a high school diploma or college degree. This attitude leads to cheating by the most qualified, not the least qualified, students in some schools. Retrieved November 24, , from www. And, are our dreams of success really achieved when grades and diplomas are empty representations of content never learned, skills never developed, and honesty never built? What happens to the integrity of our educational institutions if all the Johnnys and Jennys cheat? Most people have, at least once, driven above the speed limit, not stopped fully at a stop sign, or sped past a line of cars on the off-ramp just to cut in at the last minute. And they may, in fact, get you to your destination faster, allowing you to snag that last parking spot before the other guy gets it. One could argue that even the existence of laws and minimal efforts to enforce them will deter most violators and deal with the more egregious and persistent violators. What if the police were reticent to enforce such laws because, when they did, they experienced political and personal backlash? How safe would driving be then? There would be anarchy in the streets, particularly at crossroads where people are left to determine when and how to act. How is the current state of student cheating akin to this driving scenario? The rules for both are vague, often implicit, and varied by context; there is disagreement as to the importance of common standards; and most parents, students, and teachers subtly approve or support the bending of academic ethics. In protest, that biology teacher and another person concerned with the integrity of education quit and were lost to the education sector. Unfortunately for the educational system, most teachers are not like the Piper teacher â€" most are more likely to stay in their positions and simply allow cheating to continue. If parents, teachers, and students believe that the end success justifies the means cheating and student cheating becomes normative, the students themselves would actually be harmed in the long run. How could this be? Employers, universities, and graduate schools would no longer trust the evaluations and rankings being given by our schools, colleges, and universities. At that point, In the Opinion of Experts David Callahan, the author of The Cheating Culture , argued that people cheat in the world today because our society has not only failed to punish cheating, but in some ways has rewarded dishonesty.

Chapter 5 : Table of contents for Small schools and urban youth

Those who pin their hopes on high school reform based on the size of the school are destined to be disappointed. Ultimately the culture must change to impact classroom practice and student and staff expectations, and the best strategy for improving schools at any level will focus less on the structure of the organization and more on building.

Who This Book Is for Acknowledgments 1. Digging Beneath the Layers of School Reform: Size, Culture, and Personalization 2. Structuring Competition and Teamwork: The Case of Boston: Here, the authors allow students to speak for themselves, and there is honesty in their words that makes the reality surrounding urban school reform resonate in a way that quantitative studies cannot. For anyone wishing a clear and concise introduction to the issues surrounding the restructuring of large urban schools into smaller learning centers, this book is a good place to begin. This narrowed focus allows for an analysis of school culture and student involvement on a macroscopic level, creating a fine sociological investigation suitable for both education and sociology libraries. Relationships are critical, and small schools have shown themselves to be most attentive to and proficient at using small size to personalize educational experiences for urban youth. The writing is excellent, the data is engaging, and the conceptualization is insightful, individualistic, and challenging. This book will be useful for any school system working to develop academies. Drexler, Education Department Chair "The book reports on an actual research project and presents numerous quotes from students to support the points being made. It provides a good model of data-driven recommendations. The qualitative research style brings a personal feel that is effective. This book offers clear, practical advice on how to create small schools that are effective in meeting student needs. Too often we succumb to the notion that substantive change is not possible at the high school level, but this book proves how wrong-headed that concept can be. Conchas obtained a Ph. His research specifically focuses on the sociocultural processes within the urban school context that structure variations in educational opportunity for low-income immigrant and U. He is the author of The Color of Success: Conchas teaches courses on theory, policy, and practice about race and urban schooling. While at Harvard, Dr. Rodriguez worked with several urban elementary, middle and high schools and communities as a teacher, consultant, and researcher. He also led several research initiatives examining high school reform, school culture, educational policy, and school dropout. He has several articles under review in academic journals, has published in various education-related magazines, and has presented his work at several national conferences. Rodriguez teaches courses in urban education, educational policy and theory, and social and cultural foundations in education.

based school reform that, among other things, will sustainability and influencing the culture of the e3 Civic High School Personalization.

Foreword [Page xi] Schools in which social justice permeates both student and educator learning are schools where students are not only academically successful, but also are transformed into leaders who aspire to practice social justice in their daily lives. Schools such as these emerge from the passion, purpose, and professional learning of their staff members. Authors Sonia Caus Gleason and Nancy Gerzon share stories of four schools in which staff achieve equity and model social justice through personalizing student and educator learning. The lessons learned from these schools provide concrete actions other schools can and should study for guidance in their efforts to prepare every preK through grade 12 student for college and careers. Stults Road Elementary School, Social Justice Humanitas Academy, Montgomery Center School, and Tusculum View Elementary School have succeed by providing environments firmly grounded in shared values of equity and social justice and in the practice of continuous professional learning. Firm commitment to ensuring that every student achieves success provides educators with the impetus to break out of routines and commit to expand their knowledge, skills, and practices. This commitment also brings educators to question and clarify their personal and professional values and assumptions, challenge those that are barriers to student success, cement common values and goals among members of the school community, and unleash all possibilities to achieve student success. In the communities where these four schools exist, student academic success moved from improbable to reality. These achievements are a result of educators learning and working together within a culture that valued continuous professional learning as well as enacting research-based practices of effective professional learning. Other schools can achieve similar results when they study and apply the standards for professional learning Learning Forward, These standards define the conditions and actions essential to improving educator effectiveness and results for all students. Educators learned in communities that use a cycle of continuous learning that integrates use of student data, frequent professional learning aligned with goals, and continuous assessment of the success of learning Learning Community standard. Each school has strong leaders, both administrators and teacher leaders, who commit not only to build the capacity of all staff to learn and lead, but who establish the structure for ongoing learning Leadership standard. While these schools are not unusually wealthy in terms of funding, they are rich in terms of resources of dedicated staff, often with coaches or other teacher leadership, time for teacher collaboration, technology, and other professional resources to support effective learning and instruction Resource standard. The school models use student, educator, and system data to identify the focus for individual, team, and schoolwide professional learning to evaluate the effectiveness of professional learning Data standard. In each school educators experience multiple forms of professional learning that address their individual, team, and schoolwide learning needs as defined by student achievement Learning Design standard. Educators apply research about change as they sustain support over multiple years and ensure that educators receive peer and supervisor feedback as a lever for refining the application of professional learning Implementation standard. Finally, professional learning in these four schools aligns to the performance expectations for each educator and to the curriculum students are expected to achieve Outcomes standard. Every student deserves effective teaching every day. Gleason and Gerzon show us that this is not a pipe dream. They provide four models of data-driven, personalized instruction that not only embrace the idea of equity, but also achieve it with all students, not just some, achieving high levels of academic success. By sharing and analyzing the professional learning practices at Stults Road Elementary School, Social Justice Humanitas Academy, Montgomery Center School, and Tusculum View Elementary School, Gleason and Gerzon provide readers with not only the inspiration to achieve this outcome, but also the guidance to achieve it by highlighting the unique and common attributes of professional learning that contributed to both student and educator success. StephanieHirshJoellenKillion

Preface [Page xiii] It was not easy to find high-achieving schools with significant free-lunch eligible populations that also personalize learning across the board. When we asked educational leaders around the country to recommend schools, there were three typical responses: I know a teacher who personalizes for every student. Those answers reveal the reason for this quest. There had to be public schools where personalizing efforts led to outperforming other schools. And we wanted to know how they balance challenge and supports for students, and just as important, see how educators were challenged and supported to sustain and deepen that work over time. We explained we were looking for schools where every single student mattered and did well, whatever their background. Every student deserves to be a favorite. And nothing less than an all-out effort to build professional capacity makes that happen. This book explores how educators at four schools learn, facilitate learning, and systemically grow into equity while personalizing instruction. It explores the professional learning, leadership, and systems that enable this to happen. Who Will Find the Book Useful? This book seeks to serve preKâ€"12 educators and those who work with them. It particularly speaks to those interested in how equity leads to personalizing student learning in order to support maximize student [Page xiv]potential, and can transform professional learning and leadership as part of that process. This book is written for the following: School-based educatorsâ€"teachers, teacher leaders, and administrators. This book provides specific professional learning and leadership strategies with examples, strategies, and tools to deepen and extend capacity to help every student get what they need. Professional learning practices, protocols, and routines encourage continuous improvement and reflection. They appear across the book and can be used both to help create a vision and to align and deepen current practices. Teacher and administrator educators. Professional learning and leadership are increasingly present in educator preparation courses. The cases here describe effective practices for individualized instruction and professional learning communities. School board members and other policy makers. It can inform policies and practices for scaling up the work of equity and personalization. District and state-level educators creating supports for school improvement. These examples of school-based practices, along with the chapters on findings, provide specific scaffolds for district and state initiatives to provide resources and encourage focus. There are also accounts of particular ways districts provide both supports and freedoms that enable schools to be student centered. Equity and change agents in school reform. This book offers a vision and practical strategies for professional learning and leadership to advance equity through personalizing student learning. It shows how professional learning and personalization are effective, but emphasizes the specific ways an equity commitment can maximize the impact of these strategies. Focus of the Book This book sets out to answer two questions: What does professional learning look like in underserved school communities that are working systematically and successfully to meet the needs of each learner? What leadership and systems enable professional learning that advances equity and personalization? We wanted to understand what conditions and practices made personalization work. The school cases allowed for a closer analysis of professional learning and leadership strategies that could be obscured in a broader district examination. They reveal specific implementation and professional learning issues that are more visible and immediately evident at the school level. Examination of these schools at work reveals what is possible, and it provides rich information for districts and states to consider when providing resources and guidelines to shape professional learning practice. Their work suggests avenues of research and advocacy for national reform. Design of the Study This study offers four concise cases and complementary analyses that are the fruits of site visits using semistructured protocols and observations, documents review, and a cross-case analysis. Findings are related to professional learning practice. This research employed the case study method and cross-case analysis as laid out in the work of Miles and Huberman We relied extensively on interviews and observations in the four site visits, and extended written and phone conversations both before and afterwards. Site visits produced a wealth of student and professional learning experiences in action. In all, 23 educators were interviewed. This total includes interviews of seven school-based teams, as well as individual interviews and those with other combinations of educators. Nine teams were observed in action. There was also at least one classroom observation and a

walk-through took place in each school, to counterbalance a focus on professional learning experience with exposure to student learning experiences. From the beginning our intention for these cases was to capture, to the greatest extent possible, the perspectives and vignettes of educators, and sometimes students, revealing how learning and professional learning happens. An analysis follows each case, and examines values and practices in play, and systems that support those practices. We reviewed field notes and recordings independently and together, while one person took the lead on drafting cases and an iterative fact-checking and consensus-building process. One or more leaders at each school conducted a member-check, giving substantive feedback on both the case and its analysis, and sometimes offered additional artifacts or information to illustrate a finding. All those interviewed at the schools reviewed quotes where they were specifically named. We extensively used memoing in clarifying logistical process, summarizing findings, identifying gaps in information evidence, [Page xvi]and considering angles of analysis in developing both the cases and their analyses. This framework spoke to the research-based fundamentals of professional learning: It asserted that schools making progress with achievement while personalizing would also have deep attention to equity, use a range of data including formative assessment, and measure impact regularly and keep at it. The early findings of the cross-case analysis did not dispute the presence of these factors, but revealed an unexpected depth of and approach to these practices, and required reframing so this could come to light. Memoing continued to be important in this phase and was complemented by developing matrices that juxtaposed findings across cases. Quotes and vignettes were drawn from cases and school-based data that may not have made it into the cases, to illustrate points and offer a range of possible practices to make findings more accessible. Organization of the Book The book features four high-performing, Title I schools and the practices and systems needed to personalize student and ongoing professional learning. It provides specific findings and guidance. Chapter 1 considers obstacles to equity and argues for a deep commitment to equity leading to personalized learning for students, continuous professional capacity building, leadership, and supporting systems development. Chapters 2 , 3 , 4 , and 5 are four concise cases, showing school-based artifacts, processes, and approaches. Each case is accompanied by analysis that examines the lived values, specific professional learning practices, leadership, and systems we discovered as we visited schools and studied documents. Additional school artifacts are available online at the book website. Chapters 6 , 7 , and 8 reveal patterns across the four cases that have implications for professional capital building. Chapter 6 explains equity and supporting values that ground and shape professional learning. Chapter 7 names the fundamental form and practices of [Page xvii]professional learning required to personalize learning for every student. And Chapter 8 examines leadership and systems that facilitate sustainability and ongoing professional development. Chapter 9 provides a practical call to action to help you make the case for change. Working Assumptions with the Text The authors began with assumptions that schools making equity gains would show evidence of three themes: Explicit commitment to equity, visible in school practices, that guides and shapes professional learning. Job-embedded professional learning to support personalized student learning, emphasizing collaboration among multiple groups, with one or more knowledgeable professionals working at or with the school to help shape the program. Leadership and systems that ensure continuous and sustained professional learning. The four schools are: The two rural schools have primarily Caucasian student populations. Spanning regions across the country, two are urban and two are rural. Montgomery Center has students across 10 grades while Stults Road has across 7.

Chapter 7 : Beacon Press: What Doctors Feel

This article discusses the meaning of the idea that schools should be communities. It argues that the view that schools should be communities should be viewed as a distinct vision of school reform because it has a distinct vision of the problems that require solution (alienation and disengagement) and how they are to be solved.

Good morning and welcome to this timely discussion. We are coming off an historic election, where voters across the country heeded the call for change and supported candidates committed to fixing government at all levels. So what does the new political landscape bode for public school systems? To get started, why have schools become so bureaucratic? Sana Nasser Principal H. Through balanced negotiation and investment in our informational infrastructure, we will effectively serve our precious clientele, our students. Though bureaucracy is not unique to public education; management, administration, and labor must all work together to continue the process of reclamation that has already begun in New York City. I would suggest first taking a long-term historical perspective which might help understand how schools have become bureaucratic institutions. They left that endeavor up to the states. When states began to form, America was an agrarian economy and society. The common schools developed in these rather simple, but harsh, times. One-room multi-grade schoolhouses dominated for the entire 19th Century. Schools were controlled often by a single trustee. Life and schooling were simple. But at the turn of the 20th Century, schools and school districts began to consolidate and become larger and more complex. High schools increased in number and size. Curriculum expanded, electives and advanced courses were added. Special education programs proliferated and rules were developed to "protect" these children. Employees began to bargain collectively. School boards morphed into politicians as they became elected officials. In the latter half of the twentieth century legislatures and Congress began to pass a plethora of laws to govern public education. Large departments in state departments of education and large school district central offices emerged to administer these many laws passed to govern education. Thus, the birth of bureaucracy emerged in the 20th century. This is the era of public schools which continues today. What this writer will argue today is that it is time for a new era of schooling—the freedom school era. An era free of bureaucracy and full of freedom. Thank you for this opportunity to comment. As an educator, I looked at the bureaucracy as another hurdle to proposals for change. In my own case, as a district instructional technology specialist—it took me six months of arguing with the district technology director and the assistant superintendent to get simple cameras installed in one of my computer labs. I could have installed them myself in an hour—tops. My favorite line is that it took about 19 years to get overheads out of the bowling alleys and into classrooms. A principal friend of mine told me that when others see the importance in what you want to do, then it will happen. The problem is that if bureaucracy is thick, you may never have that happen, in most cases, from the bottom up in education. The worst thing that can happen is that creative education pioneers give up. That happens to the most stubborn, but when it happens to those who are not, it may be their last idea. Some top-down comments, and what I see as writer and editor seeking education stories later. Why are public school systems so bureaucratic? Good organizations thrive on good talent and good decision-making, not on greatly codified processes and rules. He is not the true CEO of his school. Most major decisions are made by the central bureaucracy. So they have contributed, unfortunately, to the explosion of regulations and policies. Management talent becomes a rarity Thanks for including me. They actually fall into several categories: One is the complexity—near incomprehensibility some tell us—of the major federal mandates—special education and No Child Left Behind. Second is the "nibbled to death by ducks" phenomenon. Plus, school leaders say, there are often conflicts in what the various mandates call for. Fourth is that principals, who are now expected to be "instructional leaders" and working more directly and closely with classroom teachers, still have a lot of minor administrative tasks that fall to them. As one told us, "Give me a break—how am I responsible for a bus driver being rude at a bus stop? Sana Nasser identified one of the significant problems in the improvement of public education: They must comply with: When is there time or

opportunity for the poor principal to courageously lead a school to education reform and improvement? Ken Royal succinctly points out a prevailing problem in the current bureaucratic environment. It took him six months of arguing to get simple cameras installed in his computer lab when he could have installed them in one hour himself! As he statesâ€"it was frustrating. She was involuntarily transferred to the most high risk and most underperforming elementary school in her district. Ostensibly it was because she was the "best elementary principal we have. However, there is a constant trail of central office administrators, state education department bureaucrats, trainers, consultants and others coming into her building to occupy her time. She is constantly told to go to numerous "training" activities. Meetings, meetings, meetings take up her time. She is out of her building close to half her time for these mandated activities. And the school board expects her to turn around a school in this bureaucratic environment? School reform and school improvement can occur. Step 1 is to let the principal be the CEO of the building. Let me take a somewhat different tack and try to mix up the conversation a bit. Indeed, theoretically anyway, it is good. The problem is when bureaucracy goes awry and the means become the ends rather than serving the ends, in our case student achievement. I suspect we want some procedures aka bureaucracy in place. The question is in what areas does it serve school performance well e. I would really like to hear Marco weigh in on this since I suspect Green Dot has had to think this through with their schools. Jeff- Over the past few years, principals have been given greater autonomy with regard to budget, hiring, curriculum, and professional development. We look forward to continuing these reforms in the future. For example, most school leaders tell us that some data collection requirements of NCLB are beneficialâ€"especially those that focus on achievement among different groups of students. Maybe we could also consider another "how can we solve this" theme, especially since several of us have talked about the "nibbled to death by ducks" syndromeâ€"the accumulation of mandates, rules, etc. Who has the power to make the needed changes? What entities, groups, etc. We have quickly come to a consensus that the sheer volume of bureaucratic requirements in schools make it exceedingly difficult for principals and teachers to focus on their core mission, education not compliance. Given tax revenue shortfalls, rising energy and health care costs, and budgetary pressures at all levels of government, the inevitable challenge for school districts in the foreseeable future will be to do more with less. How can we shrink school bureaucracies? And for those functions which interfere with school performance, who has the power to cut red tape? Can school systems reform themselves or are external forces necessary? Empowerment of teachers and school principals is the key to containing bureaucracy. But with freedom must come responsibility. I suggest the following as an outline for a new vision of public school governance that will diminish the bad effects of bureaucracy: Deregulation of public schools and dismantling the politico-edu-bureaucracy. Create an environment that focuses on students as clients and eliminates politics external to schools. Assign personal and group accountability for all school staff as well as all stakeholders. Provide free choice of public schools for all parents within a reasonable area. Change school finance to a weighted student-funding formula where state revenue follows the child. These six changes can serve as the foundation for a new system of governance of public schools. It will place the authority and responsibility for producing academic achievement results at the building level, while the central office supports buildings with the provision of transportation, facilities, maintenance, and food services. Under this new system of governance the academic responsibility for schools would be bid out competitively to principals and their group of senior level teacher leaders. Five year contracts would be issued. This laces responsibility at the building level, provides transparency of results, and eliminates the need for top-down management of individual schools. With this transparency and accountability, there is no need for massive new laws and regulations to be passed every year micro-managing public schools. Giving teachers and principals freedom to use their independent professional judgment, accompanied by real accountability, can elevate the teaching craft to a true professional status. Sometimes I wonder if thinking about it as you would a medical emergency might help. We seem to know how to cut the red tape there, for the most part. Ken, you raise a couple of interesting points.

Chapter 8 : Cheating in School: What We Know and What We Can Do - PDF Free Download

It examines what is needed at the teacher, school, district, state, and federal levels for educational reform to be successful in multicultural, multilingual settings.

Chapter 9 : Weekly Hit & Run Archive

Social problems perspectives push analysts to dig deeper so as to identify root causes. Thus, the responses during Katrina, for example, surprised some. But the underlying patterns of racism, sexism, ageism, and classism that I noted above, reflected pre-event patterns of vulnerability.