

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

Chapter 1 : SSCD/Education/93

CHAPTER 5 Structural Effects in Education A History of an Idea ROBERT DREEBEN There are strong reasons to believe that schools have an impact on the students who attend.

Inequality in Teaching and Schooling: Few Americans realize that the U. Poor and minority students are concentrated in the least well-funded schools, most of which are located in central cities or rural areas and funded at levels substantially below those of neighboring suburban districts. Recent analyses of data prepared for school finance cases in Alabama, New Jersey, New York, Louisiana, and Texas have found that on every tangible measure—from qualified teachers to curriculum offerings—schools serving greater numbers of students of color had significantly fewer resources than schools serving mostly white students. In combination, policies associated with school funding, resource allocations, and Page Share Cite Suggested Citation: The National Academies Press. The end results of these educational inequalities are increasingly tragic. Whereas a high school dropout had two chances out of three of getting a job 20 years ago, today he or she has less than one chance out of three, and the job he or she can get pays less than half of what would have been earned 20 years earlier WT Grant Foundation, The effects of dropping out are much worse for young people of color than for whites. Even recent graduates from high school struggle to find jobs. Those who do not succeed in school are becoming part of a growing underclass, cut off from productive engagement in society. In addition, working class young people and adults who were prepared for the disappearing jobs of the past teeter on the brink of downward social mobility. Because the economy can no longer absorb many unskilled workers at decent wages, lack of education is increasingly linked to crime and welfare dependency. Women who have not finished high school are much more likely than others to be on welfare, while men are much more likely to be in prison. National investments in the last decade have tipped heavily toward incarceration rather than education. Department of Commerce, , p. The situation is worse in some parts of the country. In , there were more African-American citizens on probation, in jail, in prison, or on parole 1., than there were in college 1., U. Department of Commerce, table numbers and , pp. Increased incarceration, and its disproportionate effects upon the African-American community, are a function of new criminal justice policies and ongoing police discrimination Miller, as well as lack of access to education. Page Share Cite Suggested Citation: As I describe below, schools that serve large numbers of students of color are least likely to offer the kind of curriculum and teaching needed to meet the new standards being enacted across the states and to help students attain the skills needed in a knowledge work economy. Although overall educational attainment for black Americans increased steadily between and , this trend is reversing in some states that have imposed graduation exams without improving opportunities to learn. However, dropout rates have been increasing for black male students since Recent evidence from individual states like Texas, Florida, and Georgia where exit exams have been instituted indicates that dropout and pushout rates have increased substantially for African-American and Hispanic students during the s Haney, The situation in many urban school systems deteriorated throughout the s and s as drops in per pupil expenditures have accompanied tax cuts while immigration and enrollments have grown. Urban schools serve increased numbers of students who do not speak English as their native language and growing proportions requiring special educational services. These students are increasingly served by growing numbers of unqualified teachers who have been hired since the late s. Students whose education is guided mostly by workbooks compatible with basic skills tests find themselves at a growing disadvantage when they confront the more challenging expectations of new standards and the assessments that accompany them. As Taylor and Piche noted: Inequitable systems of school finance inflict disproportionate harm on minority and economically disadvantaged students. On an inter-state basis, such students are concentrated in states, primarily in the South, that have the lowest capacities to finance public education. On an intra-state basis, many of the states with the widest disparities in educational expenditures are large industrial states. In these states, many minorities and economically disadvantaged students are located in property-poor urban

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

districts which fare the worst in educational expenditures. In addition, in several states economically disadvantaged students, white and black, are concentrated in rural districts which suffer from fiscal inequity pp. In their review of resource allocation studies, MacPhail-Wilcox and King summarized the resulting situation as follows: School expenditure levels correlate positively with student socioeconomic status and negatively with educational need when school size and grade level are controlled statisticallyâ€”Teachers with higher salaries are concentrated in high-income and low-minority schools. Furthermore, pupil-teacher ratios are higher in schools with larger minority and low-income student populationsâ€” Educational units with higher proportions of low-income and minority students are allocated fewer fiscal and educational resources than are more affluent educational units, despite the probability that these students have substantially greater need for both p. The State of New York provides a recent example. Studies have found that by virtually any resource measureâ€”state and local dollars per pupil, student-teacher ratios and student-staff ratios, class sizes, teacher experience, and teacher qualificationsâ€” districts with greater proportions of poor and minority students receive fewer resources than others Berne, State of New York. A similar suit is now pending in the Superior Court of California Williams v. A critical problem is that shortages of funds make it difficult for urban and poor rural schools to compete in the marketplace for qualified teachers. When districts do not find qualified teachers, they assign the least able individuals to the students with the least political clout. In , for example, the Los Angeles City School District was sued by students in predominantly minority schools because their schools were not only overcrowded and less well funded than other schools, they were also disproportionately staffed by inexperienced and unprepared teachers hired on emergency credentials Rodriguez et al. Consent decree filed August 12, A growing body of research suggests that inequitable distributions of qualified teachers are a major cause of the achievement gap. Recent studies have found that differential teacher effectiveness is an extremely strong determinant of differences in student learning, far outweighing the effects of differences in class size and heterogeneity. These studies also find evidence of bias in assignment of students to teachers of different effectiveness levels, including indications that African American students are nearly twice as likely to be assigned to the most ineffective teachers and about half as likely to be assigned to the most effective teachers. Other data also indicate that black students are more likely to attend large schools than white students Paterson Institute, , with much larger than average class sizes NCES, a, p. A , and confirm that smaller schools and classes make a difference for student achievement for a review, see Darling-Hammond, These findings are confirmed elsewhere. Student test scores 5th grade math by effectiveness level of teachers over a three-year period, for two metropolitan school systems. University of Tennessee, Of the inputs which are potentially policy-controllable teacher quality, teacher numbers via the pupil-teacher ratio and capital stock our analysis indicates quite clearly that improving the quality of teachers in the classroom will do more for students who are most educationally at risk, those prone to fail, than reducing the class size or improving the capital stock by any reasonable margin which would be available to policy makers p. Achievement gains were calculated as standard deviation units on a range of achievement tests in the 60 studies reviewed. Unfortunately, policymakers have nearly always been willing to fill teaching vacancies by lowering standards so that people who have had little or no preparation for teaching can be hired, especially if their clients are minority and low-income students. As Evertson and colleagues concluded: T he available research suggests that among students who become teachers, those enrolled in formal preservice preparation programs are more likely to be effective than those who do not have such training. Moreover, almost all well planned and executed efforts within teacher preparation programs to teach students specific knowledge or skills seem to succeed, at least in the short run p. Most important, their students learn at lower levels See figure 3. Teacher expertise and curriculum quality are interrelated, because expert teachers are a prerequisite for the successful implementation of challenging curriculum. Thus, policies that resolve shortages in poor districts by hiring unprepared teachers serve only to exacerbate the inequalities low-income and minority children experience. Journal of Teacher Education, 36 3 Mayâ€”June ; pp. He found that differences in reading outcomes among students were almost entirely explained not by socioeconomic status or race, but

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

by the quality of instruction the students received: Our evidence shows that the level of learning responds strongly to the quality of instruction: However, the study also found that the quality of instruction received by African-American students was, on average, much lower than that received by white students, thus creating a racial gap in aggregate achievement at the end of first grade. These students, though, learned less during first grade than their lower-aptitude white counterparts because their teacher was unable to provide the quality instruction this talented group deserved. Furthermore, teachers who have had more professional coursework are more likely to use an approach that integrates literature and writing, which is associated with stronger achievement. For example, teachers with more staff development hours in reading are much more likely to use a wide variety of books, newspapers, and materials from other subject areas and to engage students in regular writing, all of which are associated with higher reading achievement. They are also less likely to use reading kits, basal readers, and workbooks which are associated with lower levels of reading achievement NAEP, Most studies have estimated effects statistically based on natural occurrences of different tracking policies. Another study of African-American high school youth randomly placed in public housing in the Chicago suburbs rather than in the city, found similar results. Compared to their comparable city-placed peers who were of equivalent income and initial academic attainment, the students who were enabled to attend largely white and better-funded suburban schools had better educational outcomes across many dimensions. These examples are drawn from carefully controlled studies that confirm what many other studies have suggested. By every measure of qualifications, unqualified and underprepared teachers continue to be found disproportionately in schools serving greater numbers of low-income or minority students NCES, a. The vast majority of these teachers were assigned to the most disadvantaged schools in central city and poor rural school districts. Districts with the greatest concentrations of poor children, minority children, and children of immigrants are also those where incoming teachers are least likely to have learned about up-to-date teaching methods or about how children grow, learn, and develop—and what to do if they are having difficulties. In addition, when faced with shortages, districts often hire substitutes, assign teachers outside their fields of qualification, expand class sizes, or cancel course offerings. No matter what strategies are adopted, the quality of instruction suffers. This adds additional problems of staff instability to the already difficult circumstances in which central city youth attend school. Where these practices persist, many children in central city schools are taught by a parade of short-term substitute teachers, inexperienced teachers without support, and underqualified teachers who are not really familiar with either their subject matter or effective methods. The California Commission on the Teaching Profession concluded that disproportionate numbers of minority and poor students are taught throughout their entire school careers by the least qualified teachers. This sets up the school failure that society predicts for them. Based on teacher experience, certification status, preparation in the discipline, degrees, self-confidence, and teacher and principal perceptions of competence, it is clear that low-income and minority students have less contact with the best-qualified science and mathematics teachers. Our evidence lends considerable support to the argument that low-income, minority, and inner-city students have fewer opportunities—They have considerably less access to science and mathematics knowledge at school, fewer material resources, less-engaging learning activities in their classrooms, and less-qualified teachers— p. Access to High-Quality Curriculum In addition to being taught by teachers less qualified than those of their white and suburban counterparts, urban and minority students face dramatic differences in courses, curriculum materials, and equipment. Unequal access to high-level courses and challenging curriculum explains much of the difference in achievement between minority students and white students. These data also demonstrate that for students of all racial and ethnic groups, course taking is strongly related to achievement. For students with similar course taking records, achievement test score differences by race or ethnicity narrow substantially Jones, ; College Board, , p. One source of inequality is the fact that high-minority schools are much less likely to offer advanced and college preparatory courses in mathematics and science than are schools that serve affluent and largely white populations of students Matthews, ; Oakes, Schools serving predominantly minority and poor populations offer fewer advanced courses and more

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

remedial courses in academic subjects, and they have smaller academic tracks and larger vocational programs NCES, ; Rock et al. The size and rigor of college preparatory programs within schools vary with the race and socioeconomic status of school populations California State Department of Education, As plaintiffs noted in the New Jersey school finance case, wealthy and predominantly white Montclair offers foreign languages at the preschool level, while poor and predominantly black Paterson does not offer any until high school” Page Share Cite Suggested Citation: When high-minority, low-income schools offer any advanced or college preparatory courses, they offer them to only a very tiny fraction of students. Thus, at the high school level, African American, Hispanics, and Native Americans have traditionally been underrepresented in academic programs and overrepresented in general education or vocational education programs, where they receive fewer courses in areas such as English, mathematics, and science College Board, The unavailability of teachers who could teach these upper-level courses, or who can successfully teach heterogeneous groups of students, reinforces these inequalities in access to high-quality curricula. Scarce resources tend to get allocated to the students whose parents, advocates, or representatives have the most political clout. This results, not entirely but disproportionately, in the most highly qualified teachers teaching the most enriched curricula to the most advantaged students.

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

Chapter 2 : Sociological Theory/Structural Functionalism - Wikibooks, open books for an open world

Handbook of the sociology of education. [Maureen T Hallinan;] a history of an idea / Robert Dreeben --School Structural effects in education: a history of an.

Alwin and Otto, for example, assessed the strength of aggregate school properties on aspirations and whether within-school variation in student characteristics accounted for those effects. Bidwell and Kasarda showed how reliance on aggregate measures reduced explanatory power and also drew attention to the importance of internal school processes—“schooling”—as mechanisms accounting for achievement differences. Gamoran, analyzing the stratification of high school learning opportunities, showed that in six curricular areas, measures of school composition and course offerings added virtually nothing to the amount of variation in learning explained, and with few exceptions changed by trivial amounts, the values of coefficients representing student characteristics entered earlier into regression equations. SCHOOL COMMUNITY From the s onward, public policy agendas shaped research on the effects of schools, first centered thematically on equality, and later on the alleged failures of schools and the proposed remedies of choice, vouchers, tax credits, charter and private schools, site-based management, decentralization, and community governance. All employed structural effects reasoning. This interest in policy represented a thematic shift from research written to explore sociological themes without a policy subtext. There is an affinity between the stress on normative school climate in this work and its intent to reform schools, because attempts to effect change tend to be guided by value-laden definitions of desirable conditions and by the means to reach them. These three studies concerned themselves with applying the alleged benefits of private schools to the betterment of public schools. They also shared a premise that such different educational outcomes as achievement in school subjects, rates of dropping out, and student indiscipline, among others, can be explained by global properties of schools. The evidence they adduced shows that these outcomes vary according to their location in sectors of the educational system: Catholic, and private non-Catholic. Sectoral analyses compare individuals identified by their school attendance in one of the sectors and treat schools as possessing the characteristics of their respective sectors. School differences within sectors receive some attention; differences in educational experience within schools do not. High School Achievement Coleman et al. It described the terms of public debate about whether private schools foster positive or negative outcomes more than public schools pp. Underlying the public-private distinction was the idea that public sector schools were organized around residence and that Catholic schools were organized around religious identity p. These two principles of organization applied both to schools and to sectors, making them in effect conceptually isomorphic. The policy framework governing the comparison of public and private sectors and schools subordinated internal differences in school structure and schooling to commonalities across schools within sectors, thereby emphasizing differences between sectors. Yet prece Robert Dreeben dent existed for treating the internal structure and operation of schools e. Coleman and associates showed that patterns of academic course taking, indiscipline, future academic plans, self-esteem, academic performance by subject reading, vocabulary, and mathematics, and other considerations favored the Catholic sector and other private sectors over the public sector and for different student subpopulations. The mechanisms accounting for sectoral differences in outcome were coursework, homework, attendance, positive disciplinary climate, and good student behavior p. Accepting these conclusions at face value, however, requires hesitation because the characteristics of student populations and schools were measured by sector as if there were no structural variation within schools and among schools within sectors. This is because the initial residential versus religious community distinction provides no conceptual basis for considering within-sector and within-school variation. However, if school deviations from a sectoral pattern occur, explaining school variation within sectors remains an issue that draws attention to events and to structures internal to schools. This pattern, called the “common school effect,” was said to indicate that achievement differences in Catholic schools were less responsive to student class, race, and ethnic distinctions than in public schools. Lee and

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

Bryk, , for example, adopted as a "premise that there is a more equitable distribution of achievement in Catholic schools than in public schools" [p. Generalizations about the Catholic school advantage, the common school effect, and the relation between school and sector are germane to structural effects analysis. Coleman and Hoffer introduced the concepts of "functional" and "value" community to elaborate the meaning of sector and school. They based this distinction on the following historical narrative. In the 19th century there was coincidence between two school tasks: In time, because of immigration and the ensuing increase in ethnic and religious diversity, technological change, urbanization, and the growth of mass media, the historical coincidence disintegrated and yielded three separate and at times conflicting "orientations" to school organization: These considerations cast some doubt on the primary significance of the three orientations. The norms that pervaded the school were in part those dictated by the needs of youth themselves,. Alwin and Otto , for example, assessed the strength of aggregate school properties on aspirations and whether within-school variation in student characteristics accounted for those effects. Bidwell and Kasarda showed how reliance on aggregate measures reduced explanatory power and also drew attention to the importance of internal school processes "schooling" as mechanisms accounting for achievement differences. Gamoran , analyzing the stratification of high school learning opportunities, showed that in six curricular areas, measures of school composition and course offerings added virtually nothing to the amount of variation in learning explained, and with few exceptions changed by trivial amounts, the values of coefficients representing student characteristics entered earlier into regression equations. SCHOOL COMMUNITY From the s onward, public policy agendas shaped research on the effects of schools, first centered thematically on equality, and later on the alleged failures of schools and the proposed remedies of choice, vouchers, tax credits, charter and private schools, site-based management, decentralization, and community governance. This interest in policy represented a thematic shift from research written to explore sociological themes without a policy subtext. There is an affinity between the stress on normative school climate in this work and its intent to reform schools, because attempts to effect change tend to be guided by value-laden definitions of desirable conditions and by the means to reach them. These three studies concerned themselves with applying the alleged benefits of private schools to the betterment of public schools. They also shared a premise that such different educational outcomes as achievement in school subjects, rates of dropping out, and student indiscipline, among others, can be explained by global properties of schools. The evidence they adduced shows that these outcomes vary according to their location in sectors of the educational system: Sectoral analyses compare individuals identified by their school attendance in one of the sectors and treat schools as possessing the characteristics of their respective sectors. School differences within sectors receive some attention; differences in educational experience within schools do not. It described the terms of public debate about whether private schools foster positive or negative outcomes more than public schools pp. Underlying the public-private distinction was the idea that public sector schools were organized around residence and that Catholic schools were organized around religious identity p. These two principles of organization applied both to schools and to sectors, making them in effect conceptually isomorphic. The policy framework governing the comparison of public and private sectors and schools subordinated internal differences in school structure and schooling to commonalities across schools within sectors, thereby emphasizing differences between sectors. Yet prece Robert Dreeben existed for treating the internal structure and operation of schools e. Coleman and associates showed that patterns of academic course taking, indiscipline, future academic plans, self-esteem, academic performance by subject reading, vocabulary, and mathematics , and other considerations favored the Catholic sector and other private sectors over the public sector and for different student subpopulations. The mechanisms accounting for sectoral differences in outcome were coursework, homework, attendance, positive disciplinary climate, and good student behavior p. Accepting these conclusions at face value, however, requires hesitation because the characteristics of student populations and schools were measured by sector as if there were no structural variation within schools and among schools within sectors. This is because the initial residential versus religious community distinction provides no conceptual basis for considering within-sector and

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

within-school variation. However, if school deviations from a sectoral pattern occur, explaining school variation within sectors remains an issue that draws attention to events and to structures internal to schools. This pattern, called the "common school effect," was said to indicate that achievement differences in Catholic schools were less responsive to student class, race, and ethnic distinctions than in public schools. Lee and Bryk, for example, adopted as a "premise that there is a more equitable distribution of achievement in Catholic schools than in public schools" [p. Generalizations about the Catholic school advantage, the common school effect, and the relation between school and sector are germane to structural effects analysis. Coleman and Hoffer introduced the concepts of "functional" and "value" community to elaborate the meaning of sector and school. In time, because of immigration and the ensuing increase in ethnic and religious diversity, technological change, urbanization, and the growth of mass media, the historical coincidence disintegrated and yielded three separate and at times conflicting "orientations" to school organization: These considerations cast some doubt on the primary significance of the three orientations. The norms that pervaded the school were in part those dictated by the needs of youth themselves,.

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

Chapter 3 : Handbook of the sociology of education - Catalog - UW-Madison Libraries

Research and Theory on Equality and Education Kathleen Lynch 5. Structural Effects in Education: A History of an Idea Robert Dreeben 6. School Effects: Theoretical.

Specific questions related to curriculum studies include the following: What should be taught in schools? Why should it be taught? To whom should it be taught? What does it mean to be an educated person? Components of CS also investigate the relationship between curriculum theory and educational practice and the relationship between school programs and the contours of the society and culture in which schools are located. There are programs in the field of curriculum studies in several Colleges of Education around the world. Curriculum studies was also the first subdivision of the American Educational Research Association, known as Division B. Important CS books include *The Curriculum*: Macmillan, ; and *Understanding Curriculum* by William Pinar, et al. Peter Lang Publishing, Curriculum studies emerged as a distinctive field in the late s and early s from educationists focused on curriculum development. The shift from developing and evaluating curriculum to understanding curriculum is known as the "Reconceptualization" of the curriculum field. In *Moral Education* Durkheim wrote: He must come to class regularly, he must arrive at a specified time and with an appropriate bearing and attitude. He must not disrupt things in class. He must have learned his lessons, done his homework, and have done so reasonably well, etc. There are, therefore, a host of obligations that the child is required to shoulder. Together they constitute the discipline of the school. It is through the practice of school discipline that we can inculcate the spirit of discipline in the child. New York, The Free Press. Jackson may have coined the term "hidden curriculum" in his book *Life in Classrooms*. He argued that primary school emphasized specific skills: The structural functional sociologist Robert Dreeben *On What is Learned in School* similarly concluded that the curriculum of schooling taught students to "form transient social relationships, submerge much of their personal identity, and accept the legitimacy of categorical treatment". Dreeben argued that formal schooling indirectly conveyed to students values such as independence and achievement, essential for their later membership in society. Since then, curriculum studies researchers ranging across the spectrum of paradigmsâ€”from conservative structural- functionalists, to neo- Marxists to narrative- and arts-based researchersâ€”have examined formal curricula, experienced curricula, and hidden curricula. Progressive researchers like Paul Willis, *Learning to Labor: Journal of Education*, and Annette Lareau *Social Class, and Parental Intervention in Elementary Education* have examined the ways that hidden and overt curricula reproduce social class position. Narrative and arts-based researchers like Thomas Barone, *Touching Eternity: The Enduring Outcomes of Teaching* have inquired about the long-term effects of curricula on student lives. So-called "resistance theorists" conceptualized students and teachers as active agents working to subvert, reject, or change curricula. They noted that "curriculum" was not a unified structure but incoherent conflicting and contradictory messages. Other researchers have examined the interactions between racial and ethnic cultures and the dominant curricula of the school. Additionally, Judith Stacey proposed in the s schools conveyed a hidden curriculum that perpetuated the "sexist beliefs, attitudes, and values" of the time period "And Jill Came Tumbling After Sexism in American Education".

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

Chapter 4 : Sociology of Education | www.nxgvision.com

Barr and Dreeben, How Schools Work, chapters , 6. R. Dreeben, "Structural Effects in Education: History of an Idea," in Hallinan, Handbook of the Sociology of Education.

Its central idea is that society is a complex unit, made up of interrelated parts. Sociologists who apply this theory study social structure and social function. Functions of Deviance Durkheim argued that deviance is a normal and necessary part of any society because it contributes to the social order. He identified four specific functions that deviance fulfills: Affirmation of cultural norms and values: Seeing a person punished for a deviant act reinforces what a society sees as acceptable or unacceptable behavior. Sentencing a thief to prison affirms our culturally held value that stealing is wrong. Just as some people believe that the concept of God could not exist without the concept of the devil, deviance helps us affirm and define our own norms. Clarification of right and wrong: Responses to deviant behavior help individuals distinguish between right and wrong. When a student cheats on a test and receives a failing grade for the course, the rest of the class learns that cheating is wrong and will not be tolerated. Unification of others in society: Responses to deviance can bring people closer together. In the aftermath of the attacks on September 11, , people across the United States, and even the world, were united in their shock and grief. There was a surge in patriotic feeling and a sense of social unity among the citizens of the United States. Deviance can also encourage the dominant society to consider alternative norms and values. Strain Theory of Deviance Sometimes people find that when they attempt to attain culturally approved goals, their paths are blocked. Not everyone has access to institutionalized means, or legitimate ways of achieving success. Strain theory, developed by sociologist Robert Merton, posits that when people are prevented from achieving culturally approved goals through institutional means, they experience strain or frustration that can lead to deviance. He said that they also experience anomie, or feelings of being disconnected from society, which can occur when people do not have access to the institutionalized means to achieve their goals. In a class of graduating high school seniors, 90 percent of the students have been accepted at various colleges. Five percent do not want to go to college, and the remaining five percent want to go to college but cannot, for any one of a number of reasons. All of the students want to succeed financially, and attending college is generally accepted as the first step toward that goal. They had the same goals as everyone else but were blocked from the usual means of achieving them. They may act out in a deviant manner. Institutionalized Means to Success In the s, sociologists Richard Cloward and Lloyd Ohlin theorized that the most difficult task facing industrialized societies is finding and training people to take over the most intellectually demanding jobs from the previous generation. To progress, society needs a literate, highly trained work force. Cloward and Ohlin argued that if people were dissatisfied with what they had, what they earned, or where they lived, they would be motivated to work harder to improve their circumstances. In order to compete in the world marketplace, a society must offer institutionalized means of succeeding. For example, societies that value higher education as a way to advance in the workplace must make educational opportunity available to everyone.

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

Chapter 5 : Curriculum studies - Wikipedia

structural Effects in Education distinction was the idea that public sector schools were organized around residence and that Robert Dreeben.

Inequality in Teaching and Schooling: Few Americans realize that the U. Poor and minority students are concentrated in the least well-funded schools, most of which are located in central cities or rural areas and funded at levels substantially below those of neighboring suburban districts. Recent analyses of data prepared for school finance cases in Alabama, New Jersey, New York, Louisiana, and Texas have found that on every tangible measure—from qualified teachers to curriculum offerings—schools serving greater numbers of students of color had significantly fewer resources than schools serving mostly white students. In combination, policies associated with school funding, resource allocations, and tracking leave minority students with fewer and lower-quality books, curriculum materials, laboratories, and computers; significantly larger class sizes; less qualified and experienced teachers; and less access to high-quality curriculum. The end results of these educational inequalities are increasingly tragic. Whereas a high school dropout had two chances out of three of getting a job 20 years ago, today he or she has less than one chance out of three, and the job he or she can get pays less than half of what would have been earned 20 years earlier WT Grant Foundation, The effects of dropping out are much worse for young people of color than for whites. Even recent graduates from high school struggle to find jobs. Those who do not succeed in school are becoming part of a growing underclass, cut off from productive engagement in society. In addition, working class young people and adults who were prepared for the disappearing jobs of the past teeter on the brink of downward social mobility. Because the economy can no longer absorb many unskilled workers at decent wages, lack of education is increasingly linked to crime and welfare dependency. Women who have not finished high school are much more likely than others to be on welfare, while men are much more likely to be in prison. National investments in the last decade have tipped heavily toward incarceration rather than education. Department of Commerce, , p. The situation is worse in some parts of the country. In , there were more African-American citizens on probation, in jail, in prison, or on parole 1., than there were in college 1., U. Department of Commerce, table numbers and , pp. Increased incarceration, and its disproportionate effects upon the African-American community, are a function of new criminal justice policies and ongoing police discrimination Miller, as well as lack of access to education. Meanwhile, schools have changed slowly. As I describe below, schools that serve large numbers of students of color are least likely to offer the kind of curriculum and teaching needed to meet the new standards being enacted across the states and to help students attain the skills needed in a knowledge work economy. Although overall educational attainment for black Americans increased steadily between and , this trend is reversing in some states that have imposed graduation exams without improving opportunities to learn. However, dropout rates have been increasing for black male students since Recent evidence from individual states like Texas, Florida, and Georgia where exit exams have been instituted indicates that dropout and pushout rates have increased substantially for African-American and Hispanic students during the s Haney, The situation in many urban school systems deteriorated throughout the s and s as drops in per pupil expenditures have accompanied tax cuts while immigration and enrollments have grown. Urban schools serve increased numbers of students who do not speak English as their native language and growing proportions requiring special educational services. These students are increasingly served by growing numbers of unqualified teachers who have been hired since the late s. As new tests in many states and the National Assessment of Educational Progress, focus more on higher-order skills, problem solving, analytic and writing ability, they diverge from the lower-level skills taught in many texts and tested by widely used multiple choice examinations. Students whose education is guided mostly by workbooks compatible with basic skills tests find themselves at a growing disadvantage when they confront the more challenging expectations of new standards and the assessments that accompany them. As Taylor and Piche noted: Inequitable systems of school finance

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

inflict disproportionate harm on minority and economically disadvantaged students. On an inter-state basis, such students are concentrated in states, primarily in the South, that have the lowest capacities to finance public education. On an intra-state basis, many of the states with the widest disparities in educational expenditures are large industrial states. In these states, many minorities and economically disadvantaged students are located in property-poor urban districts which fare the worst in educational expenditures. In addition, in several states economically disadvantaged students, white and black, are concentrated in rural districts which suffer from fiscal inequity pp. In their review of resource allocation studies, MacPhail-Wilcox and King summarized the resulting situation as follows: School expenditure levels correlate positively with student socioeconomic status and negatively with educational need when school size and grade level are controlled statistically. Teachers with higher salaries are concentrated in high-income and low-minority schools. Furthermore, pupil-teacher ratios are higher in schools with larger minority and low-income student populations. Educational units with higher proportions of low-income and minority students are allocated fewer fiscal and educational resources than are more affluent educational units, despite the probability that these students have substantially greater need for both p. These inequalities are increasingly the subject of legal action. The State of New York provides a recent example. Studies have found that by virtually any resource measure—state and local dollars per pupil, student-teacher ratios and student-staff ratios, class sizes, teacher experience, and teacher qualifications—districts with greater proportions of poor and minority students receive fewer resources than others Berne, State of New York. A similar suit is now pending in the Superior Court of California Williams v. A critical problem is that shortages of funds make it difficult for urban and poor rural schools to compete in the marketplace for qualified teachers. When districts do not find qualified teachers, they assign the least able individuals to the students with the least political clout. In , for example, the Los Angeles City School District was sued by students in predominantly minority schools because their schools were not only overcrowded and less well funded than other schools, they were also disproportionately staffed by inexperienced and unprepared teachers hired on emergency credentials Rodriguez et al. Consent decree filed August 12, A growing body of research suggests that inequitable distributions of qualified teachers are a major cause of the achievement gap. Recent studies have found that differential teacher effectiveness is an extremely strong determinant of differences in student learning, far outweighing the effects of differences in class size and heterogeneity. These studies also find evidence of bias in assignment of students to teachers of different effectiveness levels, including indications that African American students are nearly twice as likely to be assigned to the most ineffective teachers and about half as likely to be assigned to the most effective teachers. Other data also indicate that black students are more likely to attend large schools than white students Paterson Institute, , with much larger than average class sizes NCES, a, p. A , and confirm that smaller schools and classes make a difference for student achievement for a review, see Darling-Hammond, These findings are confirmed elsewhere. Student test scores 5th grade math by effectiveness level of teachers over a three-year period, for two metropolitan school systems. Cumulative and Residual Effects of more Of the inputs which are potentially policy-controllable teacher quality, teacher numbers via the pupil-teacher ratio and capital stock our analysis indicates quite clearly that improving the quality of teachers in the classroom will do more for students who are most educationally at risk, those prone to fail, than reducing the class size or improving the capital stock by any reasonable margin which would be available to policy makers p. Effects of educational investments: Achievement gains were calculated as standard deviation units on a range of achievement tests in the 60 studies reviewed. Unfortunately, policymakers have nearly always been willing to fill teaching vacancies by lowering standards so that people who have had little or no preparation for teaching can be hired, especially if their clients are minority and low-income students. As Evertson and colleagues concluded: The available research suggests that among students who become teachers, those enrolled in formal preservice preparation programs are more likely to be effective than those who do not have such training. Moreover, almost all well planned and executed efforts within teacher preparation programs to teach students specific knowledge or skills seem to succeed, at least in

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

the short run p. Most important, their students learn at lower levels See figure 3. Journal of Teacher Education, 36 3 Mayâ€”June ; more Teacher expertise and curriculum quality are interrelated, because expert teachers are a prerequisite for the successful implementation of challenging curriculum. Thus, policies that resolve shortages in poor districts by hiring unprepared teachers serve only to exacerbate the inequalities low-income and minority children experience. He found that differences in reading outcomes among students were almost entirely explained not by socioeconomic status or race, but by the quality of instruction the students received: Our evidence shows that the level of learning responds strongly to the quality of instruction: However, the study also found that the quality of instruction received by African-American students was, on average, much lower than that received by white students, thus creating a racial gap in aggregate achievement at the end of first grade. These students, though, learned less during first grade than their lower-aptitude white counterparts because their teacher was unable to provide the quality instruction this talented group deserved. Furthermore, teachers who have had more professional coursework are more likely to use an approach that integrates literature and writing, which is associated with stronger achievement. For example, teachers with more staff development hours in reading are much more likely to use a wide variety of books, newspapers, and materials from other subject areas and to engage students in regular writing, all of which are associated with higher reading achievement. They are also less likely to use reading kits, basal readers, and workbooks which are associated with lower levels of reading achievement NAEP, Most studies have estimated effects statistically based on natural occurrences of different tracking policies. Another study of African-American high school youth randomly placed in public housing in the Chicago suburbs rather than in the city, found similar results. Compared to their comparable city-placed peers who were of equivalent income and initial academic attainment, the students who were enabled to attend largely white and better-funded suburban schools had better educational outcomes across many dimensions. These examples are drawn from carefully controlled studies that confirm what many other studies have suggested. The Unequal Distribution Of Teachers Minority and low-income students in urban settings are most likely to find themselves in classrooms staffed by inadequately prepared, inexperienced, and ill-qualified teachers because funding inequities, distributions of local power, labor market conditions, and dysfunctional hiring practices conspire to produce teacher shortages of which they bear the brunt. By every measure of qualifications, unqualified and underprepared teachers continue to be found disproportionately in schools serving greater numbers of low-income or minority students NCES, a. The vast majority of these teachers were assigned to the most disadvantaged schools in central city and poor rural school districts. Districts with the greatest concentrations of poor children, minority children, and children of immigrants are also those where incoming teachers are least likely to have learned about up-to-date teaching methods or about how children grow, learn, and developâ€”and what to do if they are having difficulties. In addition, when faced with shortages, districts often hire substitutes, assign teachers outside their fields of qualification, expand class sizes, or cancel course offerings. No matter what strategies are adopted, the quality of instruction suffers. This adds additional problems of staff instability to the already difficult circumstances in which central city youth attend school. Where these practices persist, many children in central city schools are taught by a parade of short-term substitute teachers, inexperienced teachers without support, and underqualified teachers who are not really familiar with either their subject matter or effective methods. The California Commission on the Teaching Profession concluded that disproportionate numbers of minority and poor students are taught throughout their entire school careers by the least qualified teachers. This sets up the school failure that society predicts for them. Based on teacher experience, certification status, preparation in the discipline, degrees, self-confidence, and teacher and principal perceptions of competence, it is clear that low-income and minority students have less contact with the best-qualified science and mathematics teachers. Our evidence lends considerable support to the argument that low-income, minority, and inner-city students have fewer opportunitiesâ€”They have considerably less access to science and mathematics knowledge at school, fewer material resources, less-engaging learning activities in their classrooms, and less-qualified teachersâ€” p. Access to High-Quality Curriculum In addition to being taught by

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

teachers less qualified than those of their white and suburban counterparts, urban and minority students face dramatic differences in courses, curriculum materials, and equipment. Unequal access to high-level courses and challenging curriculum explains much of the difference in achievement between minority students and white students. These data also demonstrate that for students of all racial and ethnic groups, course taking is strongly related to achievement. For students with similar course taking records, achievement test score differences by race or ethnicity narrow substantially Jones, ; College Board, , p. One source of inequality is the fact that high-minority schools are much less likely to offer advanced and college preparatory courses in mathematics and science than are schools that serve affluent and largely white populations of students Matthews, ; Oakes, Schools serving predominantly minority and poor populations offer fewer advanced courses and more remedial courses in academic subjects, and they have smaller academic tracks and larger vocational programs NCES, ; Rock et al. The size and rigor of college preparatory programs within schools vary with the race and socioeconomic status of school populations California State Department of Education, As plaintiffs noted in the New Jersey school finance case, wealthy and predominantly white Montclair offers foreign languages at the preschool level, while poor and predominantly black Paterson does not offer any until high school” and then, relatively few. When high-minority, low-income schools offer any advanced or college preparatory courses, they offer them to only a very tiny fraction of students. Thus, at the high school level, African American, Hispanics, and Native Americans have traditionally been underrepresented in academic programs and overrepresented in general education or vocational education programs, where they receive fewer courses in areas such as English, mathematics, and science College Board,

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

Chapter 6 : SparkNotes: Deviance: Structural Functional Theory

In this chapter, I use examples from a current study of high schools and a selective review of the literature on social psychology and on the sociology of education to draw out implications for a.

Office of Graduate Studies Administrator: Malinda Winans, J , Education is not a field organized around a "discipline" in the conventional sense of that term. It is an area of action, of practice, subject to scholarly inquiry from a variety of disciplinary perspectives. Accordingly, studies in education are not organized as a concentration. The Department of Education recommends that students who are pursuing concentrations in other baccalaureate programs but wish to add education to their studies take six courses distributed among such areas as the following: While all of the six education courses may be treated as electives, many concentration programs allow two of them to be counted as courses in the concentration. Students interested in education are encouraged to consult the Office of Graduate Studies of the Department of Education for advice on course selection. The department offers the B. Master of Arts in Teaching in English or mathematics. Students who are interested in either of these joint degree programs should 1 discuss their plans with their College adviser as soon as possible; 2 consult with Malinda Winans, Administrator, Office of Graduate Studies, by the end of their second year; and 3 fulfill a significant portion of their B. Philosophic texts are read and their bearing on education is evaluated. This course is an introduction to developmental psychology, stressing the development and integration of cognitive, social, and perceptual skills. Accumulating Evidence in Scientific Research. This course offers an overview of the process by which research evidence is accumulated and used to draw conclusions. We examine the role of the research review in physical and social sciences, qualitative methods for research reviews, and quantitative methods for research reviews. This course surveys studies on the acquisition, development, and use of knowledge. The emphasis is on how individuals interpret and represent concepts and events, and how they undergo conceptual change as a result of learning and development. This course is a general survey of the properties of education considered as an institution of historical and contemporary societies. Attention is given to the ways in which conceptions of educational organization and of stratification can be related to each other. Race and Urban Education. This course is an analysis of the impact of current social movements on educational opportunities of minorities and children of poor families. Psychological, cross-cultural, and ecological perspectives on self, person, identity, relationship, role, group, and niche are examined in studying human conduct in natural-cultural and organizational settings. Not offered ; will be offered The Teaching of English. Since its relatively recent emergence in the late nineteenth century, "English" as a school and college subject has been a battlefield of contending theories and practices. Today more than ever, English is torn by controversies over multiculturalism, feminism, and sexuality; over the ritual claims of "theory" and traditional analysis of literary texts; and over divisions between composition and literary study. This course traces the history of the teaching of English in schools and colleges and looks at some exemplary controversies. This course addresses the major issues involved in first-language acquisition. American education has lately become a battleground, as public debates have erupted over such questions as what texts students should read and how they should read them. Educational institutions have come under attack for allegedly replacing traditional fundamentals with "politically correct" texts, subjects, and ideological agendas. These debates converge with wider divisions in the culture, often raising problems of law, as in the issue of affirmative action. Students develop their writing and argumentative skills by writing essays with the focus on strategies of writing, as well as on the issues being written about. Basic knowledge of matrix algebra and multivariate statistics. A number of diverse methodological problems such as correlates of change, analysis of multilevel data, and certain aspects of metanalysis share a common feature: The hierarchical linear model offers a promising approach to analyzing data in these situations. Each student undertakes a project either applying the hierarchical linear model to a data set of interest or considering in more detail some of the research design and statistical estimation issues raised in this work.

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

Research in Urban Education. Empirical studies relevant to current urban instructional problems are critically analyzed, with particular reference to studies of the development of children in urban settings. This course serves as the analytical foundation for students who are interested in educational policy. It introduces various analytical perspectives in the study of public policy, with particular emphasis on education. Among the approaches are institutional analysis, the bargaining model, the rational actor paradigm, the organizational-bureaucratic model, and the "policy typology" school. This course focuses on contemporary issues in educational policy in the broader political and institutional context. Possible topics include federal policy development and implementation; reform at the state level: For each topic, two or three major works are selected for more in-depth examination. Scholarly research frames the discussion, along with an evaluation of contemporary policy recommendations from both governmental and nongovernmental sources. An examination of the impact of colonialism, both formal and informal, on schooling in non-Western societies. Subjects include the interaction of indigenous educational traditions and colonial initiatives; the origins and features of competing models of colonial schooling; the ways colonial policies and their implementation were affected by missionaries, international agencies, and planning for decolonization; and the postcolonial legacy of colonial practices. This is a review and critique of research on race relations in the United States. This course examines the intellectual development of the child. Readings from cognitive, clinical, developmental, educational, operant, and social psychology are examined for their relevance to classroom instruction. This course introduces designing, writing, piloting, and analyzing the kinds of questionnaires used in social, psychological, health care, and marketing research. This course is particularly valuable to students considering careers in marketing, health care, social service, or a social science. Emotions of Teaching and Teachers. Narrative data from experienced and beginning teachers is examined to discover how various emotions become triggered in teaching, how they are managed, and how different modes of coping with emotion and of expressing emotion facilitate or impede teaching and learning. Particular attention is paid to emotions arising out of interrole and multicultural conflict, ambiguity, and change. Students conduct and analyze three theory-guided interviews as an introduction to research on emotions and emotion management in teaching. Research, Policy, and Practice. This course is set in the context of the myriad of current efforts to reform American education. It appears increasingly that we are at an historic moment in reforming the "one best system" of education. Although the future remains unclear, significant departures from the current state of affairs seem likely. This course probes these arguments in detail with a special focus on their relationship to the recent research on school organization and school change. Some attention is also given to the policy formation process and how technical expertise gets used and not used in this process. This course is an introduction to the basic ideas of scientific measurement. Practical models for the construction of fundamental objective measurement are deduced from the measurement theories of Campbell, Luce, Thurstone, Guttman, Tukey, and Rasch. Applications in educational and psychological research are discussed. Connections with and improvements on contemporary educational test practice and psychometrics are explained. Practical methods for identifying item bias, equating tests, building item banks, setting standards, and diagnosing irregular test performance are developed, explained, and illustrated. This course is an introduction to the practice of fundamental measurement in social science research. The mathematical models on which the construction of fundamental measurement is based are explained, discussed, and illustrated. Applications to educational and psychological tests, survey questionnaires, attitude inventories, and social surveys are studied. Students learn to use computer programs to construct and calibrate variables and to make measures and set standards on these variables. Students are helped to apply these methods to their own research data and shown how to present their results in a lecture and prepare their results for publication. This lecture course examines the social history of nineteenth- and twentieth-century Europe, with particular emphasis on the causes and consequences of demographic and educational patterns and changes. The focus is on individual and familial strategies concerning nuptiality, fertility, migration, schooling, and, by extension, social mobility, and on the ways in which these strategies interact with economic and social changes and the related public policies. The

DOWNLOAD PDF STRUCTURAL EFFECTS IN EDUCATION : A HISTORY OF AN IDEA ROBERT DREEBEN

course is informed by the relevant social and demographic theories, including the experiences of the Third World. This course examines the antecedents, evaluation, and alleged "crises" of the welfare state, with emphasis on policies concerning education, the family, the labor market, income distribution, health, and regional development. Themes considered include the social, intellectual, and political origins of social policies; the diffusion of various models of the welfare state; and the ways in which social policies have interacted with the opportunities and choices of individuals and private corporate actors. The course is informed by recent efforts to develop a theory of the welfare state, including structural-functionalism, neo-Marxist political economy, historical sociology, the "new" institutional economics, and public choice theory.