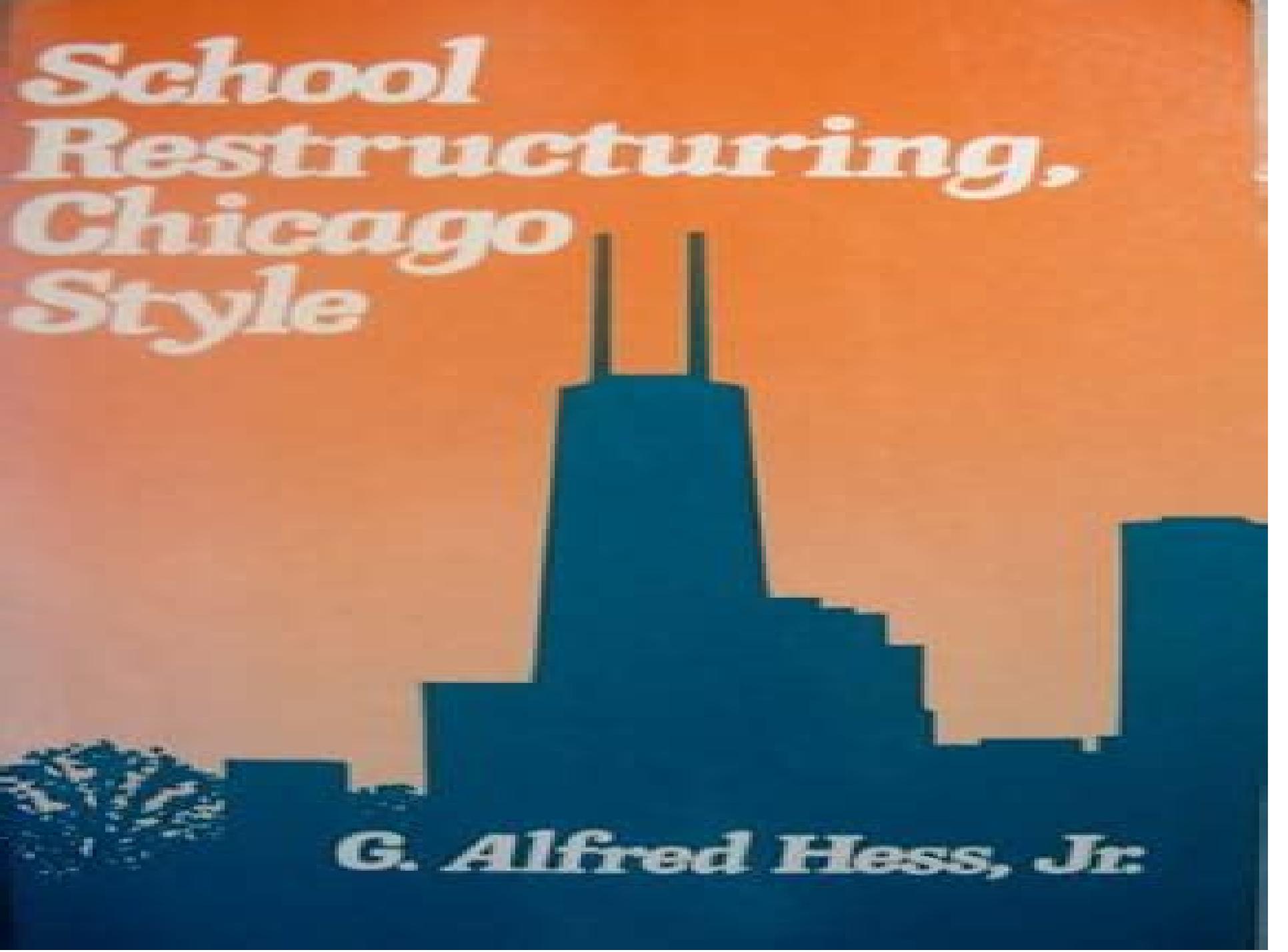


*School
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The image features a solid orange background. In the lower half, there is a dark blue silhouette of a city skyline. The most prominent feature is a tall, rectangular skyscraper with two thin vertical lines extending from its top, resembling the Willis Tower in Chicago. To its right is another shorter, wider building. The author's name is printed in white, italicized serif font at the bottom of the image.

G. Alfred Hess, Jr

School Restructuring Chicago Style

Robert V. Carlson



School Restructuring Chicago Style:

School Restructuring, Chicago Style G. Alfred Hess,1991-01-01 **School Restructuring, Chicago Style** G. Alfred Hess,1991-01-01 School Restructuring, Chicago Style John Q. Easton,G. Alfred Hess,Chicago Panel on Public School Policy and Finance,1992 *Reinterpreting Urban School Reform* Louis F. Miron,Edward P. St. John,2003-04-09 A critical look at urban school reform efforts **The New Politics Of Race And Gender** Catherine Marshall,2002-11-01 What can schools do to eliminate sexism and racism By the 1990 s with shifting demographics disillusionment with conventional liberal policies and new political coalitions the politics of race and gender requires new analyses The chapters in this book demonstrate how the politics of race and gender enter into proposals for parental choice business involvement in schools definitions of good leadership special schools for minority children curriculum debates and debates about testing and accountability Catherine Marshall provides the political historical context of race and gender politics in schools and the following eighteen chapters provide a greater in depth analysis The chapters include work of scholars and policy analysts focusing on policy and policy implementation at all levels of school politics in the US Australia and Israel The book ends with critical policy analysis raising deep theoretical questions and pulling out the chronic race and gender issues in education politics **School Reform in Chicago** Alexander W. W. Russo,2004 School Reform in Chicago shares the lessons learned from the city of Chicago s school reform efforts over the past two decades the most ambitious in history becoming a huge laboratory for innovations in areas such as school governance leadership accountability and community involvement In 1987 the U S Secretary of Education embarrassed the city of Chicago by calling its public schools the worst in the nation Chicagoans may have been tempted to brush off that observation as heavy handed Washington bluster But the secretary was only repeating what civic leaders educators parents and students there already knew the city s schools were failing and they desperately needed fresh resources organization ideas and purpose Over the next decade Chicago underwent the most ambitious school reform effort in history becoming a huge laboratory for school reform innovations in areas such as governance leadership accountability and community involvement Along the way there were many notable successes spectacular flops and lessons learned In highlighting the key issues and dynamics of Chicago s reforms this book identifies challenges and solutions that are applicable to other school systems For example Former accountability czar Philip J Hansen discusses controversial school accountability and intervention initiatives Ken Rolling former head of the Chicago Annenberg Challenge reflects on how privately funded school reform efforts can succeed if they overcome some chronic problems Andrew G Wade and Madeline Talbott show how parent and community involvement can support school improvement Other article highlights include the struggle to improve instruction teacher professional development ending social promotion the view from inside the city bureaucracy and the importance of rebuilding physical spaces to accommodate new instructional goals **Racial and Ethnic Tensions in American Communities** United States Commission on Civil Rights,1993

School Reform, Corporate Style Dorothy Shipps, 2006 Like other big city school systems Chicago's has been repeatedly reformed over the last century Yet its schools have fallen far short of citizens expectations and left a gap between the performances of white and minority students Many blame the educational establishment for resisting change Other critics argue that reform occurs too often still others claim it comes not often enough Dorothy Shipps reappraises the tumultuous history of educational progress in Chicago revealing that the persistent lack of improvement is due not to the extent but rather the type of reform Throughout the twentieth century managerial reorganizations initiated by the business community repeatedly altered the governance structure of schools as well as the relationships of teachers to children and parents but brought little improvement while other more promising reform models were either resisted or crowded out Shipps chronicles how Chicago's corporate actors led abetted or restrained nearly every attempt to transform the city's school system then asks whether schools might be better reformed by others To show why city schools have failed urban children so badly she traces Chicago's reform history over four political eras revealing how corporate power was instrumental in designing and revamping the system Her narrative encompasses the formative era of 1880-1930 when teachers unions moderated business plans previously unexplored business activism from 1930 to 1980 when civil rights dominated school reform and the decentralization of the 1980s She also covers the uneasy cooperation among business associations in the 1990s to install the mayor as head of the school system a governing regime now challenged by privatization advocates Business people may be too wedded to a stunted view of educators to forge a productive partnership for change Unionized teachers bridle at the second class status accorded them by managers If reform is to reach deeply into classrooms Shipps concludes it might well require a new coalition of teachers unions and parents to create a fresh agenda that supersedes corporate interests This study clearly shows that in Chicago as elsewhere urban schooling is intertwined with politics and power By reviewing more than a century of corporate efforts to make education work Shipps makes a strong case that it's high time to look elsewhere perhaps to educators themselves for new leadership

Changing Urban Education Clarence Nathan Stone, 1998 With critical issues like desegregation and funding facing our schools dissatisfaction with public education has reached a new high Teachers decry inadequate resources while critics claim educators are more concerned with job security than effective teaching Though urban education has reached crisis proportions contending players have difficulty agreeing on a common program of action This book tells why Changing Urban Education confronts the prevailing naivete in school reform by examining the factors that shape reinforce or undermine reform efforts Edited by one of the nation's leading urban scholars it examines forces for change and resistance in urban education and proposes that the barrier to reform can only be overcome by understanding how schools fit into the broader political contexts of their cities Much of the problem with our schools lies with the reluctance of educators to recognize the profoundly political character of public education The contributors show how urban political contexts vary widely with factors like racial composition the role of the teachers union

and relations between cities and surrounding metropolitan areas Presenting case studies of original field research in Baltimore Chicago Houston and six other urban areas they consider how resistance to desegregation and the concentration of the poor in central urban areas affect education and they suggest how cities can build support for reform through the involvement of business and other community players By demonstrating the complex interrelationship between urban education and politics this book shows schools to be not just places for educating children but also major employers and large spenders of tax dollars It also introduces the concept of civic capacity the ability of educators and non educators to work together on common goals and suggests that this key issue must be addressed before education can be improved Changing Urban Education makes it clear to educators that the outcome of reform efforts depends heavily on their political context as it reminds political scientists that education is a major part of the urban mix While its prognosis is not entirely optimistic it sets forth important guidelines that cannot be ignored if our schools are to successfully prepare children for the future

Restructuring Education Robert J. Yinger, Kathryn M. Borman, 1994 This text addresses the issues underlying the restructuring of American schools at the family school and community level It presents a balance of the theoretical issues underlying reform and the practical ways in which specific groups are wrestling with these issues

External Influences on School Restructuring for Authentic Achievement Eric J. Osthoff, 2003

The Effects of Chicago School Reform as Perceived by the Local School Council Members Willimethra Reed Davenport, 1993

Evaluating Chicago School Reform Richard Paul Niemiec, Herbert J. Walberg, 1993

Resources in Education, 1992

Reforming Education Stephen L. Jacobson, Robert Berne, 1993-11-08 This book the 14th yearbook of the American Education Finance Association AEFA provides a review and appraisal of the educational perestroika that has occurred over the past decade both in the United States and in other developed countries Rather than assessing the outcomes of a decade of educational reform it examines the present and future of educational reform Part 1 contains seven chapters that explore reform initiatives in the United States while the second part is comprised of four chapters that examine reform initiatives abroad Part 3 considers the future of school reform Following the preface the chapters include

- 1 School Reform in the United States Putting It into Context Susan H Fuhrman Richard F Elmore and Diane Massell
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- 3 Professionalizing Teaching by Expanding Teachers Roles Betty Malen
- 4 Decentralization and Community Control G Alfred Hess Jr
- 5 Negotiating Reform Preliminary Findings Julia E Koppich and Charles Taylor Kerchner
- 6 Educational Choice Competing Models and Meanings Bruce S Cooper
- 7 Cost Analysis as a Tool for Education Reform David H Monk and Jennifer A King
- 8 International School Reform Political Considerations Frances C Fowler William L Boyd and David N Plank
- 9 Pursuit of School Quality in England and Wales Peter Ribbins and Hywel Thomas
- 10 Benevolence in Canadian Public Schools Daniel J Brown
- 11 Educational Transformations in a United Germany Wolfgang Mitter and Manfred Weiss
- 12 School Reform and the New World Order James W Guthrie

A subject and author index are included The

appendix contains a list of the AEFA Board of Directors 1993-94 LMI Power in the City Marion Orr, Valerie C. Johnson, 2008 A collection of thirteen essays considered classics in the field of urban politics from leading scholar Clarence Stone with new essays by the editors and by Stone himself that contextualize the impact of his previous works and suggest new directions for researchers Controlling Public Education Kathryn A. McDermott, 1999 Most Americans believe that local school districts are the only means by which citizens may exercise control over public education Kathryn McDermott argues to the contrary that existing local institutions are no longer sufficient for achieving either equity or democratic governance Not only is local control inequitable it also fails to live up to its reputation for guaranteeing public participation and citizen influence Drawing upon democratic theory and the results of field research in New Haven Connecticut and three suburbs McDermott contends that our educational system can be made more democratic by centralizing control over funding while decentralizing most authority over schools to the level of schools themselves while enacting public school choice controlled for racial balance To many people in Connecticut and elsewhere the tension between equal opportunity for all students and local control of public education seems impossible to resolve In 1996 the Connecticut Supreme Court ruled in *Sheff v O'Neill* that local control produces unconstitutional segregation of public schools Nearly all of the state's 169 towns operate their own public schools and like the towns they serve the schools are generally homogeneous with respect to race and socioeconomic class In the *Sheff* ruling the court declared that making school districts coterminous with town lines is the single most important factor contributing to the present concentration of racial and ethnic minorities in the Hartford public school system At the same time the court also acknowledged that the town based school system presently furthers the legitimate nonracial interests of permitting considerable local control and accountability in educational matters In Connecticut and elsewhere it has often seemed necessary to choose between local control and equity in public education and local control has almost always won McDermott argues that rather than seeing local control and equity as conflicting goals policymakers should regard them as equally important components of democracy in public education In her view a truly democratic system of education should both encourage citizen participation in school governance and contribute to the formation and maintenance of a social order in which equality of opportunity prevails over hierarchies of privilege Centralizing distribution of resources and using controlled choice to end racial isolation would provide greater equality of opportunity while decentralizing management of schools would expand citizen participation McDermott's conclusions break new ground in our understanding of local school governance itself and call into question the conventional wisdom about local participation These findings should interest those who study school governance and reform especially in an urban setting as well as policy makers administrators teachers students and citizens eager to improve their schools **Big Business and School Reform** Dorothy Shipps, 1995 Tidal Waves of School Reform Samuel Mitchell, 1996 This innovative book considers the issue of educational reform by examining three examples of change in school districts in Alberta Chicago and

Kentucky Though every reform movement in education seems unique certain efforts towards change attract more attention and create broader links to outside organizations These three monumental cases of reform are presented along with more modest efforts in other locales but the larger changes are shown to involve a combination of elements that are not found in the more modest reforms

Reframing & Reform Robert V. Carlson, 1996 The goal of Reframing and Reforming is to encourage frame experiments based on a variety of perspectives on organizations and leadership The literature reviewed in this text offers views on the need and potential for developing the ability to reframe our experiences

School Restructuring Chicago Style Book Review: Unveiling the Power of Words

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