



Facing the Challenges of Whole-School Reform

New American Schools After A Decade

Mark Berends
Susan J. Bodilly
Sheila Nataraj Kirby

RAND
EDUCATION

Facing The Challenges Of Whole School Reform

David A. Escobar Arcay



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Facing the Challenges of Whole-School Reform Mark Berends, Susan J. Bodilly, Sheila Nataraj Kirby, 2002-04-03

About a decade ago New American Schools NAS set out to address the perceived lagging performance of American students and the lackluster results of school reform efforts. As a private nonprofit organization, NAS's mission was and is to help schools and districts raise student achievement levels by using whole school designs and design team assistance during implementation. Since its inception, NAS has engaged in a development phase (1992-1993), a demonstration phase (1993-1995), and a scale up phase (1995-present). Over the last ten years, RAND has been monitoring the progress of the NAS initiative. This book is a retrospective on NAS and draws together the findings from RAND research. The book underscores the significant contributions made by NAS to comprehensive school reform but also highlights the challenges of trying to reform schools through whole school designs. Divided into sections on each research phase, the book concludes with an afterword by NAS updating its own strategy for the future. This book will interest those who want to better understand comprehensive school reform and its effects on teaching and learning within high stakes accountability environments.

Facing the Challenges of Whole-School Reform: New American Schools After a Decade, 2002. New American Schools NAS was formed in 1991 to create and develop whole school designs that would be adopted by schools throughout the country in order to improve student performance. It was established as a nonprofit and funded largely by private sector donations. NAS founders thought that in the past many reforms were programmatic, focused on a particular set of individuals in a school or a particular subject or grade level. They believed that adoption of multiple and unconnected approaches to address each area of schooling resulted in a fragmented education program, a balkanized school organization, and low performance by students. NAS's core premise was that all high quality schools possess de facto a unifying design that allows all staff to function to the best of their abilities and that integrates research-based practices into a coherent and mutually reinforcing set of effective approaches to teaching and learning for the entire school. The best way to ensure that lower performing schools adopted successful designs was to fund design teams to develop, break the mold, school designs that could be readily adopted by communities around the nation. After developing the design teams, they would go on to implement their designs in schools throughout the country. This adoption would lead to NAS's primary goal of improving the performance of students. This whole school approach to educational improvement was a dramatically different way of initiating and disseminating large scale educational improvements. It was a unique combination of 1) private sector involvement using a venture capitalist approach, 2) the choice of whole schools designs as a vehicle for reform, and 3) the ambitious goal of scale up across the country.

Challenges of Conflicting School Reforms Mark Berends, JoAn Chun, Gina Schuyler Ikemoto, Sue Stockly, R. J. Briggs, 2002-03-29. A decade ago, New American Schools NAS launched an ambitious effort for whole school reform to address the perceived lagging achievement of American students and the lackluster school reform attempts that have produced so

few meaningful changes As a private nonprofit organization NAS set out to help schools and districts significantly raise the achievement of large numbers of students by offering whole school designs and design based assistance during the implementation process NAS is currently in the scale up phase of its effort and its designs are being widely diffused to schools across the nation During the 1997_1998 and 1998_1999 school years RAND assessed the effects of NAS designs on classroom practice and student achievement in a sample of schools in a high poverty district RAND found that high poverty schools often have fragmented and conflicting environments with difficult and changing political currents and entrenched unions Teachers in high poverty schools tend to face new accountability systems and fluctuating reform agendas These teachers generally lack sufficient time for implementing reform efforts often becoming demoralized and losing their enthusiasm for the difficult task of improving student performance under difficult conditions RAND concluded that high stakes tests may motivate schools to increase performance and to seek out new curricula and instructional strategies associated with comprehensive school reforms However those same tests may provide disincentives to adopt richer more in depth curricula that can succeed in improving the learning opportunities of all students particularly those in high poverty settings

Examining Comprehensive School Reform Daniel K. Aladjem, Kathryn M. Borman, 2006 Urban school reformers for decades have tried to improve educational outcomes for underserved and disadvantaged students with the assistance of constantly evolving federal and state policies In recent years education policies have shifted from targeting individual students to developing universal standards for teaching and learning and comprehensive school reform CSR has emerged as an effective key model The federal CSR program seeks to support the implementation of comprehensive school reform especially in high poverty schools and to improve efforts to help all children meet challenging academic standards Schools that receive federal CSR funds must adopt approaches that comply with the No Child Left Behind Act NCLB This book provides a series of studies and reflections on CSR by leading experts in the field

Dropping Out Russell W. Rumberger, 2012-11-19 Most kids in the developed world finish high school but not in the United States More than a million drop out every year and the numbers are rising Dropping Out provides answers to fundamental questions Who drops out and why What happens to them when they do How can we prevent at risk kids from short circuiting their futures

[A Nation at Risk](#) Kenneth K. Wong, James W. Guthrie, Douglas N. Harris, 2014-06-03 This special issue examines the underlying assumptions of the A Nation At Risk report the context within which the Commission's work was situated and the effects of the report in improving teaching and learning as well as the performance of the public educational system The purpose is to address three broad questions Was America's education system really putting the nation at risk in the early 1980s What is the legacy of A Nation At Risk Given our current knowledge on education and human development the report's overall concern is restated What risks and opportunities lay before the nation today and how will they affect the notion of a learning society and our public education system Taken as a whole the seven articles address the three broad issues identified

regarding the past current and future of educational reform in the United States

The SAGE Handbook of Curriculum and Instruction JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the field This long awaited Handbook aims to advance the study of curriculum and instruction by re establishing continuity within the field while acknowledging its practical contextual and theoretical diversity Key Features Offers a practical vision of the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies which connects past present and future leading to more productive links between practice policy and politics Intended Audience This Handbook contributes to stronger ties between school practice public debate policy making and university scholarship making it a valuable resource for professors graduate students and practitioners in the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational Administration and Leadership List of Contributors Mel Ainscow Kathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode Robert E Boostrom Keffrelyn D Brown Elaine Chan Marilyn Cochran Smith Carola Conle F Michael Connelly Geraldine Anne Marie Connelly Alison Cook Sather Cheryl J Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot Eisner Freema Elbaz Robin Enns Frederick Erickson Manuel Espinoza Joe Farrell Michelle Fine Chris Forlin Jeffrey Frank Barry Franklin Michael Fullan Jim Garrison Ash Hartwell Ming Fang He Geneva Gay David T Hansen Margaret Haughey John Hawkins David Hopkins Stefan Hopmann Kenneth Howe Philip Jackson Carla Johnson Susan Jurow Eugenie Kang Stephen Kerr Craig Kridel Gloria Ladson Billings John Chi kin Lee Stacey Lee Benjamin Levin Anne Lieberman Allan Luke Ulf Lundgren Teresa L McCarty Gary McCulloch Barbara Means Geoffrey Milburn Janet Miller Sonia Nieto Kiera Nieuwejaar Pedro Noguera J Wesley Null Jeannie Oakes Lynne Paine JoAnn Phillion William F Pinar Margaret Placier Therese Quinn John Raible Bill Reese Virginia Richardson Fazel Rizvi Vicki Ross Libby Scheiern Candace Schlein William Schubert Edmund Short Jeffrey Shultz Patrick Slattery Roger Slee Linda Tuhiwai Smith Joi Spencer James Spillane Tracy Stevens David Stovall Karen Swisher Carlos Alberto Torres Ruth Trinidad Wiel Veugelers Ana Maria Villegas Sophia Villenas Leonard Waks Kevin G Welner Ian Westbury Geoff Whitty Shi Jing Xu

A Decade of Whole-school Reform, 2002

The Routledge International Handbook of Educational Effectiveness and Improvement Christopher Chapman, Daniel Muijs, David Reynolds, Pam Sammons, Charles Teddlie, 2015-08-14 The International Handbook of

Educational Effectiveness and Improvement draws together leading academics and researchers in the field to reflect on the history traditions and the most recent developments in this dynamic and influential field This handbook provides a comprehensive overview of the foundations of the field the evolution of educational effectiveness theory and methodology the links with other research disciplines the links between policy and practice In conclusion the handbook sets out a new agenda for future educational effectiveness research This handbook is an essential resource for those interested in the effectiveness of educational systems organisations and classrooms It offers academics researchers students and policy makers new insights into the latest thinking and evidence about educational effectiveness

Movements of Educational Reform

David A. Escobar Arcay,2016-10-25 In a public education world of vast multiple rapid and often colliding educational reforms Movements of Educational Reform provides the novice as well as the veteran educator and administrator a sort of map of educational changes and processes Movements of Educational Reform is intended to help the devoted and dedicated education professional and scholar make sense of the successes and the pitfalls of reforms by tracing the landscape through four movements Movements promises to ignite and energize your passion for leading educational reform and to bring awareness of system strategies and its structural and cultural aspects many of which continue to challenge theorists practitioners and leaders of educational change

The American Dream and the Public Schools Jennifer L.

Hochschild,Nathan Scovronick,Nathan B. Scovronick,2004-10-21 Examines desegregation school funding testing vouchers bilingual education multicultural education and ability grouping These seem to be separate problems but much of the contention over them comes down to the same thing an apparent conflict between policies designed to promote each student s ability to pursue success and those designed to insure the good of all students or the nation as a whole The authors show how policies to promote individual success too often benefit only those already privileged by race or class The book also examines issues such as creationism and afrocentrism

American Dream and Public Schools Jennifer L.

Hochschild,Nathan Scovronick,2003-03-06 The American Dream and the Public Schools examines issues that have excited and divided Americans for years including desegregation school funding testing vouchers bilingual education and ability grouping While these are all separate problems much of the contention over them comes down to the same thing an apparent conflict between policies designed to promote each student s ability to succeed and those designed to insure the good of all students or the nation as a whole The authors show how policies to promote individual success too often benefit only those already privileged by race or class and often conflict with policies that are intended to benefit everyone They propose a framework that builds on our nation s rapidly changing population in order to help Americans get past acrimonious debates about schooling Their goal is to make public education work better so that all children can succeed

Essential Readings

in Health Behavior Mark Edberg,2010-10-22 Health Behavior Education Promotion [Expanding the Reach of Education Reforms: Perspectives from Leaders in the Scale-Up of Educational Interventions](#) Thomas K. Glennan,Susan J. Bodilly,Jolene

Galegher, Kerri A. Kerr, 2000-10-28 How does one spread a successful educational reform The essays here recount the authors experiences with the scale up process Among their lessons are the importance of building the capacity to implement and sustain the reforms adjusting for local culture and policy ensuring quality control providing the necessary infrastructure and fostering a sense of ownership The process is iterative and complex and requires cooperation among many actors who must ensure that the results align with goals **Helping Students Graduate** Franklin Schargel, Jay Smink, 2013-10-31 This book describes the fifteen strategies identified through research reviewed by The National Dropout Prevention Center and Network at Clemson University Each chapter in this book was written by a nationally recognized authority in that field Research has shown that these 15 strategies have been successfully implemented in all school levels from K 12 in rural suburban and urban centers as stand alone programs or as part of systemic school improvement plans Helping Students Graduate A Strategic Approach to Dropout Prevention also covers No Child Left Behind and its effects on dropout rates Dealing with Hispanic dropouts Differences and similarities between rural and urban dropouts These fifteen strategies have been adopted by the U S Department of Education They are applicable to all students including students with disabilities

Metropedagogy Joe L. Kincheloe, Kecia Hayes, 2006 Metropedagogy Power Justice and the Urban Classroom Joe Kincheloe McGill University and kecia hayes Eds The Graduate Center City University of New York What might it mean to develop a rigorous just and practical urban education Such a question takes on new importance in the middle of the first decade of the twenty first century as urban educators find themselves besieged with test driven standardized curricula promoted in the name of fairness educational excellence and egalitarianism Those who promote these standardized curricula fail to account for the unique situations and need *International Handbook of Leadership for Learning* Tony Townsend, John MacBeath, 2011-07-10 The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty one countries in nine different regions of the world The handbook contains nine sections that provide regional overviews a consideration of theoretical and contextual aspects system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning It also considers the challenge of educating current leaders for this new perspective and how leaders themselves can develop leadership for learning in others and in their organisations especially in diverse contexts and situations The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this It concludes that the preposition for between the two readily known and understood terms of leadership and learning changes everything as it foregrounds learning and complexifies rather than simplifies what that word may mean Whereas common terms such as instructional leadership reduce learning to outcomes leadership for learning embraces a much wider developmental view of learning Handbook of Research on

Schools, Schooling and Human Development Judith L. Meece, Jacquelynne S. Eccles, 2010-06-10 Children spend more time in school than in any social institution outside the home And schools probably exert more influence on children s development and life chances than any environment beyond the home and neighbourhood The purpose of this book is to document some important ways schools influence children s development and to describe various models and methods for studying schooling effects Key features include Comprehensive Coverage this is the first book to provide a comprehensive review of what is known about schools as a context for human development Topical coverage ranges from theoretical foundations to investigative methodologies and from classroom level influences such as teacher student relations to broader influences such as school organization and educational policies Cross Disciplinary this volume brings together the divergent perspectives methods and findings of scholars from a variety of disciplines among them educational psychology developmental psychology school psychology social psychology psychiatry sociology and educational policy Chapter Structure to ensure continuity chapter authors describe 1 how schooling influences are conceptualized 2 identify their theoretical and methodological approaches 3 discuss the strengths and weaknesses of existing research and 4 highlight implications for future research practice and policy Methodologies chapters included in the text feature various methodologies including longitudinal studies hierarchical linear models experimental and quasi experimental designs and mixed methods Encyclopedia of Education

Economics and Finance Dominic J. Brewer, Lawrence O. Picus, 2014-08-25 Economics can be a lens for understanding the behavior of schools districts states and nations in meeting education needs of their populaces as well as for understanding the individual decisions made by administrators teachers and students Insights from economics help decision makers at the state level understand how to raise and distribute funds for public schools in an equitable manner for both schools and taxpayers Economics also can assist researchers in analyzing effects of school spending and teacher compensation on student outcomes And economics can provide important insights into public debates on issues such as whether to offer vouchers for subsidizing student attendance at private schools This two volume encyclopedia contains over 300 entries by experts in the field that cover these issues and more Features This work of 2 volumes in both print and electronic formats contains 300 350 signed entries by significant figures in the field Entries conclude with cross references and suggestions for further readings to guide students to in depth resources Although organized in A to Z fashion a thematic Reader s Guide in the front matter groups related entries by topic Also in the front matter a chronology provides students with historical perspective on the development of education economics and finance as a field of study The entire work concludes with a Resources appendix and a comprehensive Index In the electronic version the index Reader s Guide and cross references combine to provide effective search and browse capabilities Reevaluating Evaluation Laura M. Desimone, 2018-12-07 In the context of the evolution of education program evaluation and the current emphasis on scientific precision this special issue presents several of the challenges to program evaluation that scholars are facing today In addition it shares recent

insights and experiences that will contribute to continued improvement of program evaluation and responds to the call for more exactness without losing sight of the lessons learned from evaluation over the past several decades The eight papers address five main areas evaluation design instrumentation implementation politics and analysis As a whole this issue is designed shed light on the five issues as well as provide information useful for those interested in increasing the rigor of education research to increase the ability to improve schools

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Table of Contents Facing The Challenges Of Whole School Reform

1. Understanding the eBook Facing The Challenges Of Whole School Reform
 - The Rise of Digital Reading Facing The Challenges Of Whole School Reform
 - Advantages of eBooks Over Traditional Books
2. Identifying Facing The Challenges Of Whole School Reform
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Facing The Challenges Of Whole School Reform
 - User-Friendly Interface
4. Exploring eBook Recommendations from Facing The Challenges Of Whole School Reform
 - Personalized Recommendations
 - Facing The Challenges Of Whole School Reform User Reviews and Ratings
 - Facing The Challenges Of Whole School Reform and Bestseller Lists
5. Accessing Facing The Challenges Of Whole School Reform Free and Paid eBooks
 - Facing The Challenges Of Whole School Reform Public Domain eBooks
 - Facing The Challenges Of Whole School Reform eBook Subscription Services
 - Facing The Challenges Of Whole School Reform Budget-Friendly Options
6. Navigating Facing The Challenges Of Whole School Reform eBook Formats

- ePub, PDF, MOBI, and More
- Facing The Challenges Of Whole School Reform Compatibility with Devices
- Facing The Challenges Of Whole School Reform Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Facing The Challenges Of Whole School Reform
 - Highlighting and Note-Taking Facing The Challenges Of Whole School Reform
 - Interactive Elements Facing The Challenges Of Whole School Reform
- 8. Staying Engaged with Facing The Challenges Of Whole School Reform
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Facing The Challenges Of Whole School Reform
- 9. Balancing eBooks and Physical Books Facing The Challenges Of Whole School Reform
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Facing The Challenges Of Whole School Reform
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Facing The Challenges Of Whole School Reform
 - Setting Reading Goals Facing The Challenges Of Whole School Reform
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Facing The Challenges Of Whole School Reform
 - Fact-Checking eBook Content of Facing The Challenges Of Whole School Reform
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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