

School of Education
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Tolman 3507

Education 291A
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**THE EDUCATIONAL SYSTEM OF THE UNITED STATES:
ENDURING ISSUES AND INSTITUTIONAL FORMS**

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This course is organized around three enduring issues in education: (1) the basic purposes of schooling (at least those purposes embodied in the formal curriculum) and the potential conflicts among them; (2) pedagogy, or the ways in which the formal curriculum is taught; and (3) the role of schooling in promoting equity versus its role in the reproduction of inequality. To describe the course in an overly simple way, it involves the questions of *what* is to be taught in schools, to what ends; *how* it is to be taught; and *to whom* it is to be taught. These are issues that every researcher, every teacher, every school, every advocate, and every generation must resolve, even if they do so without explicit debate. The course draws on historical materials, and the constancy of certain issues over time will be an important theme.

The course will consistently examine not only the past and present debates about these issues, but also the institutional forms they have taken within schools. I will try to use the third week of each topic (e.g., session 6, 10 and 13) to clarify the ways in which various practices are institutionalized (or, in some cases, fail to be institutionalized).

While the three topics of the course are important in their own right, they are also designed to illustrate ways of thinking about educational issues. To be explicit about this:

(1) The first topic, on the purposes of education, is intended to illustrate the question of multiple and potentially conflicting purposes. This is an issue applicable to almost every practice, reform, piece of legislation, etc., and answering this crucial question can often illuminate conflicts and inconsistencies.

(2) The second topic, on pedagogy, is intended to introduce several dimensions of pedagogy, and to allow us to identify the different vocabularies in which people have discussed pedagogy and the ways they are manifested — in teaching, in curriculum materials, in computer programs, in students' perspectives, in policy, etc. This will also introduce what I call a "consistency" or

“alignment” or “equilibrium” problem among the four elements of any classroom: the instructor, the student, the institution, and the curriculum or content. Such consistency problems arise in many other ways in education.

(3) The third topic, on equity, takes a dialectical approach: schools reinforce inequality, at the same time that many school programs are designed to enhance equity. This section will also introduce the “dilemma of difference”, the concept of dynamic inequality, and the notion of “theories of action” underlying reform proposals, as well as the approaches necessary if there are multiple causes for phenomena of interest (like inequality in schooling outcomes).

I will try to be careful about the interactions among the three topics. For example, decisions (implicit or explicit) about purposes usually have implications for pedagogy, and also for the question of who is to be educated or excluded; there’s an “inequality of pedagogy” we will explore; and efforts to enhance equity often have particular purposes in mind — for example, the desire to equalize Latino-Anglo earnings, or male-female employment opportunities, or the political power of different racial/ethnic groups.

Finally, this is a kind of “great books” course in education: many of the readings are in some sense classics.

I personally am interested in ranging over a variety of forms of education, including all levels of our educational system from early childhood education to gradate school, as well as adult education in various guises, job training programs, and other forms of non-formal learning. Our ability to do so will be constrained only by the backgrounds and experiences of class members.

Elements of the Course

1. Class meetings. Classes will depend largely on discussion and presentations by groups of students; there will be only limited lecturing. As a former student noted, I tend to run these classes as extended conversations — between students and me, among students, among all of us and others who have written and thought hard about schooling — about the issues, the readings, and related practices in schools. As in all conversations, it’s not possible to determine precisely what the direction of the conversation will be; that’s what makes the class novel every year (though it also leads to the much-disliked “read my mind” questions). I will try to invite all students into the conversation, sometimes by calling on students whom I know to have particular expertise; but it isn’t possible to participate actively in the conversation unless you have completed the appropriate readings before class, thought about the questions handed out the prior week, and are prepared to participate actively. Participation will not be formally graded, but it will be noted; I often use participation to increase or decrease grades that are “on the bubble” (e.g., on the cusp of A- and B+).

A course like this depends on the sustained participation of a group of students working together, and casual attendance is unhelpful to the class as a whole. Please let me know ahead of time if you have to be absent for some reason.

During class, I often break the class into small groups of about 4-5 people to work collectively on specific issues. In addition, topics may arise during the course that are appropriate for small groups to tackle.

Cell-phone rings disrupt everyone else in the class. Please turn off cell phones — unless you are a parent or someone with other care responsibilities.

2. Readings. I've differentiated the reading into three groups. The readings denoted core (in bold) should be read by everyone. We'll divide up the readings in regular type. Truly optional readings are marked by asterisks. For some topics — e.g., for Session 14 — students will choose different readings to cover. It is crucial to read this material actively, identifying the debates in which any reading is participating, the major issues it raises, and the purpose of the readings within this course.

At the end of each class, I will introduce the readings for the next week and hand out questions that help organize the reading. Students should jot down some responses to these questions as they do the readings, in order to be prepared to discuss them in class. The questions I pose in class should never be surprises!

I do not plan to discuss each and every one of the readings; I assume at this point in your education you can learn from reading without a class discussion. However, if we don't discuss a reading that puzzles, enrages, or enlightens you, bring it up as a point of class discussion.

3. The principle writing requirements of the class are three shorter papers (around 5 - 10 pages each), rather than a longer course paper; they cover the three principal issues of the course. For each of them, I would like a brief (one page or so) outline of what you plan to do, providing enough idea of your topic and argument so I can give you feedback about potential directions and sources. Here's a schedule of when these are due:

Paper No. 1 outline — Sept. 18

Paper No. 1 — Oct. 9

Paper No. 2 outline — Oct. 23

Paper No. 2 — Nov. 13

Paper No. 3 outline — Nov. 27

Paper No. 3 — Dec. 8 (a Friday)

Another set of handouts will describe each of these papers, as well as some criteria for writing. *Please be careful about the second paper:* It involves classroom observations and teacher interviews, and therefore will require you to set these up well ahead of time. It cannot be written the night before!

4. Current events: It is helpful to this course to be broadly informed about developments in education. I will bring in newspaper clippings and other writing about current developments in education related to the course, and students should do the same. Two excellent sources are *Education Week* and *Phi Delta Kappan*, a monthly. On higher education, see especially the *Chronicle of*

Higher Education. The Ed-Psych Library has copies of these, but I urge you to subscribe.

I also urge you to subscribe to the *New York Times* so that your knowledge of current events is relatively complete. This newspaper is expensive in both time and money, but it's the easiest source of relatively complete news and commentary unless you want to spend hours on line, or read a series of other worthy weeklies. The *San Francisco Chronicle* is a mediocre paper, with most of its stories from wire services and enormous sins of both commission and omission, and its news placement — what goes on the first page, etc. — is truly atrocious. If you're getting news from trash sources like television and weeklies like *Time*, then you're getting biased and incomplete news, with distorted approaches to the news agenda — what counts as being newsworthy. Anyone who brings up Fox "News" or MTV "News" or the tabloids will have to perform five acts of contrition.

Josef Goebbels, Hitler's minister of propaganda, once said: "Think of the media as a great keyboard which governments can play". All governments do this, though the Bush regime is worse than most; it's your duty as a citizen to make sure you are not complicit in this "play".

5. Current reform efforts (also part of "current events"): The first week of the course starts off with some readings about reform, and the last section of the course will return to issues of reform. Ideally, each member of the class will examine one particular reform — see Week 14 for a portfolio of readings about current reforms — and examine what effects they might have on pedagogy and equity; this is a way of examining under what conditions it is possible to change schools.

6. Customizing the course: The topics of the course and the readings are those that strike me as the most important. However, given a subject that is so vast, there are inevitably some aspects that we will not formally cover as a class. I invite students interested in other topics related to the three large issues of the course to generate a set of readings (in consultation with me) and to substitute these for one or more weeks of the course. In return, individuals doing this are expected to summarize their readings and present their conclusions to the class as a whole.

7. Documents and issues from practice: In past years about half the enrollment in this course has been aspiring principals enrolled in the Principal Leadership Institute. This year their curriculum has changed and they will not be part of the class, but I have included sections on documents or issues from practice: any students who are currently in schools should bring in these documents or examples as concrete representations of the issues we will be examining.

8. 6. Moral texts: Education is inescapably value-laden and moral; equity is a normative concept, not a descriptive one. However, as a country we have lost much of the moral consensus (of sorts) that was present when the common schools were established in the first half of the 19th century, and many people didn't agree with that morality anyway — it was conformist, Protestant, nativist and thus unfriendly to immigrants, racist, gender-stereotyped, highly assured of

its own value and therefore closed to conceptions of pluralism. So the challenge of finding a common morality — some version of E Pluribus Unum — remains a difficult task. We won't try to address this enormous problem, but one way to start is to think of what you consider moral texts that provide ways of thinking about moral behavior in education. For many Americans, Jefferson's Declaration of Independence is one, and the introduction to the Constitution is another. Many of them emerged in the struggle for civil rights in the 1960s's; a terrific one is James Baldwin, *Notes of a Native Son*. More recent ones influencing concern about equity have been Michael Harrington's *The Other America* (1963), a famous book sometimes credited with launching Johnson's War on Poverty; Jonathan Kozol, *Death at An Early Age* (1966), as well as more recent books like *Savage Inequalities* (1991); Mike Rose, *Possible Lives: The Promises of Public Education in America* (1995); Pedro Noguera's *City schools and the American dream*. Of course, other movements have their own moral texts like feminism (Betty Freidan's *The Feminine Mystique*), the civil rights movement (*Brown v. Board of Education*, or Martin Luther King's "I Have a Dream" speech), environmentalism (Rachel Carson's *Since Silent Spring*), the consumer movement (Nader's *Unsafe at Any Speed*), hereditarians (Richard Herrnstein and Charles Murray's *The Bell Curve*), creationists (Genesis, the Judeo-Christian creation myth), free marketeers (the novels of Ayn Rand, Milton Friedman's *Capitalism and Freedom*), and on and on. But you might want to define your own conceptions of moral texts and think about the ones that have moved you.

1. INTRODUCTION

(8/28)

Robert Bellah et al., "Introduction: We Live Through Institutions"; *Appendix: "Institutions in Sociology and Public Philosophy"; in *The Good Society* (1991).

Henry Perkinson, *The Imperfect Panacea: American Faith in Education, 1865-1976*, Ch. 1, "Americans and Their Schools".

Note there is no class on Sept. 4 (Labor Day), which should give everyone a chance to do the reading for Week 1 as well as Week 2.

2. THE CYCLES OF REFORM

(9/11)

Larry Cuban, "Reforming Again, Again, and Again", *Educational Researcher*, Jan-Feb 1990.

Report of the Committee of Ten (1894), excerpt.

Cardinal Principles of Secondary Education (1918), excerpt.

"Crisis in education", *Life Magazine*, March 24, 1958.

“National Defense Education Act” (1958).

Henry Levin, "A decade of policy developments in improving education and training for low-income populations." In R. Herman (Ed.), *A Decade of Federal Anti-Poverty Programs*. (New York: Academic Press, 1971). **Be sure to examine Table 4.1.**

President’s Commission on Excellence, *A Nation at Risk* (1983).

Secretary’s Commission on Achieving Necessary Skills (SCANS), *What Work Requires of Schools* (June 1991).

Materials from practice:

Bring in any material from your school, including materials related to reforms, that refers to any one of the many state or national reports, or lawsuits like the *Williams* case, or other large events. We’ll examine how these reports are actually used in schools.

3. THE MULTIPLE PURPOSES OF EDUCATION

(9/18)

David Labaree, "Private Goods, Public Goods: The American Struggle over Educational Goals", *American Educational Research Journal* 34(1), Spring 1997.

Robert Dreeben, *On What is Learned in School* (1968), Ch. 3, "Patterns of Conduct in Families and Schools"; Ch. 5, "The Contribution of Schooling to the Learning of Norms".

Daniel Resnick and Lauren Resnick, "The nature of literacy: A historical exploration", *Harvard Educational Review* 1977.

*Walter Ong, *Orality and Literacy* (1982).

Herbert Kleibard, "Curriculum Ferment in the 1890s", Ch. 1 in *The Struggle for the American Curriculum 1893 – 1958* (1986).

John Goodlad, *A Place Called School: Prospects for the Future* (1984), excerpt from Ch. 2, "We Want It All". Concentrate on pp. 33 – 39. **Everyone should look at Tables 2-2 and 2-3, pp. 38-39, and skim the long list of purposes on pp. 51 – 56.**

Arthur Powell, Eleanor Farrar, and David Cohen, *The Shopping Mall High School*, (Boston: Houghton Mifflin, 1985), Ch. 1. Read this if you're particularly interested in high schools.

Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, Ch. 1, "The Idea of Multiple Intelligences". This is intended simply to whet your appetite since the substance of the book is in the 400 pages that follow.

Materials from practice:

Bring in the statement of purpose or a vision statement from your school (even if it's bland). We'll examine how it fits (or doesn't) with the various purposes historically articulated for education.

4. Schooling as moral and political education
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(9/25)

Carl Kaestle, *Pillars of the Republic: Common Schools and American Society, 1780-1860* (1983), Ch. 5, "The Ideology of Antebellum Common-School Reform"; Ch. 6, "The Common-School Reform Program"; Ch.9, "Epilogue: The Legacy of Common Schooling".

Center for Civic Education, "The Role of Civic Education: A Report of the Task Force on Civic Education", May 1995.

* David Tyack, *The One Best System* (1974), Prologue; Part I, "The One Best System in Microcosm"; Epilogue, "The One Best System Under Fire, 1940 – 1973".

Clark Power, "Democratic moral education in the large public high school", in Marvin Barkowitz and Fritz Oser, *Moral Education: Theory and Application*, (Hillsdale, N.J.: Lawrence Erlbaum, 1985) Ch. 9.

Kevin Ryan, "The new moral education", *Phi Delta Kappan* (November, 1986).

Jeannie Oakes et al., "Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform", *Phi Delta Kappan* April 2000.

Edgar Litt, "Civic Education, Community Norms, and Political Indoctrination", *American Sociological Review* Feb. 1963.

* Lee Ehman, "The American school in the political socialization process", *Review of Educational Research*, Spring 1980.

Materials from practice:

Be prepared to describe examples of the "new moral education" from in schools — that is, courses or programs or extra-curricular activities that in some way promote moral and civic learning, or moral and civic behavior.

5. Vocationalism and vocational purposes

(10/2)

W.N. Grubb and M. Lazerson, "Introduction: Believers and Dissenters", and Ch. 5, "The American Approach to Vocationalism" from *The Education Gospel: The Economic Power of Schooling* (forthcoming, October 2004).

On the Education Gospel, re-scan the earlier readings on *A Nation at Risk* and the SCANS report.

Herbert M. Kliebard (1990), "Vocational education as symbolic action: Connecting schooling with the workplace", in *Forging the American Curriculum*.

National Research Council, *Engaging Schools* (2004), Ch. 7, "Education Through Theme-based Learning Communities".

On life skills: Scan the "Cardinal Principles" and the first chapter of *The Shopping Mall High School* from earlier readings.

Review pp. 36 - 39 of Goodlad's *A Place Called School* from Section 3.

Materials from practice:

Be prepared to discuss the ways that vocationalism — the tendency (never complete) to use schools to prepare the workforce — does or does not influence your school and its curriculum. For high schools and middle schools: What do students think the purposes of schooling are?

6. Individual and social interests: Who defines the goals?

(10/9)

Henry Levin, "Educational Vouchers and Social Policy" in James Guthrie, *School Finance: Policies and Practices*. (Cambridge: Ballinger Publishing, 1980).

Sara Lawrence Lightfoot, *Worlds Apart: Relationships Between Families and Schools* (New York: Basic Books, 1978), Ch. 1.

"Court Reverses Finance Ruling on City School", *New York Times*, June 26, 2002.

Wisconsin v. Yoder (1972).

Joel Spring, "Business and the Schools: The New Partnerships", in Kathryn Borman and Jane Reisman, *Becoming a Worker* (Norwood N.J.: Ablex, 1986).

Issues from practice:

What are some of the external influences on the goals of schools? What about the requirements of HPSGP or NCLB? What about parental influences?

7. Approaches to Instruction: Overview

(10/16)

Larry Cuban, *How Teachers Taught: Constancy and Change in American Classrooms, 1880-1990*, (2nd edition), Introduction.

Lisa Delpit, "Skills and Other Dilemmas of a Progressive Back Educator", *Harvard Educational Review*, November 1986.

John Dewey, *Experience and Education* (1938), Ch. 1, "Traditional versus Progressive Education".

W. Norton Grubb and Associates, Ch. 1, "Instructors' Approaches to Pedagogy and the Multiple Conceptions of 'Good Teaching' ", from *Honored But Invisible: Teaching in Community Colleges* (1999).

Michael Knapp, "The Teaching Challenge in High-Poverty Classrooms", Introduction to Knapp et al., *Teaching for Meaning in High-Poverty Classrooms* (1995).

Catherine Snow, Susan Burns, and Peg Griffin, eds., *Preventing Reading Difficulties in Young Children* (1998), Executive Summary.

National Research Council, *How Students Learn: History, Mathematics, and Science in the Classroom* (2005), "Introduction".

"Generally Accepted Principles of Teaching and Learning", from *School Communities That Work*, June 2002.

Documents from practice:

Bring in a textbook, and be ready to discuss the pedagogy implicit in the textbook. (You might want to describe the pedagogy of a computer-based approach instead.) What role for the teacher does the textbook imply or require? I would particularly like for someone to bring in a text from Open Court or some other semi-scripted curriculum, or perhaps a scripted text like SRA-reach.

8. Conceptions and Roles of Teachers

(10/31)

Gavriel Solomon, "The Changing Role of the Teacher: From Information Transmitter to Orchestrator of Learning", in Fritz Oser et al., *Effective and Responsible Teaching* (1992).

Michael Fullan, *Change Forces: Probing the Depths of Educational Reform* (1993), Ch. 6, "Teacher Education: Society's Missed Opportunity".

Ann Lieberman, "Transforming Conceptions of Professional Learning", *Phi Delta Kappan*, April 1995.

Judith Warren Little, *Professional Development and Professional Community in the Learner-Centered School* (June 2005), Section II, "Professional Development Rooted in the Goals and Problems of Teaching and Learning".

Charles Kerchner and Krista Cauffman, "Building the Airplane While It's Rolling Down the Runway", in Charles Kerchner and Julia Koppich, *A Union of Professionals: Labor Relations and Educational Reforms* (1993).

Issues from practice:

What do you know about the pedagogical approaches of the teachers in your school, and how do you know it? Direct observation? Have there been any systematic efforts to change these approaches in the past five years?

9. The Crucible of the Classroom: Student assumptions about schooling and learning	NOTE: (11/3)
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Jerome Bruner, "Models of the Learner", *Educational Researcher*, June/July 1985.

Magdalene Lampert, *Teaching Problems and the Problems of Teaching* (2001), Ch. 3, "Why I Wrote This Book — and How".

Rebecca Cox, *Navigating Community College Demands* (2004), Ch 2, "Seeking Success While Fearing Failure"; Ch. 3, "Consumption, Commodification, and College Coursework".

Paul Willis, *Learning to Labor: How Working Class Kids Get Working Class Jobs* (Hampshire, England: Gowen House, 1977), Introduction, "Elements of a Culture".

OR

Signithia Fordham and John Ogbu, "Black Students' School Success: Coping with the 'Burden' of 'Acting White' ", *Urban Review*, 1986.

* Philip Cook and Jens Ludwig, "The burden of 'acting white': Do black adolescents disparage academic achievement?" In Jencks and Phillips, *The Black-White Test Score Gap*. In Jencks and Phillips, *The Black-White Test Score Gap*.

Issues from practice:

What do your students, at different levels of the education system, think that the purpose of schooling is? What are their conceptions of learning, of the student's role and of the teacher's role? And how do you know this??

And why did I have you complete the "student diagnostic" at the beginning of the course?

10. The Institutional Conditions of Pedagogy

(11/7)

Larry Cuban, *How Teachers Taught: Constancy and Change in American Classrooms, 1880-1990*, (2nd edition). Ch. 8, "Explaining How They Taught: An Explanatory Analysis"; Ch. 9, "So What? Implications for Policymakers, Practitioners, and Researchers".

Michael Knapp and Patrick Shields, "The School and District Environment for Meaning-Oriented Instruction", Ch. 9 of Knapp et al., *Teaching for Meaning in High-Poverty Classrooms* (1995).

Milbrey McLaughlin and Joan Talbert, "The Contexts in Question: The Secondary School Workplace", in Milbrey McLaughlin, Joan Talbert, and Nina Bascia, eds., *The Context of Teaching in Secondary Schools* (Teachers College Press, 1990).

Michael Fullan, *Change Forces: Probing the Depths of Educational Reform* (1993), Ch. 3, "The Complexity of the Change Process".

Issues from practice:

What influences do districts have on approaches to teaching? What about the state? The federal government?

11. EQUALITY AND INEQUALITY: CONCEPTUAL PERSPECTIVES

(11/14)

Sarah Deschenes, Larry Cuban and David Tyack, "Mismatch: Historical Perspectives on Schools and Students Who Don't Fit Them", *Teachers College Record* Aug. 2001.

Talcott Parsons, "The School Class as Social System: Some of Its Functions in American Society", *Harvard Educational Review*, Fall 1959 (a structural-functional view).

Samuel Bowles and Herbert Gintis, *Schooling in Capitalist America* (New York: Basic, 1976), Ch. 4.

W. Norton Grubb and Marvin Lazerson, "The Evolution of Inequality", Ch. 8 of *The Education Gospel: The Economic Power of Schooling* (2004).

Jay MacLeod, *Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood* (Boulder: Westview Press, 1987), Ch. 2, "Social Reproduction in Theoretical Perspective".

W.N. Grubb, "Dynamic Inequality I", fragment.

John Collingsworth and Silvia Ybarra, "Analyzing Classroom Instruction: Curriculum Calibration".

WNG, Cheat Sheet on Conceptions of Equity.

*Jennifer Hochschild and Nathan Scovronick, *The American Dream and the Public Schools* (2003), Introduction.

Issues from practice:

If you have worked in an urban district where there tend to be concentrations of low-income, minority, and immigrant students, how does your school talk about these students? About the need for special programs like No Child Left Behind, bilingual education, or special education? How do these conversations reflect the "dilemma of difference"? Bring in any materials from your school that reflect these conversations.

12. Mechanisms of inequality: Sorting
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11/20

Martha Minow, *Making All the Difference: Inclusion, Exclusion, and American Law* (Cornell University Press, 1990), Ch. 1, "The Dilemma of Difference".

Jeannie Oakes (1984). *Keeping Track: How Schools Structure Inequality* (New Haven: Yale University Press), Ch. 1, 3.

* Reba Page and Linda Valli, "Curriculum Differentiation: An Introduction", and "Curriculum Differentiation: A Conclusion", in *Curriculum Differentiation: Interpretive Studies in U.S. Secondary Schools* (Albany: State of New York Press, 1990).

* Lee J. Cronbach, "Five decades of controversy over mental testing," in Charles Frankel (Ed.), *Controversies and Decisions: The Social Sciences and Public Policy* (New Haven: Russell Sage Foundation, 1976), pp. 123-147.

Rona Weinstein, *Reaching Higher: The Power of Expectations in Schooling* (2002), excerpts.

Ronald Ferguson, "Teachers' perceptions and expectations and the black-white test score gaps", in Jencks and Phillips, *The Black-White Test Score Gap*.

Charles Willie and Sarah Willie, "Black, white, and brown: The transformation of public education in America", *Teachers College Record*, March 2005.

Bernie Gifford and Guadalupe Valdez, "The linguistic isolation of Hispanic students in California's public schools", 2005.

13. Mechanisms of inequality: Resources
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11/27

Jonathan Kozol, *Savage Inequalities* (1991), "Looking Backward, 1964 - 1991"; Ch. 2, "Other People's Children: North Lawndale and the South Side of Chicago".

Eric Hanushek, "The Impact of Differential Expenditures on School Performance", *Educational Researcher*, May 1989, **especially Table 3.**

W. Norton Grubb, Luis Huerta, and Laura Goe, "Straw Into Gold, Resources Into Results: Spinning Out the Implications of the 'Improved' School Finance", *Journal of Educational Finance*, 2006.

Brooks Allen, *The Williams v. California Settlement: The First Year of Implementation* (2005).

Susanna Loeb and Michelle Reininger, *Public Policy and Teacher Labor Markets: Why We Know and Why It Matters*, Executive Summary.

Richard Ingersoll, "Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers?" Report prepared for *Renewing Our Schools, Securing Our Future* (2004).

B. Achinstein, R. Ogawa, and A. Spiegelman, "Are We Creating Separate and Unequal Tracks of Teachers?" *American Educational Research Journal* 41(3), 2004.

14. School reforms enhancing equity
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12/4

Marshall Smith and Jennifer O'Day, 'Equality in Education: Progress, Problems, and Possibilities', *CPRE Policy Briefs*, 6/91.

David Tyack and William Tobin, "The grammar of schooling: Why has it been so hard to change?" *American Educational Research Journal*, Fall 1993.

Choose one of these areas to read.

***Multiple explanations:
The black-white test score gap/the Anglo-Latino gap***

Christopher Jencks and Meredith Phillips, eds. *The Black-White Text Score Gap* (1998), Introduction.

or

Gualdalupe San Miguel and Richard Valencia, "From the Treaty of Guadalupe Hidalgo to *Hopwood*: The Educational Plight and Struggle of Mexican Americans in the Southwest", *Harvard Educational Review* Fall 1998.

Debra Viadero, "Lags in Minority Achievement Defy Traditional Explanations", *Education Week*, March 22, 2000.

Jim Cummins, "Empowering minority students: A framework for intervention", *Harvard Educational Review* Winter 2001.

Gil Conchas, "Structuring Failure and Success: Understanding the Variability in Latino School Engagement", *Harvard Education Review* 2001.

Responding to Accountability: The Pedagogy Wars

Arthur Powell, Eleanor Farrar, and David Cohen, *The Shopping Mall High School* (1985), Ch. 1, on the horizontal and the vertical curriculum. This is in the reading for session #3.

Michael Knapp et al., *Teaching for Meaning in High-Poverty Classrooms* (1995), Introduction, Ch.7, "The Outcomes of Teaching for Meaning in High-Poverty Classrooms".

Gad Yair, "Not just about time: Instructional practices and productive time in schools", *Educational Administration Quarterly* Oct. 2000.

E. Debray, G. Parson, and S. Avila, "Internal Alignment and External Pressure", in M. Carnoy, R. Elmore, and L. Siskkin, *The New Accountability: High Schools and High-Stakes Testing* (2003).

Judith Haymore Sandholtz, Rodney T. Ogawa & Samantha Paredes Scribner, "Standards Gaps: Unintended Consequences of Local Standards-Based Reform", 2004.

"Interventions" and Remedial Education

W. Norton Grubb et al., "Dynamic Inequality III: Helping Students Who Fall Behind", forthcoming.

J. D'Agostino and J. Murphy. A meta-analysis of reading recovery in United States schools. *Educational Evaluation and Policy Analysis*, 2004.

P. Lauer et al., Out-of-school-time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research* Summer 2006.

Language programs:

Thomas and Collier, *A National Study of School Effectiveness for Language-Minority Students' Long-Term Academic Achievement*, Summary.

Russell Rumberger and Patricia Gandara, "Seeking equity in the education of California's English Language Learners", *Teachers College Record* 2004.

Patricia Gándara and José Moreno, "The Puente Project: Issues and Perspectives on Preparing Latino Youth for Higher Education", *Educational Policy*, Sept. 2002; see other articles in this issue for other aspects of Puente.

Small schools and learning communities

Deborah Meier, *The Power of Their Ideas: Lessons for America from a Small School in Harlem* (1995), Ch. 2, "Central Park East: An Alternative Story".

NRC, *Engaging Schools* (2003), Ch. 6, "Education Through Theme-based Learning Communities.

Whole-school reforms

Quint, J. (2006). *Meeting Five Critical Challenges of High School Reform*. New York: MDRC.

Quint, J., Bloom, H., Black, A.R., Stephens, L., and Akey, T. (2005). *The Challenge of Scaling Up Educational Reform: Findings and Lessons from First Things First*. New York: MDRC.

* Wendy Hopfenberg and Henry Levin, *The Accelerated Schools Resource Guide* (1993), Ch. 2, "What Are Accelerated Schools?"

Early preparation

Richard Coley, *An Uneven Start: Indicators of Inequality in School Readiness* (2002), Executive summary.

George Farkas, "Racial Disparities and Discrimination in Education", *Teachers College Record* Aug. 2003, particularly pp. 1121 – 1127.

*Jennifer Cheng, "At Home and at School: Racial and Ethnic Gaps in Educational Preparedness", *California Counts*, PPIC, Nov. 2001.

School services and community partnerships

NRC, *Engaging Schools* (2004), Ch. 6, "Meeting Students' Nonacademic Needs".

James Comer, *Rallying the Whole Village: The Comer Process for Reforming Education*, Ch. 1, "The School Development Program".

Steven Sheldon, "Linking school-family-community partnerships in urban elementary schools to student achievement on state tests", *Urban Review* June 2003.

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