

Schoolhouses Courthouses And Statehouses Solving The Funding Achievement Puzzle In Americas Public Schools

This book provides a critical analysis of the neoliberal reform agenda of the economic governance of schools. Focusing on the role of the United States in this process, it explores the transformation of schools in this agenda from educational establishments to enterprises in a competitive education market. The study uses Bourdieu to apply a field-theoretical framework to a detailed empirical analysis of the current changes of school government. Chapters explore education bureaucracy, reform and the effect of outside organizations on pedagogy and testing. The book reveals how far the promises of corporate education reform are from reality and concludes with a plea for a realistic view of school’s capabilities. It goes beyond the state of the art with its focus on how the governance of education, school and instruction is changing with the replacement of educracy by an education-industrial complex. The book will be of great interest for academics, postgraduate students, administrators and politicians in the field of education policy, the governance of school systems and schools. The book also has an international appeal as it studies a global transformation of the field of education.

What’s missing in education reform in the United States? The answer is leadership; specifically, the ability of school and district leaders to construct and continually nurture a culture of sustained high performance. A true leader needs to have not only a vision of the desired culture, but the skills and information necessary to make that vision a reality. Providing a combined 70 years of classroom and administrative experience, renowned authors James Guthrie and Patrick Schuermann offer a practice-based approach, grounded in research and theory, to achieving and maintaining an atmosphere of success in schools through effective leadership. Over the past twenty years, educational policy has been characterized by top?down, market?focused policies combined with a push toward privatization and school choice. The new Every Student Succeeds Act continues along this path, though with decision?making authority now shifted toward the states. These market?based reforms have often been touted as the most promising response to the challenges of poverty and educational disenfranchisement. But has this approach been successful? Has learning improved? Have historically low?scoring schools “turned around” or have the reforms had little effect? Have these narrow conceptions of schooling harmed the civic and social purposes of education in a democracy? This book presents the evidence. Drawing on the work of the nation’s most prominent researchers, the book explores the major elements of these reforms, as well as the social, political, and educational contexts in which they take place. It examines the evidence supporting the most common school improvement strategies: school choice; reconstitutions, or massive personnel changes; and school closures. From there, it presents the research findings cutting across these strategies by addressing the evidence on test score trends, teacher evaluation, “miracle” schools, the Common Core State Standards, school choice, the newly emerging school improvement industry, and re?segregation, among others. The weight of the evidence indisputably shows little success and no promise for these reforms. Thus, the authors counsel strongly against continuing these failed policies. The book concludes with a review of more promising avenues for educational reform, including the necessity of broader societal investments for combatting poverty and adverse social conditions. While schools cannot single?handedly overcome societal inequalities, important work can take place within the public school system, with evidence?based interventions such as early childhood education, detracking, adequate funding and full?service community schools—all intended to renew our nation’s commitment to democracy and equal educational opportunity.

In this volume fourteen fellows of the International Academy of Education, whose research work is known internationally, reflect upon the ways in which their careers have been shaped by early family influences, by random events and surprise opportunities, and by nascent intellectual interests and academic mentoring. The authors come from many different countries (Australia, Belgium, Cyprus, Germany, Greece, Israel, Mexico, South Africa, and the USA), and from a number of disciplinary or intellectual orientations including curriculum development, economics, educational measurement and statistical analysis, history, philosophy, policy analysis, program evaluation, psychology, and sociology. They come from diverse social and cultural backgrounds; and in many cases rose above the travails presented by wars, social unrest, and social injustice to attain an education that launched them eventually into a research career. On this path, many were unexpectedly assisted by established researchers who served as mentors or “enablers.” Their personal stories, then, are of broad interest – and may even be a source of comfort and inspiration to younger colleagues who are commencing their careers in the international educational research community.

Schooling German Girls and Women

Education and the Economics of Growth

Afrocentrism and Creationism in American Public Schools

IJER Vol 25-N4

Soldiers and Scholars

The Right to Privacy

Issues and Perspectives

Captures significant transformations in the theory and practice of economic and social rights in constitutional and human rights law.

James Albisetti provides the first comprehensive study in any language of the development of secondary schools for girls in the various German states during the nineteenth century, and of the struggles waged by women after 1865 to gain access to higher education and the liberal professions. Through comparisons with contemporaneous developments in other European countries, he points out what was typical and what unique in the German experience in such areas as the operation and curricula of girls' schools, the opportunities for women teachers, the debates over increased educational and employment opportunities for women, and the strategies and tactics adopted by feminist organizations. The work is based on a wide variety of published sources and on the previously unexplored archives of the Prussian Ministry of Education. Topics discussed include the divisions between feminists interested in separate educational institutions for women and those wanting coeducational study at both the secondary and the university levels, and the impact of feminists on the major educational reforms introduced in Prussia and other German states between 1900 and 1910. Acknowledging that German women gained the right to matriculate at domestic universities later than did their sisters in most other European countries, the author suggests that an examination of the entire spectrum of educational and employment opportunities for women reveals no discernable German Sonderweg, or special path of modernization, in this area. Originally published in 1989. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

From race to speech, from religion to school funding, from discipline to special education, few aspects of education policy have escaped the courtroom over the past fifty years. Predictably, much controversy has ensued. Supporters of education litigation contend that the courts are essential to secure student (and civil) rights, while critics insist that the courts distort policy and that the mere threat of litigation undermines the authority of teachers and administrators. From Schoolhouse to Courthouse brings together experts on law, political science, and education policy to test these claims. Shep Melnick (Boston College) and James Ryan (University of Virginia School of Law) draw lessons from judicial efforts to promote school desegregation and civil rights. Martha Derthick (University of Virginia), John Dinan (Wake Forest University), and Michael Heise (Cornell Law School) discuss litigation over high-stakes testing and school finance in the era of No Child Left Behind. Richard Arum (New York University), Samuel R. Bagenstos (Washington University Law School), and Frederick M. Hess (American Enterprise Institute) analyze the consequences of court rulings for school discipline, special education, and district management. Finally, editors Joshua Dunn and Martin R. West probe the tangled relationship between religious freedom, student speech, and school choice.

Do you possess 'freedom'-the will to do as you choose-as an individual, as a participant in social affairs or as a citizen in the political realm? Well, no. Not really. At least not as most of us understand a term loaded down with metaphysical baggage. Don't worry. You've got something better: a neurological system capable of carrying out the most complex analytical and computational tasks; membership in innumerable communities that provide you with huge stores of knowledge and wisdom; and a politico-constitutional order that ought to provide the material and the immaterial conditions that will enable you to pursue a life worth valuing. Drop the simplistic folk-psychology of unfettered freedom, whild holding on to intentionality, and you might be inclined to adopt a set of social practices and political arrangements that enhance the chances that you and your compatriots will flourish. As many recent studies of consciousness reveal our neurological systems are complex feedback mechanisms designed to create myriad for trial and error and (if you survive) the production of new stores of knowledge. Individuals-comprised of numerous radically heterogeneous, naturally and socially determined selves-are always experimenting, attempting to divine through reflection and action, what 'works' best: even when 'best' means fully embracing who we already are. Choice architects, those persons charged with constructing the environments within which we operate daily, should (if responsible) regularly run experiments that attempt to eliminate biases, and ultimately, deliver norms that nudge us away from negative defaults toward more optimal ends. A constitutional democracy, made up of millions of radically heterogeneous, densely populated individuals, constantly strives to determine what works best for most of its many constituents. Because South Africa's Constitution states (at an extremely high level of generality) only some of the norms that govern our lives, it remains for citizens, representatives and judges to create doctrines and institutions that serve its capaciously framed ends best. After canvassing the relevant literature in neuroscience, empirical philosophy, behavioural psychology, social capital theory, development economics, and emergent experimental governance, this work suggests that manifold experiments in living that fall within the accepted parameters of our shared constitutional norms are likely, over time, to produce more optimal ways of being that can be replicated by other members of our polity. Our reflexive stance toward best practices-a linchpin of this book's take on experimental governance-when inextricably linked to a commitment to flourishing and to the expansion of individual capabilities, should cause us to alter the content of the fundamental norms that shape our lives and bind us to one another. A political order founded upon experimental constitutionalism and flourishing promises an egalitarian pluralist reformation of South African society. The book spins out its novel thesis against the concrete backdrop of political arrangements and judicial doctrines that have emerged during the first 20 years of our truly vibrant constitutional democracy. Its trenchant analysis of political institutions and constitutional case law shows us how far we have come, and how far we still have to go.

Contentious Curricula

From Educeracy to the Education-Industrial Complex

Endangering Prosperity

The Past, Present, and Future of Advanced Placement

Improving Performance and Controlling Costs

Overcoming the Structural Barriers to School Reform

How Affirmative Action Hurts Students It's Intended to Help, and Why Universities Won't Admit It

Schoolhouses, Courthouses, and StatehousesSolving the Funding-Achievement Puzzle in America's Public SchoolsPrinceton University Press

This volume calls for a reaffirmation of the importance of the unified study of political economy.

The first book to tell the story of the Advanced Placement program, the gold standard for academic rigor in American high schools The Advanced Placement program stands as the foremost source of college-level academics for millions of high school students in the United States and beyond. More than 22,000 schools now participate in it, across nearly forty subjects, from Latin and art to calculus and computer science. Yet remarkably little has been known about how this nongovernmental program became one of the greatest success stories in K-12 education—until now. In Learning in the Fast Lane, Chester Finn and Andrew Scanlan, two of the country's most respected education analysts, offer a groundbreaking account of one of the most important educational initiatives of our time. Learning in the Fast Lane traces the story of AP from its mid-twentieth-century origins as a niche benefit for privileged students to its emergence as a springboard to college for high schoolers nationwide, including hundreds of thousands of disadvantaged youth. Today, AP not only opens new intellectual horizons for smart teenagers, but also strengthens school ratings, attracts topflight teachers, and draws support from philanthropists, reformers, and policymakers. At the same time, it faces numerous challenges, including rival programs, curriculum wars, charges of elitism, the misgivings of influential universities, and the difficulty of infusing rigor into schools that lack it. In today's polarized climate, can AP maintain its lofty standards and surmount the problems that have sunk so many other bold education ventures? Richly documented and thoroughly accessible, Learning in the Fast Lane is a must-read for anyone with a stake in the American school system.

These reports contain the syllabi of cases which were argued before the court in a given term, the opinions of the court, as well as concurring and dissenting opinions.

Learning-Focused Leadership in Action

Official Reports of the Supreme Court

Educational Inequality and School Finance

Leading Schools to Success

A Global View of the American School

Thinking Effectively through Creative Puzzle-Solving

Schools, Courts, and Civic Participation

The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of “What works?” and “What works best?” World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students’ academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

Offers real-life stories, items, and methods that allow for a deeper understanding of any issue, provide the power to use failure as a step toward success, and develop a habit of creating probing questions.

In Challenging the One Best System, a team of leading education scholars offers a rich comparative analysis of the set of urban education governance reforms collectively known as the “portfolio management model.” They investigate the degree to which this model—a system of schools operating under different types of governance and with different degrees of autonomy—challenges the standard structure of district governance famously characterized by David Tyack as “the one best system.” The authors examine the design and enactment of the portfolio management model in three major cities: New Orleans, Los Angeles, and Denver. They identify the five interlocking mechanisms at the core of the model—planning and oversight, choice, autonomy, human capital, and school supports—and show how these are implemented differently in each city. Using rich qualitative data from extensive interviews, the authors trace the internal tensions and tradeoffs that characterize these systems and highlight the influence of historical and contextual factors as well. Most importantly, they question whether the portfolio management model represents a fundamental restructuring of education governance or more incremental change, and whether it points in the direction of meaningful improvement in school practices. Drawing on a rigorous, multimethod study, Challenging the One Best System represents a significant contribution to our understanding of system-level change in education.

This book compares two challenges made to American public school curricula in the 1980s and 1990s. It identifies striking similarities between proponents of Afrocentrism and creationism, accounts for their differential outcomes, and draws important conclusions for the study of culture, organizations, and social movements. Amy Binder gives a brief history of both movements and then describes how their challenges played out in seven school districts. Despite their very different constituencies--inner-city African American cultural essentialists and predominately white suburban Christian conservatives--Afrocentrists and creationists had much in common. Both made similar arguments about oppression and their children's well-being, both faced skepticism from educators about their factual claims, and both mounted their challenges through bureaucratic channels. In each case, challenged school systems were ultimately able to minimize or reject challengers' demands, but the process varied by case and type of challenge. Binder finds that Afrocentrists were more successful in advancing their cause than were creationists because they appeared to offer a solution to the real problem of urban school failure, met with more administrative sympathy toward their complaints of historic exclusion, sought to alter lower-prestige curricula (history, not science), and faced opponents who lacked a legal remedy comparable to the rule of church-state separation invoked by creationism's opponents. Binder's analysis yields several lessons for social movements research, suggesting that researchers need to pay greater attention to how movements seek to influence bureaucratic decision making, often from within. It also demonstrates the benefits of examining discursive, structural, and institutional factors in concert.

Cases Adjudged in the Supreme Court at ... and Rules Announced at

A Community of Scholars

Schoolhouses, Courthouses, and Statehouses

A Practical Guide

Learning from the Federal Market?Based Reforms

Experimentalism and flourishing as foundations of South Africa's basic law

The Future of Economic and Social Rights

A rigorous, pathbreaking analysis demonstrating that a country’s prosperity is directly related in the long run to the skills of its population. In this book Eric Hanushek and Ludger Woessmann make a simple, central claim, developed with rigorous theoretical and empirical support: knowledge is the key to a country's development. Of course, every country acknowledges the importance of developing human capital, but Hanushek and Woessmann argue that message has become distorted, with politicians and researchers concentrating not on valued skills but on proxies for them. The common focus is on school attainment, although time in school provides a very misleading picture of how skills enter into development. Hanushek and Woessmann contend that the cognitive skills of the population—which they term the “knowledge capital” of a nation—are essential to long-run prosperity. Hanushek and Woessmann subject their hypotheses about the relationship between cognitive skills (as consistently measured by international student assessments) and economic growth to a series of tests, including alternate specifications, different subsets of countries, and econometric analysis of causal interpretations. They find that their main results are remarkably robust, and equally applicable to developing and developed countries. They demonstrate, for example, that the “Latin American growth puzzle” and the “East Asian miracle” can be explained by these regions' knowledge capital. Turning to the policy implications of their argument, they call for an education system that develops effective accountability, promotes choice and competition, and provides direct rewards for good performance.

The mission of the International Journal of Educational Reform (IJER) is to keep readers up-to-date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities. As the only peer-reviewed scholarly publication that combines authors' voices without regard for the political affiliations perspectives, or research methodologies, IJER provides readers with a balanced view of all sides of the political and educational mainstream. To this end, IJER includes, but is not limited to, inquiry based and opinion pieces on developments in such areas as policy, administration, curriculum, instruction, law, and research. IJER should thus be of interest to professional educators with decision-making roles and policymakers at all levels turn since it provides a broad-based conversation between and among policymakers, practitioners, and academicians about reform goals, objectives, and methods for success throughout the world. Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked. IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes. Finally, it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U.S. and the world.

Improving public schools through performance-based funding Spurred by court rulings requiring states to increase public-school funding, the United States now spends more per student on K-12 education than almost any other country. Yet American students still achieve less than their foreign counterparts, their performance has been flat for decades, millions of them are failing, and poor and minority students remain far behind their more advantaged peers. In this book, Eric Hanushek and Alfred Lindseth trace the history of reform efforts and conclude that the principal focus of both courts and legislatures on ever-increasing funding has done little to improve student achievement. Instead, Hanushek and Lindseth propose a new approach: a performance-based system that directly links funding to success in raising student achievement. This system would empower and motivate educators to make better, more cost-effective decisions about how to run their schools, ultimately leading to improved student performance. Hanushek and Lindseth have been important participants in the school funding debate for three decades. Here, they draw on their experience, as well as the best available research and data, to show why improving schools will require overhauling the way financing, incentives, and accountability work in public education.

Spending on K-12 education across the United States and across local school districts has long been characterized by great disparities--disparities that reflect differences in property wealth and tax rates. For more than a quarter-century, reformers have attempted to reduce these differences through court challenges and legislative action. As part of a broad study of education finance, the committee commissioned eight papers examining the history and consequences of school finance reform undertaken in the name of equity and adequacy. This thought-provoking, timely collection of papers explores such topics as: What do the terms "equity" and "adequacy" in school finance really mean? How are these terms relevant to the politics and litigation of school finance reform? What is the impact of court-ordered school finance reform on spending disparities? How do school districts use money from finance reform? What policy options are available to states facing new challenges from court decisions mandating adequacy in school finance? When measuring adequacy, how do you consider differences in student needs and regional costs?

International Guide to Student Achievement

Intellectual Self Portraits by Fellows of the International Academy of Education

Education Governance for the Twenty-First Century

Making Schools Work

Lopsided Schools

Constructing and Sustaining High-Performing Learning Cultures

Why Money Matters for America's Students

Educational reform is a big business in the United States. Parents, educators, and policymakers generally agree that something must be done to improve schools, but the consensus ends there. The myriad of reform documents and policy discussions that have appeared over the past decade have not helped to pinpoint exactly what should be done. The case for investment in education is an economic one: schooling improves the productivity and earnings of individuals and promotes stronger economic growth and better functioning of society. Recent trends in schooling have, however, lessened the value of society's investments as costs have risen dramatically while student performance has stayed flat or even fallen. The task is to improve performance while controlling costs. This book is the culmination of extensive discussions among a panel of economists led by Eric Hanushek. They conclude that economic considerations have been entirely absent from the development of educational policies and that economic reality is sorely needed in discussions of new policies. The book outlines an improvement plan that emphasizes changing incentives in schools and gathering information about effective approaches. Available research and analysis demonstrates that current central decisionmaking has worked poorly. Concentrating on inputs such as pupil-teacher ratios or teacher graduate degrees appears quite inferior to systems that directly reward performance. Nonetheless, since experience with such alternatives is very limited, a program of extensive evaluation appears to be in order. Attempts to institute radical change on the basis of currently available information involve substantial risks of failure. Many people today find proposals such as charter schools, expanded use of merit pay, or educational vouchers to be appealing. Yet there is little evidence of their effectiveness, and widespread adoption of these proposals is sure to run into substantial problems of implementation. Instead of choosing the "right" approach, this book advocates a more systematic approach of experimentation, evaluation, and change. In addition to Hanushek, the contributors are Charles S. Benson, University of California, Berkeley; Richard B. Freeman, Harvard University; Dean T. Jamison, UCLA; Henry M. Levin, Stanford University; Rebecca A. Maynard, University of Pennsylvania; Richard J. Murnane, Harvard University; Steven G. Rivkin, Amherst College; Richard H. Sabot, Williams College; Lewis C. Solmon, Milken Institute for Job and Capital Formation; Anita A. Summers, University of Pennsylvania; Finis Welch, Texas A&M University; and Barbara L. Wolfe, University of Wisconsin.

This study focuses on governance of K-12 public schools. Governance - the work of institutions that set the rules under which schools must operate - can protect children and prevent misuse of public funds, but it can also prevent teachers and principals from doing their best for children. There are proposals to simplify governance changing by giving control to mayors, eliminating elected school boards, or eliminating local oversight entirely. This book approaches governance from a new angle: who governs is less important than what powers government has.

In Educational Inequality and School Finance, Bruce D. Baker offers a comprehensive examination of how US public schools receive and spend money. Drawing on extensive longitudinal data and numerous studies of states and districts, he provides a vivid and dismaying portrait of the stagnation of state investment in public education and the continuing challenges of achieving equity and adequacy in school funding. Baker explores school finance, the school and classroom resources derived from school funding, and how and why those resources matter. He provides a critical examination of popular assumptions that undergird the policy discourse around school funding—notably, that money doesn't matter and that we are spending more and getting less—and shows how these misunderstandings contribute to our reluctance to increase investment in education at a time when the demands on our educational system are rising. Through an introduction to the concepts of adequacy, equity, productivity, and efficiency, Baker shows how these can be used to evaluate policy reforms. He argues that we know a great deal about the role and importance of money in schools, the mechanisms through which money matters for student outcomes, and the trade-offs involved, and he presents a framework for designing and financing an equitable and adequate public education system, with balanced and stable sources of revenue. Educational Inequality and School Finance takes an issue all too often relegated to technical experts and makes it accessible for broader public empowerment and engagement. The aspects of this text which we believe are novel, at least in degree, include: an effort to motivate different sections with practical examples and an empirical orientation; an effort to intersperse several easily motivated examples throughout the book and to maintain some continuity in these examples; and the extensive use of Monte Carlo simulations to demonstrate particular aspects of the problems and estimators being considered. In terms of material being presented, the unique aspects include the first chapter which attempts to address the use of empirical methods in the social sciences, the seventh chapter which considers models with discrete dependent variables and unobserved variables. Clearly these last two topics in particular are quite advanced—more advanced than material that is currently available on the subject. These last two topics are also currently experiencing rapid development and are not adequately described in most other texts.

Leaders in Educational Research

Exam Schools

Modern Political Economy

Mismatch

The Selfless Constitution

Inside America's Most Selective Public High Schools

United States Reports

The debate over affirmative action has raged for over four decades, with little give on either side. Most agree that it began as noble effort to jump-start racial integration; many believe it devolved into a patently unfair system of quotas and concealment. Now, with the Supreme Court set to rule on a case that could sharply curtail the use of racial preferences in American universities, law professor Richard Sander and legal journalist Stuart Taylor offer a definitive account of what affirmative action has become, showing that while the objective is laudable, the effects have been anything but. Sander and Taylor have long admired affirmative action's original goals, but after many years of studying racial preferences, they have reached a controversial but undeniable conclusion: that preferences hurt underrepresented minorities far more than they help them. At the heart of affirmative action's failure is a simple phenomenon called mismatch. Using dramatic new data and numerous interviews with affected former students and university officials of color, the authors show how racial preferences often put students in competition with far better-prepared classmates, dooming many to fall so far behind that they can never catch up. Mismatch largely explains why, even though black applicants are more likely to enter college than whites with similar backgrounds, they are far less likely to finish; why there are so few black and Hispanic professionals with science and engineering degrees and doctorates; why black law graduates fail bar exams at four times the rate of whites; and why universities accept relatively affluent minorities over working class and poor people of all races. Sander and Taylor believe it is possible to achieve the goal of racial equality in higher education, but they argue that alternative policies -- such as full public disclosure of all preferential admission policies, a focused commitment to improving socioeconomic diversity on campuses, outreach to minority communities, and a renewed focus on K-12 schooling -- will go farther in achieving that goal than preferences, while also allowing applicants to make informed decisions. Bold, controversial, and deeply researched, Mismatch calls for a renewed examination of this most divisive of social programs -- and for reforms that will help realize the ultimate goal of racial equality.

America's fragmented, decentralized, politicized, and bureaucratic system of education governance is a major impediment to school reform. In this important new book, a number of leading education scholars, analysts, and practitioners show that understanding the impact of specific policy changes in areas such as standards, testing, teachers, or school choice requires careful analysis of the broader governing arrangements that influence their content, implementation, and impact. Education Governance for the Twenty-First Century comprehensively assesses the strengths and weaknesses of what remains of the old in education governance, scrutinizes how traditional governance forms are changing, and suggests how governing arrangements might be further altered to produce better educational outcomes for children. Paul Manna, Patrick McGuinn, and their colleagues provide the analysis and alternatives that will inform attempts to adapt nineteenth and twentieth century governance structures to the new demands and opportunities of today. Contents: Education Governance in America: Who Leads When Everyone Is in Charge?, Patrick McGuinn and Paul Manna The Failures of U.S. Education Governance Today, Chester E. Finn Jr. and Michael J. Petrilli How Current Education Governance Distorts Financial Decisionmaking, Marguerite Roza Governance Challenges to Innovators within the System, Michelle R. Davis Governance Challenges to Innovators outside the System, Steven F. Wilson Rethinking District Governance, Frederick M. Hess and Olivia M. Meeks Interstate Governance of Standards and Testing, Kathryn A. McDermott Education Governance in Performance-Based Federalism, Kenneth K. Wong The Rise of Education Executives in the White House, State House, and Mayor's Office, Jeffrey R. Henig English Perspectives on Education Governance and Delivery, Michael Barber Education Governance in Canada and the United States, Sandra Vergari Education Governance in Comparative Perspective, Michael Mintrom and Richard Walley Governance Lessons from the Health Care and Environment Sectors, Barry G. Rabe Toward a Coherent and Fair Funding System, Cynthia G. Brown Picturing a Different Governance Structure for Public Education, Paul T. Hill From Theory to Results in Governance Reform, Kenneth J. Meier The Tall Task of Education Governance Reform, Paul Manna and Patrick McGuinn

The traditional distinction between military and political affairs in American life has become less significant as military officers increasingly participate with civilians in the formulation of national policies. In an examination of the impact of this change upon professional military education, the authors present a forthright analysis of military responsibility today, the growth of education for policy roles, the form and content of that education, and its relation to the over-all duties of the armed forces. They have used hundreds of interviews and questionnaires and studied carefully the history and programs of the military academies, ROTC, Command and Staff Schools, Armed Forces Staff College, National War College, three service War Colleges, Industrial College of the Armed Forces, and other institutions. Originally published in 1957. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

In an educational context where school and district performance is of increasing focus, it's essential for leaders at all levels of the educational system to focus on improving student performance. This volume zeros in on a promising set of strategies and practices for all leaders to motivate, support, and sustain learning in contemporary schools. Learning-Focused Leadership in Action explores what it means for educational leadership to be "learning-focused," what this looks like in practice at both the school and district level, and how such leadership changes can be set in motion. Drawing on extensive case study research in schools and districts that are making progress on learning improvement, this volume explores how leaders at all levels of the educational system can productively seek to improve the quality of learning opportunities and student performance, no matter how challenging the circumstances.

Solving the Funding-Achievement Puzzle in America's Public Schools

Case Method Briefings

The Judiciary's Role in American Education

A Democratic Constitution for Public Education

The Knowledge Capital of Nations

Equity and Adequacy in Education Finance

Lessons for ESSA

The coming decade holds immense potential for dramatic improvement in U.S. education and in the achievement of American children and in this volume, members of the Hoover Institution's Koret Task Force on K-12 Education examine both the gains and the pitfalls that lie ahead, informed by where U.S. education has been, what changes have been made in recent years, and what's still required for the comprehensive overhaul that this vital enterprise so urgently needs. Looking back infinitely easier than predicting the future, but planning for the future is necessary if anything is to change and by analyzing the recent past and present condition of American primary and secondary school education across a host of key members in this volume chart a bold course for the years ahead. Optimistic about the opportunities at hand, they identify essential—and feasible—reforms as well as the barriers that must be overcome if those changes are to occur. They offer scholarship and thoughtful prescriptions for productive policy alternatives.

An in-depth look at academically selective public high schools in America What is the best education for exceptionally able and high-achieving youngsters? Can the United States strengthen its future intellectual leadership, economic vitality, and prowess without sacrificing equal opportunity? There are no easy answers but, as Chester Finn and Jessica Hockett show, for more than 100,000 students each year, the solution is to enroll in an academically selective public high school. E is the first-ever close-up look at this small, sometimes controversial, yet crucial segment of American public education. This groundbreaking book discusses how these schools work--and their critical role in nurturing the country's brightest students. Schools identified by Finn and Hockett are located in thirty states, plus the District of Columbia. While some are world renowned, such as Boston Latin and Bronx Science, others are known only in their own communities. The authors survey issues ranging from admissions and student diversity to teacher selection. They probe sources of political support, curriculum, instructional styles, educational effectiveness, and institutional autonomy. Some of their findings are surprising: L example, has no "exam schools" while New York City has dozens. Asian-American students are overrepresented—but so are African-American pupils. Culminating with in-depth profiles of eleven exam schools and thoughtful reflection on policy Finn and Hockett ultimately consider whether the country would be better off with more such schools. At a time of keen attention to the faltering education system, Exam Schools sheds positive light on a group of schools that could well provide a transformative roadmap for many of America's children.

A guide for grad students and academics who want to find fulfilling careers outside higher education. With the academic job market in crisis, 'Leaving Academia' helps grad students and academics in any scholarly field find satisfying careers in education. The book offers invaluable advice to visiting and adjunct instructors ready to seek new opportunities, to scholars caught in "tenure-trap" jobs, to grad students interested in nonacademic work, and to committed academics who want to help students and contingent colleagues more effectively. Providing clear, concrete ways to move forward at each stage of your career change, even when the going gets tough, 'Leaving Academia' is both realistic and hopeful.

The Institute for Advanced Study in essays and photos This beautifully illustrated anthology celebrates eighty years of history and intellectual inquiry at the Institute for Advanced Study, one of the world's leading centers for theoretical research. Essays by current and former faculty and members along with photographs by Serge J-F. Levy, the book captures the spirit of curiosity, freedom, and comradeship that is a hallmark of this unique community of scholars. Founded in 1930 in Princeton, New Jersey, the institute encourages and supports fundamental research in the sciences and humanities—the original, often speculative thinking that can transform how we understand our world. Albert Einstein was among the first in a long line to be affiliated with the institute. They include Kurt Gödel, George Kennan, J. Robert Oppenheimer, Erwin Panofsky, Homer A. Thompson, John von Neumann, and Hermann Weyl. This volume offers an intimate portrait in words and images of a distinguished institution that might best be described as a true academic village. The personal reflections collected here—written by leading figures from across the disciplines—bring this exceptional academic institution and its history vibrantly to life. The authors of the anthology are Michael Atiyah, Chantal David, Freeman Dyson, Jane F. Fulcher, Peter Goddard, Barbara Kowalzig, Wolf Lepenies, Paul Moravec, Joan Wallach Scott, and David H. Weinberg.

Impressions of the Institute for Advanced Study

The Great Expectations School

The Portfolio Management Model and Urban School Governance

Learning in the Fast Lane

Making Up Your Own Mind

What Lies Ahead for America's Children and Their Schools

Old Topics, New Directions

Traces the author's turbulent first year working as a teacher of disadvantaged students in the Bronx, describing his difficulties with such challenges as unruly students, absent parents, and a failing administration, obstacles that placed his career choice in question and revealed formidable flaws in the educational system.

Lopsided Schools introduces readers to the case method. It is intended for school administrators, instructors, guidance counselors, teacher trainers, school board members, parents, and the general public. It helps them use the case method to examine the scholastic challenges that critics posed from World War I to the present.

The 2016 presidential election campaign and its aftermath have underscored worrisome trends in the present state of our democracy: the extreme polarization of the electorate, the dismissal of people with opposing views, and the widespread acceptance and circulation of one-sided and factually erroneous information. Only a small proportion of those who are eligible actually vote, and a declining number of citizens actively participate in local community activities. In Flunking Democracy, Michael A. Rebell makes the case that this is not a recent problem, but rather that for generations now, America's schools have systematically failed to prepare students to be capable citizens. Rebell analyzes the causes of this failure, provides a detailed analysis of what we know about how to prepare students for productive citizenship, and considers examples of best practices. Rebell further argues that this civic decline is also a legal failure—a gross violation of both federal and state constitutions that can only be addressed by the courts. Flunking Democracy concludes with specific recommendations for how the courts can and should address this deficiency, and is essential reading for anyone interested in education, the law, and democratic society.

How you can become better at solving real-world problems by learning creative puzzle-solving skills We solve countless problems—big and small—every day. With so much practice, why do we often have trouble making simple decisions—much less arriving at optimal solutions to important questions? Are we doomed to this middle—or is there a practical way to learn to think more effectively and creatively? In this enlightening, entertaining, and inspiring book, Edward Burger shows how we can become far better at solving real-world problems by learning creative puzzle-solving skills using simple, effective thinking techniques. Making Up Your Own Mind teaches these techniques—including how to ask good questions, fail and try again, and change your mind—and then helps you practice them with fun verbal and visual puzzles. The goal is not to quickly solve each challenge but to come up with as many different ways of thinking about it as possible. As you see the puzzles in ever-greater depth, your mind will change, helping you become a more imaginative and creative thinker in daily life. And learning how to be a better thinker pays off in incalculable ways for anyone—including students, businesspeople, professionals, athletes, artists, leaders, and lifelong learners. A book about changing your mind and creating an even better version of yourself through mental play, Making Up Your Own Mind will delight and reward anyone who wants to learn how to find better solutions to life's innumerable puzzles. And the puzzles extend to the thought-provoking format of the book itself because one of the later short chapters is printed upside down while another is printed in mirror image, further challenging the reader to see the world through different perspectives and make new meaning.

Improving Instruction in Schools and Districts

A Rookie Year in the New Blackboard Jungle

From Schoolhouse to Courthouse

Dark Money and the Politics of School Privatization

Statistical Methods for Social Scientists

Flunking Democracy

The relative deficiencies of U.S. public schools are a serious concern to parents and policymakers. But they should be of concern to all Americans, as a globalizing world introduces new competition for talent, markets, capital, and opportunity. In Endangering Prosperity, a trio of experts on international education policy compares the performance of American schools against that of other nations. The net result is a mixed but largely disappointing picture that clearly shows where improvement is most needed. The authors' objective is not to explain the deep causes of past failures but to document how dramatically the U.S. school system has failed its students and its citizens. It is a wake-up call for structural reform. To move forward to a different and better future requires that we understand just how serious a situation America faces today. For example, the authors consider the Programme for International Student Assessment (PISA), an international mathematics examination. America is stuck in the middle of average scores, barely beating out European countries whose national economies are in the red zone. U.S. performance as measured against stronger economies is even weaker—in total, 32 nations outperformed the United States. The authors also delve into comparative reading scores. A mere 31 percent of U.S. students in the class of 2011 could perform at the "proficient" level as measured by the National Assessment of Educational Progress (NAEP) program, compared with South Korea's result of 47 percent. And while some observers may downplay the significance of cross-globe comparisons, they should note that Canadian students are dramatically outpacing their U.S. counterparts as well. Clearly something is wrong with this picture, and this book clearly explicates the costs of inaction. The time for incremental tweaking the system is long past—wider, deeper, and more courageous steps are needed, as this book amply demonstrates with accessible prose, supported with hard data that simply cannot be ignored.

Leaving Academia

Governing the School under Three Decades of Neoliberal Reform

Military Education and National Policy

The 5 Elements of Effective Thinking

Challenging the One Best System