

Challenges of School Reform – Becoming An Agent of School Reform

Chapter Three

Chapter Outline

- I. Historical Systemic Reform Ideas (Handout, examples)**
 - **1892 - Committee of Ten**
 - **1918 - Seven Cardinal Principles**
 - **1957 - Sputnik & Golden Age of Science/Math Reform**
 - **1982 - Paideia Proposal**
 - **1983 - A Place Called School**
 - **1983 - Carnegie Foundation for Advancement of Teaching**
 - **1983 - A Nation At Risk**
 - **1984 – Horace’s Compromise**
 - **1986 - A Nation Prepared & Holmes Report**
 - **1994 - Goals 2000**
 - **2001 - No Child Left Behind Act**

Five Observations and Comments on Previous School Reforms

- **The general public (e.g., parent groups, community leaders, state and federal lawmakers) consistently views the main purpose for schools to be the solving of perceived needs in society.**
- **Historically, the most influential groups advocating school reform are lawmakers and national leaders, yet most communities feel strongly about local control through locally elected school boards.**
- **The public is most often NOT interested in enhancing individual goal achievement; the public is paying attention in group effects. The public favors a one-size-fits-all approach to education and views students as “products” to be molded.**
- **Most reforms are shaped by forces and persons outside the school systems, not by the schools and the teachers themselves.**
- **School teachers have been viewed traditionally as public servants or skilled workers (not individual professionals). Like their students, the public believes teachers are best prepared (trained) in a one-size-fits-all approach.**

II. Current Systemic Reform Ideas

- **Outcome Goals**
 1. **Identify high quality learning outcomes in all subjects (NCTM etc)**
 2. **School Report Cards**
- **Redesigned Professional Teacher Training Reforms**
 1. **Interstate New Teacher Assessment and Support Consortium (INTASC) common standards for all initial teacher training programs**
 2. **Raising the bar – Praxis II and III testing required by most states**
 3. **Institutional NCATE accreditation tied to candidate pass rate**
 4. **National Board of Professional Teaching Standards (NBPTS)**
- **Current and Redesigned Teacher-Compensation Schemes**
 1. **Current – courses taken and years of experience**
 2. **Suggested - pay based on meeting Professional Growth Benchmarks**
 3. **Suggested - Merit Pay – could be based on a) student performance; b) teacher performance; c) individualized productivity plan; d) teaching assignment – difficulty or in demand**
- **School Choice**
 1. **Voucher Plans**
 2. **Charter Schools**
 3. **Open-Enrollment Plans**
 4. **Magnet Schools**
- **Comprehensive School Reform Demonstration Programs**
 1. **School-Business Partnership Programs**
 2. **Full-Service Schools**