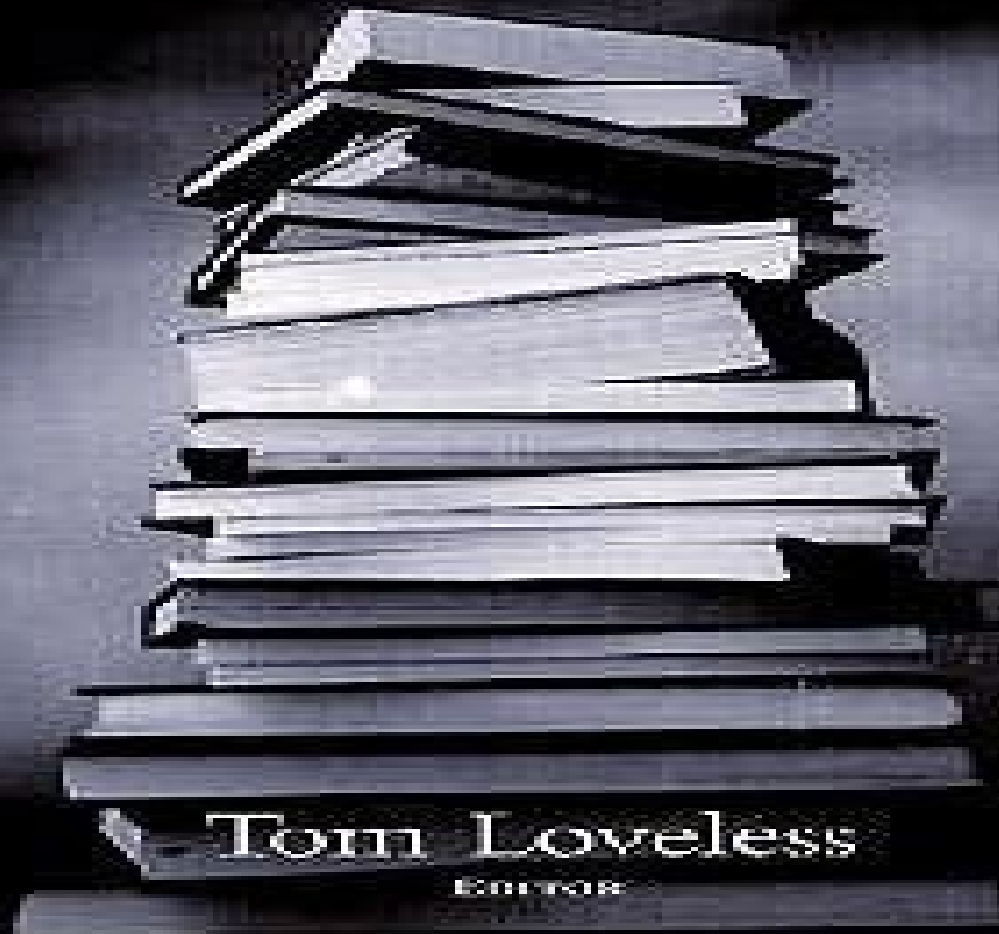


# THE GREAT CURRICULUM DEBATE

HOW SHOULD WE TEACH READING AND MATH?



# The Great Curriculum Debate How Should We Teach Reading And Math

**Tom Loveless**



## **The Great Curriculum Debate How Should We Teach Reading And Math:**

*The Great Curriculum Debate* Tom Loveless, 2001 In the 1990s progressives and traditionalists among American educators squared off in a dispute over reading and mathematics Arguments over how best to teach these two subjects is detailed in *The Great Curriculum Debate How Should We Teach Reading and Math* Although the authors disagree on many of the most important aspects of learning they agree on one point the school curriculum matters [The Great Curriculum Debate](#) Tom Loveless, 2004-05-13 Since the early twentieth century American educators have been engaged in a heated debate over what schools should teach and how they should teach it The partisans education progressives and education traditionalists have usually kept their disagreements within the walls of the nation s schools of education Periodically however arguments have erupted which have generated headlines and attracted public attention making clear the potential for bitterness and rancor in education politics In the 1990s progressives and traditionalists squared off in a dispute over reading and mathematics Arguments over how best to teach these two subjects is detailed in *The Great Curriculum Debate How Should We Teach Reading and Math* This book includes contributions from distinguished scholars from both sides of the debate as well as influential nonpartisans The proponents of whole language and phonics present their opposing views on reading Advocates and opponents of NCTM math reform the agenda of the National Council of Teachers of Mathematics NCTM discuss their differing opinions about math Although the authors disagree on many of the most important aspects of learning they agree on one point the school curriculum matters Decisions made now about the content of reading and mathematics will have long term consequences not only for students and schools but for society as a whole Contributors include E D Hirsch Jr University of Virginia Gail Burrill Mathematical Sciences Education Board Michael T Battista Kent State University David C Geary University of Missouri Columbia Roger Shouse Penn State University Adam Gamoran University of Wisconsin Madison Richard Askey University of Wisconsin Madison Diane Ravitch New York University Catherine E Snow Harvard University Margaret Moustafa California State University LA Richard L Allington University of Florida William Lowe Boyd Penn State University a **Power of Reading** Frank Furedi, 2015-10-08 Here is a natural companion to Christopher Booker s bestselling *The Seven Basic Plots* Continuum and John Gross s seminal study *The Rise and Fall of the Man of Letters* Weidenfeld and Nicolson The most eminent cultural and social historian Frank Furedi presents an eclectic and entirely original history of reading The very act of reading and the choice of reading material endow individuals with an identity that possesses great symbolic significance Already in ancient Rome Cicero was busy drawing up a hierarchy of different types of readers Since that time people have been divided into a variety of categories literates and illiterates intensive and extensive readers or vulgo and discreet readers In the 19th Century accomplished readers were praised as men of letters while their moral opposites were described as unlettered Today distinctions are made between cultural and instrumental readers and scorn is communicated towards the infamous tabloid reader The purpose of this book

is to explore the changing meanings attributed to the act of reading Although it has an historical perspective the book's focus is very much on the culture of reading that prevails in the 21st Century There are numerous texts on the history of literacy Hoggart yet there is no publication devoted to the the history of readers and their relationship with wider culture and society It is thus a fascinating insight into understanding the post Gutenberg debates about literacy in a multimedia environment with such a strong emphasis on the absorption of information Taking a cue from George Steiner Furedi argues vigorously for the restoration of the art of reading every bit as important as the art of writing

**The 2003 Brown Center Annual Report on American Education** Tom Loveless, 2003 The 2003 Brown Center Report on American Education is the fourth edition of the annual publication It will be released October 22 2003 The first section uses NAEP test data and test scores from the states to evaluate student achievement The second section debunks the popular notion that students are being overwhelmed with homework The third section offers a follow up of last year's study of charter schools with special attention given to charter schools that were once regular public schools and charter schools run by educational management organizations EMOs

Common Core Nicholas Tampio, 2018-03-01 How the Common Core standardizes our kids education and how it threatens our democracy The Common Core State Standards Initiative is one of the most controversial pieces of education policy to emerge in decades Detailing what and when K 12 students should be taught it has led to expensive reforms and displaced other valuable ways to educate children In this nuanced and provocative book Nicholas Tampio argues that though national standards can raise the education bar for some students the democratic costs outweigh the benefits To make his case Tampio describes the history philosophy content and controversy surrounding the Common Core standards for English language arts and math He also explains and critiques the Next Generation Science Standards the Advanced Placement US History curriculum framework and the National Sexuality Education Standards Though each set of standards has admirable elements Tampio asserts that democracies should disperse education authority rather than entrust one political or pedagogical faction to decide the country's entire philosophy of education Ultimately this lively and accessible book presents a compelling case that the greater threat to democratic education comes from centralized government control rather than from local education authorities

**What Lies Ahead for America's Children and Their Schools** Richard Sousa, 2014-03-01 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 potential 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 backward is 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 topics task force 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 high quality scholarship and thoughtful prescriptions for productive policy alternatives

**Impact** Christopher Colwell, 2015-03-06 Far too little attention has been paid to the role that assistant principals have in the development of high performing schools Impact provides specific practical and replicable leadership strategies for today's assistant principal Impact describes how to build meaningful principal assistant principal leadership teams The opportunities that assistant principals have to be the instructional leader of the school and the voice of the faculty and the principal in other words how to lead from the middle are examined Impact is a practitioner's guide for the assistant principal striving to be a school leader Target audiences include teachers wishing to become assistant principals current assistant principals looking to excel and lead careers of significance colleges of education working with graduate students who are being trained in P 12 school administration and sitting school principals looking to expand the often under utilized potential of the assistant principal This book examines the art and science of the assistant principal as a school leader as a leader who impacts the lives of teachers and students Great assistant principals matter *IBSS: Sociology: 2002 Vol.52* Compiled by the British Library of Political and Economic Science, 2004-03-01 First published in 1952 the International Bibliography of the Social Sciences anthropology economics political science and sociology is well established as a major bibliographic reference for students researchers and librarians in the social sciences worldwide Key features Authority Rigorous standards are applied to make the IBSS the most authoritative selective bibliography ever produced Articles and books are selected on merit by some of the world's most expert librarians and academics Breadth today the IBSS covers over 2000 journals more than any other comparable resource The latest monograph publications are also included International Coverage the IBSS reviews scholarship published in over 30 languages including publications from Eastern Europe and the developing world User friendly organization all non English titles are word sections Extensive author subject and place name indexes are provided in both English and French Place your standing order now for the 2002 volumes of the the IBSS Anthropology 2002 Vol 48 December 2003 234x156 Hb 0 415 32634 6 195 00 Economics 2002 Vol 51 December 2003 234x156 Hb 0 415 32635 4 195 00 Political Science 2002 Vol 51 December 2003 234x156 Hb 0 415 32636 2 195 00 Sociology 2002 Vol 52 December 2003 234x156 Hb 0 415 32637 0 195 00 **Professional Responsibility** Douglas E. Mitchell, Robert K. Ream, 2014-10-28 At the center of this book is the complex and perplexing question of how to design professional preparation programs organizational management practices public policy systems and robust professional associations committed to and capable of maintaining confidence trust and the other hallmarks of responsible professionalism To do this we need to rebuild our understanding of professional responsibility from the ground up We describe how individuals might be prepared to engage in responsible professional service delivery examine promising options for the reform of professional service systems and finally outline a reform strategy for improving practice in education and medicine two essential public services The nexus of the

reform problem in professionalism is establishing a more robust and effective working relationship between teachers and their students between health care professionals and their patients and between educators and health professionals Professionalism means acceptance of professional responsibility for student and patient outcomes not just acceptance of responsibility for technical expertise but commitment to the social norms of the profession including trustworthiness and responsibility for client wellbeing In the past it may have been sufficient to assume that adequate knowledge can be shaped into standards of professional practice Today it is clear that we must take careful account of the ways in which practicing professionals develop internalize and sustain professionalism during their training along with the ways in which this commitment to professionalism may be undermined by the regulatory fiscal technological political and emotional incentive systems that impinge on professional workplaces and professional employment systems

*Improving Literacy in America* Frederick J. Morrison, Heather J. Bachman, Carol McDonald Connor, 2008-10-01 divAn alarmingly high number of American students continue to lack proficiency in reading math and science The various attempts to address this problem have all too often resulted in silver bullet solutions such as reducing class size or implementing voucher programs But as the authors of this critically important book show improving literacy also requires an understanding of complex and interrelated social issues that shape a child's learning More than twenty years of research demonstrate that literacy success is determined by a combination of sociocultural forces including parenting preschool classroom instruction and other factors that have a direct impact on a child's development Here Frederick J. Morrison Heather J. Bachman and Carol McDonald Connor present the most up to date research on the diverse factors that relate to a child's literacy development from preschool through early elementary school Urging greater emphasis on the immediate sources of influence on children the authors warn against simple single solutions that ignore other pivotal aspects of the problem In a concluding chapter the authors propose seven specific recommendations for improving literacy recommendations that can make a real difference in American education

DIV *A New Agenda for Research in Educational Leadership* William A. Firestone, Carolyn Riehl, 2005-11-12 This book the product of the task force on research co sponsored by the American Educational Research Association Division A and the University Council on Educational Administration sets an ambitious agenda for research in educational leadership Prominent scholars in the field review current knowledge about leadership frame new questions to generate important research in the field and direct researchers and policymakers to rethink how educational administration leadership and policy should be understood Covering a broad range of topics from accountability systems and school community relationships to the education of students from diverse backgrounds the authors submit current research to critical scrutiny in order to develop frameworks for new research that can have a significant impact on policy and practice

*The Social Organization of Schooling* Larry V. Hedges, Barbara Schneider, 2005-05-26 Schools are complex social settings where students teachers administrators and parents interact to shape a child's educational experience Any effort to improve educational outcomes for

America's children requires a dynamic understanding of the environments in which children learn. In *The Social Organization of Schooling*, editors Larry Hedges and Barbara Schneider assemble researchers from the fields of education, organizational theory, and sociology to provide a new framework for understanding and analyzing America's schools and the many challenges they face. *The Social Organization of Schooling* closely examines the varied components that make up a school's social environment. Contributors Adam Gamoran, Ramona Gunter, and Tona Williams focus on the social organization of teaching. Using intensive case studies, they show how positive professional relations among teachers contribute to greater collaboration, the dissemination of effective teaching practices, and ultimately a better learning environment for children. Children learn more from better teachers, but those best equipped to teach often opt for professions with higher social stature, such as law or medicine. In his chapter, Robert Dreeben calls for the establishment of universal principles and practices to define good teaching, arguing that such standards are necessary to legitimize teaching as a high status profession. *The Social Organization of Schooling* also looks at how social norms in schools are shaped and reinforced by interactions among teachers and students. Sociologist Maureen Hallinan shows that students who are challenged intellectually and accepted socially are more likely to embrace school norms and accept responsibility for their own actions. Using classroom observations, surveys, and school records, Daniel McFarland finds that group-based classroom activities are effective tools in promoting both social and scholastic development in adolescents. *The Social Organization of Schooling* also addresses educational reforms and the way they affect a school's social structures. Examining how testing policies affect children's opportunities to learn, Chandra Muller and Kathryn Schiller find that policies which increased school accountability boosted student enrollment in math courses, reflecting a shift in the school culture towards higher standards. Employing a variety of analytical methods, *The Social Organization of Schooling* provides a sound understanding of the social mechanisms at work in our educational system. This important volume brings a fresh perspective to the many ongoing debates in education policy and is essential reading for anyone concerned with the future of America's children.

*Organizational Behavior for School Leadership* Leslie S. Kaplan, William A. Owings, 2017-05-12 *Organizational Behavior for School Leadership* provides a theoretical and practical framework to help emerging leaders build the mental models they need to be effective. Presenting traditional, modern, and contemporary perspectives, each chapter offers opportunities for readers to reflect on the ideas and apply their leadership perspective and skills to their own work settings. In this way, this important book helps graduate students in educational leadership understand organizational situations and circumstances, an essential step in making appropriate decisions about people, school operations, and the community that generate improved student and teacher outcomes. Special features include Guiding Questions, chapter openers to initiate student thinking, Case Studies, and companion rubrics that engage students in applying content to real-life school scenarios, with guiding rubrics to help think through answers. Reflections and relevance, interactive learning activities, simulations, and graphic assignments deepen

readers understanding PSEL Standards each chapter aligns with the 2015 Professional Standards for Educational Leaders Companion website includes case studies and rubrics supplementary materials additional readings and PowerPoint slides for instructors

**Educating the Evolved Mind** Jerry Carlson, Joel R. Levin, 2007-06-01 In this volume David Geary provides a comprehensive theory that brings children's education into the 21st century and provides directions for the development of a new discipline evolutionary educational psychology Geary presents the case that a scientifically grounded approach to children's schooling and to a lesser degree their later occupational interests can be informed by recent advances in the application of evolutionary theory to the understanding of the human brain mind and its development He develops a taxonomy of evolved cognitive abilities and describes how from an evolutionary perspective these abilities are modified and refined during childhood From there he lays the framework for understanding the relation between evolved abilities such as language and the non evolved competencies that are built from them with schooling such as reading Geary describes the mechanisms such as working memory that enable humans to transform evolved cognitive abilities into culturally important school taught competencies These are integrated with discussion of human intellectual history and cultural evolution and the sources of children's motivation to learn inside and outside of the classroom In all this may well be the most revolutionary theory of children's schooling since Rousseau

**Education Statistics Quarterly**, 2003 Origins of the Social Mind Bruce J. Ellis, David F. Bjorklund, 2005-01-01 Applying an evolutionary framework to advance the understanding of child development this volume brings together leading figures to contribute chapters in their areas of expertise Researcher and student friendly chapters adhere to a common format

Handbook of Education Policy Research Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook's over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses



the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

**Contemporary Debates in Childhood Education and Development** Sebastian Suggate, Elaine Reese, 2012-06-14 What are the risks and benefits of non parental care for young children What are the short and long term effects of academically vs play focused environments for learning How and when should we teach reading What are the purposes of Education What is the best way to teach mathematics to children from preschool and beyond Contemporary Debates in Childhood Education and Development is a unique resource and reference work that brings together leading international researchers and thinkers with divergent points of view to discuss contemporary problems and questions in childhood education and developmental psychology Through an innovative format whereby leading scholars each offer their own constructive take on the issue in hand this book aims to inform readers of both sides of a variety of topics and in the process encourage constructive communication and fresh approaches Spanning a broad spectrum of issues this book covers Phonic and whole language reading approaches The developmental effect of non parental childcare The value of pre school academic skill acquisition The most effective methods of teaching mathematics Standardized assessment does it work The role of electronic media and technology The pedagogical value of homework The value of parents reading to children This book combines breadth of vision with cutting edge research and is a must have resource for researchers students and policy makers in the fields of education and child development

**Professional Responsibility for Education** Douglas E. Mitchell, 2021-09-30 By reconsidering the nature of professional work renowned scholar Douglas E Mitchell argues for reconceptualizing educational practices and institutional structures in ways that facilitate and protect educator professional responsibility This book explores ways educators and their political supporters can seize the social and political power necessary to accept professional responsibility for the design of their work environment Chapters explore how unionization ethics public values political power school reform and trust play an important role in the essence of professional responsibility in schools arguing that we must use organization management and accountability mechanisms to encourage responsible civic participation and professional action in support of public education This new text for graduate studies in teacher and leadership training frames a much needed analysis of where and how professional responsibility for public education is best incorporated into the work roles of teachers administrators and university scholars

**Radical Romanticism** Mark S. Cladis, 2025-09-16 Romanticism is often reduced to nostalgic pastoralism and solitary contemplation of the sublime But a radical strand of Romantic writers and thinkers offered sweeping political ecological and religious critiques of capitalism racism settler colonialism and environmental destruction Interweaving canonical nineteenth century authors with Black and Indigenous thinkers who transformed their work this book is a bold new account of Romanticism for today s deeply entrenched crises

Mark S Cladis examines the progressive democratic religious and environmental beliefs and practices that informed European Romantic literature and its sustained legacies in North America His interpretation interweaves diverse voices such as W E B Du Bois Zora Neale Hurston and Leslie Marmon Silko while also revealing the progressive visions of Romantic authors such as Rousseau William and Dorothy Wordsworth Coleridge Mary Shelley Thoreau and Margaret Fuller Forging connections among literary and philosophical traditions while closely reading a wide range of texts *Radical Romanticism* shows how storytelling is central to the pursuit of justice and flourishing for the human and the more than human worlds Bringing together environmental humanities literary theory political theory and religious studies this book makes the case for a renewed radical Romanticism offering urgent resources for a world beset by catastrophe uncertainty and despair

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