

**Ten
Common
Myths
in
American
Education**

**Mordechai
Gordon**

Ten Common Myths In American Education

Susan P. Gray, William A. Streshly



Ten Common Myths In American Education:

Ten Common Myths in American Education Mordechai Gordon, 2005 All of us want to make sure that the educational opportunities that we provide our children are going to meet their needs and those of our society But how to translate that goal into national policy and the real world of the classroom is hardly unanimous largely because the translation is itself rooted in personal convictions and assumptions that are often without any solid empirical research support We assume for example that classroom time that is not on task is really time wasted and that students will learn more if they were kept busy and focused every minute of the school day The problem with this is that research and even our own experience shows that the on task assumption simply is not valid In *Ten Common Myths in American Education* Mordechai Gordon who is quickly establishing himself as one of the top Educational Foundations scholars in this country directly examines ten such assumptions He points out that all of them despite their popularity and public acceptance are grounded on thin or nonexistent research and that they are effectively subverting the fundamental educational goal upon which we all agree *Ten Common Myths* is a book that will open your eyes whether you are an administrator policy maker teacher parent or student It will help you begin to reevaluate what our schools really should be doing And maybe just maybe the conversation will begin that will result in schools where the real needs of students and our society are actually met

A Practical Approach to Trauma Priscilla Dass-Brailsford, 2007-02-14 *A Practical Approach to Trauma* Empowering Interventions provides trauma counselors with effective guidelines that enhance skills and improve expertise in conducting empowering therapeutic interventions Taking a practitioner's perspective author Priscilla Dass Brailsford focuses on practical application and skill building in an effort to understand the impact of extreme stress and violence on the human psyche Key Features Offers comprehensive coverage of trauma intervention The wide coverage of the different levels of trauma individual community institutional and attention to the current theoretical and research literature makes this text the most comprehensive regarding trauma and its treatment Highlights the intersection between trauma and culture An ecological perspective focuses on the importance of viewing behavior within its social setting and examining the physical and psychosocial barriers to trauma recovery Emphasizes the theme of empowerment Empowerment focuses on client strengths as the practitioner is encouraged to support clients towards resiliency Provides an extensive historical background The book examines multigenerational trauma experienced by several ethnic minority groups Includes case studies and worksheets Case studies gleaned from the author's clinical experience provide a snapshot of the field and make the work of trauma come alive Intended Audience This is an ideal text for advanced undergraduate and graduate courses on psychological trauma in the departments of Counseling Psychology Human Services and Social Work It is also a useful resource for practicing clinicians

Bridging Theory and Practice in Teacher Education, 2007-01-01 This book addresses both the concerns of teacher candidates and their misconceptions about the relation of theory and practice in education The contributors to this volume

share the belief that theories provide teachers with a frame of reference and a language with which to name and critically analyze many of the problems they face daily. The significance of theory is in its ability to define the problems that teachers face, clarify their confusions, and suggest possible solutions to these problems. Once educational theories are viewed as guides to thought and instruments of interpretation rather than as established facts, it becomes clear that they cannot simply be plugged into a particular classroom. Instead, a theory must be applied in more nuanced and contextual ways, taking into account the social/historical context in which it was created as well as the various particulars of each classroom situation. Experienced educators and scholars in the field have been recruited to write essays that speak to the relevance of different theories in philosophy, psychology, sociology, English, history, science, art, technology, and multiculturalism for the practice of teaching. This book would appeal to teacher educators, teacher candidates, and teachers in general.

Reclaiming Dissent, 2009-01-01
 Reclaiming Dissent is a unique collection of essays that focus on the value of dissent for the survival of democracy in the United States and the role that education can play with respect to this virtue. The various contributors to this volume share the conviction that the vitality of a democracy depends on the ability of ordinary citizens to debate and oppose the decisions of their government. Yet recent history in the United States suggests that dissent is discouraged and even suppressed in the political, cultural, and educational arenas. Many Americans are not even aware that democracy is not primarily about voting every four years or majority rule, but about actively participating in public debates and civic action. This book makes a strong case for the need to reclaim a tradition in the United States like the one that existed during the Civil Rights Era, in which dissent, opposition, and conflict were part of the daily fabric of our democracy. Teacher educators, teacher candidates, new teachers, and educators in general can greatly benefit from reading this book.

Finding the Time for Instructional Leadership, John C. Leonard, 2010-09-16
 Finding the Time for Instructional Leadership is centered on the principalship and is designed to offer busy school leaders time management strategies for finding the time to be genuine instructional leaders. Leonard provides a set of tactics called keys that will guide readers' reflection on the issue of instructional management. These seven keys offer principals suggestions for overcoming the daily barrage of secondary responsibilities that redirect valuable time and energy away from academics. The keys offered are not in a prioritized list nor are they intended to be an all-or-none approach. Principals searching for time solutions are encouraged to consider each of the keys and adopt, adapt, or reject the suggestion to fit their personal leadership circumstances.

Leading Good Schools to Greatness, Susan P. Gray, William A. Streshly, 2010-09-20
 This book is right on target with its thought-provoking ideas and concepts on the characteristics of successful educational leaders. Thomas F. Leahy, Consultant, Executive Search Department, Illinois Association of School Boards: Our best teachers obtain great results by building positive relationships with their students. Gray and Streshly show how our best principals do the same thing and how these behaviors can be learned and practiced. Kevin Singer, Superintendent, Topeka Public Schools, KS: Build your capacity to lead your school to

greatness Great leaders are made not born Written by the authors of From Good Schools to Great Schools this sequel shows how great school leaders can be developed and how leaders can acquire the powerful personal leadership characteristics that the best administrators use to lead their schools to greatness Based on sound strategies and the work of Jim Collins Susan Penny Gray and William A Streshly tackle how to build relationships communicate effectively exercise your personal will with humility face brutal facts get faculty on board and build a school culture of self discipline Chapters include Case studies that provide an ongoing context for professional learning Self assessments that reveal your inherent leadership dispositions Interviews and tips from exceptional principals in the field Strategies for developing specific leadership qualities Application exercises that reinforce how to put the strategies into action Reflection activities that encourage professional growth Appropriate for both individual and group professional development Leading Good Schools to Greatness reveals how leadership skills can be learned and used to take your school to the next level **Education Myths** Jay P.

Greene,2005-08-04 How can we fix America s floundering public schools The conventional wisdom says that schools need a lot more money that poor and immigrant children can t do as well as most American kids that high stakes tests just produce teaching to the test and that vouchers do little to help students while undermining our democracy But what if the conventional wisdom is wrong In Education Myths What Special Interest Groups Want You to Believe About Our Schools And Why It Isn t So Jay Greene and the researchers at the Manhattan Institute have gathered the evidence to show that much of what people believe about education policy is little more than a series of myths Greene takes on the conventional wisdom and closely examines eighteen myths advanced by the special interest groups dominating public education In addition to the money myth the class size myth and the teacher pay myth Greene debunks the special education myth special ed programs burden public schools the certification myth certified or more experience teachers are more effective in the classroom the graduation myth nearly all students graduate from high school the draining myth choice harms public schools the segregation myth private schools are more racially segregated and several more Greene s reasoned and accessible approach identifies the myth and then refutes it with relevant and reliable facts and figures including the education establishment s own research He believes our schools can be fixed and concludes the book with important recommendations that will achieve measurable and affordable success This is essential reading for all those interested in quality public education and a wake up call for undemanding taxpayers *Encounter* ,2008 *Resources in Education* ,2001-10 *Comprehensive Urban Education* Patricia B. Kopetz,Anthony J. Lease,Bonnie Z. Warren-Kring,2006 This text presents a compassionate view of teaching in an urban setting with practical suggestions recommendations and examples for powerful and effective teaching aimed at improving student academic performance Each chapter explores major considerations related to educating students of diverse cultures typical of urban classroom settings Preservice teachers are able to better understand the complex social academic emotional and economic factors that define today s urban classrooms The needs of urban schools their students

teachers community supporters and stakeholders are identified and various strategies are explored The authors combined experiences represent over a half century of dedication to improvements in diverse classrooms that ensure best practices for effective instruction Dr Patricia Kopetz Associate Professor of Graduate Studies Education is an experienced teacher and university professor and administrator Dr Anthony Lease is presently an Associate Dean and is an experienced teacher principal school superintendent and university instructor administrator Dr Bonnie Warren Kring Assistant Professor of Teacher Education is an experienced teacher and university Urban Education Director All are active in Urban Education research and instruction at The University of Tennessee at Chattanooga

Decoding **Ten Common Myths In American Education**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Ten Common Myths In American Education**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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Ten Common Myths In American Education Introduction

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