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Nota di contenuto	CONTENTS; INTRODUCTION; PART I. HISTORICAL AND THEORETICAL BACKGROUND TO EDUCATIONAL CHANGE IN THE UNITED STATES; 1. Not All Caterpillars Become Butterflies: Reform And Restructuring As Educational Change by Nancy P Greenman; 2. Certification To Credentialing: Reconstituting Control Mechanisms In Teacher Education by Thomas S. Popkewitz and Marie Brennan; 3. Is Change Always Good For Teachers? Gender, Class, And Teaching In History by Michael W. Apple; 4. Pathways To Institutional Change: From The Deans' Network To The Holmes Group by Barbara Schneider and Stafford Hood 5. The 1989 Education Summit As A Defining Moment In The Politics Of Education by Susan R. Martin 6. It Was More Than A Thirty Tears' War, But Instruction Of Education In The Industrial Society by Erwin V. Johanningmeier; PART II. RHETORIC VERSUS REFORM AND RESTRUCTURING IN THE DISTRICT AND COMMUNITY; 7. Community Involvement And Staff Development In School Improvement by William T. Pink and Kathryn M. Borman; 8. Monitoring The Implementation Of Radical Reform: Restructuring The Chicago Public Schools by G. Alfred Hess, Jr. and John Q. Easton

9. Educational Reform And The Urban School Superintendent: A Dilemma by Louis Castenell, Cornell Brooks, and Patricia Z. Timm 10. Improving Parent Involvement As School Reform: Rhetoric Or Reality? by Marianne N. Bloch and B. Robert Tabachnick; PART III. RHETORIC VERSUS REFORM AND RESTRUCTURING IN THE SCHOOL AND CLASSROOM; 11. Can Multicultural Education Foster Transcultural Identities? by Dorothy Angell; 12. Using The Future To Create Community And Curricular Change by Julie Binko 13. Personalizing The Social Organization Of Middle-Level Schools: Does Interdisciplinary Teaming Make A Difference? by Joanne M. Arhar 14. Beliefs, Myths, And Realities: A Case Study Of A School In Transition by W. Wade Burley and Arthur S. Shapiro; 15. Interactions Among School And College Teachers: Toward Recognizing And Remaking Old Patterns by Chester H. Laine, Lucille M. Schultz; and M. Lynne Smith; CONTRIBUTORS; INDEX

Sommario/riassunto

School change and educational reform are discussed constantly by the media. Despite a decade of frenzied interest, there is little consensus on the most fundamental issues. The terminology of school reform remains unclear, obscured by ideological rhetoric. What is meant by terms such as "school restructuring," "site-based management," and "teacher education reform?" This book examines social changes affecting education; amplifies case studies of school change; and analyzes the gap between the rhetoric and reality of educational reform. Changing American Education examines both the nature of comprehensive, large-scale historical and social changes that contextualize educational reform, and amplifies the meaning of lessons learned by those who have assisted in change efforts. The authors draw upon rich case material that documents the possibilities and hazards awaiting those who undertake reform of educational practice and structures. They also examine how the rhetoric of educational change may fall short of the reality, as translated to processes and practices at different levels of the enterprise. Kathryn M. Borman is Associate Dean of Graduate Studies in the College of Education at the University of Cincinnati. Nancy P. Greenman is Assistant Professor of Social Foundations of Education at the University of South Florida, Tampa.
