



# THE GOOD HIGH SCHOOL

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PORTRAITS OF CHARACTER  
AND CULTURE

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1984 WINNER—AMERICAN EDUCATIONAL  
RESEARCH ASSOCIATION AWARD

SARA LAWRENCE LIGHTFOOT

# Good High School Portraits Of Character And Culture

**Deborah Bieler**



## **Good High School Portraits Of Character And Culture:**

*Good High School* Sara Lawrence-Lightfoot, 1983-11-14 Provides in depth portraits of six exemplary American high schools revealing many different elements that create a climate of excellence while describing high school life today

*Curriculum Windows* Thomas S. Poetter, Kelly Waldrop, Chloé Bolyard, Vicka Bell-Robinson, 2016-01-01 Curriculum Windows What Curriculum Theorists of the 1980s Can Teach Us about Schools and Society Today is an effort by students of curriculum studies along with their professor to interpret and understand curriculum texts and theorists of the 1980s in contemporary terms The authors explore how key books authors from the curriculum field of the 1980s illuminate new possibilities forward for us as scholar educators today How might the theories practices and ideas wrapped up in curriculum texts of the 1980s still resonate with us allow us to see backward in time and forward in time all at the same time How might these figurative windows of insight thought ideas fantasy and fancy make us think differently about curriculum teaching learning students education leadership and schools Further how might they help us see more clearly even perhaps put us on a path to correct the mistakes and missteps of intervening decades and of today The chapter authors and editor revisit and interpret several of the most important works in the curriculum field of the 1980s The book s Foreword is by renowned curriculum theorist William H Schubert

*Educational Leadership & Learning* Law, Sue, Glover, Derek, 2000-02-01 Within the context of learning age and the Teacher Training Agency s National Standards this book explores many of the key issues facing those both aspiring to and already involved in leadership and management whether at middle or senior levels It also evaluates issues central to leadership in a variety of professional educational settings

*Second International Handbook of Educational Change* Andy Hargreaves, Ann Lieberman, Michael Fullan, David Hopkins, 2010-08-13 The two volumes of the second edition of the International Handbook of Educational Change comprise a totally new and updated collection of the most critical and cutting edge ideas in educational change Written by the most influential thinkers in the field these volumes cover educational change at both the theoretical and practical levels The updated handbook remains connected to the classical concerns of the field such as educational innovation reform and change management and also offers new insights into educational change that have been brought about by social change and shifting contexts of educational reform Like the first best selling Handbook this one will also undoubtedly become an essential resource for people involved in all spheres of education from classroom teachers teacher leaders and administrators to educational researchers curriculum developers and university professors No other work provides such a wide ranging and comprehensive examination of the field of educational change

**Preparing For Power** Peter W Cookson Jr, Caroline Hodges Persell, 2008-08-04 Why do private boarding schools produce such a disproportionate number of leaders in business government and the arts In the most comprehensive study of its kind to date two sociologists describe the complex ways in which elite schools prepare students for success and power and they also provide a lively behind the scenes look at prep school life and underlife

*The Power of Teacher Talk* Deborah

Bieler, 2018-11-23 Whereas most studies of either teacher retention or student drop outs focuses on big picture policy implications *The Power of Teacher Talk* makes the case that the most important factor for keeping teachers and students in school is the everyday interactions between teacher and student recognizing the key role of classroom teachers in addressing both problems      **Critical Intersections In Contemporary Curriculum & Pedagogy** Laura Jewett, Freyca Calderon-Berumen, Miryam Espinosa-Dulanto, 2018-10-01 This volume offers a collection of scholarship that extends curricular conversations crosses borders of praxis and expands democratic critical and aesthetic imaginaries toward the ends of lending momentum to the ever present and wide open question What is to be done in terms of curriculum and pedagogy in P 12 schools in teacher education and other higher education contexts in communities as well as within our own lives as teachers leaders and learners These chapters represent perspectives from curriculum workers teachers scholars activists across theoretical landscapes and spanning a diversity of positionalities within critical intersections of power and privilege as they relate to identity culture and curriculum as well as to social justice schools and society      *Reading Literacy in the United States* , 1994      *The University Challenge (2004)* Pugsley Lesley, 2018-02-19 Published in 2004 this book discusses whether the rhetoric of the market in higher education is matched by the realities of choice In the first comprehensive study of higher education markets and sixth form choice Lesley Pugsley argues that the annual burst of media fuelled panic about university entrance leads to a misinformed rhetoric about the purpose and value of higher education This is a benchmark study based on the 1997 cohort of students who were last to enter higher education under the Robbins 1963 banner of free education Tracking a group of students throughout their sixth form careers Pugsley provides a balanced account of the tensions experiences by the students their parents and their teachers in an increasingly market orientated higher education society This book was originally published as part of the Cardiff Papers in Qualitative Research series edited by Paul Atkinson Sara Delamont and Amanda Coffey The series publishes original sociological research that reflects the tradition of qualitative and ethnographic inquiry developed at Cardiff The series includes monographs reporting on empirical research edited collections focussing on particular themes and texts discussing methodological developments and issues      *Saving Can-Do* Philip K. Howard, 2025-09-23 Frustration with government is widespread but neither party has a vision for making things work sensibly In *Saving Can Do* Philip K Howard shows how to revive our freedom to roll up our sleeves and act like Americans again All societies periodically undergo a major shift in the social order America is at one of those moments of change but neither political party is offering a vision for overhaul President Trump s approach to government is to swing a wrecking ball at the status quo But how will Washington work better the day after DOGE Democrats are in denial waiting their turn to run a bloated government that Americans increasingly loathe In this brief bold book Philip K Howard the civic philosopher who advises leaders of both sides offers a dramatically simpler governing vision Replace red tape with responsibility Let Americans use their judgment Let other Americans hold them accountable for their results and their values

In *Saving Can Do* best selling author Philip K Howard unlocks the quandary of populist resentment and also of broken government. Nothing works as it should because red tape has strangled common sense. Of course people don't get along; we're not allowed to be ourselves. The geniuses in the 1960s tried to create a government better than people. Just follow the rules. Or prove that your judgment about someone is fair. But how do you prove who is selfish or doesn't try hard? Bureaucracy makes people go brain dead so focused on mindless compliance that they can't solve the problem before them. America is flailing in legal quicksand. The solution is a new governing framework that allows Americans to roll up their sleeves and take responsibility. We must scrap the red tape state. What's required is a multi-year effort to replace these massive failed bureaucracies with simpler codes that are activated by people using their judgment. The idea is not radical but traditional; it's the operating philosophy of the Constitution. As America approaches the 250th anniversary of the revolution, it's time to reclaim the magic of America's unique can-do culture.

**Education and the Making of a Democratic People** John I. Goodlad, Roger Soder, Bonnie McDaniel, 2015-11-17. Unfortunately, civic values such as equity and justice that constitute the moral grounding of American democracy are losing their place in public affairs. The promise of this democracy is inclusive; no one is to be left out. Yet many people are. *Education and the Making of a Democratic People* regards the challenge of inclusiveness as a fundamental and non-negotiable educational agenda. America's public schools are a main public forum in which people can learn to preserve and actively protect our democratic process. The value of our schools as a democratic forum extends beyond the classroom to parents and other members of local communities. By engaging in conversations and actions that support the democratic purpose of schools, local communities can ensure that the United States will become a healthy, robust democracy that represents all of its citizens.

**The SAGE Handbook of African American Education** Linda C. Tillman, 2008-07-17. This Handbook received an honorable mention at the 2009 PROSE Awards. The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books, journals, and electronic content in over 40 categories. This volume fills the tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency. The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings. Len Foster, Washington State University. *The SAGE Handbook of African American Education* is a unique, comprehensive collection of theoretical and empirical scholarship in six important areas: historical perspectives, teaching and learning, PK-12 school leadership, higher education, current issues, and education policy. The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK-12 and postsecondary education. This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group. Key Features: Promotes inquiry and development of questions, ideas, and dialogue about critical practice, theory, and research on African Americans in the United States educational system. Makes significant contributions to the scholarship on

African Americans in the broad context of U S education and society Addresses the central question in what ways do African Americans in corporate private and public positions influence and shape educational policy that affects African Americans

The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning Pre K 12 school leadership higher education current issues and education policy

TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set both eliminate the need for reflection This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools communities and society

The Handbook of African American Education is a repository of information developed to advance the human service professional William F Tate IV Washington University in St Louis This handbook represents the most comprehensive collection of research on African Americans in education to date Its breadth spans the historical the political institutional and community forces that have shaped educational opportunities and attainment among African Americans

The review of extant research on a range of topics from the role of culture and identity in learning teacher preparation educational leadership to higher education and educational policy is far reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike

Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America

Frank Brown University of North Carolina at Chapel Hill

**Classroom Authority** Judith L. Pace,Annette Hemmings,2006-08-15 Describes and analyzes authority relationships in classrooms through explorations of theory prior research and contemporary qualitative studies This book is aimed at teacher educators scholars policymakers students of education and practitioners who seek empirically based understanding of authority

**Schools and Societies** Steven G. Brint,2006 Abstract [http://www3.openup.ac.il/ouweb/owal/new\\_books1/book\\_desc\\_in\\_mis\\_cat/111625](http://www3.openup.ac.il/ouweb/owal/new_books1/book_desc_in_mis_cat/111625)

**Evangelicals and Democracy in America** Steven G. Brint,Jean Reith Schroedel,Steven Brint,2011-09 By the end of the nineteenth century the vast majority of U S churches were evangelical in outlook and practice America s turn toward modernism and embrace of science in the early twentieth century threatened evangelicalism s cultural prominence But as confidence in modern secularism wavered in the 1960s and 1970s evangelicalism had another great awakening The two volumes of Evangelicals and Democracy in America trace the development and current role of evangelicalism in American social and political life

Volume I focuses on who evangelicals are today how they relate to other groups and what role they play in U S social institutions

Part I of Religion and Society examines evangelicals identity and activism Contributor Robert Wuthnow explores the identity built around the centrality of Jesus church and community service and the born again experience Philip Gorski explores the features of American evangelicalism and society that explain the recurring mobilization of conservative

Protestants in American history Part II looks at how evangelicals relate to other key groups in American society Individual chapters delve into evangelicals relationship to other conservative religious groups women and gays African Americans and mainline Protestants These chapters show sources of both solidarity and dissension within the traditionalist alliance and the hidden strengths of mainline Protestants moral discourse Part III examines religious conservatives influence on American social institutions outside of politics W Bradford Wilcox David Sikkink Gabriel Rossman and Rogers Smith investigate evangelicals influence on families schools popular culture and the courts respectively What emerges is a picture of American society as a consumer marketplace with a secular legal structure and an arena of pluralistic competition interpreting what constitutes the public good These chapters show that religious conservatives have been shaped by these realities more than they have been able to shape them Evangelicals and Democracy in America Volume I is one of the most comprehensive examinations ever of this important current in American life and serves as a corrective to erroneous popular representations These meticulously balanced studies not only clarify the religious and social origins of evangelical mobilization but also detail both the scope and limits of evangelicals influence in our society This volume is the perfect complement to its companion in this landmark series Evangelicals and Democracy in America Volume II Religion and Politics

Reauthoring Savage Inequalities Lori D. Patton, Ishwanzya D. Rivers, Raquel L. Farmer-Hinton, Joi D. Lewis, 2023-06-01 Reauthoring Savage Inequalities brings together scholars educators practitioners and students to counter dominant narratives of urban educational environments Using a community cultural wealth lens contributors center the strategies actions and ways of knowing communities of color use to resist systemic oppression So often discussions of urban schooling are filled with stories of what Jonathan Kozol famously referred to as savage inequalities in his 1991 book of the same title with tales of deficiency and despair The counternarratives in this volume grapple with the inequalities highlighted by Kozol Yet in foregrounding lived experiences of educating and being educated in schools and communities that were systemically isolated and disenfranchised then and continue to be thirty years later Reauthoring Savage Inequalities brings nuance to depictions of teaching and learning in urban areas In nineteen essays as well as commentaries a foreword and an afterword contributors engage readers in critical dialogue about the importance of community cultural wealth They identify the sources of support that enable students staff parents and community members to succeed and thrive despite the purposeful divestment in communities of color across this nation s cities

The Charged Classroom Judith L. Pace, 2015-02-11 At a time when debate over school reform commands unprecedented attention Judith L Pace argues we must grapple with the underlying challenges of classroom teaching and at the same time strive to realize the ideals of democratic education Building on three qualitative studies in grades four through twelve The Charged Classroom examines the deeply embedded tensions escalating pressures and exciting possibilities of the contemporary American public school classroom Through detailed descriptions and analyses of social studies and English language arts classrooms Pace disentangles how teachers and students navigate three charged

arenas academic expectations discussion of provocative topics and curricular demands In each domain democratic learning opportunities such as promotion of positive student identity dialogue across differences and exploration of conflict are both opened up and closed down A passionate and persuasive call for education reform the book offers crucial insights about the realities of teaching and key recommendations for advancing democratic education in a multicultural society **Change in Societal Institutions** J. Glass, Maureen T. Hallinan, D. Klein, 2013-11-11 In the second half of the twentieth century a number of researchers have conceptualized modern society as a social system composed of differentiated yet interrelated institutional spheres Commonly identified institutional spheres are the family religion the economy the polity or state medicine or health care religion law and education The institutional perspective has sometimes been linked to a structural functional framework it has often been asserted that institutions must be understood as parts of a larger whole operating at the societal level Equally important have been recent institutional theory and research focusing on the more microscopic dynamics of intrainstitutional change The concern here has been processes governing the institutionalization of rules and practices and the formation and decline of particular social structures Although valid and useful neither of these perspectives has yielded a systematic comparative assessment of societal institutions The aim of this edited volume is to meet this critical need It brings together recent theoretical and empirical research on societal institutions in a time of rapid change The chapters focus on how these institutions adapt to societal change and what the outcomes of these changes are The Enigmatic Academy Christian J. Churchill, Gerald Levy, 2011-06-15 The Enigmatic Academy is a provocative look at the purpose and practice of education in America Authors Christian Churchill and Gerald Levy use three case studies a liberal arts college a boarding school and a Job Corps center to illustrate how class bureaucratic and secular religious dimensions of education prepare youth for participation in American foreign and domestic policy at all levels The authors describe how schools contribute to the formation of a bureaucratic character how middle and upper class students are trained for leadership positions in corporations government and the military and how the education of lower class students often serves more powerful classes and institutions Exploring how youth and their educators encounter the complexities of ideology and bureaucracy in school The Enigmatic Academy deepens our understanding of the flawed redemptive relationship between education and society in the United States Paradoxically these three studied schools all prepare students to participate in a society whose values they oppose *Schools and Societies* Steven Brint, 1998-01-14 For use as the core text for Sociology of Education courses offered in Sociology Departments and Social Foundations of Education courses offered in Schools of Education *Schools and Societies* is a gem of volume that combines in one comprehensive text superb theoretical acuity and scholarly judgment a keen sense of the connection of research to policy and a breadth of coverage that reflects the multidimensionality of education as an institution in a manner rare in social scientific treatments of education It deserves to be the leading survey of this field for a long time to come Paul DiMaggio Princeton University



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