

## Propel Charter School

Eventually, you will extremely discover a other experience and finishing by spending more cash. yet when? do you believe that you require to acquire those every needs past having significantly cash? Why dont you attempt to get something basic in the beginning? Thats something that will guide you to understand even more roughly the globe, experience, some places, with history, amusement, and a lot more?

It is your extremely own times to play-act reviewing habit. in the course of guides you could enjoy now is Propel Charter School below.



Why do Jews win so many Nobel Prizes and Pulitzer Prizes? Why are Mormons running the business and finance sectors? Why do the children of even impoverished and poorly educated Chinese immigrants excel so remarkably at school? It may be taboo to say it, but some cultural groups starkly outperform others. The bestselling husband and wife team Amy Chua, author of *Battle Hymn of the Tiger Mother*, and Jed Rubenfeld, author of *The Interpretation of Murder*, reveal the three essential components of success – its hidden spurs, inner dynamics and its potentially damaging costs – showing how, ultimately, when properly understood and harnessed, the Triple Package can put anyone on their chosen path to success. This book has been replaced by *Best Practices of Literacy Leaders, Second Edition*, ISBN 978-1-4625-4228-4.

Sandra Vergari has brought together the work of experts to create the first book to analyze and compare the charter school reform across a broad range of jurisdictions. Individual chapters discuss areas in the United States and Canada.

*Patterson's American Education 2008*

*Myths and Truths – What Has K-12 STEM Education Research Taught Us?*

*Where the Market Meets Grassroots Resistance*

*The Takeover of Public Education in America*

*A Charter Diary*

*The School Leadership Playbook*

*Creating the Segregated City, 1764-1960*

Charter schools have become a national phenomenon, garnering praise from both Democrats and Republicans. Because they appear to sidestep both political stalemate and the practical difficulty of implementing widespread change--the traditional barriers to improvement in American public education--charter schools hold great promise as an educational reform. Now, with charter laws on the books in more than thirty states, Bryan Hassel investigates whether charter schools have been able to avoid the pitfalls that have tripped up so many other "revolutionary" school reforms. After a broad overview of how charter laws have been adopted nationwide, this book focuses in depth on charter schools in Colorado, Georgia, Massachusetts, and Michigan. Hassel reviews the four states' implementation of charter laws and whether their programs are providing sufficient autonomy, resources, and potential to influence the broader education system--all essential components for charter schools' success. He concludes that if states want to give charter schools a full test, they should empower nonlocal entities to approve charter schools, establish the schools as distinct local entities, allow full per-pupil funding to go with students to the charter schools, and impose minimal constraints on the source and number of charter schools. The schools themselves will need to improve their infrastructure, and charter-granting agencies will have to rebuild the systems for monitoring schools' academic results and compliance with regulations. These policies are vital if charter schools are to realize their potential as a significant educational reform.

The face of American education is evolving--and the roadmap is clear *On the Rocketship: How Top Charter Schools are Pushing the Envelope* examines the rise and expansion of leading charter school network Rocketship, revealing the "secret sauce" that makes a successful program. A strong narrative with a timely message, the book explores how Rocketship started and the difficulties encountered as it expands. Designing schools for children who have been failed by traditional schools is extremely challenging work. Setbacks are inevitable. Later in the book the narrative shifts to the national picture, exploring how high performing charter schools are changing the education landscape in cities such as Denver, Memphis, and Houston. The book emerges just as charter schools are running into stiff political opposition in New York City and elsewhere. Even in San Jose, Rocketship's home base, the pushback against charter schools is gaining speed. *On the Rocketship* becomes a valuable resource for explaining what's at stake in this battle. Lose these schools, in New York, San Jose and other cities, and low-income and minority students lose their best shot at a quality education. Written by a veteran journalist who followed Rocketship through a school year, the book explores some of the factors that make Rocketship and other charters successful, including the blended learning that was pioneered at charter schools, especially Rocketship. Many schools around the country are looking to Rocketship as a model for implementing blended learning. The interplay between charter schools and blended learning is setting a change in motion, and the American education system is ready to evolve. *On the Rocketship* details this phenomenon, providing insights for educators across the nation. Sponsored by the National Center on School Choice, a research consortium headed by Vanderbilt

University, this volume examines the growth and outcomes of the charter school movement. Starting in 1992-93 when the nation's first charter school was opened in Minneapolis, the movement has now spread to 40 states and the District of Columbia and by 2005-06 enrolled 1,040,536 students in 3,613 charter schools. The purpose of this volume is to help monitor this fast-growing movement by compiling, organizing and making available some of the most rigorous and policy-relevant research on K-12 charter schools. Key features of this important new book include: Expertise – The National Center on School Choice includes internationally known scholars from the following institutions: Harvard University, Brown University, Stanford University, Brookings Institution, National Bureau of Economic Research and Northwest Evaluation Association. Cross-Disciplinary – The volume brings together material from related disciplines and methodologies that are associated with the individual and systemic effects of charter schools. Coherent Structure – Each section begins with a lengthy introduction that summarizes the themes and major findings of that section. A summarizing chapter by Mark Schneider, the Commissioner of the National Center on Educational Statistics, concludes the book. This volume is appropriate for researchers, instructors and graduate students in education policy programs and in political science and economics, as well as in-service administrators, policy makers, and providers. *Neoliberalism, Race, and the Right to the City* *The Praeger Handbook of Faith-based Schools in the United States, K-12* *A Comprehensive Compilation of Decisions, Reports, Public Notices, and Other Documents of the Federal Communications Commission of the United States* *Three Schools, One City, and the Struggle to Educate America's Children* *It's Time to Break the Mold* *Containing Insurance Costs, Funding Capital, and Tackling the Challenges* *Charter School Outcomes*

*The Takeover of Public Education in America: The Agenda to Control Information and Knowledge Through the Accountability System* is an informative and insightful look into the mechanism that controls school systems today. It provides a look back into the history of how the system developed into what we have today and peels the curtain back to reveal what is crippling the schools across the country. Testimony is given from education professionals and parents who have lost their community schools to the devastating impact of No Child Left Behind mandates and its accountability system. Find out why teachers and school administrators stay in a constant state of preparation for the next round of testing. Discover the effects of failing to meet standards, and see the heavy hand of national policy take away jobs and deprive students of attending their neighborhood school. Become aware of who is benefiting from the current state of public education. Billions of dollars are at stake as corporations position themselves to make huge profits as public schools struggle to gain acceptable ratings and companies are called upon to rescue the children from a failing school. Learn what must be done if the teachers, counselors, administrators, and parents are to have any chance of reclaiming sovereignty over their profession and the schools their children attend. Finally, learn how technology and testing have served to limit a child's education through the agenda to control information and knowledge.

*Reducing School Expenses* recommends research-supported solutions on specific topics to reduce school expenses; contain health insurance, pension, and risk management costs; fund capital projects; and tackle critical funding issues in primary and secondary public, nonpublic, and charter schools.--Richard A. Hall Ph. D., superintendent, Mid-East Career and Technology Centers, Zanesville, Ohio

A comprehensive source that demonstrates how 21st century Christianity can interrelate with current educational trends and aspirations *The Wiley Handbook of Christianity and Education* provides a resource for students and scholars interested in the most important issues, trends, and developments in the relationship between Christianity and education. It offers a historical understanding of these two intertwined subjects with a view to creating a context for the myriad issues that characterize—and challenge—the relationship between Christianity and education today. Presented in three parts, the book starts with thought-provoking essays covering major issues in Christian education such as the movement away from God in American education; the Christian paradigm based on love and character vs. academic industrial models of American education; why religion is good for society, offenders, and prisons; the resurgence of vocational exploration and its integrative potential for higher education; and more. It then looks at Christianity and education around the globe—faith-based schooling in a pluralistic democracy; religious expectations in the Latino home; church-based and community-centered higher education; etc. The third part examines how humanity is determining the relationship between Christianity and education with chapters covering the use of Christian paradigm of living and learning; enrollment, student demographic, and capacity trends in Christian schools after the introduction of private schools; empirical studies on the perceptions of intellectual diversity at elite universities in the US; and more. Provides the breadth and depth of knowledge necessary to gain

a sophisticated and nuanced understanding of the complex relationship between Christianity and education and its place in contemporary society A long overdue assessment of the subject, one that takes into account the enormous changes in Christian education Presents a global consideration of the subject Examines Christian education across elementary, secondary, and post-secondary levels The Wiley Handbook of Christianity and Education will be of great interest to Christian educators in the academic world, the teaching profession, the ministry, and the college and graduate level student body.

Realities of School Reform

Avoiding the Pitfalls, Fulfilling the Promise

The Teacher Wars

Charter Schools Today

Defining and Building Excellence

Proposals for Research

The Case of Propel Montour

The authors provide a thought-provoking vision of the new paradigm, including a new brain-based pedagogy, a new professional role for teachers, a new central role for technology, and even a new more empowered role for students and parents.

Contents include: • Test-Based Accountability: The Promise and the Perils Tom Loveless (Brookings) • Can the Federal Government Improve Education Research? Brian Jacob (Harvard University) and Jens Ludwig (Georgetown University) • Realizing the Promise of Brand-Name Schools Steven F.Wilson (Harvard University) • School Choice: How an Abstract Idea Became a Political Reality Joseph P. Viteritti (Hunter College, CUNY) • Education Reform and Content: The Long View E.D. Hirsch Jr. (Core Knowledge Foundation) • Evidence-Based Reading Policy in the United States: How Scientific Research Informs Instructional Practices Reid Lyon and Vinita Chhabra (National Institutes of Health) and Sally E. Shaywitz and Bennett A. Shaywitz (Yale University)

INSTANT NEW YORK TIMES BESTSELLER "[The] rare biography of a public figure that's not only beautifully written, but also shockingly revelatory." -- The Atlantic A vivid biography of former First Lady Barbara Bush, one of the most influential and under-appreciated women in American political history. Barbara Pierce Bush was one of the country's most popular and powerful figures, yet her full story has never been told. THE MATRIARCH tells the riveting tale of a woman who helped define two American presidencies and an entire political era. Written by USA TODAY's Washington Bureau chief Susan Page, this biography is informed by more than one hundred interviews with Bush friends and family members, hours of conversation with Mrs. Bush herself in the final six months of her life, and access to her diaries that spanned decades. THE MATRIARCH examines not only her public persona but also less well-known aspects of her remarkable life. As a girl in Rye, New York, Barbara Bush weathered criticism of her weight from her mother, barbs that left lifelong scars. As a young wife, she coped with the death of her three-year-old daughter from leukemia, a loss that changed her forever. In middle age, she grappled with depression so serious that she contemplated suicide. And as first the wife and then the mother of American presidents, she made history as the only woman to see -- and advise -- both her husband and son in the Oval Office. As with many women of her era, Barbara Bush was routinely underestimated, her contributions often neither recognized nor acknowledged. But she became an astute and trusted political campaign strategist and a beloved First Lady. She invested herself deeply in expanding literacy programs in America, played a critical role in the end of the Cold War, and led the way in demonstrating love and compassion to those with HIV/AIDS. With her cooperation, this book offers Barbara Bush's last words for history -- on the evolution of her party, on the role of women, on Donald Trump, and on her family's legacy. Barbara Bush's accomplishments, struggles, and contributions are many. Now, Susan Page explores them all in THE MATRIARCH, a groundbreaking book certain to cement Barbara Bush as one of the most unique and influential women in American history.

A Wolf at the Schoolhouse Door

North Carolina's Second 100 Charter Schools

Left Behind in the Race to the Top

STEM Education 2.0

Decision-making in the School

Cumulative List of Organizations Described in Section 170 (c) of the Internal Revenue Code of 1954

What Really Determines Success

From the IntroductionThe Charter Schools Act of 1996, House Bill 955, authorizing North Carolina to have up to one hundred charter schools, was the culmination of a compromise deal between Republicans and Democrats, finalized as the clock struck midnight, June 21, 1996. It was the last day of the General Assembly before adjournment. The GOP sweep of American politics in 1994 was buoyed by a Republican policy manifesto called the "Contract with America." It helped propel Republicans to earn a majority in the NC House of Representatives for a brief time, the first majority it had since the Civil War.Democrats seized a House majority back the very next year and were not sympathetic with charters then, nor today. Had the bill not passed that Raleigh summer night, while the House Republicans had the stage, there may not have been the first one hundred charter schools in North Carolina to write about!Just as I retired from the Senate at the end of 2010, Republicans gained control of the General Assembly, this time both the Senate and the House. Within seven months they passed Richard Stevens' Senate Bill 8, removing the 100-charter-school limit, freeing those supporting school choice to apply for and operate new schools, unencumbered by an artificial ceiling. Governor Beverly Perdue signed the bill into law June 17, 2011, just four days short of fifteen years from the date the first hundred were authorized.The second one hundred charters, "Generation 2," didn't just appear overnight! The applicant schools faced new and stronger challenges by the education monolith than the first one hundred schools, and surprisingly, more challenges from the State Board of Education, the Office of Charter Schools, and the charter advisory bodies. The thought of there being no limit, as opposed to the original bill controlling their number, signaled a potentially unbridled threat, whereas, the first one hundred were securely tethered by law.About the AuthorEddie Goodall is a former state senator and CPA. He was the President of the North Carolina Alliance for Public Charter Schools, and in that capacity became the first fulltime charter advocate in North Carolina. Later he founded the NC Public Charter Schools Association, where he served as Executive Director. Goodall, with many others, helped double the number of charters in North Carolina. He has been a founding board member of four schools, beginning in 1999, and currently manages Goodall Consulting, which provides accounting and other business support services for charters across the state. In 2018, he was given a "Lifetime Achievement Award" by the Association for his service to charter schools.

The maker movement culture emphasizes informal, peer-led, and shared learning, while driving innovation. Even though some experts view the maker movement as a move backward to pre-industrial revolution manufacturing, the purpose of making is not to have an abundance of tools in one space; rather, it is about helping participants create personally meaningful projects with the help of mentors, experts, and peers in ad-hoc learning communities. American Perspectives on Learning Communities and Opportunities in the Maker Movement is an essential reference source that discusses the maker movement in the United States, artisanal perspectives, and the learning-through-doing perspective.

Featuring research on topics such as educational spaces, management, creativity labs, makerspaces, and operating procedures, this book is ideally designed for entrepreneurs, artisans, academicians, researchers, manufacturing professionals, and students.

Surveying the two centuries that preceded Jim Crow's demise, Race and Education in New Orleans traces the course of the city's education system from the colonial period to the start of school desegregation in 1960. This timely historical analysis reveals that public schools in New Orleans both suffered from and maintained the racial stratification that characterized urban areas for much of the twentieth century. Walter C. Stern begins his account with the mid-eighteenth-century kidnapping and enslavement of Marie Justine Sirmir, who eventually secured her freedom and played a major role in the development of free black education in the Crescent City. As Sirmir's story and legacy illustrate, schools such as the one she envisioned were central to the black antebellum understanding of race, citizenship, and urban development. Black communities fought tirelessly to gain better access to education, which gave rise to new strategies by white civilians and officials who worked to maintain and strengthen the racial status quo, even as they conceded to demands from the black community for expanded educational opportunities. The friction between black and white New Orleanians continued throughout the nineteenth century and well into the twentieth, when conflicts over land and resources sharply intensified. Stern argues that the post-Reconstruction reorganization of the city into distinct black and white enclaves marked a new phase in the evolution of racial disparity: segregated schools gave rise to segregated communities, which in turn created structural inequality in housing that impeded desegregation's capacity to promote racial justice. By taking a long view of the interplay between education, race, and urban change, Stern underscores the fluidity of race as a social construct and the extent to which the Jim Crow system evolved through a dynamic though often improvisational process. A vital and accessible history, Race and Education in New Orleans provides a comprehensive look at the ways the New Orleans school system shaped the city's racial and urban landscapes.

The Charter School Landscape

A Field Guide for Dramatic Improvement

The Wiley Handbook of Christianity and Education

Changing the Face of American Education

The Triple Package

The Matriarch

Keys to School Improvement

The Principal's Legal Handbook contains information and recommendations for practice in four areas. Students and the Law yields interesting and informative answers on a number of issues related to students and the law: recent issues in schools relative to students' rights; the use of technology; and the latest case law and commentary on students' First, Fourth, and Fourteenth Amendment rights. Special Education and the Law provides an overview of federal disability law as it applies to public schools today: Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Act. Teachers and the Law discusses academic freedom, teacher supervision and student injuries, sexual harassment in the workplace, censorship, teacher performance evaluations, documentation for teacher improvement, dismissal procedures, and teacher certification.Schools and the Law highlights current legal issues faced by public schools, specifically addressing religion in schools, curricular issues, alternative dispute resolution, desegregation, and affirmative action among other topics. --Publisher description.

A moving portrait of school reform in New Orleans through the eyes of the students and educators living it.

STEM Education 2.0. discusses the most recent research on important selected K-12 STEM topics by synthesizing previous research and offering new research questions.

Charter Schools, Race, and Urban Space

Stop the School Bus

Law and Education

The Agenda to Control Information and Knowledge Through the Accountability System

The Principal's Legal Handbook

Seven Years a Teacher: An Engineer's Perspective On Public Schools

Best Practices of Literacy Leaders

Exploring a subject that is as important as it is divisive, this two-volume work offers the first current, definitive work on the intricacies and issues relative to America's faith-based schools.

Public education is suffering attacks that are well funded and extraordinarily complex and multifaceted. These conditions make it difficult for educators and citizens to gather the information they need to mount meaningful resistance, especially since mainstream media tends to be uncritically supportive of neoliberal reforms. The Orwellian language of reforms is adopted and promoted through news outlets, politicians, and film; thus, arguments against these reforms must bubble up through social media and alternative outlets. By providing a coherent, comprehensive description of contemporary neoliberal initiatives and analyzing their effects on students, teachers, administrators, and teacher education, this book will allow educators, parents, students, and citizens to strengthen their resolve to save public education and, potentially, work to preserve the promise of democracy. This book examines and uncovers the effects of standardization and privatization on public education. Contributors consider the how of standardized curriculum and assessment, coupled with philanthropic and corporate pressure, have influenced the experiences of students, parents, and teachers. Divided in sections entitled Testing, Testing; Privatization and Militarization: Redefining Schools; Alienation: Displacing Students and Teachers; and Resistance: Opting Out and Hope for Change, this text offers a combination of information and inspiration for teachers, teacher educators, policymakers, parents and anyone interested in understanding the current state of public education.

Reference book of public and private middle schools, junior high schools, high schools and their districts in the USA. Along with accredited career schools, community and junior colleges, colleges and universities.

The New Political Economy of Urban Education

Getting Education Reform Back on Track

Race and Education in New Orleans

On the Rocketship

Patterson's American Education

Expanding Charter School Capacity

Reinventing Schools

A trenchant analysis of how public education is being destroyed in overt and deceptive ways—and how to fight back "There's no more time for tinkering

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around the edges." —Betsy DeVos, 2018 "Rethink School" tour Betsy DeVos may be the most prominent face of the push to dismantle public education, but she is in fact part of a large movement that's been steadily gaining power and notching progress for decades—amassing funds, honing their messaging, and crafting policies. While support for public education today is stronger than ever, the movement to save our schools remains fragmented, variable, and voluntary. Meanwhile, those set on destroying this beloved institution are unified, patient, and well-resourced. In *A Wolf at the Schoolhouse Door*, Jennifer Berkshire and Jack Schneider, co-hosts of the popular education podcast *Have You Heard*, lay out the increasingly potent network of conservative elected officials, advocacy groups, funders, and think tanks that have aligned behind a radical vision to unmake public education. They describe the dogma underpinning the work of the dismantlers and how it fits into the current political context, giving readers an up-close look at the policies—school vouchers, the war on teachers' unions, tax credit scholarships, virtual schools, and more—driving the movement's agenda. Finally they look forward, surveying the world the dismantlers threaten to build. As teachers from coast to coast mobilize with renewed vigor, this smart, essential book sounds an alarm, one that should incite a public reckoning on behalf of the millions of families served by the American educational system—and many more who stand to suffer from its unmaking.

How to put school reform initiatives back on track From one of the largest organizations of public school principals, this book exposes many misguided school reform initiatives that are negatively impacting students and educators across the country, and recommends ways to make them more effective. Veteran educator Gerald Tirozzi addresses all the hottest school reform trends including: charter schools, teacher merit pay, Race to the Top, Common Core State Standards, and more. While some reform efforts are bringing about positive change, Tirozzi argues, many make egregious promises, lack a research base, fail to address the needs of students and educators, and utilize a "smoke and mirrors" depiction of success. From NASSP, the leading association of U.S. public school administrators Offers solid, actionable ideas for getting school reform back on track Tirozzi is former Assistant Secretary of Elementary and Secondary Education under President Clinton This passionate, engaging book is filled with specific recommendations as to how each of the reform initiative presented can be improved upon and can lead to more meaningful school reform.

The purpose of this dissertation in practice is to advance/promote a viable model for professional development at Areté Charter School that will "alter the professional practices, beliefs, and understanding of school persons toward an articulated end" (Griffin, 1983, p. 2). A model for professional development utilizing the Partnership Approach (Knight, 2007, 2011) and aligned to Learning Forward's Standards for Professional Development with the goal of humanizing the profession and offering a clearly articulated philosophy and set of actions is presented. Core elements of the model include the principal as a designer, instructional coaching, workshops that make an impact, intensive learning teams, and partnership communication that, when used together, results in humanizing professional learning that is both focused and leveraged to not only sustain school success but propel it forward. This model has implications for other schools struggling with teacher professional learning including how to maximize professional development to enhance teacher repertoires while simultaneously utilizing it to humanize the profession.

Barbara Bush and the Making of an American Dynasty

Hope Against Hope

Brookings Papers on Education Policy: 2005

How Top Charter Schools Are Pushing the Envelope

A Model for Professional Development at Areté Charter School

The Dismantling of Public Education and the Future of School

Contemporary Issues and Court Decisions

Charter schools have been promoted as an equitable and innovative solution to the problems plaguing urban schools. Advocates claim that charter schools benefit working-class students of color by offering them access to a "portfolio" of school choices. In *Charter Schools, Race, and Urban Space*, Kristen Buras presents a very different account. Her case study of New Orleans—where veteran teachers were fired en masse and the nation's first all-charter school district was developed—shows that such reform is less about the needs of racially oppressed communities and more about the production of an urban space economy in which white entrepreneurs capitalize on black children and neighborhoods. In this revealing book, Buras draws on critical theories of race, political economy, and space, as well as a decade of research on the ground to expose the criminal dispossession of black teachers and students who have contributed to New Orleans' culture and history. Mapping federal, state, and local policy networks, she shows how the city's landscape has been reshaped by a strategic venture to privatize public education. She likewise chronicles grassroots efforts to defend historic schools and neighborhoods against this assault, revealing a commitment to equity and place and articulating a vision of change that is sure to inspire heated debate among communities nationwide.

Urban education and its contexts have changed in powerful ways. Old paradigms are being eclipsed by global forces of privatization and markets and new articulations of race, class, and urban space. These factors and more set the stage for Pauline Lipman's insightful analysis of the relationship between education policy and the neoliberal economic, political, and ideological processes that are reshaping cities in the United States and around the globe. Using Chicago as a case study of the interconnectedness of neoliberal urban policies on housing, economic development, race, and education, Lipman explores larger implications for equity, justice, and "the right to the city". She draws on scholarship in critical geography, urban sociology and anthropology, education policy, and critical analyses of race. Her synthesis of these lenses gives added weight to her critical appraisal and hope for the future, offering a significant contribution to current arguments about urban schooling and how we think about relations between neoliberal education reforms and the transformation of cities. By examining the cultural politics of why and how these relationships resonate with people's lived experience, Lipman pushes the analysis one step further toward a new educational and social paradigm rooted in radical political and economic democracy.

A proven framework for whole-school improvement The *School Leadership Playbook* is a practical guide for education leaders looking to push their school's and students' achievement to the next level. Developed by renowned leadership preparation program *New Leaders*, the *Transformational Leadership Framework* focuses on the five categories that drive a school's success: Learning and Teaching, School Culture, Talent Management, Operations and Systems, and Personal Leadership. This book illustrates how each of these factors contributes to breakthrough gains, and outlines a plan for implementing changes in your own school. You'll learn how to accurately diagnose the current state of your school's academics and culture and create an action plan for the year ahead. The TLF is grounded in the latest research and case studies of the highest-gaining turnaround schools, and shows you the specific actions you can take to attract, retain, and support high-performing teachers; improve school culture; successfully involve parents and the community; and ultimately drive student success. *New Leaders* developed the UEF to pinpoint what schools achieving significant student academic gains were doing, and how they were doing it. This book provides a practical breakdown of the framework to help you begin leading these changes in your own school. Ensure rigorous goal- and data-driven teaching and learning Build and manage a high-performance faculty aligned to the school's vision Implement effective and efficient operations and systems Model the tone you would like to see from students and teachers school-wide By matching the needs of the school to effective principal actions and school practices, leaders can create a plan for transformational change.

FCC Record

American Perspectives on Learning Communities and Opportunities in the Maker Movement

Urban Land

Handbook of Research on School Choice

A History of America's Most Embattled Profession

Reducing School Expenses

The Charter School Challenge

"A brilliant young scholar's history of 175 years of teaching in America shows that teachers have always borne the brunt of shifting, often impossible expectations. In other nations, public schools are one thread in a quilt that includes free universal child care, health care, and job training. Here, schools are the whole cloth. Today we look around the world at countries like Finland and South Korea, whose students consistently outscore Americans on standardized tests, and wonder what we are doing wrong. Dana Goldstein first asks the often-forgotten question: "How did we get here?" She argues that we must take the historical perspective, understanding the political and cultural baggage that is tied to teaching, if we have any hope of positive change. In her lively, character-driven history of public teaching, Goldstein guides us through American education's many passages, including the feminization of teaching in the 1800s and the fateful growth of unions, and shows that the battles fought over nearly two centuries echo the very dilemmas we cope with today. Goldstein shows that recent innovations like Teach for America, merit pay, and teacher evaluation via student testing are actually as old as public schools themselves. Goldstein argues that long-festering ambivalence about teachers--are they civil servants or academic professionals?--and unrealistic expectations that the schools alone should compensate for poverty's ills have driven the most ambitious people from becoming teachers and sticking with it. In America's past, and in local innovations that promote the professionalization of the teaching corps, Goldstein finds answers to an age-old problem"--

In fall 2017, Propel Schools—a small, regional charter school network in southwestern Pennsylvania—initiated the expansion of one of its schools, Propel Montour. Originally a single kindergarten through 8th grade (K-8) school with two classrooms per grade, Montour added a new high school and expanded into separate elementary and middle schools over four years, adding a classroom to each grade. These changes were expected to increase enrollment by about 500 students over the four years of the expansion. Broadly, the goal of the expansion was to replicate the Propel model to assist educationally disadvantaged students to meet high academic and behavioral standards. Therefore, the authors investigated the Propel Montour expansion and its impact on academic and behavioral outcomes for both continuing students (i.e., students who attended Propel Montour prior to and during the expansion) and expansion students (i.e., students who newly enrolled at Propel Montour during the expansion). They used difference-in-difference and doubly robust regression models to examine the academic and behavioral experiences of both continuing and expansion Montour students from fall 2017 through the onset of the coronavirus disease 2019 (COVID-19) pandemic in spring 2020. The authors did not find evidence that the academic and behavioral experiences of either the continuing or expansion students fell below what would have been expected absent expansion.

Since the early 1990s when the nation's first charter school was opened in Minneapolis, the scope and availability of school-based options to parents has steadily expanded. No longer can public education be characterized as a monopoly. Sponsored by the National Center on School Choice (NCSC), this handbook makes readily available the most rigorous and policy-relevant research on K-12 school choice. Coverage includes charters, vouchers, home schooling, magnet schools, cyber schools, and other forms of choice, with the ultimate goal of defining the current state of this evolving field of research, policy, and practice. Key Features include: Comprehensive – this is the first book to provide a comprehensive review of what is known about the major forms of school choice from multiple perspectives: historical, political, economic, legal, methodological, and international. It also includes work on the governance, structure, process, effectiveness, and costs of school choice. Readable – the editors and authors have taken care to translate rigorous research findings into comprehensible prose accessible to a broad range of readers. International – in addition to thorough coverage of domestic research, the volume also draws on international and comparative studies of choice in foreign countries. Expertise – the National Center on School Choice (NCSC) is a consortium that is headquartered at Vanderbilt University and includes the following partners: Brookings Institution, Brown University, Harvard University, National Bureau of Economic Research, Northwest Evaluation Association, and Stanford University. This book is suitable for researchers, faculty and graduate students in education policy studies, politics of education, and social foundations of education. It should also be of interest to inservice administrators and policy makers.