

Greatschools Finder

Hussin A.Rothana

Paul Diederich and the Progressive American High School Robert L. Hampel, 2014-04-01 Paul Diederich worked in five new organizations dedicated to transforming American schools: the Ohio State University lab school, the Eight Year Study, a Harvard institute to revamp English language instruction, the University of Chicago's Board of Examiners, and the Educational Testing Service. Throughout his career he wrote critiques of American high schools and set forth many proposals to make them more flexible without sacrificing academic excellence. This anthology resurrects 14 Diederich essays, eight of them never before published. The scope ranges from visions of social justice to the details of the daily schedule. Like his heroes Benjamin Franklin and Thomas Jefferson, he combined a passion for utopian speculation with a fascination for practical problems, a combination that is rare in the world of school reform today.

Lessons from Privilege Arthur G. Powell, 1996 In this book, a renowned historian of education searches out the lessons that private schooling might offer public education as cries for school reform grow louder. Arthur Powell uses the experience of private education to put the whole schooling enterprise in fresh perspective. He shows how the sense of schools as special communities can help instill passion and commitment in teachers, administrators, and students alike - and how passion and commitment are absolutely necessary for educational success. The power of economic resources, invested fully in schools, also becomes pointedly clear here, as does the value of incentives for teachers and students.

The New York Public School Archie Emerson Palmer, 1905

100 Questions Every First-Time Home Buyer Should Ask, Fourth Edition Ilyce R. Glink, 2018-02-13 From the most trusted name in real estate, a new and fully updated edition of the indispensable guide that helps first-time buyers land the home of their dreams What does location, location, location really mean? How do I decide what to offer on a house? What exactly is the closing? Buying a home is one of the most important decisions in any person's life. It will be the place where you plant your roots, come home after a long day, raise a family, or make a successful investment. But how, with everything from student loans and an uncertain marketplace stacked against you, do you get to that idyllic future? In *100 Questions Every First-Time Home Buyer Should Ask*, Ilyce Glink, one of the most trusted names in real estate, answers all of your questions about home buying--and some you didn't know you had--and takes you on a personal journey from open houses to moving day. Weaving together advice from top brokers around the country with illustrative stories and her own unparalleled expertise, *100 Questions* is a one-stop shop to getting the home of your dreams.

The Gary Schools Randolph Silliman Bourne, 1916 Two accounts of the Gary System, an innovative attempt to reorganize school curriculum, method, and organization, begun in Gary, Indiana in 1906. This edition includes a 1970 introduction by Adeline and Murray Levine.

Be the Change Linda Darling-Hammond, Nicole Ramos-Beban, Rebecca Padnos Altamirano, Maria E. Hyler, 2015 *Be the Change* tells the remarkable story of an innovative public high school launched by dedicated teachers in East Palo Alto, California, one of a growing number of low-income communities starved of the resources needed to serve its students and schools. Chronicling a rags-to-riches story of how two very different communities came together to change the historical trajectory of educational failure that had robbed so many students of their futures, *Be the Change* demonstrates how to plant the seeds of new possibilities in its place. The school's unique design, modeled after successful small schools in New York City, offers authentic and engaging instruction in a personalized setting that has allowed students who start off far behind to graduate and go on to college in record numbers. Each chapter examines one of the critical

elements the teachers found essential to enable student success: the creation of an academic culture, the development of high standards with high supports, and the process of learning to teach so that students can learn. “A powerful and compelling tale about how educators, parents, and representatives of one of America's most powerful universities came together to create a school that is now a beacon of pride and hope. Their struggle to overcome the obstacles they encountered along the way will inspire others who seek to find ways to use education as a means to break the cycle of poverty and to expand opportunity and justice.” —Pedro A. Noguera, distinguished professor of education, Graduate School of Education and Information Sciences, UCLA “This is the story of a little school that could. Could get students to college and beyond, that is. It’s filled with evidence, quotes, and anecdotes, but more importantly it demonstrates that will and skill, aligned with vision and values, results in learning environments in which students thrive. While acknowledging the challenges, trials, and tribulations of creating and leading an urban high school, the authors share their success in a passionate and compelling way, inviting others to learn alongside them as they build successful futures for their students.” —Douglas Fisher, professor of educational leadership, San Diego State University “With demanding academics, loving support, and genuine affirmation, the staff, parents, community members, and other supporters of EPAA, as well as Stanford faculty and staff, present an encouraging picture of the kind of high school all young people deserve. This kind of success is not easy, but in describing how it can be done, Linda Darling-Hammond and her co-authors have provided a stirring example for all of those interested in equity and hope for our public schools.” —Sonia Nieto, professor emerita, Language, Literacy, and Culture, College of Education, University of Massachusetts, Amherst

Standards of Mind and Heart Peggy Clohessy Silva, Robert A. Mackin, 2002-04-05 This is the remarkable story of the creation of a new kind of high school that truly aspires to educate all students to high standards. Believing that a deeply personalized culture can prevent the senseless violence that has invaded many public schools, educators at Souhegan High School in Amherst, New Hampshire set out to create a safe, caring, and academically rigorous school. In this volume, Silva (a teacher) and Mackin (a principal) chronicle their experiences as they worked through the many challenges that ultimately resulted in this extraordinarily successful school. Featuring their honest reflections and the voices of other participants, this book: -- Portrays a real public high school (not a small alternative school) that is successfully implementing most of the reform practices recommended by national reform models. -- Demonstrates how schools can strike a balance between the need for stricter safety measures and the social and emotional needs of each student, thus avoiding violent outbursts in schools. -- Details the school's structure, curriculum, professional culture, and systems of accountability for all students in a heterogeneous, inclusionary setting. -- Describes the use of teaming, advisory groups, exhibitions, and senior projects. -- Provides a working model of the Breaking Ranks recommendations, including the importance of personalization and democracy in education.

The Good School Peg Tyre, 2011-08-16 Award-winning education journalist Peg Tyre mines up-to-the-minute research to equip parents with the tools and knowledge necessary to get their children the best education possible. We all know that the quality of education served up to our children in U.S. schools ranges from outstanding to shockingly inadequate. How can parents tell the difference? And how do they make sure their kids get what's best? Even the most involved and informed parents can feel overwhelmed and confused when making important decisions about their child's education. And the scary truth is that evaluating a school based on test scores and college admissions data is like selecting a car based on the color of its paint. Synthesizing cutting-edge research and firsthand reporting, Peg Tyre offers parents far smarter and more sophisticated ways to assess a classroom and decide if the school and the teacher have the right

stuff. Passionate and persuasive, *The Good School* empowers parents to make sense of headlines; constructively engage teachers, administrators, and school boards; and figure out the best option for their child—be that a local public school, a magnet program, a charter school, homeschooling, parochial, or private.

School Choice Herbert J. Walberg, 2007 *School Choice: The Findings* is the most comprehensive and up-to-date survey available, summarizing the research on charter schools, vouchers, and public versus private school effectiveness, from one of the country's most distinguished education scholars. The focus is on rigorous studies' those using randomized control groups (as in medical research), those that monitor achievement changes over time, and those based on large numbers of students.

School, 1884

School & Society James McKeen Cattell, Will Carson Ryan, Raymond Walters, 1919

Our School Sam Chaltain, 2014-12-04 Almost every major American city is experimenting with school choice—a deeply controversial idea that is dramatically reshaping public education. Will the wider array of school options help parents and educators identify better strategies for helping all children learn? Or will the high stakes of the marketplace end up privatizing this most public of institutions? Education activist Sam Chaltain believes that before we can answer these questions, we must put a human face on the modern landscape of teaching and learning. *Our School* documents a year in the life of two schools in the nation's capital—one a new charter school just opening its doors, the other a neighborhood school that first opened in 1924. Chaltain weaves together the observations and emotions of the people whose lives intersect there, and the triumphs and the challenges they experience. The result is an unsettling, complex portrayal of American public education. *Our School* is important reading for educational policymakers, administrators, parents, the media, and anyone who aspires to be a teacher. **Book Features:** Specific recommendations for creating a healthy, high-functioning school. A detailed account of what school choice actually looks and feels like to the people who experience it. A vivid description of the modern classroom and what it's really like to teach in public school. An important focus on the humanity of teachers (their personal histories, their reasons for entering the profession, their day-to-day challenges). An intimate look at the inner lives of children (their biggest fears and needs, their moments of triumph and understanding). Sam Chaltain is a national educator and organizational change consultant based in Washington, DC. He was the National Director of the Forum for Education and Democracy and the founding director of the Five Freedoms Project. Visit his blog at samchaltain.com. “What *Our School* shows with passion and precision is that education is about real people leading real lives in real places. If school doesn't engage them, it doesn't work, no matter what the accountants and policymakers may say. That's what this book is really about and why it's so important for anyone who genuinely cares about schools, communities, and their children.” —From the Foreword by Sir Ken Robinson, world-renowned author and educator “This is an important book. *Our School* is vibrant and alive. Sam Chaltain's keen insights and warm, readable prose invite readers to experience the complex, challenging, often frustrating, and occasionally triumphant lives of four caring teachers and their students. I urge you to accept the invitation.” —John Merrow, education correspondent, PBS NewsHour, and president and executive producer, Learning Matters, Inc. “Sam Chaltain is one of the most important voices in public education today, and he writes wonderfully well. In *Our School*, Sam puts a human face on urban education, showing us what it's like to be a teacher, student, or parent in the Brave New World of school choice. Parents, educators, and policymakers should read this book. The result will be a more informed and creative conversation about what public education ought to be, and how to make it that way.” —Parker J. Palmer, author of *Healing the Heart of Democracy*, *The Courage to Teach*, and *Let Your Life Speak*

The School Review ,1893

Fairchester Schools Choice International School Choice International,School Choice International,2008

This indispensable guide to private schools in Fairfield and Westchester counties provides all the inside scoop that you need to know to select just the right school for your child if you are moving into the area or your child is changing schools. Where do you start? To answer that question School Choice International has produced this directory to private schools in Westchester County, NY, and Fairfield County, CT, to help families find the right school for their child. Each school has been asked: *What sort of child would thrive at this school? *What are parents looking for who send their child to this school? *What is the experience of children transferring to this school? *What are you most proud of? School Choice International is an educational consulting firm specializing in helping families relocating internationally and domestically find the right schools for their children. Established in 1998, School Choice has over 90 consultants in more than 40 locations worldwide with considerable knowledge and experience of the different educational systems and practices around the world. School Choice has 9 consultants working in Westchester County and Fairfield County, including two special needs educators.

America's Public Schools William J. Reese,2011-04 In this update to his landmark publication, William J. Reese offers a comprehensive examination of the trends, theories, and practices that have shaped America's public schools over the last two centuries. A thoroughly revised epilogue outlines the significant challenges to public school education within the last five years. Reese analyzes the shortcomings of No Child Left Behind and the continued disjuncture between actual school performance and the expectations of government officials. He discusses the intrusive role of corporations, economic models for enticing better teacher performance, the continued impact of conservatism, and the growth of home schooling and charter schools. --From the publisher description.

Tested Linda Perlstein,2007-07-24 The pressure is on at schools across America. In recent years, reforms such as No Child Left Behind have created a new vision of education that emphasizes provable results, uniformity, and greater attention for floundering students. Schools are expected to behave more like businesses and judged almost solely on the bottom line: test scores. To see if this world is producing better students, Linda Perlstein immersed herself in a suburban Maryland elementary school. The resulting portrait -- detailed, human, and truly thought-provoking -- is marked by the same narrative gifts and expertise that made *Not Much Just Chillin'* so illuminating. The school, once deemed a failure, is now held up as an example of reform done right. Perlstein explores the rewards and costs of that transformation, through the experiences of the people who lived it. Nine-year-olds meditate to activate their brains before exams and kindergartners write paragraphs. Teachers attempt to address diverse needs at the same time they are expected to follow daily scripts, and feel compelled to focus on topics that will be tested at the expense of those that won't. The principal attempts to keep it all together, in the face of immense challenges. Perlstein provides the first detailed view of how new education policies are modified by human realities. *Tested* will be talked about, thought about, written about -- and will almost certainly play an important role in the national debate as the federal education law come up for renewal.

The Making of an American High School David F. Labaree,1988-01-01 An analysis of the origins and development of Central High School, the first public high school in Philadelphia. Using Central as a case study, Labaree argues that the public high school is the product of the struggle between egalitarianism and meritocracy that is endemic to a democratic society.

The Nongraded Elementary School John I. Goodlad,Robert Henry Anderson,1987-06-15 Since its first publication in 1959, *The Nongraded Elementary School* has become a classic in school reform literature.

This reissue includes a retrospective introduction on what happened to nongraded alternatives in the aftermath of “Sputnik” educational reforms, what is occurring amid the current resurgence of school reform, and what the prospects are for the future. The value of this book lies in its still contemporary theoretical underpinnings for the nongraded school. The book’s treatment of the issue of promotion versus non-promotion is of particular interest in the current debate on school reform.

The Exemplary Middle School William Marvin Alexander,Paul S. George,1981

The Ambitious Elementary School Elizabeth McGhee Hassrick,Stephen W. Raudenbush,Lisa Rosen,2017-04-21

The challenge of overcoming educational inequality in the United States can sometimes appear overwhelming, and great controversy exists as to whether or not elementary schools are up to the task, whether they can ameliorate existing social inequalities and initiate opportunities for economic and civic flourishing for all children. This book shows what can happen when you rethink schools from the ground up with precisely these goals in mind, approaching educational inequality and its entrenched causes head on, student by student. Drawing on an in-depth study of real schools on the South Side of Chicago, Elizabeth McGhee Hassrick, Stephen W. Raudenbush, and Lisa Rosen argue that effectively meeting the challenge of educational inequality requires a complete reorganization of institutional structures as well as wholly new norms, values, and practices that are animated by a relentless commitment to student learning. They examine a model that pulls teachers out of their isolated classrooms and places them into collaborative environments where they can share their curricula, teaching methods, and assessments of student progress with a school-based network of peers, parents, and other professionals. Within this structure, teachers, school leaders, social workers, and parents collaborate to ensure that every child receives instruction tailored to his or her developing skills. Cooperating schools share new tools for assessment and instruction and become sites for the training of new teachers. Parents become respected partners, and expert practitioners work with researchers to evaluate their work and refine their models for educational organization and practice. The authors show not only what such a model looks like but the dramatic results it produces for student learning and achievement. The result is a fresh, deeply informed, and remarkably clear portrait of school reform that directly addresses the real problems of educational inequality.

Uncover the mysteries within Explore with is enigmatic creation, Discover the Intrigue in **Greatschools Finder** . This downloadable ebook, shrouded in suspense, is available in a PDF format (PDF Size: *). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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