

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPT: Educational Leadership and Cultural Foundations

COURSE SYLLABUS

1. **Course Prefix and Number:** ELC 694
2. **Course Title:** Organization and Governance of Public Education
3. **Credits:** 3.0
4. **Course Prerequisites/Corequisites:**
5. **For Whom Planned:** Required course for the Masters of School Administration.
6. **Instructor Information:**

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Office Hours:
By appointment
7. **Course Purpose/Catalog Description:** Why and how public education is organized and governed at the federal, state, and local levels. Impact of historical, legal, moral, political, social, economic, and philosophical forces, and the role of various interest groups.
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:** Instructor's statement of learning outcomes OR goals/objectives from state or national professional standards (please identify the organization, e.g. DPI, CEC, etc.)

This course explores issues in educational governance and policy in the United States at the federal, state, and local levels, with a special focus on governance and policy development in North Carolina. Our goal will be to develop understandings and skills that will enhance students' effectiveness as knowledgeable and persuasive educational leaders within a nested system of governance and organization. A key emphasis of our work together will be on the *critique* of education policy – going beyond understanding the rules and regulations themselves, we will examine whether various educational policies are in fact good ideas for

American education.

The course will be organized as a collective inquiry. That is, we will rely upon the efforts and expertise of all class members in framing questions, seeking information, developing analytic perspectives, and building knowledge and skills regarding school governance and policy. The course will be a “web-enhanced” course; about half of the class sessions will be held in the conventional manner on campus, and half will occur in the virtual environment of the internet and the world wide web.

10. Teaching Strategies: For example, lecture, class discussion, group work, conferences, student presentations, electronic chat room, etc.

11. Evaluation Methods and Guidelines for Assignments: Statement of how students will be evaluated in the course and/or list of course requirements

Course Requirements

The success of this course will depend upon everyone’s consistent and enthusiastic participation in the following activities.

Readings and Discussion

An important component of our work together is the close examination of readings published in books and periodicals, as well as material available through the web. In some cases, we will all read the same material, but you will also be asked to read and discuss with others (usually online) material that only you may see. Thus, students should be prepared to read assigned materials carefully prior to the sessions for which they are listed and to be actively engaged in class discussions and activities pertaining to the readings. They should also be prepared to search out, read, and summarize for other students additional materials. This latter activity is a very important part of the course!

Policy Brief

Students will gather information about a topic they select that is related to educational governance and policy. Students will obtain information from various sources (local schools and district offices, the state legislature and Department of Public Instruction, other Internet sources, and/or published material available in libraries and on the Internet). Students should prepare a 3-5 page written brief summarizing and critiquing essential information about the topic, to be distributed to their classmates. In effect, we will work together to produce a “primer” about school governance, organization, and policy. This activity will culminate in a public presentation of policy briefs in a “poster session” for the entire department and the School of Education community, on Wednesday, May 9.

We will choose topics and discuss the assignment in detail during the second class session. A rough draft of the brief is due the week of April 17/18. Final versions of all briefs will be due on May 9.

There are many options for topics to choose. One way to begin is to identify a specific educational problem, policy, or issue in a context with which you are familiar that you would like to explore further. Another would be to select a more general historical, structural, or analytical topic in school governance, organization, and policy. Students can choose to investigate an issue introduced in class (e.g., the use of educational standards) or may choose a different topic such as charter schools; teacher unions; home schooling; detracking in secondary schools; history of North Carolina's state education department; history of African-American schools in North Carolina; metropolitan desegregation plans; same-sex schools and classrooms and other gender-related educational policies; policies on homework or school uniforms; bilingual education; or inclusion policies and programs for learners with special needs.

Note:

You will be asked to attend at least one district school board meeting and two site-based governance meetings during the term. These will be discussed in class – but don’t save it for the last week!

Grades

Course grades will be determined roughly as follows: class participation and email discussion group participation – 60%; policy brief – 40%.

12. Required Text(s)/Readings/References: Use full citations

Assigned journal articles and book chapters will be available from the UNCG library on electronic reserve. The username for reading electronic reserves in the spring term is “ereserves” and the password is “view2001.”

One book is required and can be purchased from an online vendor such as amazon.com or bn.com:

Linda Darling-Hammond. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass Publishers.

13. Topical Outline: This might also be your calendar. The course outline should contain sufficient detail to permit assessment of agreement between actual content and stated objectives and catalog description.

Weekly Schedule

Week 1 (January 9/10) – Course Introduction

Class Activities:

- Overview of class schedule and assignments
- Planning for use of web resources and email discussion groups
- Introduction to educational governance and policy: Who governs American public schools? What is an educational policy?
- What this course does not cover

Week 2 (January 16/17) – Discovering, Discussing, and Critiquing Educational Policy

Key Questions:

- How might local school leaders play a crucial role in educational governance and policy?
- How can educational policies be summarized and analyzed succinctly?
- What important questions can/should be asked about educational policies?

Assignments:

1. Read the Introduction (pgs. 1-10) of the following text: Robert B. Reich (Ed.). (1988). *The power of public ideas*. Cambridge, MA: Harvard University Press.

2. Examine several analyses of policies for social promotion and retention in grade.

Go to the web site of the North Carolina Education Research Council at

<http://www.ga.unc.edu/21stcenturyschools/NCERC/>. First, familiarize yourself with what this group does. Then work through the web site until you find the publication entitled “Research on retention and social promotion: Synthesis and implications for policy.” Read it, using Adobe Acrobat Reader.

Also read the policy brief, “Repeating grades in school: Current practice and research evidence,” from the Consortium for Policy Research in Education (CPRE). The CPRE web site is:

<http://www.gse.upenn.edu/cpre/>. Take a look at the various sections of this web site, especially the sections on policy briefs and policy bulletins under “Publications.” Then read the policy brief.

3. Locate and read at least two other educational policy briefs online. They can be about any topics that interest you, ranging from school choice, vouchers, and charter schools, to teacher professional development, to social studies curriculum policy. Be prepared to comment on both the form and content of these policy briefs in class. Please bring 2 copies to class – one for the instructor (with the web address included) and another for your own use.

Many groups and agencies engage in policy analysis and put some version of policy briefs online. Here are some sources where you might look:

Educational advocacy and professional organizations:

- National School Boards Association: <http://www.nsba.org> (look under “Advocacy” for a policy brief about vouchers)
- American Federation of Teachers: <http://www.aft.org> (look under “AFT on the Issues” for a number of policy statements)
- National Education Association: <http://www.nea.org>
- American Association of School Administrators: <http://www.aasa.org>
- Association for Supervision and Curriculum Development: <http://www.ascd.org>
- Phi Delta Kappa: <http://www.pdkintl.org>
- National PTA: <http://www.pta.org>
- National Council of Teachers of Mathematics: <http://www.nctm.org>

University-based education research centers

- The SERVE center at UNCG: <http://www.serve.org> (their publications are not generally available online, but you should check out what they do and perhaps visit them to pick up copies of publications).
- The Consortium for Policy Research in Education: <http://www.gse.upenn.edu/cpre> (this has links to many related centers)
- Rutgers University: <http://www.cepa.gse.rutgers.edu> (also has links to other centers)

Educational think-tanks and private foundations:

- The Rand Corporation: <http://www.rand.org>
- The Hudson Institute: <http://www.hudson.org/>
- The Manhattan Institute: <http://www.manhattan-institute.org/>
- American Institutes of Research: <http://www.air.org>
- The American Prospect: <http://www.prospect.org>

4. Go to the website of a major newspaper and see if you can find anything there about the educational policies you've identified. Or read what they say about other policies. How does a newspaper convey policy information differently than other sources? Try these:

- Education Week: <http://www.edweek.org>
- New York Times: www.nytimes.com
- Washington Post: www.washingtonpost.com
- Los Angeles Times: www.latimes.com

Class Activities:

- • Detailed discussion of policy brief assignment; selection of policies for policy briefs.

Week 3 (January 23/24) – Federal Involvement in Education (WEB CLASS)

Key Questions:

- What has the federal government recently been up to with regards to educational policy? How does it try to influence educational policy and practice at the state and local levels?
- What might change with the advent of the new Bush administration?

Assignments:

- Go to the Federal government's website (www.ed.gov), read the education headlines and the president's and secretary's priorities.
- Also visit www.whitehouse.gov for old times' sake to see Clinton's "record of progress." Try to figure out exactly when (on or around January 20th) this site changes!
- Check out what the new guy has in mind for education: www.georgebush.com
- Peruse the National Education Goals Panel website and see what the federal government

- has tried to stress through this program: <http://www.negp.gov>.
- Discuss this information by responding to the first email discussion group topic.

Week 4 (January 30/31) – Analytic Perspectives on Federal Involvement in Education

Key Questions:

- What is the role of the federal government in educational governance, policy, and practice?
- How has the federal role changed over time?
- What is systemic reform?
- How does systemic reform redefine the relationships among various layers of the educational system? Are we being duped by systemic reform, or is it a really good idea?

Assignments:

- Read the following:
Brenda J. Turnbull. (1986). Federal and state policy. In Jane Hannaway and Marlaine E. Lockheed (Eds.), *The contributions of the social sciences to educational policy and practice: 1965-1985* (pp. 99-114). Berkeley, CA: McCutchan Publishing Corporation.

William H. Clune. (1993). Systemic educational policy: A conceptual framework. In Susan H. Fuhrman (Ed.), *Designing coherent education policy: Improving the system* (pp. 125-140). San Francisco: Jossey-Bass Publishers.

CPRE policy briefs on systemic reform. Go to <http://www.gse.upenn.edu/cpre>, then follow Publications link to Finance and Policy Briefs, to the publication “Building Capacity for Education Reform” and “Challenges in Systemic Education Reform.”

Week 5 (February 6/7) - Federal Education Policy and Educational Accountability (WEB CLASS)

Key Questions:

- Can and should the educational system be held accountable?
- What role do standards play in educational reform and accountability?
- What are we learning about our educational performance from the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS)?
- What important aims of education are not addressed by focusing on NAEP and TIMSS?

Assignments:

- Read Chapter 7 (“Creating standards without standardization”) in Linda Darling-Hammond’s *The right to learn: A blueprint for creating schools that work*. (If you haven’t read the rest of the book, you might want to skim through it.)
- To read about NAEP, visit <http://www.nces.ed.gov/nationsreportcard/site/home.asp> and follow the link to policymakers.
- To read about TIMSS, visit <http://nces.ed.gov/timss/>
- Also read the CPRE Policy Brief entitled “From Research to Practice and Back Again: TIMSS as a Tool for Educational Improvement” at <http://www.gse.upenn.edu/cpre> (you should have CPRE bookmarked by now!)
- Be prepared to participate in an email discussion with your small group.

Week 6 (February 13/14) – State Involvement in Education: Curriculum Standards and Accountability (WEB CLASS)

Key Questions:

- How does North Carolina state policy influence what is taught in the schools in the state?
- What are the “teeth” in state curriculum policies?
- How does the North Carolina policy on curriculum standards compare with other states? And

- other countries?
- Do federal initiatives have an impact on state curriculum standards?

Assignments:

Go to the Publications section of the CPRE web site at <http://www.gse.upenn.edu/cpre/frames/pubs.html>. Scroll down to find the CPRE policy brief on "Developing Content Standards: Creating a Process for Change." Read it.

Check out the North Carolina state web site on the Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/>. Read the SCS for a subject and a grade level that you are very familiar with.

Go to the web site for the Education Commission of the States. Browse a bit; this is a wonderful source for many resources. Then choose a state link and locate the curriculum standards for a comparable subject and grade level in a different state – any one you're interested in. Note: if you choose a state that ends up not having curriculum standards, see if their web site has any comment on that. Then do try to find a state with standards, and comment on both in your posting.

RESPOND TO THE FOLLOWING QUESTIONS IN YOUR DISCUSSION GROUP:

1. Briefly describe the NC curriculum standards you examined. Discuss what you, as a professional, think are their strengths and weaknesses. Are they a sufficient guide for teachers? Do they reflect "best practice" for teaching that subject?
2. Compare the NC standards with the other state's standards. Which are "better" and why?
3. Discuss how both sets of standards do or do not reflect the general principles for content standards that are described in the CPRE brief.
4. Make 2 suggestions for a principal who might be struggling with how to help her teachers use these content standards, or who might wonder how she can assess whether her teachers are using the standards well.
5. Remember to comment on each of the postings you receive.

Week 7 (February 20/21) – Analytic Perspectives on State Involvement in Education
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Key Questions:

- What functions do governors, state departments of education, and state legislatures play in educational policymaking (not to mention the courts)?
- How has the state role in educational governance changed over time?
- What other actors participate in educational policy activity at the state level?

Assignments:

- Read: Tim L. Mazzone. (1994). State policy-making and school reform: Influences and influential. In Jay D. Scribner and Donald H. Layton (Eds.), *The study of educational politics. The 1994 Commemorative Yearbook of the Politics of Education Association* (pp. 53-73). Washington, DC: Falmer Press.
- Also read (on electronic reserves): Kentucky's conflicting reform principles, by Ken Jones and Betty Lou Whitford.

KERA: A tale of one teacher, by Holly Holland.

KERA: A tale of one school, by Robert Rothman.

Week 8 (Wednesday, February 28) – State-Level Policymaking in North Carolina: Achievement Standards and Accountability

Class Activities:

- Guest speaker, TBA

Assignments:

- Read “Results Count in Los Angeles” by Ilene M. Berman, Christopher T. Cross, and Joan Evans; “Portrait of a Benchmark School” by Gordon Cawelti, “SMART Goals, SMART Schools” by Jan O’Neill, “Results, Results, Results?” by Dale Wallace, and “The SOL: No Easy answers,” by Raymond Pasi. (All are articles from the February 2000 issue of Educational Leadership.)
- Read materials on the web and from your school about the ABC program.

March 6/7: UNCG Spring Break. No Class.

Week 9 (March 13/14) – State Policy Impact: Are the Curriculum Standards and ABC Accountability Programs Working in North Carolina?

Key Questions:

- How are local schools using the accountability system?
- What intended and unintended results is the system having?

Assignments:

- Read “The Impact of High-Stakes Testing on Teachers and Students in North Carolina” by M. Gail Jones et al., “Assessment-Driven Reform: The Emperor Still Has No Clothes” by Al Ramirez, and “Standards for Standards-Based Accountability Systems” by Kenneth A. Sirotnik and Kathy Kimball. (All are from the November 1999 issue of *Phi Delta Kappan*.)
- Bring in materials on the use of assessment information in a school with which you are familiar.

Week 10 (March 20/21) – Other State Policies (WEB CLASS)

Key Questions:

- What other policy initiatives are developing at the state level?

Assignments:

- Check out the web sites for the state’s Department of Public Instruction, and the Governor’s web site, to see what issues are coming up. (www.dpi.state.nc.us and www.governor.state.nc.us)
- Read about the state’s new policy focus on closing the achievement gap at: <http://www.dpi.state.nc.us/closingthegap/>
- Look for resources on other state-level policies.
- Be prepared to participate in your email discussion group.

Week 11 (March 27/28): Local Educational Governance and Policy: The Role of School Districts

Key Questions:

- What are the roles and functions of local school boards, school district administrators, teachers, parents, and students regarding educational policy and practice?
- How are local actors affected by other levels of the educational system?
- Is the local school board a dinosaur?

Assignments:

- Read the following:

Richard F. Elmore. (1993). The role of local school districts in instructional improvement. In Susan H. Fuhrman (Ed.), *Designing coherent education policy: Improving the system* (pp. 96-124). San Francisco: Jossey-Bass Publishers.

Jacqueline P. Danzberger. (1994). Governing the nation's schools: The case for restructuring local school boards. *Phi Delta Kappan*, 75(5), 367-373.

- On the web, read the CPRE policy brief, "The District Role in Building Capacity: Four Strategies."
- Read, clip, and bring to class selected newspaper articles about local educational policy activity in your area.
- Attend a local school board meeting, or watch one on cable TV. Be prepared to describe and critique the topics that were discussed and how individuals participated in the discussions and decision making.

Week 12 (April 3/4) – Site-Based Governance in Public Schools (WEB CLASS)

Key Questions:

- What kinds of decisions are actually made at the school level?
- How does governance really take place in your school?

Assignments:

- Read the following article:

Shields, Patrick M., & Knapp, Michael S. (1997). The promise and limits of school-based reform: A national snapshot. *Phi Delta Kappan*, 79(4), 288-294.

- Attend at least two site-based governance meetings at a school of your choice. Take field notes and complete a summary form for each meeting (to be developed in class). Be prepared to discuss in detail whether you think the school has effective participatory governance and what a local administrator might do about it.

Week 13 (April 10/11) -- AERA Week – WEB Class

Assignment:

- Confer with other members about policy briefs.

Week 14 (April 17/18) – The Relationships Between Policy and Practice

Key Questions:

- How do local educational practitioners respond to policy initiatives?

Assignments:

- Read the following two articles:

David K. Cohen. (1990). A revolution in one classroom: The case of Mrs. Oublier. *Educational Evaluation and Policy Analysis*, 12(3), 327-345.

Knapp, Michael S. (1997). Between systemic reforms and the mathematics and science classroom: The dynamics of innovation, implementation, and professional learning. *Review of Educational Research*, 67(2), 227-266.

- Check out the debate on the NSF rural education science and mathematics initiative by going to <http://olam.ed.asu.edu/epaa/v8n17/> and then following clues to related sites.
- Be prepared to participate in your email discussion group.

Week 15 (April 24/25): Local School Leaders as Key Communicators about Educational Policy (WEB CLASS)

Key Questions:

- Revisiting the idea of educational policy as a broad conversation, how can local school leaders participate more effectively in these conversations?

Activities:

- Readings TBA.
- Participate in email discussion group.

Week 16 (May 1/2): Reading Day; Start of Exam Week

Students may make appointments to meet individually with the professor.

Week 17 (Wednesday, May 9): Poster session on Policy Briefs; Class Wrap-Up, Evaluation, and Celebration
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14. Other Information: Any other items you normally include on your course syllabus such as Academic Honor Code, Attendance Policy, Additional Requirements, etc.

15. Recommended Text(s) and/or Readings: A bibliography or list of references highlighting recent scholarship (pedagogy and research) in the subject area

Recommended Readings

Federal involvement in education:

Catherine Marshall, Douglas Mitchell, and Frederick Wirt. (1989). *Culture and Education Policy in the American States*. New York: Falmer Press.

Robert T. Stout, Marilyn Tallerico, and Kent Paredes Scribner. (1995). Values: the 'what?' of the politics of education. In Jay D. Scribner and Donald H. Layton (Eds.), *The Study of Educational Politics. The 1994 Commemorative Yearbook of the Politics of Education Association* (pp. 5-20). Washington, DC: Falmer Press.

Linda Darling-Hammond and Jon Snyder. (1992). Reframing accountability: Creating learner-centered schools. In Ann Lieberman (Ed.), *The changing contexts of teaching* (pp. 11-36). Chicago: University of Chicago Press.

Kathryn M. Borman, Peter W. Cookson, Jr., Alan R. Sadovnik, and Joan Z. Spade (Eds.). (1996). *Implementing educational reform: Sociological perspectives on educational policy*. Norwood, NJ: Ablex Publishing Corporation.

Kevin J. Dougherty. (1996). Opportunity-to-learn standards: A sociological critique. *Sociology of Education, Special Issue on Sociology and Educational Policy: Bringing Scholarship and Practice Together*, 40-65.

Amy Stuart Wells and Jeannie Oakes. (1996). Potential pitfalls of systemic reform: Early lessons from research on detracking. *Sociology of Education, Special Issue on Sociology and Educational Policy: Bringing Scholarship and Practice Together*, 135-143.

Harold W. Stevenson and James W. Stigler. (1992). *The learning gap: Why our schools are failing and what we can learn from Japanese and Chinese education*. New York: Summit Books.

David Easton. (1965). *A Framework for Political Analysis*. Englewood Cliffs, NJ: Prentice-Hall.

R. Martin and P. McClure. (1969). *Title I of ESEA: Is it Helping Poor Children?* Washington, DC:

Washington Research Project and NAACP Legal Defense and Education Fund, Inc.

State involvement in educational governance:

Douglas E. Mitchell. (1988). Educational politics and policy: The state level. In Norman J. Boyan (Ed.), *Handbook of Research on Educational Administration* (pp. 453-466). New York: Longman.

David Tyack and Thomas James. (1986). State government and American public education: Exploring the "primeval forest." *History of Education Quarterly*, 26(1), 39-69.

Michael B. Katz. (1992). Chicago school reform as history. *Teachers College Record*, 94(1), 56-72.

Susan H. Fuhrman and Richard F. Elmore. (1995). Ruling out rules: The evolution of deregulation in state education policy. *Teachers College Record*, 97(2), 279-309.

Loveless, Tom, & Jasin, Claudia. (1998). Starting from scratch: Political and organizational challenges facing charter schools. *Educational Administration Quarterly*, 34(1), 9-30.

Well, Amy Stuart, Grutzik, Cynthia, Carnochan, Sibyll, Slayton, Julie, & Vasudeva, Ash. (1999). Underlying policy assumptions of charter school reform: The multiple meanings of a movement. *Teachers College Record*, 100(3), 513-535

Local educational governance:

Susan H. Fuhrman (Ed.). *Designing coherent education policy: Improving the system*. San Francisco: Jossey-Bass Publishers.

Elizabeth L. Useem. (1992). Middle schools and math groups: Parents' involvement in children's placement. *Sociology of Education*, 65, 263-279.

David Tyack. (1997). Civic education -- What roles for citizens? *Educational Leadership*, 54(5), 22-24.

Deborah Meier. (1995). *The power of their ideas: Lessons for America from a small school in Harlem*. Boston: Beacon Press.

Spillane, James P. (1998). A cognitive perspective on the role of the local educational agency in implementing instructional policy: Accounting for local variability. *Educational Administration Quarterly*, 34(1), 31-57.

The influence of policy on educational practice:

Michael Lipsky. (1976). Toward a theory of street-level bureaucracy. In Willis D. Hawley and Michael Lipsky (Eds.), *Theoretical perspectives on urban politics* (pp. 186-212). Englewood Cliffs, NJ: Prentice-Hall.

Richard Weatherley and Michael Lipsky. (1977). Street-level bureaucrats and institutional innovation: Implementing special-education reform. *Harvard Educational Review*, 47(2), 171-197.

Paul Berman and Milbrey W. McLaughlin. (1978). *Federal Programs Supporting Educational Change*. Santa Monica, CA: Rand Corporation.

Paul Berman. (1981). Educational change: An implementation paradigm. In Rolf Lehming and Michael Kane (Eds.), *Improving Schools: Using What We Know* (pp. 253-286). Beverly Hills, CA: Sage Publications.

McLaughlin, Milbrey Wallin. (1989). *The RAND Change Agent Study Ten Years Later: Macro Perspectives and Micro Realities*. Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, March 27-30, 1989).

Michael Huberman, Matthew B. Miles, with Beverly Loy Taylor and Jo Ann Goldberg. (1982). *Innovation Up Close: A Field Study in Twelve School Settings*. Volume IV from A Study of Dissemination Efforts Supporting School Improvement. The Network, Inc., Andover, MA.

Huberman, A. Michael and Matthew B. Miles. (1984). Rethinking the Quest for School Improvement: Some Findings from the DESSI Study. *Teachers College Record*, 86(1), 34-54.

Diversity and educational policy:

Gloria Ladson-Billings and Annette Henry. (1990). Blurring the borders: Voices of African liberatory pedagogy in the United States and Canada. *Journal of Education*, 172(2), 72-88.

Michele Foster. (1993). Educating for competence in community and culture: Exploring the views of exemplary African-American teachers. *Urban Education*, 27(4), 370-394.

Lisa D. Delpit. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-298.

Mary M. Kennedy (Ed.). (1991). *Teaching academic subjects to diverse learners*. New York: Teachers College Press.

Michele Foster. (1995). African American teachers and culturally relevant pedagogy. In James A. Banks and Cherry A. McGee Banks (Eds.), *Handbook of research on multicultural education* (pp. 570-581). New York: Macmillan.

E. Ellsworth. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59(3), 297-324.

Michele Foster. (1994). The role of community and culture in school reform efforts: Examining the views of African-American teachers. *Educational Foundations*, 8(2), 5-26.

Gloria Ladson-Billings. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

Gloria Ladson-Billings. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass, Inc.

Mary H. Metz. (1990). How social class differences shape teachers' work. In M. W. McLaughlin, J. E. Talbert, & N. Bascia (Eds.), *The contexts of teaching in secondary schools: Teachers' realities* (pp. 40-107). New York: Teachers College Press.

Impacting the policy system:

Carol Axtell Ray and Rosalyn A. Mickelson. (1990). Corporate leaders, resistant youth, and school reform in Sunbelt City. *Social Problems*, 37, 178-190.

Charles Taylor Kerchner and Krista D. Cauffman. (1995). Lurching toward professionalism: The saga of teacher unionism. *Elementary School Journal*, 96(1), 107-122.

Nina Bascia. (1994). *Unions in teachers' professional lives: Social, intellectual, and practical concerns*. New York: Teachers College Press.

Susan Moore Johnson. (1988). Pursuing professional reform in Cincinnati. *Phi Delta Kappan*, 69(10), 746-751.

Charles T. Kerchner and Douglas E. Mitchell. (1986). Teaching reform and union reform. *Elementary School Journal*, 86(4), 449-470.

Lois Weiner. (1996). Teachers, unions, and school reform: Examining Margaret Haley's vision. *Educational Foundations*, 10(3), 85-96.