

HOW HIGH-STAKES TESTING
CORRUPTS
AMERICA'S SCHOOLS

Sharon L. Nichols and David C. Berliner
Foreword by Nel Noddings

Collateral Damage How High Stakes Testing Corrupts Americas Schools

Donald K. Sharpes

Collateral Damage How High Stakes Testing Corrupts Americas Schools:

Collateral Damage Sharon L. Nichols, David C. Berliner, 2007-03-01 Drawing on their extensive research Nichols and Berliner document and categorize the ways that high stakes testing threatens the purposes and ideals of the American education system For more than a decade the debate over high stakes testing has dominated the field of education This passionate and provocative book provides a fresh perspective on the issue and powerful ammunition for opponents of high stakes tests Their analysis is grounded in the application of Campbell's Law which posits that the greater the social consequences associated with a quantitative indicator such as test scores the more likely it is that the indicator itself will become corrupted and the more likely it is that the use of the indicator will corrupt the social processes it was intended to monitor Nichols and Berliner illustrate both aspects of this corruption showing how the pressures of high stakes testing erode the validity of test scores and distort the integrity of the education system Their analysis provides a coherent and comprehensive intellectual framework for the wide ranging arguments against high stakes testing while putting a compelling human face on the data marshalled in support of those arguments Standardized Testing in Schools Holly Dolezalek, 2009 Discusses standardized testing in schools and the controversy about its value as a tool the history of testing standards and scoring the No Child Left Behind Act the effects on teaching cheating among students and teachers and public opinion about the topic The Myths of Standardized Tests Phillip Harris, Bruce M. Smith, Joan Harris, 2011-01-16 Pundits politicians and business leaders continually make claims for what standardized tests can do and those claims go largely unchallenged because they are in line with popular assumptions about what these tests can do what the scores mean and the psychology of human motivation But what most of what these opinion leaders say and the public believes about standardized testing just isn t so However few members of the general public not even concerned parents have the time or the background to keep up with the latest findings of testing experts psychometricians and researchers That's where The Myths of Standardized Tests comes in In simple accessible language Harris Smith and Harris spell out the assumptions underlying standardized tests and point out what s true about them and what s just plain mythical But they not only debunk common assumptions they propose better ways to judge the success of our schools They also offer readers suggestions for ways they can help reduce the burden of tests on their children Appendixes offer readers contact information and suggestions for actions they can take to become part of the solution to the problem of overusing and misusing standardized tests

<u>Controversies in Education</u> Helen Proctor, Patrick Brownlee, Peter Freebody, 2014-09-09 This book is the outcome of a colloquium series organized by The University of Sydney in which leading and emerging researchers were invited to name what they took to be the deep flaws at the heart of contemporary educational and policy and practice in Australia and globally to voice their potentially heretical views on what most urgently needs to be done The chapters in this collection are paired to offer two takes on each topic from supplementing to critiquing to countering and most points in between The issues

addressed in this volume include the place of education in national and international marketplaces mass testing and standardisation the future of multiculturalism in schools the public funding of private schools the complicated relationship between evidence and policy and the shifting politics of inequality This book is based on the idea that recognising deep disagreements on big issues is a necessary accompaniment to imagining and developing productive ways forward

Teaching Literacy in Urban Schools Barbara Purdum-Cassidy, Lakia M. Scott, 2018-03-02 Today s public schools represent greater student diversity than ever before in the history of the United States yet pedagogical approaches as mandated by state education agencies and school districts superimpose mainstream curricula and instructional practices which ultimately disadvantage the academic outcomes of the majority minority African American and Hispanic Latino a students Unfortunately national report findings also heighten the educational crisis that exists for Black and Brown children with regard to reading and writing achievement As a result there is need to deeply explore the relationship between Black and Brown student literacy achievement and educational policy teacher education program curriculum and assessment This book seeks to provide some practical insights guided by conceptual and contextual knowledge by understanding how to teach urban African American and Hispanic Latino a students by discussing culturally appropriate instructional strategies that have demonstrated success among African American and Hispanic Latino a students This book will showcase successful models for teaching literacy to urban student through a discussion of topics that include 1 increasing literacy achievement and motivation 2 multicultural literacy practices and 3 early and elementary literacy instruction The Palgrave Handbook of Race and Ethnic Inequalities in Education P. Stevens, A. Dworkin, 2014-01-22 This comprehensive state of the art reference work provides the first systematic review to date of how sociologists have studied the relationship between race ethnicity and educational inequality over the last thirty years in eighteen different national contexts Handbook on International Studies in Education Donald K. Sharpes, 2010-02-01 This Handbook provides windows into worldwide research endeavors including countries not usually widely known in international education studies The goal of this compendium is to foster the understanding of research and education from different national and cultural perspectives and to support the exchange of ideas and people who conduct research and development activities From these varied individual and collaborative research projects we can infer directions for our own research agenda and for policy development The resulting chapters represent a respectable cross section of international research efforts The total is representative of the variety of research techniques Additionally there are more women than men contributors with sufficient representation from Muslim Asian and developing country contributors These seventeen chapters are an indication of what is occurring in the global educational marketplace They represent a sound and current balance of international studies in education that can be used as models for development elsewhere Reading them can motivate researchers everywhere to maintain a high level of scholarship that will benefit international and comparative studies and the academic profession What's Wrong with Our Schools Michael C.

Zwaagstra, Rodney A. Clifton, John C. Long, 2010-07-16 What s Wrong with Our Schools and How We Can Fix Them examines the status of public education in North America and exposes many of the absurd instructional practices found in all too many schools Written by three experienced educators this book provides readers with a direct window into public education The language is straightforward the case studies based on real events and the research evidence clearly presented With chapter titles like Subject Matter Matters A Pass Should be Earned and There is Too Much Edu Babble the authors systematically demolish the ridiculous fads that have taken hold of public education As unashamed apologists for the importance of knowledge and content in school curricula the authors clearly show why the views of romantic progressives like those of popular author Alfie Kohn fail to stand up to rigorous scrutiny A consistent focus on common sense permeates this book and provides parents teachers and administrators with practical ways in which they can help improve public education Anyone interested in the future of public education will benefit from reading this book For more information visit www fixingourschools com Making Sense of Learning Norman Reid, Asma Amanat Ali, 2020-08-25 This textbook brings together findings from global research on teaching and learning with an emphasis on secondary and higher education The book is unique in that the content is selected in an original way and its presentation reflects the most recent research evidence related to understanding The book covers and presents themes that are based tightly on worldwide research evidence scrupulously avoiding opinion or any dependence on the personal experience of the authors The book starts by reflecting on educational research itself The four chapters that follow relate the story of the research that shows how all humans learn and the variations within that framework These chapters offer a tight framework that underpins much of the rest of the text The next four chapters look at the way school curricula are organised and how the performance of learners can be assessed They summarise the research evidence related to thinking skills and consider the importance of practical teaching This is followed by two chapters that draw from the extensive social psychology research on attitude development as it applies in education and then by two chapters that summarise the research related to major issues of controversy the performativity agenda and the issue of quality One chapter looks at the place of statistics in education The next two chapters look at the evidence that can support or undermine many typical education beliefs or myths and mirages Finally the last chapter brings it all together and looks into the future pointing to some areas where future research is likely to be helpful The Bully Society Jessie Klein, 2013-08 Choice's Outstanding Academic Title list for 2013 based on current knowledge Through interviews and case studies Klein develops an explanation for bully behavior in America's schools In today's schools kids bullying kids is not an occasional occurrence but rather an everyday reality where children learn early that being sensitive respectful and kind earns them no respect Jessie Klein makes the provocative argument that the rise of school shootings across America and childhood aggression more broadly are the consequences of a society that actually promotes aggressive and competitive behavior The Bully Society is a call to reclaim America's schools from the vicious cycle of

aggression that threatens our children and our society at large Heartbreaking interviews illuminate how both boys and girls obtain status by acting masculine displaying aggression at one another s expense as both students and adults police one another to uphold gender stereotypes Klein shows that the aggressive ritual of gender policing in American culture creates emotional damage that perpetuates violence through revenge and that this cycle is the main cause of not only the many school shootings that have shocked America but also related problems in schools manifesting in high rates of suicide depression anxiety eating disorders self cutting truancy and substance abuse After two decades working in schools as a school social worker and professor Klein proposes ways to transcend these destructive trends transforming school bully societies into compassionate communities <u>Dual Language Education: Teaching and Leading in Two Languages</u> David E. DeMatthews, Elena Izquierdo, 2019-05-13 This book provides a comprehensive and interdisciplinary examination of dual language education for Latina o English language learners ELLs in the United States with a particular focus on the state of Texas and the U S Mexico border The book is broken into three parts Part I examines how Latina o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities Part II examines bilingualism biliteracy and dual language education as an effective model for addressing the inequities identified in Part I Part III examines research on dual language education in a large urban school district a high performing elementary school that serves a high proportion of ELLs along the Texas Mexico border and best practices for principals and teachers This volume explores the potential and realities of dual language education from a historical and social justice lens Most importantly the book shows how successful programs and schools need to address and align many related aspects in order to best serve emergent bilingual Latino as from preparing teachers and administrators to understanding assessment and the impacts of financial inequities on bilingual learners Peter Sayer The Ohio State University USA **Classroom Motivation** Eric M. Anderman, Lynley H. Anderman, 2020-11-26 Classroom Motivation is a comprehensive introduction to the practical applications of research on academic motivation to teaching and learning Though grounded in theory the book is uniquely structured around instructional practices that teachers use daily in schools such as rewards group activities academic tasks student assessment and parent interaction This thoroughly revised third edition includes new content on interventions mindsets technologies engagement and social emotional learning Each chapter's case studies application exercises and updated empirical findings will further connect preservice teachers with motivation in practice Who Decides Who Becomes a Teacher? Julie Gorlewski, Eve Tuck, 2018-11-09 Who Decides Who Becomes a Teacher extends the discussions and critiques of neoliberalism in education by examining the potential for Schools of Teacher Education to contest policies that are typical in K 12 schooling Drawing on a case study of faculty collaboration this edited volume reimagines teacher preparation programs as crucial sites of resistance to and refusal of unsound education practices and legislation This volume also reveals by example how education faculty can engage in collaborative scholarly work to investigate the anticipated and

unanticipated effects of policy initiatives on teaching and learning **Schooling Corporate Citizens** Ronald W. Evans, 2014-11-27 Schooling Corporate Citizens examines the full history of accountability reform in the United States from its origins in the 1970s and 1980s to the development of the Common Core in recent years Based in extensive archival research it traces the origins and development of accountability reform as marked by key government and business led reports from A Nation at Risk to No Child Left Behind and Race to the Top By using the lens of social studies and civic education as a means to understand the concrete impacts of accountability reforms on schools Evans shows how reformers have applied principles of business management to schools in extreme ways damaging civic education and undermining democratic learning The first full length narrative account of accountability reform and its impact on social studies and civic education Schooling Corporate Citizens offers crucial insights to the ongoing process of American school reform shedding light on its dilemmas and possibilities and allowing for thoughtful consideration of future reform efforts Schooling Todd J. Zywicki, Neal P. McCluskey, 2019-02-12 Most economies advance by simultaneously decreasing costs and increasing quality Unfortunately when it comes to higher education this has been turned on its head Costs keep rising while quality declines How has this happened What can be done This exceptional volume looks at the issues facing higher education from the perspective of both economics and history Each chapter explores how the lessons learned from market competition in other sectors of the economy can be applied to higher education in order to bring about innovation improved quality and lower costs The opening section offers a history of for profit education before the Morrill Act the federal legislation that funded land grant universities reviews the Act s impact and concludes with an exploration of federal student aid and how it prevents new funding options from entering the market Section two examines higher education as it stands today what is driving up college prices tenure administrative bloat and university governance And the concluding third section shows how robust competition in higher education can be energized and takes a deep look at for profit vs non profit institutions Unprofitable Schooling provides a sober and informative assessment of the state of higher education critically covering historical assumptions increasing government involvement reflexive aversion to profit and other maybe unexpected conclusions **VET Boost: Towards a Theory of Professional Competencies**, 2009-01-01 The themes of the different papers in this book are related to five major areas of research First the book presents the work on a large scale assessment in vocational and occupational education and training Reason was the work of Frank Achtenhagen and his colleagues on the preparation of a VET PISA which started in 2004 which has now become more and more a concrete program The contributions to this part of the book contain a project description and profound presentations and discussions of measurement and evaluation problems It reflects also the work of Achtenhagen with respect to item response theory measurement and testing The second part of this book presents a unique endeavour of promoting VET research The Swiss Federal Office for Professional Education and Technology OPET initiated a program of Leading Houses of VET which are

dedicated to different important research topics This program might serve as example for comparable approaches in other countries The third part highlights central issues of research on learning processes curriculum theory and the use of technology Here the work of Achtenhagen on competence profile modelling competence measurement and instructional and curriculum designing is touched The fourth part stresses social and emotional learning as important aspects of VET learning The fifth part considers the political and institutional dimensions of VET research which have to be taken into account when an international large scale assessment of VET shall be getting started Achtenhagen's work on learning at work leaning in economics and learning under the conditions of institutional modelling are discussed The whole book is a collection of central issues around a field that is not yet taken enough into consideration in educational research but pushed and supported by Frank Achtenhagen VET research He belongs to the founding fathers of it and this is why precisely the book reflects new trends and new concepts with respect to the question What can we educational psychologists and educational researchers learn from a rich and central research field Chicano School Failure and Success Richard R. Valencia, 2011-02-01 The third edition of the best selling collection Chicano School Failure and Success presents a complete and comprehensive review of the multiple and complex issues affecting Chicano students today Richly informative and accessibly written this edition includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of the Chicano school experience It features four entirely new chapters on important topics such as la Chicana two way dual language education higher education and gifted Chicano students Contributors to this edition include experts in fields ranging from higher education bilingual education special education gifted education educational psychology and anthropology In order to capture the broad nature of Chicano school failure and success contributors provide an in depth look at topics as diverse as Chicano student dropout rates the relationship between Chicano families and schools and the impact of standards based school reform and deficit thinking on Chicano student achievement Committed to understanding the plight and improvement of schooling for Chicanos this timely new edition addresses all the latest issues in Chicano education and will be a valued resource for students educators researchers policy makers and community activists alike

Learning from the Federal Market?Based Reforms William J. Mathis,Tina M. Trujillo,2016-06-01 Over the past twenty years educational policy has been characterized by top down market focused policies combined with a push toward privatization and school choice The new Every Student Succeeds Act continues along this path though with decision making authority now shifted toward the states These market based reforms have often been touted as the most promising response to the challenges of poverty and educational disenfranchisement But has this approach been successful Has learning improved Have historically low scoring schools turned around or have the reforms had little effect Have these narrow conceptions of schooling harmed the civic and social purposes of education in a democracy This book presents the evidence Drawing on the work of the nation s most prominent researchers the book explores the major elements of these reforms as

well as the social political and educational contexts in which they take place It examines the evidence supporting the most common school improvement strategies school choice reconstitutions or massive personnel changes and school closures From there it presents the research findings cutting across these strategies by addressing the evidence on test score trends teacher evaluation miracle schools the Common Core State Standards school choice the newly emerging school improvement industry and re segregation among others The weight of the evidence indisputably shows little success and no promise for these reforms Thus the authors counsel strongly against continuing these failed policies The book concludes with a review of more promising avenues for educational reform including the necessity of broader societal investments for combatting poverty and adverse social conditions While schools cannot single handedly overcome societal inequalities important work can take place within the public school system with evidence based interventions such as early childhood education detracking adequate funding and full service community schools all intended to renew our nation s commitment to democracy and equal educational opportunity World Yearbook of Education 2017 Julie Allan, Alfredo J. Artiles, 2016-12-01 This latest volume in the World Yearbook of Education series examines the relationship between assessment systems and efforts to advance equity in education at a time of growing inequalities It focuses on the political motives behind the expansion of an assessment industry the associated expansion of an SEN industry and a growth in consequential accountability systems Split into three key sections the first part is concerned with the assessment industry and considers the purpose and function of assessment in policy and politics and the political context in which particular assessment practices have emerged Part II of the book on assessing deviance explores those assessment and identification practices that seek to classify different categories of learners including children with Limited English Proficiency with special needs and disabilities and with behavioural problems The final part of the book considers the consequences of assessment and the possibility of fairer and more equitable alternatives examining the production of inequalities within assessment in relation to race class gender and disability Discussing in detail the complex historical intersections of assessment and educational equity with particular attention to the implications for marginalised populations of students and their families this volume seeks to provide reframings and reconceptualisations of assessment and identification by offering new insights into economic and cultural trends influencing them Co edited by two internationally renowned scholars Julie Allan and Alfredo J Artiles World Yearbook of Education 2017 will be a valuable resource for researchers graduates and policy makers who are interested in the economic trends of global education assessment **Visioning Multicultural Education** H. Prentice Baptiste, Jeanette Haynes Writer, 2020-09-23 Organized by the National Association of Multicultural Education NAME this volume explores the organic relationship between the past present and future of the discipline In particular the book addresses the various forms of recent social upheaval from educational inequities and growing economic divides to extreme ideological differences and immigration conflicts Written by a group of eminent and emerging scholars chapters

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