

## Reign Of Error The Hoax Of The Privatization Movement And The Danger To Americas Public Schools

A former U.S. Assistant Secretary of Education presents an incisive look at American public schools to argue that the system is still functioning and is being unduly compromised by the rising privatization movement.

Teacher evaluation systems are being overhauled by states and districts across the United States. And, while intentions are admirable, the result for many new systems is that goodoften excellentteachers are lost in the process. In her new book, Linda Darling-Hammond makes a compelling case for a research-based approach to teacher evaluation that supports collaborative models of teacher planning and learning. She outlines the most current research informing evaluation of teaching practice that incorporates evidence of what teachers do and what their students learn. In addition, she examines the harmful consequences of using any single student test as a basis for evaluating individual teachers. Finally, Darling-Hammond offers a vision of teacher evaluation as part of a teaching and learning system that supports continuous improvement, both for individual teachers and for the profession as a whole.

The United States' failure to educate its students leaves them unprepared to compete and threatens the country's ability to thrive in a global economy and maintain its leadership role. This report notes that while the United States invests more in K-12 public education than many other developed countries, its students are ill prepared to compete with their global peers. According to the results of the 2009 Program for International Student Assessment (PISA), an international assessment that measures the performance of 15-year-olds in reading, mathematics, and science every three years, U.S. students rank fourteenth in reading, twenty-fifth in math, and seventeenth in science compared to students in other industrialized countries. The lack of preparedness poses threats on five national security fronts: economic growth and competitiveness, physical safety, intellectual property, U.S. global awareness, and U.S. unity and cohesion, says the report. Too many young people are not employable in an increasingly high-skilled and global economy, and too many are not qualified to join the military because they are physically unfit, have criminal records, or have an inadequate level of education. The report proposes three overarching policy recommendations: implement educational expectations and assessments in subjects vital to protecting national security; make structural changes to provide students with good choices; and, launch a "national security readiness audit" to hold schools and policymakers accountable for results and to raise public awareness.

If you strip away the rosy language of "school-business partnership," "win-win situation," "giving back to the community," and the like, what you see when you look at corporate marketing activities in the schools is example after example of the exploitation of children for financial gain. Over the long run the financial benefit marketing in schools delivers to corporations rests on the ability of advertising to "brand" students and thereby help insure that they will be customers for life. This process of "branding" involves inculcating the value of consumption as the primary mechanism for achieving happiness, demonstrating success, and finding fulfillment. Along the way, "branding" children – just like branding cattle – inflicts pain. Yet school districts, desperate for funding sources, often eagerly welcome marketers and seem not to recognize the threats that marketing brings to children's well-being and to the integrity of the education they receive. Given that all ads in school pose some threat to children, it is past time for considering whether marketing activities belong in school. Schools should be ad-free zones.

Hoax, Conspiracy, Or Secret Society?

The Christian Destruction of the Classical World

How Pressure Groups Restrict What Students Learn

The Language Police

Tested

A Social History of Public Schooling in the United States

A Path Forward

*Following three teenagers who chose to spend one school year living in Finland, South Korea, and Poland, a literary journalist recounts how attitudes, parenting, and rigorous teaching have revolutionized these countries' education results.*

*Scores of talented and dedicated people serve the forensic science community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that change and advancements, both systematic and scientific, are needed in a number of forensic science disciplines to ensure the reliability of work, establish enforceable standards, and promote best practices with consistent application. Strengthening Forensic Science in the United States: A Path Forward provides a detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. Strengthening Forensic Science in the United States gives a full account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-action for congress and policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators.*

*Presents lessons and activities covering the topics of social justice and globalization.*

*The School in the United Statescollects the essential primary documents of the history of education in the United States. Expertly chosen by historian and education scholar James Fraser, these documents walk students through two centuries of U.S. education from Colonial America through present-day reform efforts. Each chapter begins with an introduction that contextualizes the selections and provides necessary background to the issues being discussed. In addition, each excerpt is preceded by a brief explanation, providing a solid framework from which to read and making them accessible to every student. Comprehensive enough to be used as a main text, but brief enough to be used along side another, The School in the United Statesremains an essential resource and textbook for any study of the history of American education. Updates to this fourth edition include: Additional materials on current educational issues including technology in schools, charter schools, school shootings,and school privatization, and standardized testing today New photographs and illustrations An updated Instructor's Manual and sample syllabi.*

Reign of Error

Hard Questions on Global Educational Change

Getting Teacher Evaluation Right

The Shame of the Nation

The Darkening Age

What Really Matters for Effectiveness and Improvement

Endangering Prosperity

In this moving account, "America's Superintendent" John Kuhn lays bare the scare tactics at the root of the modern school "reform" movement. Kuhn conveys a deeply held passion for the mission and promise of public education through his own experience as a school administrator in Texas. When his "Alamo Letter" first appeared in the Washington Post, it galvanized the educational community in a call to action that was impossible to ignore. This powerful book requires us to question whether the current education crisis will be judged by history as a legitimate national emergency or an agenda-driven panic, spurred on by a media that is, for the most part, uninterested in anything but useless soundbites. Essential reading for teachers, administrators, policymakers, and everyone concerned with public education. Fear and Learning in America: Analyzes school reform from the perspective of a practicing school administrator who isn't sold on the corporate reform package Places school reform in the historical context of national hand-wringing Offers encouragement and appreciation to classroom teachers who are exhausted by the vicification that modern school reform has served up. "John Kuhn's book is packed with more wisdom than any 10 books that I have read about American education. It is the wisdom born of experience. It is the wisdom of a man who cares about children, families, and community." —From the Foreword by Diane Ravitch, author of Reign of Error "In Fear and Learning in America, John Kuhn weaves together stories from his life as a teacher and missionary with tales from history. The result is a fresh way of thinking about schools and educational policy. Refuting A Nation at Risk, Mr. Kuhn warns, persuasively, of 'a rising tide of inequality.' His message, artfully delivered in this important book, should be heeded." —John Merrow, education correspondent, PBS NewsHour, and president, Learning Matters, Inc. "Kuhn is a superb educator and his valuable book effectively dissects the myths about today's high-stakes testing environment and the worsening conditions under which educators are expected to make miracles every day, or else. His cogent arguments against such policies demonstrate what is really important and should inform the debate about public education." —Randi Weingarten, president, American Federation of Teachers "This book is a brilliantly clear defense of public education as our nation's most valuable asset. John Kuhn fearlessly names the fact that today's education reformers, like the renowned emperor, wear no clothes." —Christine Sleeter, professor emerita, California State University Monterey Bay

Nearly the whole of America's partisan politics centers on a single question: Can markets solve our social problems? And for years this question has played out ferociously in the debates about how we should educate our children. From the growth of vouchers and charter schools to the implementation of No Child Left Behind, policy makers have increasingly turned to market-based models to help improve our schools, believing that private institutions—because they are competitively driven—are better than public ones. With The Public School Advantage, Christopher A. and Sarah Theule Lubienksi offer powerful evidence to undercut this belief, showing that public schools in fact outperform private ones. For decades research showing that students at private schools perform better than students at public ones has been used to promote the benefits of the private sector in education, including vouchers and charter schools—but much of these data are now nearly half a century old. Drawing on two recent, large-scale, and nationally representative databases, the Lubienksis show that any benefit seen in private school performance now is more than explained by demographics. Private schools have higher scores not because they are better institutions but because their students largely come from more privileged backgrounds that offer greater educational support. After correcting for demographics, the Lubienksis go on to show that gains in student achievement at public schools are at least as great and often greater than those at private ones. Even more surprising, they show that the very mechanism that market-based reformers champion—autonomy—may be the crucial factor that prevents private schools from performing better.

Alternatively, those practices that these reformers castigate, such as teacher certification and professional reforms of curriculum and instruction, turn out to have a significant effect on school improvement. Despite our politics, we all agree on the fundamental fact: education deserves our utmost care. The Public School Advantage offers exactly that. By examining schools within the diversity of populations in which they actually operate, it provides not ideologies but facts. And the facts say it clearly: education is better off when provided for the public by the public.

This widely used text has been expanded to include the most important issues in contemporary schooling, including: New end-of-chapter sections for Further Reading. New references added to the useful Additional Resources section. School and Society, Fifth Editionuses realistic case studies, dialogues, and open-ended questions designed to stimulate thinking about problems related to school and society, including curriculum reform, social justice, and competing forms of research. Written in a style that speaks directly to today's educator, this book tackles such crucial questions as: Do schools socialize students to become productive workers? Does schooling reproduce social class and pass on ethnic and gender biases? • Can a teacher avoid passing on dominant social and cultural values? • What besides subjects do students really learn in schools? School and Society, Fifth Edition. All of the books in this series are designed to help pre- and in-service teachers bridge the gap between theory and practice. Praise for Previous Editions! "I have been surprised and pleased by the relevance of this particular book to the lives and work of my beginning teachers." —Teaching Education "[This series] does a masterful job of bringing together the basic issues and teaching methods that should frame and philosophical foundations curricula." —Educational Theory Walter Feinbergis Professor of Educational Policy Emeritus at the University of Illinois at Urbana-ChampaignJonas F. Soltisis William Heard Kilpatrick Professor Emeritus of Philosophy and Education at Teachers College, Columbia University.

This new book, from internationally renowned education scholar Pasi Sahlberg and his colleagues, focuses on some of the most controversial issues in contemporary education reform around the world. Each educational change question sheds much-needed light on today's large-scale education policies and related reforms around the world. The authors focus on what makes each question globally significant, what we know from international research, and what can be inferred from benchmark evidence. The final chapter offers a model for policymakers with implications for teaching, learning, and schooling overall.

Catching Up Or Leading the Way

And How They Got That Way

Education Reform and the Limits of Policy

Who's in Charge of America's Schools?

School and Society, 5th Edition

American Public Schools' Crisis Narrative and Diane Ravitch's Reign of Error

The Rise of Public Education in America

This current, comprehensive history of American education is designed to stimulate critical analysis and critical thinking by offering alternative interpretations of each historical period. In his signature straight-forward, concise style, Joel Spring provides a variety of interpretations of American schooling, from conservative to leftist, in order to spark the reader's own critical thinking about history and schools. This tenth edition follows the history of American education from the seventeenth century to the integration in our political landscape. In particular, the text focuses on tracing the direct religious links between the colonial Puritans and the current-day Trump administration. Chapters 1 and 2 have been rewritten to take a closer look at religious traditions in American schools, leading up to the educational ideas of the current U.S. Secretary of Education Betsy DeVos. An updated Chapter 15 further links traditional religious fundamentalist ideas and the twentieth century free market arguments of the Chicago school of economic thought.

A New York Times Notable Book, winner of the Jerwood Award from the Royal Society of Literature, a New York Times Book Review Editors' Choice, and named a Book of the Year by the Telegraph, Spectator, Observer, and BBC History Magazine, this bold new history of the rise of Christianity shows how its radical followers helped to annihilate Greek and Roman civilizations. The Darkening Age is the largely unknown story of how a militant religion deliberately attacked and suppressed the teachings of the Classical world's true faith. Despite the long-held notion that the early Christians were meek and mild, going to their martyrs' deaths singing hymns of love and praise, the truth, as Catherine Nixey reveals, is very different. Far from being meek and mild, they were violent, ruthless, and fundamentally intolerant. Unlike the polytheistic world, in which the addition of one new religion made no fundamental difference to the old ones, this new ideology stated not only that it was the way, the truth, and the light but that, by extension, everyone else was wrong.

In Radical, Michelle Rhee, a fearless and pioneering advocate for education reform, draws on her own life story and delivers her plan for better American schools. Rhee's goal is to ensure that laws, leaders, and policies are making students—not adults—our top priority, and she outlines concrete steps that will put us on a dramatically different course. Informing her critique are her extraordinary experiences in education: her years of teaching in inner-city Baltimore; her turbulent tenure as chancellor of the Washington nonprofit StudentsFirst. Rhee draws on dozens of compelling examples from schools she's worked in and studied, from students who've risen behind unspeakable home lives and thrived in the classroom to teachers whose groundbreaking methods have produced unprecedented levels in student achievement. An incisive and intensely personal call-to-arms, Michelle Rhee's Radical is required reading for anyone who seeks a guide to not only the improvement of our schools, but also a brighter future for America's children.

This cutting-edge overview explores big data and the related topic of computer code, examining the implications for education and schooling for today and the near future.

Democracy's Schools

A Documentary History

One American School Struggles to Make the Grade

A Global View of the American School

The Prize

The Public School Advantage

Rethinking Globalization

*From one of the foremost authorities on education in the United States, former U.S. assistant secretary of education, "whistle-blower extraordinaire" (The Wall Street Journal), author of the best-selling The Death and Life of the Great American School System ("Important and riveting"—Library Journal), The Language Police ("Impassioned . . . Fiercely argued . . . Every bit as alarming as it is illuminating"—The New York Times), and other notable books on education history and policy—an incisive, comprehensive look at today's American school system that argues against those who claim it is broken and beyond repair; an impassioned but reasoned call to stop the privatization movement that is draining students and funding from our public schools. In Reign of Error, Diane Ravitch argues that the crisis in American education is not a crisis of academic achievement but a concerted effort to destroy public schools in this country. She makes clear that, contrary to the claims being made, public school test scores and graduation rates are the highest they've ever been, and dropout rates are at their lowest point. She argues that federal programs such as George W. Bush's No Child Left Behind and Barack Obama's Race to the Top set unreasonable targets for American students, punish schools, and result in teachers being fired if their students underperform, unfairly branding those educators as failures. She warns that major foundations, individual billionaires, and Wall Street hedge fund managers are encouraging the privatization of public education, some for idealistic reasons, others for profit. Many who work with equity funds are eyeing public education as an emerging market for investors. Reign of Error begins where The Death and Life of the Great American School System left off, providing a deeper argument against privatization and for public education, and in a chapter-by-chapter breakdown, putting forth a plan for what can be done to preserve and improve it. She makes clear what is right about U.S. education, how policy makers are failing to address the root causes of educational failure, and how we can fix it. For Ravitch, public school education is about knowledge, about learning, about developing character, and about creating citizens for our society. It's about helping to inspire independent thinkers, not just honing job skills or preparing people for college. Public school education is essential to our democracy, and its aim, since the founding of this country, has been to educate citizens who will help carry democracy into the future.*

*Discusses how school choice, misapplied standards of accountability, the No Child Left Behind mandate, and the use of a corporate model have all led to a decline in public education and presents arguments for a return to strong neighborhood schools and quality teaching.*

*Argues that as public schools integrate the mores and the mores of American lifestyles, they increasingly reflected the primary tensions between democratic rhetoric and the reality of a class-divided system. The impact of The Late Great Planet Earth cannot be overstated. The New York Times called it the "no. 1 non-fiction bestseller of the decade." For Christians and non-Christians of the 1970s, Hal Lindsey's blockbuster served as a wake-up call on events soon to come and events already unfolding -- all leading up to the greatest event of all: the return of Jesus Christ. The years since have confirmed Lindsey's insights into what biblical prophecy says about the times we live in. Whether you're a church-going believer or someone who wouldn't darken the door of a Christian institution, the Bible has much to tell you about the imminent future of this planet. In the midst of an out-of-control generation, it reveals a grand design that's unfolding exactly according to plan. The rebirth of Israel. The threat of war in the Middle East. An increase in natural catastrophes. The revival of Satanism and witchcraft. These and other signs, foreseen by prophets from Moses to Jesus, portend the coming of an antichrist . . . of a war which will bring humanity to the brink of destruction . . . and of incredible deliverance for a desperate, dying planet.*

Fear and Learning in America

Lieutenant Kijé ; Young Vitushishnikov

Bad Data, Good Teachers, and the Attack on Public Education

The Death and Life of the Great American School System

The School in the United States

Resisting the Ambush of Public Education

The Smartest Kids in the World

*An analysis of urban education argues that conditions have worsened for inner-city children, looking at how liberal education is being replaced by high-stakes testing procedures, culturally barren and robotic methods of instruction, and harsh discipline.*

*People who had long treasured their local public schools are now being told that our nation's schools are "failing," that we are not preparing children for "the global economy." Many of these purveyors of doom and gloom are working to disrupt public schools and have created their own purposely deceptive vocabulary to assist their efforts. In this important book, Ravitch and Bailey decipher and demystify the new language of education. They describe the key terms and groups currently embroiled in the corporate fight besieging schools. EdSpeak and Doubletalk is an essential resource for anyone seeking to gain deeper awareness and understanding about the fight for public education. It is also an excellent text for any university class that deals with teaching, educational administration, and policymaking. "This is a glossary with an attitude, and because of that, I endorse it even more strongly." —David C. Berliner, Arizona State University "A lively review of terminology, with surprisingly deep definitions that help us understand the fast-changing landscape of our schools and those working for and against them." —Anthony Cody, cofounder, Network for Public Education "EdSpeak and Doubletalk is so much more than a glossary of education terms. The authors masterfully unveil the deception, duplicity, schemes, and profit motives behind the moneyed interests that strive to control education policies." —Laura Bowman, Parents Across America*

While many in the United States have direct experience with the American public school system, few have an actual understanding of its intricacies. Accordingly, many authors use narrative in the social discourse of America's public schools in order to provide an organizational schema that makes such a complex system understandable to a mass audience. The dominant narrative regarding America's public schools is that they are failing and in desperate need of reform. However, many have grown discontent with the dominant narrative of America's "failing schools" – contending that this narrative is inaccurate and prompted by the would-be reformers' self-interest rather than goodwill. Thus, this study explores both the failing schools narrative and the counter-narrative of America's public schools. Specifically, Diane Ravitch's book Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools is analyzed as a counter-narrative in response to other key cultural texts. In considering narrative rationality as a means of rhetoric, Ravitch asks her readers to entertain literary indeterminism, that the reformers may not have a perfect and final view of the public school system and its problems, and may therefore not have the correct corresponding solutions. She brings the codes of the dominant narrative to the surface – reminding her audience that stories, while compelling, might be more appropriately called "myth." However, the counter-narrative she provides re-oriens the audience in narrative rationality. In this way, Ravitch rejects the reformers' narrative, but affirms narration as a tool for understanding. This interplay between narrative and counter-narrative demonstrates how rhetoric performs its work in shaping an audience's values and intentions. By analyzing how both narrative and counter-narrative are mobilized to create the political will to act or resist, a more broad understanding of narrative rationality (both its power to persuade and its utility in political struggles) is revealed. This thesis argues that while narrative rationality should always be questioned, narration is so deeply embedded in human epistemology and persuasion that telling a "better story" is often more effective than merely dismantling a dominant narrative. Thus, counter-narrative emerges as a viable means of challenging hegemonic cultural narratives.

From one of the foremost authorities on education in the United States, Slaying Goliath is an impassioned, inspiring look at the ways in which parents, teachers, and activists are successfully fighting back to defeat the forces that are trying to privatize America's public schools. Diane Ravitch writes of a true grassroots movement sweeping the country, from cities and towns across America, a movement dedicated to protecting public schools from those who are funding privatization and who believe that America's schools should be run like businesses and that children should be treated like customers or products. Slaying Goliath is about the power of democracy, about the dangers of plutocracy, and about the potential of ordinary people—armed like David with only a slingshot of ideas, energy, and dedication—to prevail against those who are trying to divert funding away from our historic system of democratically governed, nonsectarian public schools. Among the lessons learned from the global pandemic of 2020 is the importance of our public schools and their teachers and the fact that distance learning can never replace human interaction, the personal connection between teachers and students.

Two Novellas

Strengthening Forensic Science in the United States

Teaching for Justice in an Unjust World

Educational Courage

Confessions of a Bad Teacher

Policies, Practices, and the Future of Education

The Late Great Planet Earth

A former U.S. Assistant Secretary of Education and author of The Death and Life of the Great American School System presents an incisive look at today's American public schools to argue that the system is still functioning and is being unduly compromised by the rising privatization movement.

As serialized in the New Yorker, a rolling, behind-the-scenes look at the high-pressure race to turn around Newark's failing schools, with Facebook's Mark Zuckerberg, Governor Chris Christie, and Senator Cory Booker in eyebrow-raising leading roles. Caught amid the debate are the stories of the educators, parents, and students who are most affected by legislation such as No Child Left Behind and Race to the Top. In Educational Courage, veteran educators and activists Nancy Schniedewind and Mara Sporn-Shevin bring together the voices of those who are resisting market-driven initiatives such as high-stakes testing, charter schools, mayoral control, and merit pay. The diverse narrators who write in this volume confront the educational agendas that undermine teachers' judgment and knowledge, ignore the different backgrounds of students and parents, and debate the learning process. Yet these educators, parents, and activists also offer stories of resistance and hope as they fight to uphold the ideals of democratic public education. From the Trade Paperback edition.

At a time when Americans are debating the future of public education, Johann N. Neem tells the inspiring story of how and why Americans built a robust public school system in the decades between the Revolution and the Civil War. It's a story in which ordinary people in towns across the country worked together to form districts and build schoolhouses and reformers sought to expand tax support and give every child a liberal education. By the time of the Civil War, most northern states had made common schools free, and many southern states were heading in the same direction. Americans made schooling a public good. Yet back then, like today, Americans disagreed over the kind of education needed, who should pay for it, and how schools should be governed. Neem explores the history and meaning of these disagreements. As Americans debated, teachers and students went about the daily work of teaching and learning. Neem takes us into the classrooms of yore so that we may experience public schools from the perspective of the people whose daily lives were most affected by them. Ultimately, Neem concludes, public schools encouraged a diverse people to see themselves as one nation. By studying the origins of America's public schools, Neem urges us to focus on the defining features of democratic education: promoting equality, nurturing human beings, preparing citizens, and fostering civic solidarity.

Schooled to Order

The Restoration of Apartheid Schooling in America

Radical

The Passionate Resistance to Privatization and the Fight to Save America's Public Schools

Why Public Schools Outperform Private Schools

None of the Above

How Testing and Choice are Undermining Education

*If you're an actress or a coddled just trying to do a man-size job, a yes-man who turns a deaf ear to some sob sister, an heiress aboard her yacht, or a bookworm enjoying a boy's night out, Diane Ravitch's internationally acclaimed The Language Police has bad news for you: Erase those words from your vocabulary! Textbook publishers and state education agencies have sought to root out racist, sexist, and elitist language in classroom and library materials. But according to Diane Ravitch, a leading historian of education, what began with the best of intentions has veered toward bizarre extremes. At a time when we celebrate and encourage diversity, young readers are fed bowdlerized texts, devoid of the references that give these works their meaning and vitality. With forceful arguments and sensible solutions for rescuing American education from the pressure groups that have made classrooms bland and uninspiring, The Language Police offers a powerful corrective to a cultural scandal.*

*Examines the work of leading revisionist educational historians and contends that their arguments and allegations against the American public school system have strayed far from historical reality*

*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 Perlstien 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 Chinlin' so illuminating. The school, once deemed a failure, is now held up as an example of reform done right. Perlstien 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. Perlstien 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.*

*At a time when globalization and technology are dramatically altering the world we live in, is education reform in the United States headed down the right path? Are schools emphasizing the knowledge and skills that students need in a global society--or are they actually undermining their strengths by overemphasizing high-stakes testing and standardization? Are education systems in China and other countries really as superior as some people claim? These and other questions are at the heart of author Ying Zhu's thoughtful and informative book. Born and raised in China and now a distinguished professor at Michigan State University, Zhao bases many of his observations on firsthand experience as a student in China and as a parent of children attending school in the United States. His unique perspective leads him to conclude that "American education is at a crossroads" and "we need to change course" to maintain leadership in a rapidly changing world. To make his case, he claims "What's right with American education," "Why much of the criticism in the United States has been misleading and misinformed," "Why China and other nations in Asia are actually reforming their systems to be more like their American counterparts," "How globalization and the "death of distance" are affecting jobs and everyday life, and " How the virtual world is transforming the economic and social landscape in ways far more profound than many people realize. Educators, policymakers, parents, and others interested in preparing students to be productive global citizens will gain a clear understanding of what kinds of knowledge and skills constitute "digital competence" and "global competence," and what schools can--and must--do to meet the challenges and opportunities brought about by globalization and technology.*

A Glossary to Decipher Hypocrisy and Save Public Schooling

The Hoax of the Privatization Movement and the Danger to America's Public Schools

Diane Ravitch: Reign of error - The hoax of the privatization movement and the danger to America's public schools. New York: Knopf, 2013. [Rezension]

EdSpeak and Doubletalk

## ***The Untold Story of the Atlanta Public Schools Cheating Scandal, Corporate Greed , and the Criminalization of Educators***

### ***Fighting to Put Students First***

#### ***Sold Out***

An urgent case for protecting public education, from one of America's best-known education experts In this landmark book, Diane Ravitch - former assistant secretary of education and a leader in the drive to create a national curriculum - examines her career in education reform and repudiates positions that she once staunchly advocated. Drawing on over forty years of research and experience, Ravitch critiques today's most popular ideas for restructuring schools, including privatization, the Common Core, standardized testing, the replacement of teachers by technology, charter schools, and vouchers. She shows conclusively why the business model is not an appropriate way to improve schools. Using examples from major cities like New York, Philadelphia, Chicago, Denver, and San Diego, Ravitch makes the case that public education today is in peril and includes clear prescriptions for improving America's schools. The Death and Life of the Great American School System is more than just an analysis of the state of play of the American education system. It is a must-read for any stakeholder in the future of American schooling.

The relative deficiencies of U.S. public schools are a serious concern to parents and policymakers. But they should be of concern to all Americans, as a globalizing world introduces new competition for talent, markets, capital, and opportunity. In *Endangering Prosperity*, a trio of experts on international education policy compares the performance of American schools against that of other nations. The net result is a mixed but largely disappointing picture that clearly shows where improvement is most needed. The authors' objective is not to explain the deep causes of past failures but to document how dramatically the U.S. school system has failed its students and its citizens. It is a wake-up call for structural reform. To move forward to a different and better future requires that we understand just how serious a situation America faces today. For example, the authors consider the Programme for International Student Assessment (PISA), an international mathematics examination. America is stuck in the middle of average scores, barely beating out European countries whose national economies are in the red zone. U.S. performance measured against stronger economies is even weaker—in total, 32 nations outperformed the United States. The authors also delve into comparative reading scores. A mere 31 percent of U.S. students in the class of 2011 could perform at the "proficient" level as measured by the National Assessment of Educational Progress (NAEP) program, compared with South Korea's result of 47 percent. And while some observers may downplay the significance of cross-globe comparisons, they should note that Canadian students are dramatically outpacing their U.S. counterparts.

well. Clearly something is wrong with this picture, and this book clearly explicates the costs of inaction. The time for incremental tweaking the system is long past—wider, deeper, and more courageous steps are needed, as this book amply demonstrates with accessible prose, supported with hard data that simply cannot be ignored.

Hoax, conspiracy, or secret society? That is the range of responses you might hear when raising the idea of the Priory of Sion. Ostensibly a clandestine order designed to disguise the truth about the children of Jesus Christ, the group have been labeled as either an elaborate concoction or the most powerful secret society in the world. Are they real? What are they hiding? Where did they come from? What impact can they have on the world around us? These are the questions this book will hope to answer. At the heart of the story of the Priory of Sion is the heretical notion that Jesus Christ - the supposed son of God - fathered children. Not only that but that his bloodline survives to this day. If true, the idea has a huge impact on the very existence of Christianity, the world's most popular religion. If the Priory - as is believed - are guarding the truth about such a matter, they then potentially control some of the most powerful information in the world. Think of it like an ideological atomic bomb, ticking away and ready to explode through the consciousness of the world. Not only that, but the men allegedly chosen to guard these secrets rank as some of the greatest thinkers in human history. Isaac Newton, Nicholas Flamel, and Leonardo da Vinci have all been implicated in the order, though their involvement is debated. In fact, the entire existence of the order has been argued. Some suggest that, rather than a secret society, the Priory is, in fact, an elaborate hoax. Others claim that these accusations are merely an attempt to disguise the truth. But what do we know for certain? Who exactly are the Priory of Sion? Read on and find out! Scroll back up and order your copy now!

An insider's account of the infamous Atlanta Public Schools cheating scandal that scapegoated black employees for problems rooted in the education reform movement. In March of 2013, 35 educators in the Atlanta Public Schools were charged with racketeering and conspiracy—the same charges used to bring down the American mafia—for allegedly changing students' answers on standardized tests. All but one was black. The youngest of the accused, Shani Robinson, had taught for only 3 years and was a new mother when she was wrongfully convicted and sentenced to 25 years in prison. She and her coauthor, journalist Anna Simonton, look back to show how black children in Atlanta were being deprived long before some teachers allegedly changed the answers on their students' tests. Stretching all the way back to *Brown v. Board of Education*, the landmark 1954 Supreme Court ruling that outlawed segregation in public schools, to examining the corporate-led education reform movement, the policing of black and brown citizens, and widening racial and economic disparities in Atlanta, Robinson and Simonton reveal how estate moguls and financiers were lining their pockets with the education dollars that should have been going to the classroom.

Lessons from Michigan

The Shocking Truth from the Front Lines of American Public Education

The Revisionists Revised

The Digital Future of Learning, Policy and Practice

American Education in the Age of Globalization

Slaying Goliath

The Priory of Sion

An explosive new look at the pressures on today's teachers and the pitfalls of school reform. Confessions of a Bad Teacher presents a passionate appeal to save public schools, before it's too late. When John Owens left a lucrative job to teach English at a public school in New York City's South Bronx, he thought he could do some good. Faced with a flood of struggling students, Owens devised ingenious ways to engage every last one. But as his students began to thrive under his tutelage, Owens found himself increasingly mired in a broken educational system, driven by broken statistics, finances, and administrations undermining their own support system—the teachers. The situation has gotten to the point where the phrase "Bad Teacher" is almost interchangeable with "Teacher." And Owens found himself labeled just that when the methods he saw inspiring his students didn't meet the reform mandates. With firsthand accounts from teachers across the country and tips for improving public schools, *Confessions of a Bad Teacher* is an eye-opening call-to-action to embrace our best educators and create real reform for our children's futures.

From the Puritans to the Trump Era

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High-stakes Stories

U.S. Education Reform and National Security

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How Marketing in School Threatens Children's Well-Being and Undermines their Education