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VOLUME I

Rationale for Change

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SECTION ONE

EDUCATING FOR THE 21ST CENTURY

INTRODUCTION	1
1 RESTRUCTURING FOR LEARNING <i>Phillip Harris</i>	3
<p>This chapter makes the case that we must go beyond restructuring in our efforts to improve education. We must reconceptualize the role education plays in the greater social context. Education can no longer serve the sorting and selecting of our human resources. We must use our education resources to develop the talent of all children and not just a few. Furthermore, we have to recognize the current structural barriers that are preventing learning from becoming the business and purpose of schooling. We must acknowledge the custodial and caretaker functions of schools and move beyond this limited purpose. We have one opportunity to create for the 21st century a truly American education experience, but only if we act now.</p>	
2 CAPTURE THE VISION: FUTURE WORLD, FUTURE SCHOOL <i>Robin Fogarty & James Bellanca</i>	13
<p>Three powerful world trends are explored. <i>Trend I: Interpersonal Interactions</i> examines the areas of people and politics, while <i>Trend II: Idea Innovations</i> focuses on hi-tech/hi-touch issues. Finally, <i>Trend III: Information Interpretation</i> targets the ideas of options and decisions. Paralleling these world trends, implications for schools are discussed. These include models for curriculum and instruction that foster: collaborative models for learning "how to relate"; metacognitive models for learning "how to learn"; and cognitive models for learning "how to choose." The chapter closes with suggestions about how to capture the vision of the future world/future school.</p>	
3 THE SEARCH FOR A NEW EDUCATIONAL PARADIGM <i>Edward T. Clark, Jr.</i>	25
<p>While much has been written about the need for educational reform, not enough attention has been paid to the fact that, in education, as in virtually every other area of our lives, a major paradigm shift is occurring. Although many national reports have recognized the current crisis in education, few educators seem to have explicitly identified the problem as resulting from a major paradigm shift. This piece treats the paradigm shift at the micro and macro levels, showing how teaching and learning are rapidly shifting in the new world context. (This article was accorded a Distinguished</p>	

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- Achievement Award for excellence in educational journalism by the Educational Press Association of America.)
- 4 GLOBAL THINKING IN THE CONTEMPORARY SCHOOL *Terry Stirling* 41
Beginning with a definition of global education, this chapter discusses various aspects of the field: how a global perspective can guide the selection of curriculum material; significant shifts in our traditional ways of thinking about our planet; multi-cultural education; the value of systems thinking; and student action. A case is made that global education corresponds more closely to the mental map of the world that most aware students and teachers carry into the school with them than does the traditional curriculum.
- 5 LEARNING FOR LIFE *Dee Dickinson* 51
This chapter suggests that not only are there many new opportunities for learning at every age, but also that it is of critical importance to the individual and society to learn effectively in every period throughout life. This overview of lifespan learning begins with new understandings about prenatal development, then offers new information about learning in early childhood, the school years, college and adult life, and the senior years. A discussion of new teaching/learning strategies, multimedia technology, and new forms of learning environments shows how it is possible for everyone to learn more effectively at every age.
- 6 RESTRUCTURING EDUCATIONAL REFORM FOR STUDENTS AT RISK
Beau Fly Jones & Jean Pierce 63
An examination of federal and local policies and practices for students at risk is the focus of this chapter. The thesis is that policies and practices designed to provide equal opportunity to quality education actually generate low-quality programs for students at risk, and thereby cause many of the learning problems they experience. Thus there is a significant differential access to quality instruction in this country. Recommendations for changes are examined in the areas of curriculum, instruction, and assessment.

SECTION TWO

RESTRUCTURING LEARNING FROM THE INSIDE OUT

- INTRODUCTION 83
- 7 IF MINDS MATTER ... POLICIES FOR THE FUTURE *Rexford Brown* 85
If classrooms and schools are to be restructured around the goal of having all students fully use their minds, classroom and school environments will have to be quite different than they are today. Basic propositions driving the current restructuring movement—that all kids can learn, that learning is an active process, that literacy involves thinking and meaning-making, and that knowledge evolves—will bring about profound changes in learning environments. “Basic skills” aren’t enough. Test scores aren’t sufficient. State departments of education, through curriculum frameworks, tests, and technical assistance and reward programs must focus educators on creating optimal learning environments.
- 8 THE LEARNING COMMUNITY *Arthur L. Costa* 93
There is a quiet revolution taking place. This chapter discusses the team building we hear about in effective schools and classrooms through collaborative learning, participative decision making, and peer coaching and the secondary effect it is having: the intellectual empowerment and fulfillment of the individual. In addition, the author talks about school leaders heading toward a new state of mind—a new conception of their role and that of the educational institution; from seeking power toward empowering others; from controlling people toward facilitating their creativity; from uniformity of practice toward a collective vision of excellence. The chapter concludes with a look at this fundamental shift, this radical reorientation and how the school becomes a learning community for and of the mind.

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- 9 **A RESTRUCTURING JOURNEY** *Barrie Bennett & Carol Rolheiser-Bennett* 103
- The information for this chapter is organized around the authors' metaphorical framework for classroom and school improvement. The framework provides a lens through which the restructuring journey can be examined. Teaching is not mechanistic. In order for change to be initiated, implemented, and sustained in any dimension individually, attention must be paid to the array of variables included in the framework. More importantly, change is in itself an innovation. Failure to attend to the understanding and management of change will most likely result in failure to implement and sustain any innovation.
- 10 **FROM TINKERING TO TRANSFORMATION** *Robert M. McClure* 125
- This chapter focuses on thinking anew about the ways boys and girls should be educated, and how our current system can be used as a springboard for significant reform. The chapter begins with four stories based on actual experiences in several schools. The stories are used to suggest that there is a good deal going on now that will lead to the needed change. In the second part the emphasis is on those resources that can help schools move beyond the beginnings implied by the stories. The chapter concludes with a focus on the pedagogical future of schooling.
- 11 **PRINCIPAL POWER: KEY TO SITE-BASED MANAGEMENT**
Lawrence W. Aronstein & Kenneth L. DeBenedictis 133
- "Principal Power" examines those initiatives that school administrators need to consider in refocusing the school. Empowering staff, providing experiences and support to facilitate shared decision making, and encouraging the active involvement of the greater community are major areas carefully discussed in the chapter. The authors' understanding of the culture of the school, the practical path to implement site-based management efforts, and the analysis of their experiences provide readers with valuable insight into the study of school restructuring.
- 12 **ADULTS FROM THE INSIDE OUT** *Judy-Arin Krupp* 141
- Educators who want to restructure the schools and effect lasting change need to understand the reality view of adults with whom they work. For "we do not see the world as it is, but as we are." This chapter presents two hierarchical views of cognitive development and the practical relevance of each for helping adults grow to the higher stages so they can encompass more variables in their decision making (restructuring from the inside) and for fostering proposed changes.
- 13 **NEW VISIONS FOR STAFF DEVELOPMENT**
Susan Loucks-Horsley, Janet Phlegar, & Suzanne Stiegelbauer 149
- In order to meet the learning needs of tomorrow's citizens, schools must be redesigned to put learning first. This puts staff development where it needs to be—on the top of the priority list, not on the luxury-item list. In learning communities, teachers learn alongside students; questions are as important as answers; experimentation and risk taking are valued; and making mistakes is a part of growing. The chapter includes vignettes of teachers learning as they design experiences to tackle challenging learning outcomes for their students.
- 14 **SELF-ESTEEM AND THE WILLINGNESS TO CHANGE** *Judy-Arin Krupp* 163
- Positive self-esteem characterizes individuals who willingly risk. Restructuring requires risk. Therefore, it behooves educators to work to enhance the self-esteem of employees if they plan to restructure from the inside out. This chapter defines self-esteem, delineates its sources, discusses the impact of self-image and its resultant self-consistency, and then presents sixteen ways to create an esteeming climate. The author argues that an esteeming climate offers personnel the opportunity to develop a clear self-concept and positive self-esteem so they will embrace change and help others during the restructuring process.

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15 COGNITIVE COACHING: A SIGNIFICANT CATALYST *Robert J. Garmston* 173

We must commit to developing the mind as the central role of the school. We must engage a new school culture: one in which school faculties are communities of learners and leaders; where the culture is a catalyst for the development of each faculty member; and where wholeness, efficacy, and self-renewal are valued. Cognitive coaching is proposed as a peer coaching approach that can facilitate these aims. Citing research studies and related literature, the benefits of cognitive coaching are described. Three steps in starting a cognitive coaching program are detailed: (1) developing vision and rationale, (2) selecting a peer coaching model, and (3) adopting six critical program attributes.

16 OLD LESSONS, NEW DESIGNS *James Bellanca* 187

“Break-the-mold” designs are not new for American schools. This chapter begins with a description of a design process and its results carried out in the 1970s at New Trier High School. The chapter reviews the history of the program, evaluates the program in the light of current change theory, and identifies lessons to be learned in the design process for schools of the next century.

SECTION THREE

LEARNING FOR A LIFETIME

INTRODUCTION 199

17 THE SCIENCE AND ART OF TRANSFER *David Perkins & Gavriel Salomon* 201

Transfer of learning is the cornerstone of education. Why teach unless youngsters carry over to other occasions and contexts what they have learned? This chapter defines transfer of learning and looks briefly at contemporary views of transfer—what stands in the way and how can we get past the barriers? Two broad strategies of teaching for transfer, “bridging” and “hugging” are then discussed. The chapter closes with an appeal for the “connected curriculum,” where the subject matters stand connected to one another and to life outside the school.

18 TEACHING FOR TRANSFER *Robin Fogarty* 211

Based on the understanding that all learning is for transfer, the chapter begins with an exploration of the *some things* worth transferring: knowledge, concepts, skills, attitudes, and dispositions. Next the discussion focuses on the *some hows* of transfer in which ten instructional strategies are delineated to both “hug” for near or automatic transfer and to “bridge” for far or inferred transfer: setting expectations, modeling, matching, simulating, and problem-based learning as well as anticipating applications, parallel problem solving, generalizing concepts, unpacking analogies, and cultivating metacognition. Finally, the *some wheres* of transfer are investigated as learning is targeted within a single discipline, across content areas, and into life situations.

19 METACOGNITION: MATTERS OF THE MIND, MATTERS OF THE HEART *Peter Winograd & Robert W. Gaskins* 225

As teachers, one of our most important goals is to help students develop independence of thought. This chapter examines research related to the concept of metacognition and explores insights this research offers educators interested in creating classrooms that nurture independence of thought. The aspect of metacognition most central to the discussion is the understanding that metacognition involves both cognition and affect. Teachers’ efforts toward helping students become more metacognitive are effective to the extent that we focus on both of these dimensions of teaching and learning.

20 REFLECTIVE TEACHER, REFLECTIVE LEARNER *Esther Fusco & Gwen Fountain* 239

In order for real learning to occur students must be actively engaged in making connections during the learning process. Metacognition, the ability to understand and control one’s own cognitive processes during learning, is an important element in facilitating

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these connections. This chapter focuses on strategies that will assist students in controlling, monitoring, and organizing their learning. The authors show that as teachers model and guide reflective processing, students are able to manipulate and organize information more efficiently and have greater control over their learning.

- 21 "LIKE AN INCREDIBLY HARD ALGEBRA PROBLEM": TEACHING FOR METACOGNITION
John Barell 257
- Many of us go through life in and out of schools without much awareness of how we confront and resolve complex problems. We also have difficulties transferring what we know from one situation to another. This chapter outlines several strategies, drawn from the experiences of practicing educators, that help students gain awareness and control of their thinking, thus becoming more metacognitive. Further, it defines strategies useful in helping all of us transfer knowledge and skill from one kind of experience to another. With metacognitive awareness and the ability to transfer knowledge we become more mindful and capable of dealing productively with life's complexities.
- 22 IF MINDS TRULY MATTER: THE INTEGRATED CURRICULUM *Robin Fogarty*. 267
- Integrated curricula are depicted in this chapter with strategic planning models that make connections for lessons and learners. Based on current brain research that suggests integrated, holistic instruction is most compatible to the parallel processing of the human brain, ten specific integrating schemes are illustrated. Three models focus on making connections within a single curriculum content; five models construct bridges across disciplines; and two final models delineate connection-making within the mind of the learner. Each model is described, illustrated, and evaluated for the reader, with suggestions for creative adaptation and transfer.
- Directory of Authors 287
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