**Foundations of Education Chapter 3**

**“I am a role model for students of color and love socioeconomic status. It is my goal that every one of my students leaves my classroom believing in themselves and their ability to reach college. I treat each student with respect, and I hope to teach them to respect each other and themselves in the same way” Mark Hill –first year high school math teacher quoted in Teaching to Change the World, 2007, p.27**

**I.What is the role of schools in today’s society**

**-achievement of academic goals in the most universally accepting**

**-governors and business leaders believe that the primary purpose of schooling is to ensure the success of the United States in a global society(NO PRESSURE)**

**-high school is now the front line in America’s battle to remain competitive on the increasingly competitive international economic stage**

**1.schools and pro-social values**

**-schools should teach pro-social values such as honesty, patriotism, fairness, and civility**

**-teach democratic ideal of equality for all**

**2.schools and socialization of the young**

**-learn to participate responsibly in our nation’s society**

**-(good or bad??)-assimilate persons from different ethnic, racial, religious, linguistic, and cultural backgrounds and pass on the values and customs as the majority**

**3.Schools and social change**

**-schools can provide students with the knowledge and skills to improve society and to adapt to rapid social change**

**-prepare students to serve others through volunteerism and participate actively in the political life of the nation**

**4.schools and equal educational opportunity**

**-ample evidence exists that certain groups in U.S. society are denied equality of opportunity economically, socially, and educationally**

**-GOAL of providing equal educational opportunities for all has long distinguished education in the U.S. from other countries(do we have the same quality of teacher attracted to affluent communities as inner city schools and reservation schools??)**

**II.How can schools be described**

**1.methaphors for schools-factories where students enter the school as raw materials, move through the curriculum in a systematic way, and exit the school as finished products**

**2.schools and social class**

**-schools should promote social change and equal opportunity, some individuals believe that schools reproduce the existing society by presenting different curriculu and educational experiences to students from different socioeconomic classes**

**-what happens is that schools preserve the stratification within society and maintain the differences between the haves and the have-nots**

**III.What are schools like as social institutions**

**1.the school as a reflection of society**

**-schools mirror the national culture and the surrounding local culture and other special interests**

**-rural schools are often the focal point for community life and reflects values and beliefs that tend to be more conservative than those associated with urban and suburban schools**

**-Shame of Nation by Jonathon Kozol documents the startling contrast between the neighborhoods that surround impoverished inner-city schools and those that surround affluent suburban schools**

**2.Culture of schools**

**-each culture has its own network of beliefs, values, and traditions, and ways of thinking and behaving that distinguishes it from other schools**

**-the physical environment of the school reflects and helps to create the school’s overall culture(inner city schools falling apart reflect a poor culture for learning)**

**-the formal practices of schools are well known to anyone who has been educated in the United States(ex-departmentalization for high schools)**

**-school traditions are those elements of the school’s culture that are handed down from year to year(Christian prayer at graduation which is actually illegal)**

**3.culture of classroom**

**-each classroom develops its own culture**

**-quality of teacher-students interactions is influenced by the physical characteristics of the setting and the social dimensions of the group**

**-students believe that he effective teacher develops positive, task oriented classroom cultures, while ineffective teachers develop negative cultures**

**IV.What are the characteristics of successful schools**

**1.measure of success**

**-high level and complete requirements for graduation**

**-standardized tests**

**-results that surpass those expected from comparable schools with comparable settings(NO-we are all compared to each other)**

**2.research on school effectiveness**

**-strong leadership, high expectations, emphasis on basic skills, orderly school environment, frequent, systematic evaluation of student learning, sense of purpose, collegiality and a sense of community**

**V.What social problems affect schools and place students at risk**

**1.identifying students at risk**

**-be PREVENTATIVE**

**-being in the lowest socioeconomic status**

**-changing schools two more times from grades 1-8**

**-having average grades of C or lower from grades 6-8**

**-living in a single parent household during grade 8**

**-having one or more sibling who left high school before completion**

**-being held back one or more times form grades 1-8**

**-BAD to be grouped by gender, race, ethnicity, family income, age, and regions**

**-DON’T JUDGE-it is important to remember that at-risk factors are only an indication of potential academic problems**

**2.children and poverty**

**3.family stress**

**4.substance abuse**

**5.violence and crime**

**6.teen pregnancy**

**7.suicide among children and youth**

**VI.How are schools addressing societal problems?**

**1.peer counseling and peer mediation**

**2.full-service community schools**

**-available money and costs make it not realistic**

**-operating before, during, and after school seven days a week**

**3.school-based inter-professional case management**

**4.compensatory education**

**-federally funded (Title I)-but we don’t’ want to take kids out of regular classrooms**

**5.alterative schools**

**-may be in the same building or out of the regular school**

**-utilizes online learning**

**-can be nurturing**

**-school within a school**

**-extracurricular activities-BIG and preventative way to save kids-get them involved!**

**VII.How can community-based partnerships help students learn**

**1.community as a resource for schools**

**-civic organizations**

**-volunteer mentor programs**

**-corporate-educational partnerships**

**2.schools as resources for communities**

**-beyond the school day can provide educational and recreational programs before and after the traditional school day EX-swimming pools for community with open times**

**(check your insurance policy!!!!!)**

**-social services to families**