

Week 2 Split Page Note-Taking: Historical Forces in Education

Name Douglas Miller _____ Date _____

<i>Materials/text or podcast</i>	<i>Notes - sentences, shorthand, lists, abbreviations</i> Consider: What can you document that will help you make sense of these inputs? <i>Write for yourself</i> ; how much you write will depend upon your own learning needs and what you will need to see in front of you at the end in order to synthesize your learning. For each reading/podcast, please respond to each bullet. The Word document will grow with you as you write, so you can copy/paste the bullets.
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L Old Deluder Satan	<ul style="list-style-type: none"> ■ General notes to help me remember the content Law in 1642 passed in Massachusetts ■ Who are the subjects of the policies or reports and who generated them? Subjects: The people of Massachusetts The state legislator created this law ■ Who benefited from the policies/reports? Beneficiaries were the (white, landowning) families who lived in town throughout Massachusetts that didn't already have a schoolhouse for their children, and students who lived in towns greater than 100 that wanted to attend university ■ From the little snapshots that I see, what conclusions can I draw about what might be missing in the reports, policies, etc? Funding, really, even if they just wave their hands and mention the town should pay for it, and standards, other than university attendance. Standards for the educators are also missing ■ What actions seem to have been taken from the reports, e.g. how did they impact curriculum, resourcing, policy, etc.? (Infer/guess if you have to) I imagine schools in towns larger than 50 residents who did not already have one created a school. And in schools in towns larger than 100 residents inquired and had to create a curriculum or find out university standards to implement in their schoolhouse ■ General notes to help me remember the content Department of Education report, 1966
Coleman Report	<ul style="list-style-type: none"> ■ Who are the subjects of the policies or reports and who generated them? A sociologist (James Coleman) developed the report for the Department of Education ■ Who benefited from the policies/reports? The people of the United States were the ultimate recipients, and stood to benefit if this research were applied ■ From the little snapshots that I see, what conclusions can I draw about what might be missing in the reports, policies, etc? The report references a sense of control. Somehow, the captioned minority had a greater sense of control when in a school predominated by the majority than in a school with a higher proportion of the captioned minority. Perhaps this indicates other factors at play ■ What actions seem to have been taken from the reports, e.g. how did they impact curriculum, resourcing, policy, etc.? (Infer/guess if you have to) This probably had some effect on desegregation and integration, as the report points out more than once that minorities do better in schools predominantly multicultural
A Nation at Risk	<ul style="list-style-type: none"> ■ General notes to help me remember the content Regan's report on schooling ■ Who are the subjects of the policies or reports and who generated them? Secretary of Education

Goals 2000	<ul style="list-style-type: none"> ■ Who benefited from the policies/reports? The US citizens were the target beneficiary ■ From the little snapshots that I see, what conclusions can I draw about what might be missing in the reports, policies, etc? Funding, mainly. Increasing teacher pay, extending the day, increasing the number of school days and extra time for those that need it all need lots of funding. The assertion of standardized tests of achievement also lacked definition ■ What actions seem to have been taken from the reports, e.g. how did they impact curriculum, resourcing, policy, etc.? (Infer/guess if you have to) I think some of the information may have influenced policies such as curricula or prioritizing standardized tests. Extending the school day, adding school days and increasing teacher pay was definitely not a priority by the 90's ■ General notes to help me remember the content 1990's law ■ Who are the subjects of the policies or reports and who generated them? The report was created by Congress for the US Citizens ■ Who benefited from the policies/reports? All school age children in America were the intended beneficiaries ■ From the little snapshots that I see, what conclusions can I draw about what might be missing in the reports, policies, etc? From the results, I can imagine how to get there was missing. Gun free schools and the US being first in mathematics and science, for instance, never happened. Globally, this law appears more towards money and goals and less on things like curricula development and inclusive education, necessary for a nation of immigrants. ■ What actions seem to have been taken from the reports, e.g. how did they impact curriculum, resourcing, policy, etc.? (Infer/guess if you have to) Since it was the prelude to no child left behind, it likely included provisions for increased funding in schools that were falling behind
McCleary vs. WA	<ul style="list-style-type: none"> ■ General notes to help me remember the content Washington State judicial opinion ■ Who are the subjects of the policies or reports and who generated them? The Supreme Court of the State of Washington created the motion to inform the state legislator of its duties ■ Who benefited from the policies/reports? Washington State students ■ From the little snapshots that I see, what conclusions can I draw about what might be missing in the reports, policies, etc? The method of funding is missing ■ What actions seem to have been taken from the reports, e.g. how did they impact curriculum, resourcing, policy, etc.? (Infer/guess if you have to)

Miss Buchanan's Period of Adjustment (Podcast)	<ul style="list-style-type: none"> ■ What actions seem to have been taken from the reports, e.g. how did they impact curriculum, resourcing, policy, etc.? (Infer/guess if you have to) The court did define ample funding, and clarified the appropriate use of some sources such as federal funding and local levies. It defined education and indicated some curricula that has to be included to be defined as "basic education." ■ General notes to help me remember the content Podcast about Brown vs Board of Education ■ Who are the subjects of the policies or reports and who generated them? Subjects are the listeners of the podcast, created by Malcolm Gladwell ■ Who benefited from the policies/reports? The white people who felt guilty about segregation ■ From the little snapshots that I see, what conclusions can I draw about what might be missing in the reports, policies, etc? Brown vs Board of education clearly was missing integration of teachers, as the podcast noted. And the judicial opinion, while I believe was likely well intentioned, missed the mark on the solution. This may have been an unintended consequence, although the podcast did note later that a lawsuit from the teachers at the black school was declined a hearing by the Supreme Court. That lawsuit would have been an opportunity to review the effectiveness of the decision. ■ What actions seem to have been taken from the reports, e.g. how did they impact curriculum, resourcing, policy, etc.? (Infer/guess if you have to) Brown had clear effects, with integration of students in schools. As the podcast noted, people of color bore the cost of integration.
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Brief Summary and Reflection— In your reflection, consider: How does this content develop your answer to **Whose knowledge counts?** *What did you already know that was reinforced? What was new learning? What do you still want to know?* (Write a 5-7 sentence reflective paragraph.)

Each of these items were new to me, and it appears that governments were trying to ensure education opportunity for a long time. It is notoriously difficult to define, and evolved over time. From the 1600's just having a teacher, to the Washington State Supreme Court defining ample funding, what a basic education entails, etc. I would wonder what the actual results were from each, as I think that sometimes an overarching issue is that people attempt a solution, and then don't follow up to see if that was the right solution. As far as whose knowledge counts in these cases, it appears that educators may not have been given as big of a seat at the table as required, especially early on, and so the knowledge that fed these policies and laws were fairly political, meaning the legislators' knowledge counted. Sometimes, as in the case of the podcast, a judges knowledge counts, whether they have good information or not.