



ALBERT SHANKER INSTITUTE
THE GOOD SCHOOLS SEMINARS

II. IMPROVING CONTENT, TEACHING, AND THE SUPPORTS FOR BOTH

EQUALITY OF EDUCATIONAL OPPORTUNITY: MYTH OR REALITY IN U.S. SCHOOLING?

William H. Schmidt, Leland S. Cogan, and Curtis C. McKnight, *American Educator*, Winter 2010-2011

Despite being known as the land of opportunity, the United States is far from equitable when it comes to the curriculum that students have the opportunity to learn. Using mathematics as an example, the authors document the differences in the breath and rigor of the content being taught to students and the ways in which this affects student outcomes.

DON'T FORGET CURRICULUM

Grover J. "Russ" Whitehurst, Brookings Institution, Brown Center Letters on Education # 3, October 2009

In this policy brief, the former director of the Institute of Education Sciences examines the surprising agreement of the Bush and Obama administrations on what they consider to be promising avenues for education reform, the lack of strong research support for many of these ideas, and their tendency to overlook the adoption of research-vetted curriculum as a powerful tool for school improvement.

A CALL FOR COMMON CONTENT: CORE CURRICULUM MUST BUILD A BRIDGE FROM STANDARDS TO ACHIEVEMENT

Albert Shanker Institute, et.al. March 2011

Earlier this year, a diverse group of educators, advocates, policymakers, researchers, and scholars from across the educational and political spectrum announced support for clear curricular guidance to complement the new Common Core State Standards that have been adopted by most states. To attain the goals of these standards, said the signatories, “requires a clear road map in the form of rich, common curriculum content, along with resources to support successfully teaching all students to mastery. Shared curriculum in the core academic subjects would give shape and substance to the standards, and provide common ground for the creation of coherent, high-quality instructional supports — especially texts and other materials, assessments, and teacher training.”

BRIDGING THE GAP BETWEEN STANDARDS AND ACHIEVEMENT: THE IMPERATIVE FOR PROFESSIONAL DEVELOPMENT IN EDUCATION (*See Side Pocket*)

Richard Elmore, Albert Shanker Institute, 2002

In this publication, released by the Albert Shanker Institute in conjunction with a professional development forum cosponsored with Achieve, Inc., Harvard professor Richard Elmore argues that education reforms that are based on standards and accountability will fail unless policymakers also adopt a strategy to ensure that educators have the knowledge and skill they need to help students succeed. The bottom line, says Elmore, is not in issues of governance and process, but in how the quality of instructional practice affects student learning.

