

Welcome

Thirty Minute Talk on History of Education

Traditional Native American Education

Economic Skills:

Fishing
Hunting
Farming

Cultural Heritage:

Courage
Generosity
Kindness
Obedience
Respect
Diligence

Spiritual Awareness:

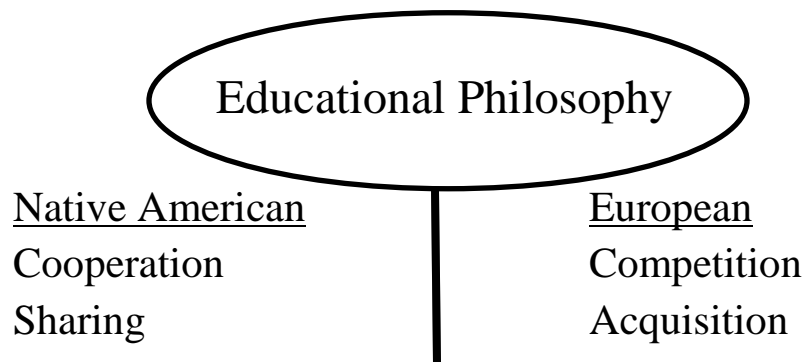
Used Oral Tradition to pass on information usually through elders, medicine men, and ritual leaders.

Story Telling and Tales

Children learned by doing through imitation and were tested through challenges and contests.

Education was a community responsibility.

Power was equally shared among men and women, young and old.



Colonial Times

Formal Education was rare because of the crude frontier conditions, scattered settlements and scarce resources.

The nuclear family served as the principal educational institution:

- Literacy (Usually religious readings)
- Cultural Values

Males were trained for work.

Females were trained for family responsibilities.

Beginning in the early 1800s

Concern about the very survival of our new nation-state → Support grew for a formal, institutionalized, systematic education. Throughout the growth of our nation, schools fell far short from providing equal educational opportunities for all our citizens.

- ✓ The public schools and teachers need to assume many of the responsibilities of families and parents.
- ✓ School knowledge has a powerful and lasting effect on children. Should schools and teachers have the right to teach anything? Or should what students learn be restricted?
- ✓ Textbooks on American History are highly “political” resulting in a cleansed version of American history and society. The History textbooks offer a bland, unblemished, picture of American History.
- ✓ Should schools merely transmit knowledge and values from one generation to the next, maintaining and intellectual stasis quo? *Or*
- ✓ Should schools be providing a learning environment in which children can engage new ideas and different perspectives, preparing them for a changing world?
- ✓ Public school financing remains significantly uneven throughout the country, thus denying equal educational opportunities to America’s poor children.

No Child Left Behind NCLB

<http://www.ocvts.org/webdocs/district-policy/nochildleftbehind-summary-pdf>.

No Child Left Behind Act

The No Child Left Behind Act of 2001, also known as “NCLB” is a US federal law that was originally proposed by President George W. Bush in 2001. The legislation funds a number of federal programs aiming at improving the performance of U.S. schools by increasing the standards of accountability for states, school districts, and schools, as well as providing parents more flexibility in choosing which schools their children will attend. Additionally, it promotes an increased focus on reading and math.

The intent of NCLB is that all children will meet state academic achievement standards to reach their full potential through improved programs.

Race To The Top RTTT

<http://www.whitehouse.gov/the-press-office/fact-sheet-race-top>

Promoting Innovation, Reform, and Excellence in America’s Public Schools

“America will not succeed in the 21st century unless we do a far better job of educating our sons and daughters... And the race starts today. I am issuing a challenge to our nation’s governors and school boards, principals and teachers, businesses and non-profits, parents and students: if you set and enforce rigorous and challenging standards and assessments; if you put outstanding teachers at the front of the classroom; if you turn around failing schools – your state can win a Race to the Top grant that will not only help students outcompete workers around the world, but let them fulfill their God-given potential.

- President Barack Obama
July 24, 2009

Providing a high-quality education to every young American is vital to the health of our nation’s democracy and the strength of our nation’s economy. In a 21st century world, education is no longer just a pathway to opportunity and success – it is a prerequisite.

The Obama Administration is committed to reforming America's public schools to provide every child access to a complete and competitive education. President Obama recently presented states with an unprecedented challenge and the opportunity to compete in a "Race to the Top" designed to spur systemic reform and embrace innovative approaches to teaching and learning in America's schools. Backed by a historic \$4.35 billion investment, the reforms contained in the Race to the Top will help prepare America's students to graduate ready for college and career, and enable them to out-compete any worker, anywhere in the world.

RACE TO THE TOP

In the coming weeks, the U.S. Department of Education will issue the final application and guidance for states under the Race to the Top. This competition will be conducted in two rounds – the first starting this month and the second in June of next year – with winners announced in April and September, 2010. To be eligible to compete, states must have their second round State Fiscal Stabilization applications approved by the U.S. Department of Education and not have any legal, statutory or regulatory barriers to linking data on student achievement or student growth to teachers and principals for evaluation purposes.

The Race to the Top emphasizes the following reform areas:

- **Designing and implementing rigorous standards and high-quality assessments**, by encouraging states to work jointly toward a system of common academic standards that builds toward college and career readiness, and that includes improved assessments designed to measure critical knowledge and higher-order thinking skills.
- **Attracting and keeping great teachers and leaders in America's classrooms**, by expanding effective support to teachers and principals; reforming and improving teacher preparation; revising teacher evaluation, compensation, and retention policies to encourage and reward effectiveness; and working to ensure that our most talented teachers are placed in the schools and subjects where they are needed the most.
- **Supporting data systems that inform decisions and improve instruction**, by fully implementing a statewide longitudinal data system, assessing and using data to drive instruction, and making data more accessible to key stakeholders.
- **Using innovation and effective approaches to turn-around struggling schools**, by asking states to prioritize and transform persistently low-performing schools.
- **Demonstrating and sustaining education reform**, by promoting collaborations between business leaders, educators, and other stakeholders to raise student achievement and close achievement gaps, and by expanding support for high-performing public charter schools, reinvigorating math and science education, and promoting other conditions favorable to innovation and reform.

Common Core Curriculum -National Look-

<http://www.corestandards.org/>

- State Commitment
- English Language Arts Standards
- Mathematics Standards

New York State

<http://usny.nysed.gov/rttt/>

<http://engageny.org/common-core/>

Presented by:

Michael J.DiFabio

Adjunct Professor

S.U.N.Y. Oswego

Email: michael.difabio@oswego.edu