



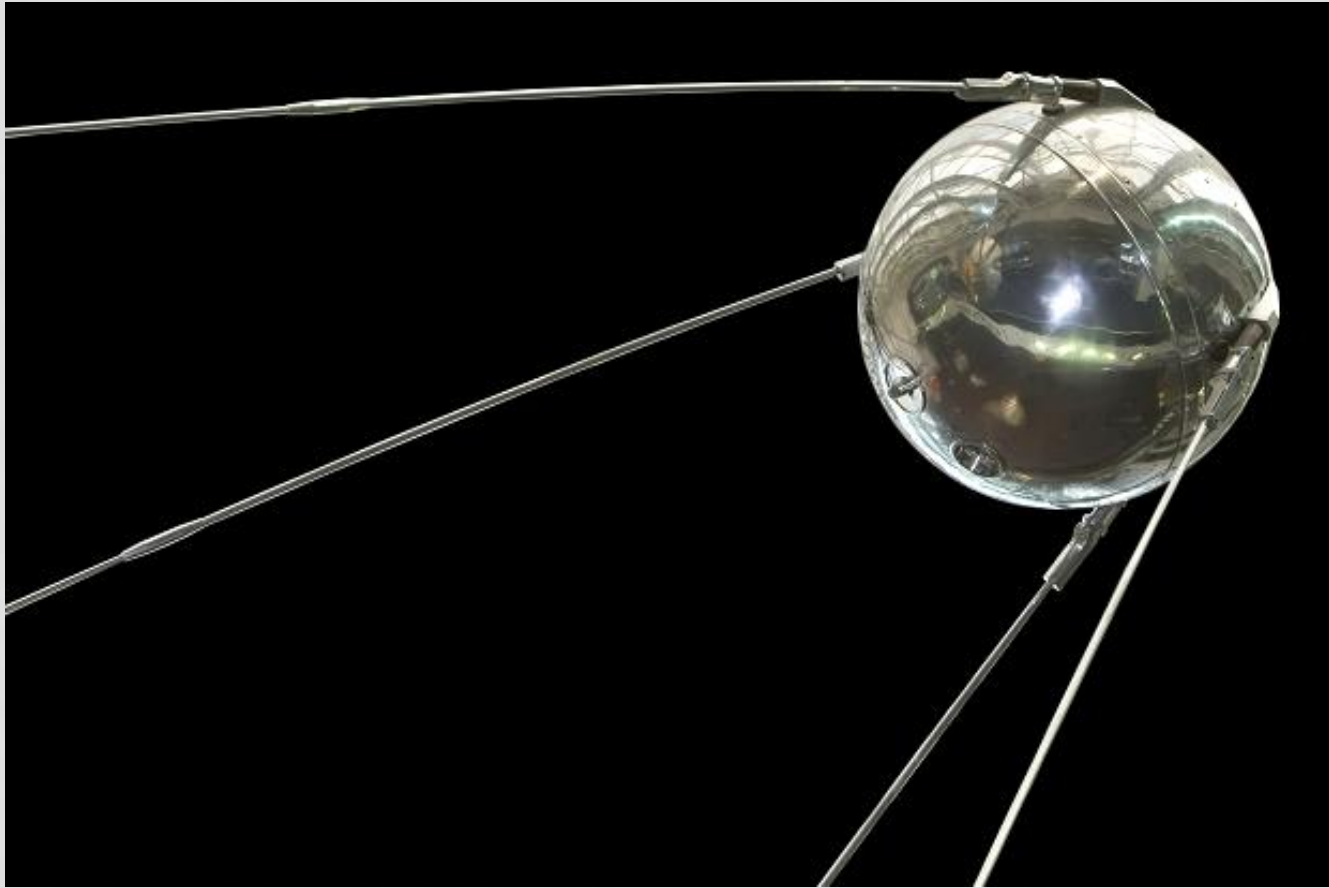
**LEARNER INVISIBILITY AND THE INTERNATIONAL
POLITICS OF EDUCATION REFORM**

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OUTLINE

- Intro
- Education Reforms
 - I. Sputnik (National Defense Education Act)
 - II. A Nation At Risk
 - III. No Child Left Behind
- IV. Flaws and Learner Invisibility
- V. Reality Check
- VI. The Solution
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SPUTNIK I: 10/4/57



NATIONAL DEFENSE EDUCATION ACT

- **Goal:** More engineers and mathematicians → NASA & DARPA
- Highly focused on consisting rigorous science and mathematics courses: “the most important ingredients in the nation’s strategy **to compete** in a global economy”
- Russia: “Sciences = **Priority**”
 - School days: 213 vs 180
 - 6 days a week vs 5
 - ≥ 4 hrs of h.w. vs 30 min
- “Someday US = #1 in space”
- 1969 – Neil Armstrong



(Hoffman)

A NATION AT RISK

- Commission: **18** Members
- Emphasized the need for academic standards
- Preparation of skills needed to contribute to, build, and maintain the nation's defense requirements and the **nation's economic competitiveness**



A NATION AT RISK

- **Assess** the "quality of teaching and learning" **to compare** "American schools and colleges with those of **other advanced nations**"
- Commission made **38** recommendations:
 - **C**ontent, **S**tandards and **E**xpectations, **T**ime, **T**eaching, **L**eadership and **F**iscal **R**eports
- "Educational salvation found through harder study or harder subjects"
- Politicians addressed the wrong problem
 - "The target was the education system in general, rather than what was happening inside individual classrooms" (Hunt)

NO CHILD LEFT BEHIND

- Elementary and Secondary Education Act of 1965
- **Goal:** “Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education”
- Standardized Testing
 - Student test scores
→ Teacher success



(Fisanick)

NO CHILD LEFT BEHIND

- Began with resounding promise that every U.S. schoolchild would attain “proficiency” in reading and math
- With NCLB is it doesn't actually mandate that kids **learn** anything
- Relies too heavy on student test scores
 - Ultimately sets up schools for failure
 - High stake testing = major threat from fairness, from accuracy, from quality, and from equity
- Neill McCluskey, a policy analyst with the Cato Institute's Center for Educational Freedom, claims it is becoming increasingly clear that the focus on stakes testing is an educational failure

FLAWS AND LEARNER INVISIBILITY

- “Banking System” (Freire)
 - High quality teaching and learning
- Assessment tools are inadequate
 - Use multiple forms of evidence for school success
 - Create growth model to track progress (Obama)
 - Ex. Sullivan High School in Chicago
- Very high measures → Penalized schools
 - Excessive test taking and school sanctions
 - Only sets schools up for failure
- America always has to be #1
 - Focus on an **actual** education and beneficial learning for students

FLAWS AND LEARNER INVISIBILITY

- “Only people who have no contact with children could write legislation demanding that **every** child reach a high level of performance in three subjects” (Fisanick)
 - Empower educators, parents, and communities
 - Focus on school improvement: provide all resources needed to succeed (Obama)
- Too much emphasis on economic competitiveness is **distracting**,
 - Takes too much away from students and importance of their education interests/needs.
 - This position looks **beyond** students, as if they weren't even there (Perrone)

REALITY CHECK

Frederick Hess & Michael Petrilli:

“The nation’s foremost education objective should be closing racial and economic achievement gaps.”

(Fisanick)

<http://www.youtube.com/watch?v=N6AfN5EiUlg>

THANK YOU

- References:

- The Sputnik Moment by Hoffman <http://www.youtube.com/watch?v=GhJnt3xW2Fc>
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