Bibliography of College and Career Academies, Linked Learning Pathways, Smaller Learning Communities, and High School Redesign-Related Resources

This is a partial bibliography of resources related to college and career academies, Linked Learning pathways, smaller learning communities, and high school redesign. This is a living document and we will continue to update and enhance this bibliography. Please share your own suggestions of resources to include with Patricia Clark (patricia510@gmail.com) and/or Phil Saroyan (jp9@jps.net) from the College and Career Academy Support Network (CCASN) at University of California Berkeley Graduate School of Education. Thank You.

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Larry Cuban takes this richly detailed history of the Austin, Texas, school district, under Superintendent Pat Forgione, to ask the question that few politicians and school reformers want to touch. Given effective use of widely welcomed reforms, can school policies and practices put all children at the same academic level? Are class and ethnic differences in academic performance within the power of schools to change?

Cuban argues that the overall district has shown much improvement—better test scores, more high school graduates, and more qualified teachers. But the improvements are unevenly distributed. The elementary schools improved, as did the high schools located in affluent, well-educated, largely white neighborhoods. But the least improvement came where it was needed most: the predominantly poor, black, and Latino high schools. Before Forgione arrived, over 10 percent of district schools were failing, and after he left office, roughly the same percentage continued to fail. Austin's signal successes amid failure hold answers to tough questions facing urban district leaders across the nation."

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Sandra Feldman, President Emeritus, American Federation of Teachers

"In my work with policymakers and practitioners over the past decade I've drawn repeatedly upon these Elmore essays. This volume will now find its way into my courses on education policy." ----Robert B. Schwartz, Former President, Achieve, Inc. and Lecturer, Harvard Graduate School of Education

"Professor Elmore takes on many of the toughest education issues: improving teaching, taking programs to scale, managing performance accountability. His thoughtful analyses offer deep understanding and some hope for our future." --Marshall S. Smith, Director, Education Program, The William and Flora Hewlett Foundation and Former Undersecretary of Education

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Review: "Why do some children succeed while others fail?

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But in How Children Succeed, Paul Tough argues that the qualities that matter most have more to do with character: skills like perseverance, curiosity, conscientiousness, optimism, and self-control.

How Children Succeed introduces us to a new generation of researchers and educators who, for the first time, are using the tools of science to peel back the mysteries of character. Through their stories—and the stories of the children they are trying to help—Tough traces the links between childhood stress and life success. He uncovers the surprising ways in which parents do—and do not—prepare their children for adulthood. And he provides us with new insights into how to help children growing up in poverty.

Early adversity, scientists have come to understand, can not only affect the conditions of children's lives, it can alter the physical development of their brains as well. But now educators and doctors around the country are using that knowledge to develop innovative interventions that allow children to overcome the constraints of poverty. And with the help of these new strategies, as Tough's extraordinary reporting makes clear, children who grow up in the most painful circumstances can go on to achieve amazing things.

This provocative and profoundly hopeful book has the potential to change how we raise our children, how we run our schools, and how we construct our social safety net. It will not only inspire and engage readers, it will also change our understanding of childhood itself."

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Praise for Change Leadership:

"Change Leadership is a truly wonderful and brilliant book. The ideas are powerful, deep, comprehensive, and grounded with tools to turn them into transformative action. A rare book that captures both the awful difficulty of causing change and a way to do it." — **Michael Fullan**, former dean, Ontario Institute for Studies in Education, University of Toronto; author, Leading in a Culture of Change

"The Change Leadership Group at the Harvard School of Education has, through its work with educators, developed a thoughtful approach to the transformation of schools in the face of increasing demands for accountability. This book brings the work of the Change Leadership Group to a broader audience, providing a framework to analyze the work of school change and exercises that guide educators through the development of their practice as agents of change. It exemplifies a new and powerful approach to leadership in schools." —**Richard F. Elmore**, Gregory Anrig Professor of Educational Leadership, Harvard Graduate School of Education

"Change Leadership uses believable examples and provides common sense analysis of the challenges facing today's educators. It is a well-written, straightforward guide with clear explanations and practical solutions. I found it useful and entertaining." —**Thomas W. Payzant**, superintendent, Boston Public Schools

"Caught between the imperative of preparing students for the next half-century and the political mandate for short-term performance improvement on standardized tests, many educators are dropping by the wayside but a few are stepping forward with new leadership skills and vision. Working with such leaders, Tony Wagner, Robert Kegan, and their colleagues have created an invaluable guidebook for those with the courage to have conviction without answers and the openness to learn together." —**Peter M. Senge**, founding chairperson, SoL; senior lecturer at theMassachusetts Institute of Technology; author, The Fifth Discipline

"There seem to be more books on school reform than there are schools in the United States. This one stands out. The volume, which grows out of a five-year study of school reform across the country, uniquely integrates both the organizational and human elements required for success." —**Arthur Levine**, president, Teachers College, Columbia University

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