Leaders For America's Schools: The Report And Papers Of The National Commission On Excellence In Educational Administration

Daniel Edward Griffiths ; Robert T Stout; Patrick B Forsyth; National Commission on Excellence in Educational Administration (U.S.)

The Good News About the Preparation of School Leaders: A . References - Educational Administration Quarterly
Thus, this paper takes the position that leadership preparation in America's colleges and universities is crucial. According to Griffiths, Stout, & Forsyth (Eds.), Leaders for America's schools: The report and papers of the National Commission on excellence in educational administration in the U.S. that were published in this period derive their critics only from a lack of national sense of cooperation in preparing school leaders. Due to the lack of leadership, the school curriculum, the teaching of teachers, and the learning of students were...
The commentary described education in America as mediocre. There were few indications of assurance because of test scores that were declining at a rapid pace, low salaries of teachers, and substandard training programs for educators. The turnover rate of teachers became alarmingly high.

1. A Nation at Risk

A Nation at Risk, The Imperative for Educational Reform is the 1983 report of American President Ronald Reagan's National Commission on Excellence in Education. Its publication is considered an event in modern American educational history. Among other things, the report contributed to the assertion that American schools were failing, and it touched off a wave of local, state. The commission consisted of 18 members, drawn from the sector, government. A Nation at Risk

The U.S. Department of Educations National Commission on Excellence in Education published the report, A Nation At Risk, in 1983. This document is often cited as the origin of current reform efforts. This document stated its conclusion in brief BUT dramatic terms: Slide 2 If an unfriendly power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. Even when our high schools are working as designed, they cannot teach all our students what they need to know to lead productive, happy lives. Recommended. We came to Washington believing that education was key to the American comeback that we wanted to bring about. And one of the first things we did was appoint a National Commission on Excellence in Education. And I asked them to study our schools, define their problems, and come up, if they could, with solutions. And I can say "you" because the Commission is right here -- you did just that. Last spring in your report, you documented 20 years of decline, 20 years of declining academic standards and declining discipline. And you were very blunt. You said, "If a fo

Good teaching is the key to high standards. 
- School leadership
- Training new teachers
- Starting teaching
- Professional development and in-service training
- Advanced Skills Teachers
- Performance management
- Support for teachers
- A voice for teachers.

Helping pupils achieve.

The national debate on standards over the last two years which current Ministers when in Opposition helped to initiate has already focused attention on literacy and numeracy, and is beginning to bear fruit, but there is far to go.

The problem with our education system is easily stated. Leaders for America’s schools: The report and papers of the National Commission on Excellence in Educational Administration. D E Griffiths. R T Stout.

This article reports on the politics of accountability in one state’s school-to-career initiative. School-to-career systems are defined to include educational and work-related curricula and vocational guidance for all students. Historical contexts of school-to-career initiatives are presented. Perspectives of the federal government, state agencies, local partnerships, and a university evaluation team on what it means to implement school-to-career programs are discussed and differences explored. The article considers influences on program design, outcomes, and systems change efforts.