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# Chapter 6

## Ecology of the School

# Learning Objectives

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- ❑ Define the school's function as a socializing agent.
- ❑ Discuss the macrosystem influences on the school affecting its function—educational policy, school choice, diversity, and equity.
- ❑ Discuss the chronosystem influences on schools—societal change, technology, health, and safety.
- ❑ Discuss the mesosystem influences on schools—linkages between school and child, school and family, school and media, school and community.



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*The direction in which education starts a man will determine his future life. Plato*



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# The School as a Socializing Agent

# School Purpose

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- From society's perspective
  - Transmit cultural heritage
- From the individual's perspective
  - Acquire the necessary skills and knowledge to become self-sufficient and participate effectively in society

# The School

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- **Universal**

- Open to all

- **Formal**

- Methodological

- **Prescriptive**

- Provides directions based on custom

**Table 6.1****Goals for Schooling in the United States****A. Academic Goals**

1. Mastery of basic skills (reading, writing, arithmetic) and fundamental processes (communicating ideas, using information resources)
2. Intellectual development (accumulate general knowledge; think rationally, independently, and critically; solve problems; be curious)

**B. Vocational Goals**

3. Career/vocational education (select a suitable occupation based on interest and abilities, develop appropriate work attitudes and habits, become economically independent and productive)

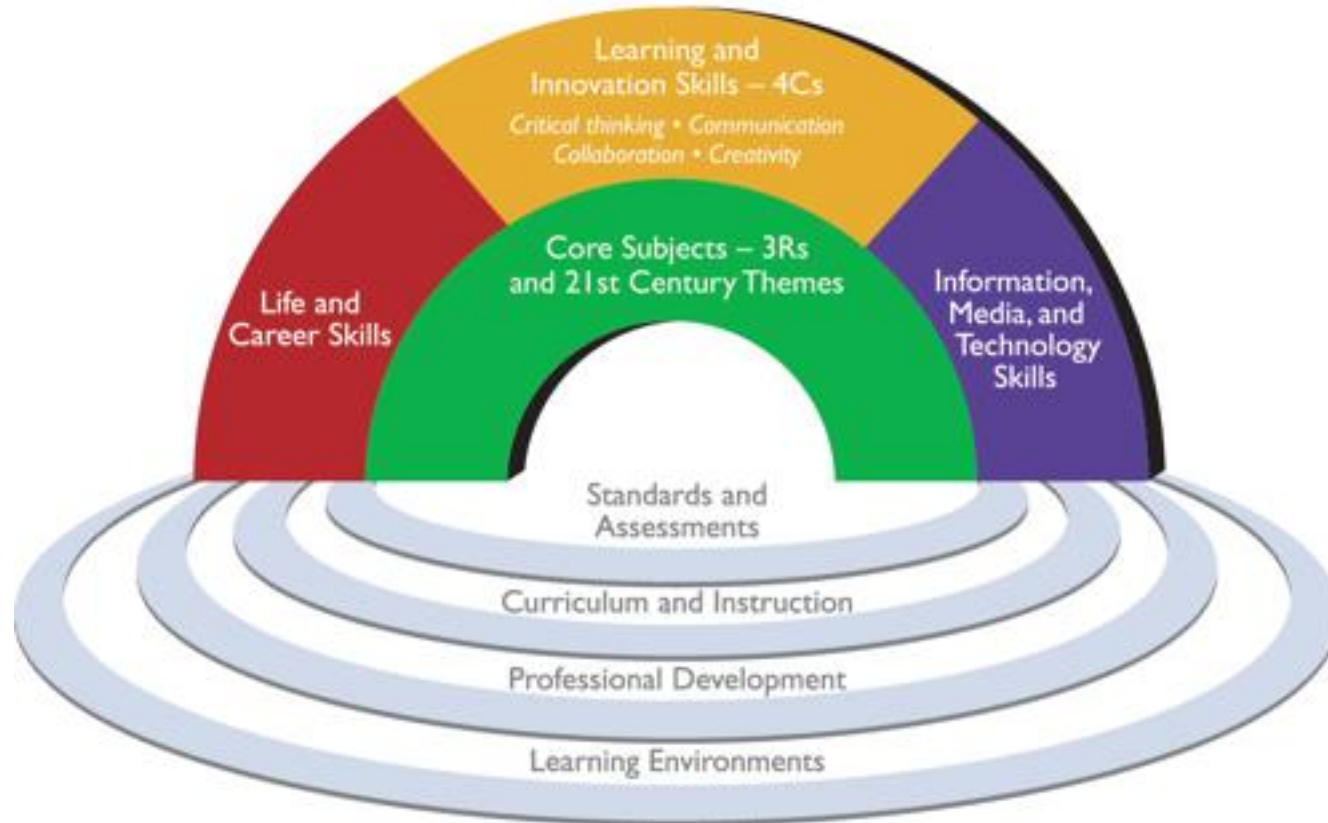
**C. Social, Civic, and Cultural Goals**

4. Interpersonal understanding (various values, relationships, cultures)
5. Citizenship participation (understand history and representational government, make informed choices, contribute to the welfare of others and the environment)
6. Enculturation (awareness of values, behavioral norms, traditions, achievements of one's culture and other cultures)
7. Moral and ethical character (evaluate choices, conduct, develop integrity)

**D. Personal Goals**

8. Emotional and physical well-being (develop self-awareness, coping skills, time-management skills, healthy habits, physical fitness)
9. Creativity and aesthetic expression (develop originality in problem solving, be tolerant of new ideas, appreciate various forms of creativity)
10. Self-realization (evaluate abilities and limitations, set goals, accept responsibility for decisions made)

## 21st Century Student Outcomes and Support Systems



<http://www.p21.org/overview>





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California Common Core

**[HTTP://WWW.CDE.CA.GOV/RE  
/CC/](http://www.cde.ca.gov/re/cc/)**



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# Macrosystem Influences

# Macrosystem

- Educational Policy
  - Separation of church and state
- School Choice
- Diversity and Equity
  - Title IX (gender equity)
  - Bilingual/Multicultural Education
- Disability





# No Child Left Behind

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- Designed to address achievement gap between disadvantaged students and their peers
- Parents can transfer to schools with track records of academic success and safety.

# The Obama Administration Pledge: College Completion Challenge

## Rebalancing the Mission: The Community College Completion Challenge

Christopher M. Mullin



AAC&C PUBLISHED BY WADSWORTH  
CENGAGE Learning

- Increase student completion rates by 50 percent over the next decade
- President Barack Obama has set forth an ambitious agenda for U.S. postsecondary education

# Improving Child Care Access to Promote Postsecondary Success Among Low-Income Parents

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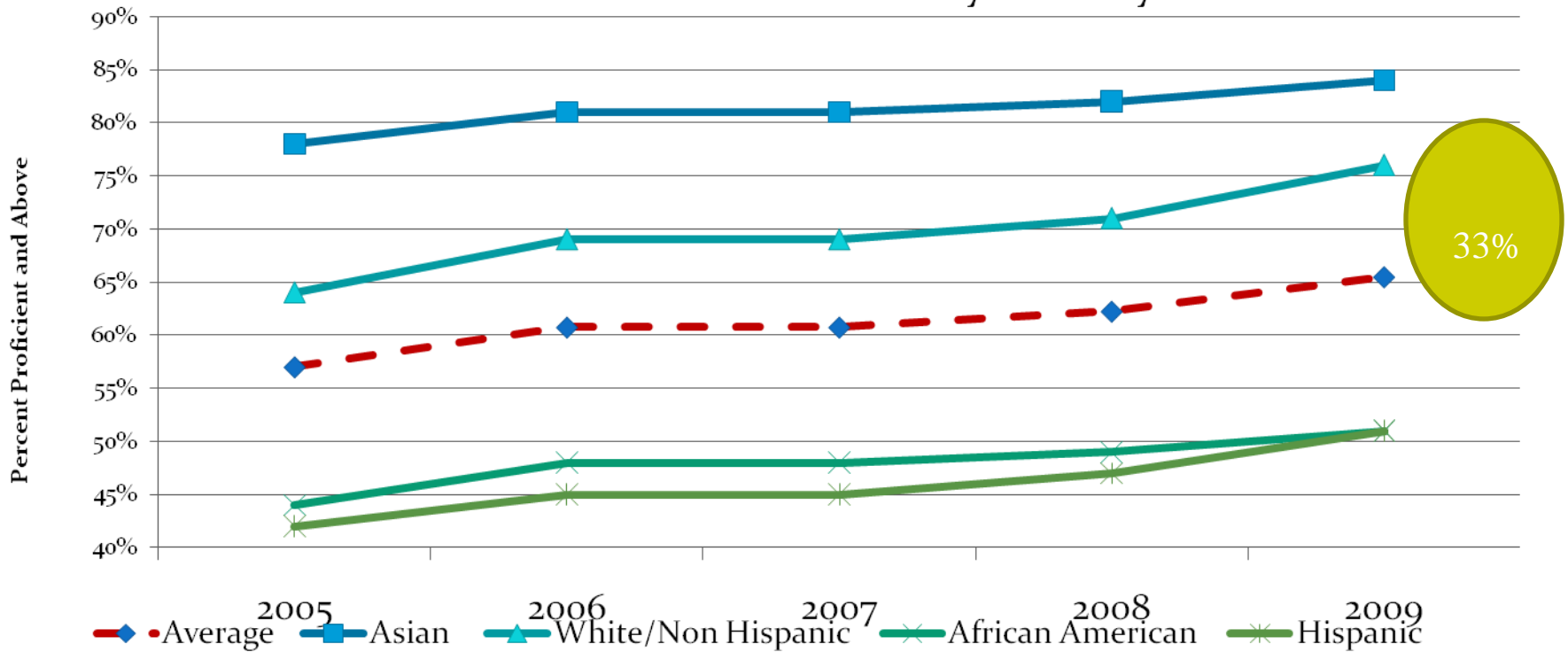


<http://www.iwpr.org/publications/pubs/improving-child-care-access-to-promote-postsecondary-success-among-low-income-parents>

# SJ 2020

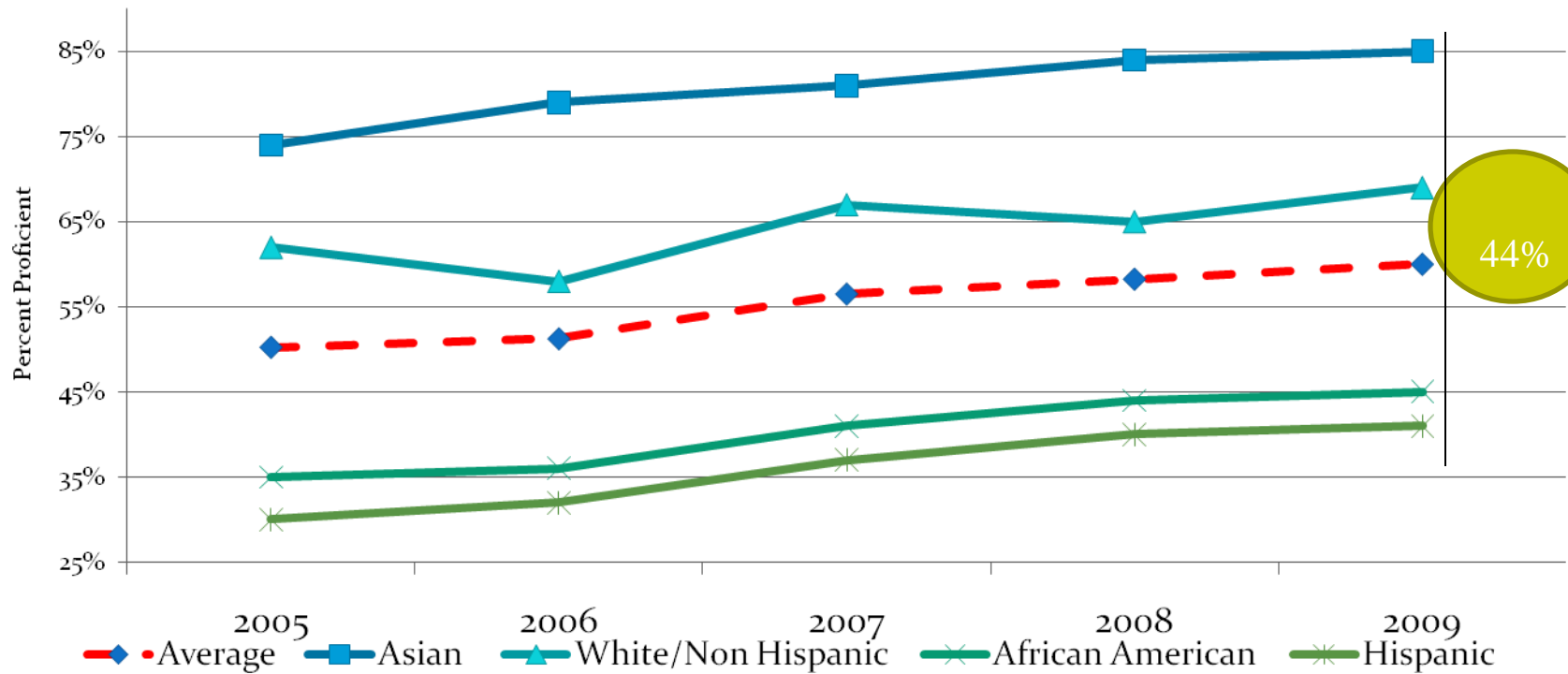
- Goal: The community is committed to eliminating the achievement gap by 2020
- Early Learning
- Home and Community
- School and Classroom
- College/Career Success

## Elementary Schools within City of San Jose 2005 to 2009 CST Mathematics (Source: CDE) Percent Proficient and Advanced by Ethnicity





## High Schools within City of San Jose 2005 to 2009 CAHSEE Mathematics 10th Grade Percent Proficient by Ethnicity



# School Choice

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- **Magnet School**
  - A public school that offers special educational programs, such as science, music, or performing arts, and draws students from different neighborhoods by choice



## Herbert Hoover Middle School

AN ACADEMIC, PERFORMING, VISUAL, AND TECHNICAL ARTS SCHOOL

1635 Park Avenue San Jose, CA 95126 408 535-6274

# School Choice

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- View: Waiting for “Superman

<http://www.youtube.com/watch?v=ZKTfaro96dg>

**Waiting for Superman Official Trailer**

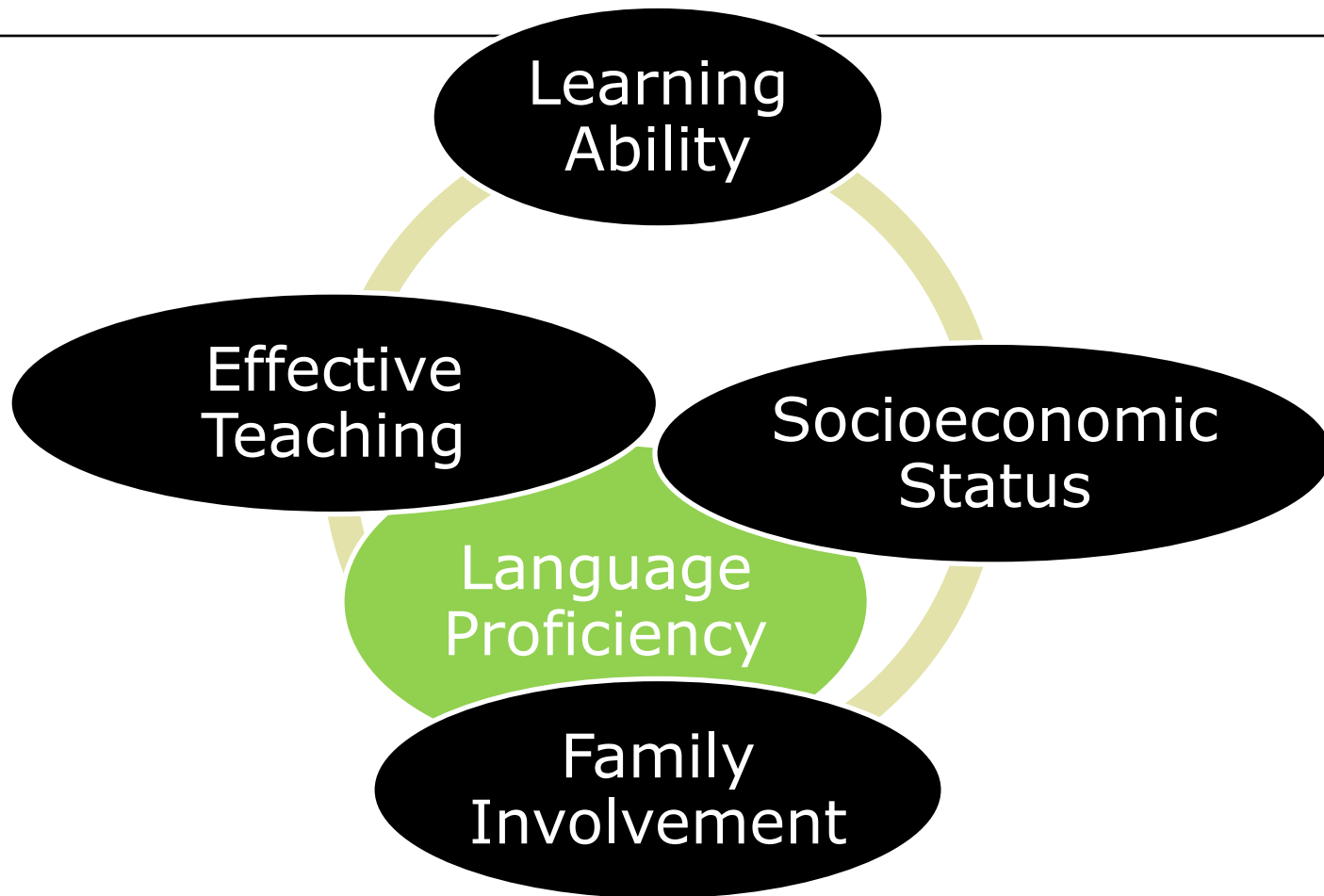
- Discussion:
  1. What are today's concerns about our public education system?
  2. What are our options?

- **Charter School**

- A school, which is authorized and funded by a public school district, formed by a group of parents, teachers, or other community members with a shared educational philosophy

# Predicting Success

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# Terms

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## □ **Cultural Assimilation**

- The process whereby a minority cultural group takes on the characteristics of the majority cultural group

## □ **Melting Pot**

- The idea that society should socialize diverse groups to blend into a common culture

# Terms

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## □ **Cultural Pluralism**

- Mutual appreciation and understanding of various cultures and coexistence in society of different languages, religious beliefs, and lifestyles

# Terms



[http://www.youtube.com/watch?v=QVQFrFQtIfs  
&feature=related](http://www.youtube.com/watch?v=QVQFrFQtIfs&feature=related)

Bilingual education Act

<http://www.youtube.com/watch?v=ZzEk6MHqDeY>

**The State of Bilingual Education 30 Years Later**

- **Bilingual & Multicultural Education**
  - Education in the student's native language as well as English, respect for the student's culture and ethnicity, and enhancement of the student's self-concept
  - Raise to the Top Program (Obama Administration Initiative)

# Disability

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## □ **Disability**

- Reduction in functioning of a particular body part or organ, or its absence

## □ **Handicapism**

- Assumptions and practices that promote the differential and unequal treatment of people because they are different physically, mentally, or behaviorally



# Disability

- Individuals With Disabilities Act (IDEA)
  - Addresses the education of individuals with disabilities
  
- **Inclusion**
  - The educational philosophy that all children are entitled to participate fully in their school and community

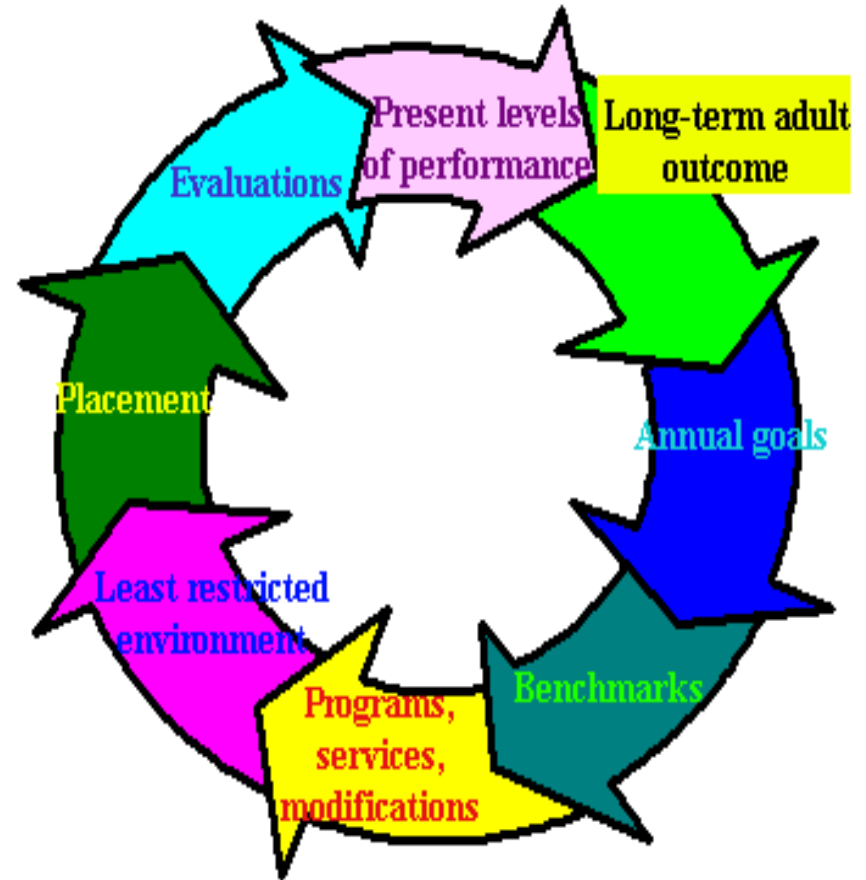


<http://www.sccoe.org/programs/inclusion-collaborative/>

# IEP

## □ Individualized Education Program

- A form of communication between school and family, developed by the group of people responsible for the education of a child with special needs



**INDIVIDUALIZED EDUCATIONAL PLAN GOALS AND OBJECTIVES**

District Office (425) 780 8800

Community Advisory Committee (425) 687 2009


IEP Date: 12-18-02

Student:

ID Number: 2073303

Page of

Present Performance Related to Annual Goal	Goals and Objectives	Criteria and Documentation	Progress Report
<p><b>Language Arts Standards</b>  <b>Oral English Language Conventions</b>  <b>8<sup>th</sup> Grade</b></p> <p><b>1.1 Student will use simple, compound and compound complex sentences with effective coordination and subordination of ideals to express complete thoughts .</b></p>	<p><input checked="" type="checkbox"/> Annual Goal <input type="checkbox"/> Short Term Objective</p> <p>By December 18, 2003 Ryan will demonstrate significant growth in his use of compound and complex sentences during a classroom role play of making an appointment, i.e. "If you have an appointment available this Friday, I would like to bring Baxter in for his rabies shot."</p>	<p>80_ % Criteria:                      as measured by:</p> <p><input type="checkbox"/> Formal Tests  <input type="checkbox"/> Informal Tests  <input checked="" type="checkbox"/> Work Samples  <input type="checkbox"/> Charts  <input type="checkbox"/> Records of Teacher Obs.  <input type="checkbox"/> Others (specify)  <b>Provider: D.I.S. 01</b>  <b>Speech/Language</b></p>	<p>Progress toward annual goal is sufficient:</p> <p>Date(s) of Marking Periods:                      1<sup>st</sup> Qtr 2<sup>nd</sup> Qtr 3<sup>rd</sup> Qtr 4<sup>th</sup> Qtr</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes  <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No</p> <p>Comments:</p>
	<p><input type="checkbox"/> Annual Goal <input checked="" type="checkbox"/> Short Term Objective</p> <p>By May 18, 2003 Ryan will use at least 20 conjunctions to express the relationships between two or more events.</p>	<p>_85 % Criteria:                      as measured by:</p> <p><input type="checkbox"/> Formal Tests  <input type="checkbox"/> Informal Tests  <input checked="" type="checkbox"/> Work Samples  <input type="checkbox"/> Charts  <input type="checkbox"/> Records of Therapist's Obs.  <input type="checkbox"/> Others (specify)  <b>Provider: D.I.S. 01</b>  <b>Speech/Language</b></p>	<p>Progress toward annual goal is sufficient:</p> <p>Date(s) of Marking Periods:                      1<sup>st</sup> Qtr 2<sup>nd</sup> Qtr 3<sup>rd</sup> Qtr 4<sup>th</sup> Qtr</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes  <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No</p> <p>Comments:</p>
	<p><input checked="" type="checkbox"/> Annual Goal <input type="checkbox"/> Short Term Objective</p>	<p>___ % Criteria:                      as measured by:</p> <p><input type="checkbox"/> Formal Tests  <input type="checkbox"/> Informal Tests  <input checked="" type="checkbox"/> Work Samples  <input type="checkbox"/> Charts  <input type="checkbox"/> Records of Therapist's Obs.  <input type="checkbox"/> Others (specify)  <b>Provider: D.I.S. 01</b>  <b>Speech/Language</b></p>	<p>Progress toward annual goal is sufficient:</p> <p>Date(s) of Marking Periods:                      1<sup>st</sup> Qtr 2<sup>nd</sup> Qtr 3<sup>rd</sup> Qtr 4<sup>th</sup> Qtr</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes  <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No</p> <p>Comments:</p>
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# Chronosystem Influences

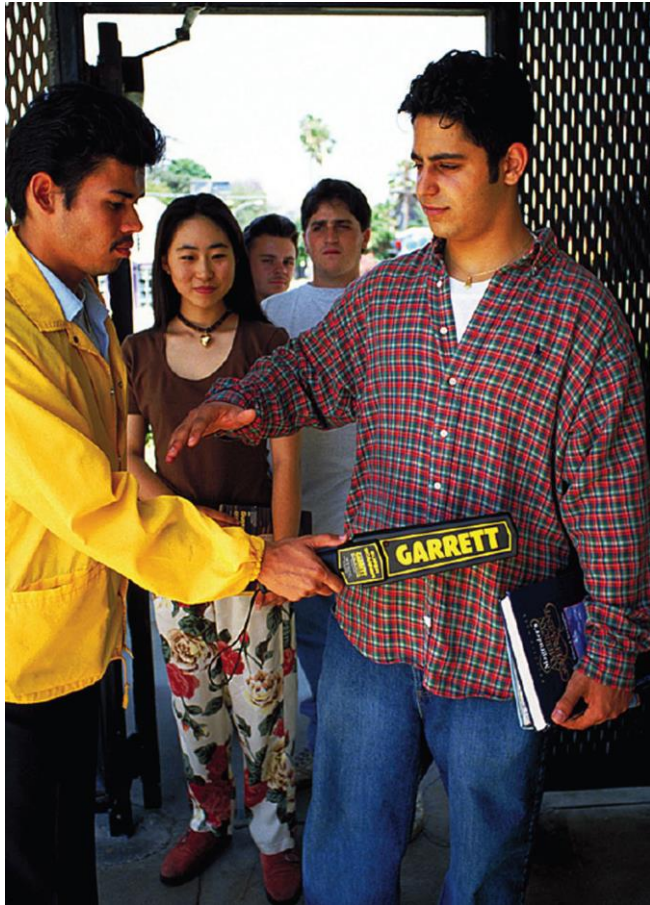
# Chronosystem

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- Adaptations to Social Change
- Technology

# Health and Safety



- Educational systems have changed over time in response to issues such as substance use/abuse and violence



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# Mesosystem Influences

# Mesosystem

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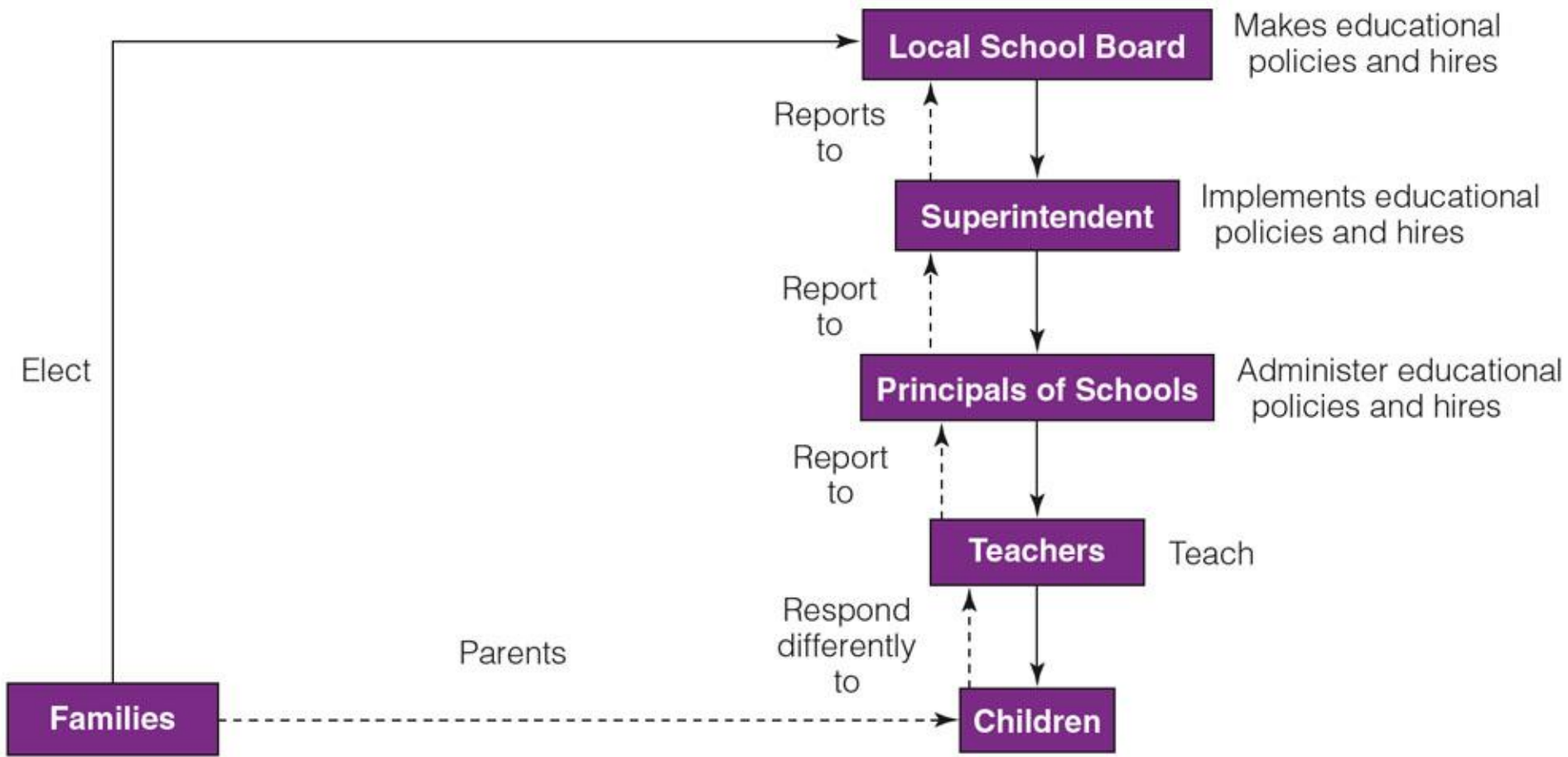
- School-Child Linkages
  - **Learning Style**
    - A consistent pattern of behavior and performance by which an individual approaches educational experiences



# Mesosystem

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- School-Family Linkages
  - Three types of family involvement
    - Decision-Making
    - Participation
    - Partnership



# Mesosystem

- School-Peer Group Linkages
  - Children's attitudes about learning influenced by the peer group
- School-Media Linkages
- School-Community Linkages



# Class Size

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- **Large class** (more than 25 students)
  - Less interaction with teacher
  - Less frequent interaction in discussion
- **Small class** (less than 20)
  - More opportunities for interaction;  
Increase in cooperative behavior