

Comparison of Approaches

	Standards -Tucker &Coddling	Success for All
Goal of Ed/ Role of Ed. in society	Economic power (of the US); Ensure individual (economic) opportunity	To enable all students to be successful academically (by staying at “grade level”) and, thereby, to ensure educational equity
Key Problem	Low expectations; poor motivation	Many students fall behind in reading in early years and never catch up because schools are not organized efficiently and people are not trying as hard as they need to.
Theories of Learning, Teaching, Schooling, and Change	Focus on motivation and incentives --harder you work better you do	Based on theories about how students learn to read and on theories of motivation
	Making standards clear and high, developing related assessments, and attaching consequences will improve the performance of students, teachers, and schools.	By making sure students stay at grade level in reading, they can be all be successful.
	The international community (and perceptions of what is required for the US to compete economically) control the standards (and thereby what’s taught and learned in schools)	SFA/experts in reading etc. control what’s taught and how school is organized.
	Developing standards and aligned assessments can also drive the process of change	Changing school organization and focusing on improving performance in reading can be the first step and catalyst for further changes.

	Core Knowledge	Teaching for Understanding
Goal of Ed/ Role of Ed	Ensuring equity; developing common knowledge and cultural capital; preserve and transmit "culture"	Access to Culture (the methods and achievements of the disciplines) and to support the preservation and advancement of Culture and the disciplines)
Key Prob	Students no longer have as much shared knowledge; no consistency/clarity in information and ideas students learn across grades	Developing real understanding is very difficult and many schools are focused on teaching superficial facts and skills.
Theory of Learning, Teaching, Schooling, and Change	Learn by building associations among information and ideas; need a foundation of core knowledge to continue learning, communicating etc.	Based on cognitive and cultural theories that explain how deep understandings develop and what it takes to transfer and apply learning in new situations.
	Doesn't specify a theory of teaching	Teach by "less is more", providing regular feedback etc.
	What students are taught and learned is controlled by whoever determines what the "core knowledge" is.	What students should be taught and learned is controlled by whoever decides what the key ideas and methods of the disciplines are.
	Seems implicit that teaching to a common core will improve efficiency, communication, and student performance which will help drive changes.	? (Focus is on the individual teacher not the school, so theory of organizational change is unclear)