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CERA Keynote Address

The conflict between NCLB and best practices of educators and best practices for our nation

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In this presentation qualitative and survey research will be used to inquire about the conflict between our views of what teachers and schooling *ought* to be like, and the reality of teaching and learning in many contemporary schools. In particular, the narrowing of the curriculum will be documented and the loss of the arts, humanities, and other subjects noted. This restriction in curriculum is happening despite the fact that the outcomes desired of American public schooling by both America's parents and the nations' founding fathers are much broader than those legislated in NCLB. The nature of affordable assessment items and their relation to thoughtfulness by students is also discussed. The ways that the counseling and supportive roles of teachers are lost as a function of a test dominated culture is also noted. Finally, through case studies, it is seen that the economic future of the nation may be imperiled by current school practices. What started out as a plan to make the United States more competitive and to reduce the gap in knowledge between wealthier and poorer children may have exactly the opposite consequences—even if test scores improve.

BIO

DAVID C. BERLINER is Regents' Professor of Education at Arizona State University. He is a member of the National Academy of Education, and a past president of both the American Educational Research Association (AERA) and the Division of Educational Psychology of the American Psychological Association (APA). He co-authored Educational Psychology, now in its 6th edition, with N. L. Gage; The Manufactured Crisis (1995), with Bruce J. Biddle; and Collateral Damage: How High-Stakes Testing Corrupts America's Schools (2007), with Sharon L. Nichols. He has published over 200 articles, book chapters, and books and is the winner of numerous awards for his research from the scholarly and practice community, alike. His research interests are in teaching, teacher education, and educational policy.