Chapter 2
The Development of Education in the United States:
From the 18th to the 21st Century

ABSTRACT

This chapter is an effort to understand the progression of K-12 public schooling within the United States so that we may then recognize how we will proceed in the digital expansion of this education system going forward into the 21st century. Discourse will address the philosophy, history, curriculum, organization, and responsibility of educators from the late 1700s to the present. Though often rooted in scientific findings or religious dogma, the day-to-day enactment of teaching and learning by educators and students involves continual re-imagining and pragmatic re-configuring to address the challenges of teaching and learning. Understanding the purpose of K-12 public education in the United States within the 21st century model involves the discovery and compilation of several different education interpretations and viewpoints. To understand where the direction of this particular nation's model, it is necessary to understand the direction from where it has come and how past events shaped the present education systems.

INTRODUCTION

Teaching and learning theories have developed from the work of the psychology, sociology, and education academies. No single theory can account for learning development in humans. An obvious statement, of course, but a declaration which educators need to remind themselves with occasionally. However, theories do provide a common language for the purposes of enquiry, investigation, and implementation. This chapter seeks to make connections between theory development in advancing education priorities and the need for learning networks to associate with earning networks (Davis McGaw, 2019). For a 21st century skillset to be effective a partnership must be firmly established between education and business thereby ensuring economic security for both high school and college post-graduates.

The Introduction discusses the theoretical perspective utilized to create an effective teaching and learning framework. Also presented are several definitions of theory, a review of the different types of theory- including description and range of these types, followed by a table listing prominent education theorists of the 19th and 20th centuries.

The Background Section contains a discussion of the usefulness and suitability of using theory in developing constructs on learning. Topics on the accountability of learning and teaching and learning as shared work, are discussed.

The Focus of Chapter covers such topics as Teaching and Learning as Shared Work, Shifting Perspectives and Practices as well as Career Readiness and College Readiness the chapter's case study, Washington State's K-12 school system's Career and Technical Education (CTE) initiative. These career clusters, developed in 1996, by the *National Career Clusters Framework,* are 'an organizing tool for curriculum design and instruction'. The clusters were established at the national level by the States' Career Clusters Initiative and are recognizable across the United States in middle schools, high schools, community and technical colleges, and the workforce. The challenges experienced by CTE programs nationwide are addressed in Section VI, the concluding

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