This presentation focuses on the gendered nature of educational reform in the United States and the resilience of the gendered divide between the reformers and those reformed over the last one hundred years. The presentation will contrast two eras of seismic educational reform in the United States—one from the early 20th century and the other from the early 21st century—to consider how creative patriarchy can be in reinventing itself to maintain status discrepancies between men and women even as women’s roles change and women appear to be making “progress” towards greater authority and power within the domain. The presentation concludes with attention to one of the prominent educational reform approaches, ed-tech, and the ways in which this sector, like that of tech generally, is a highly masculine space despite the overwhelming dominance of women as teachers and, increasingly, as school administrators today.

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