Course Number:  EDF 6074
Prerequisite(s):  
Course Title: Comparative Leadership Issues among Rural, Urban, and Suburban Districts
Course Credit:  3 hours
Course Hours:  3
College:  Education
Department:  Educational Leadership & Human Services


See Readings in syllabus

All candidates in the Educational Leadership program are required to purchase a Taskstream account. The Taskstream code for this course is XSM3N6.

Supplies:

Faculty Name:  Warren C. Hope
Term and Year:  Summer 2010
Place and Time:  GEC-B, Room 101
Office Location: GEC-A, Room 305
Telephone:  850-599-3173, 599-3191
e-mail:  warren.hope@famu.edu

Office Hours | Monday | Tuesday 10 am- 2 pm | Wednesday | Thursday 10 am-2 pm | Friday | Saturday Before & After Class
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Course Description

This course is design to compare issues and trends related to similar and dissimilar factors relative to cultural diversity and equity in rural, urban, and suburban educational environments.

Course Purpose

This course begins with an exploration of the concept of leadership. It then moves to an explanation and comparison of rural, urban, and suburban school district environments for the purpose of understanding the kinds of leadership strategies that are appropriate for school success in each of these settings.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:
CRITICAL THINKING

- CF4
- Through this focal area, the FAMU professional education candidate will:

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<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
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<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
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**Academic Learning Compact**

**Program Standard 1 Leadership.** Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base. **Program Standard 8. Organizational Management and Development:** Demonstrate an understanding of the individual and collective behavior of humans in organizations. Demonstrate leadership skills in the organizational context. Demonstrate the ability to lead, motivate, communicate, and make decisions in the organizational context. Demonstrate the ability to conceptualize the dimensions of the organization and be able to coordinate these dimensions to achieve organizational goals. Establish operational plans and processes to accomplish strategic goals. **Program**

**Standards Crosswalk**

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<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>PEU Conceptual Framework</th>
<th>Program Standard</th>
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<tbody>
<tr>
<td>Article Critique</td>
<td>Collect and examine data about schooling in rural, urban, and suburban school settings.</td>
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<td><strong>Standard 9. Collaboration</strong></td>
<td>Demonstrate the ability to form partnerships with individuals and various entities to accomplish goals.</td>
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<td><strong>Discussion Leadership</strong></td>
<td>Collect and examine data about schooling in rural, urban, and suburban school settings.</td>
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<td><strong>Narrative School Visit</strong></td>
<td>Assess their leadership styles and the implications of their styles on their interactions with others. Examine and compare the styles of leaders in rural, urban, and suburban school settings.</td>
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<td><strong>Research Paper</strong></td>
<td>Identify qualities, traits, characteristic of effective leaders. Review the literature related to diverse educational environments. Collect and examine data about schooling in rural, urban, and suburban school settings.</td>
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**Overall Goals of the Course**

This course is designed to provide candidates with a comparative view of the exercise of leadership in diverse educational environments. Candidates will explore leadership, issues, and trends as they relate to urban, suburban, and rural school settings.
Specific Behavioral Objectives

Candidates will:

1. Identify qualities, traits, characteristic of effective leaders.
2. Assess their leadership styles and the implications of their styles on their interactions with others.
3. Examine and compare the styles of leaders in rural, urban, and suburban school settings.
4. Review the literature related to diverse educational environments.
5. Explore the impact of gender and race on leadership styles.
6. Collect and examine data about schooling in rural, urban, and suburban school settings.

National and State Standards Addressed in the Course

Program Standard 1 Leadership. Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base. Program Standard 8. Organizational Management and Development: Demonstrate an understanding of the individual and collective behavior of humans in organizations. Demonstrate leadership skills in the organizational context. Demonstrate the ability to lead, motivate, communicate, and make decisions in the organizational context. Demonstrate the ability to conceptualize the dimensions of the organization and be able to coordinate these dimensions to achieve organizational goals. Establish operational plans and processes to accomplish strategic goals. Program Standard 9. Collaboration: Demonstrate the ability to form partnerships with individuals and various entities to accomplish goals.

Topical Outline

Leadership in Urban Schools
Leadership in Suburban Schools
Leadership in Rural Schools
Issues and Trends in Urban Schools
Issues and Trends in Suburban Schools
Issues and Trends in Rural Schools

Teaching Methods

Lecture Discussion
Group Activities
Student Presentations
Computer Presentations
Cooperative Learning Groups
Demonstrations
Projects

Course Evaluation

Class Attendance: Candidates are permitted one class absence. Two class absences will result in a letter Grade reduction for the course. A conference with the professors needs to be scheduled if a candidate misses more than two classes. Absence from class on an assignment’s due date is NOT an acceptable excuse for late work. Any assignment turned in after collection of the assignment at the beginning of the class on the specified due date will receive a letter grade reduction. The assigned grade may be reduced one letter grade per day late.

Reading Assignments: Candidates will be given specific reading assignments for which they will be responsible for the content.

Evaluation Criteria

Assignments are subject to the following evaluation: The extent to which the submitted product met the details emphasized. The degree of Human, Technical, and Conceptual Understanding applied to the assignment. The
Degree of Analysis, Synthesis, and Evaluation applied to the assignment. The degree of scholarship applied to the assignment. The ability to apply APA writing style and use scholarly language.

**Outside reading and papers:** Practicing professionals are expected to be current in regard to the knowledge base of their specialty area(s). It is recommended that extensive reading in applicable journals be an ongoing activity.

**Oral reports:** Yes. Class Readings, written and oral reports

**Laboratory/Field Experiences:** Yes

**Grading**

Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade **counts**. Grades are determined by the quality of student performance. **Grades in the course are based on satisfactory performance on several assessment measures. Your work should always reflect a substantial investment of time and reflection. It should be of superior quality. A final grade in this course will be based on the following assignments:**

1. **Article Critique (25%).** Select an article that relates to Rural, Suburban, or Urban schools. Make sure that the article’s length is 10+ pages. Ensure that the article is from a refereed source. The article’s focus can be in one or several of the following areas: Consolidation, Curriculum, Student Academic Achievement, Financial Support, Leadership, Principalship, Facilities, Teacher Recruitment and Retention, Diversity/Multiculturalism, Special Education, Transportation, School Climate, Extracurricular Activities, Technology, Discipline, School Funding, Certification, Violence, School Size, Parent/Community Involvement, and Superintendency. Your critique must be 5 or more pages in length (excluding title, abstract, and references) and written according to APA 6th edition. This assignment is a critique and not just a summary. The application of higher order thinking skills, analysis, synthesis, and evaluation is required. **Upload to TaskStream.** The rubric for this course requirement is located in TaskStream and available for candidates to review and print.

2. **Discussion Leadership (25%).** Candidates will be delineated into three groups for this course. Groups will be assigned the title of Rural, Urban, and Suburban. Candidates will structure a two-hour presentation (with support documents) on issues, problems, and trends related to rural, urban, and suburban schools. Discussion areas include: Consolidation, Curriculum, Student Academic Achievement, Financial Support, Leadership, Principalship, Teacher Recruitment and Retention, Facilities, School Climate, Diversity/Multiculturalism, Extracurricular Activities, Special Education, Transportation, School Funding, Certification, Discipline, Technology, Violence, School Size, Parent/Community Involvement, and Superintendency. All candidates are expected to perform in a leadership capacity for this assignment. The application of higher order thinking skills, analysis, synthesis, and evaluation is required.

3. **School Visit Narrative (25%).** Candidates are to interview a rural school principal. Create a protocol to guide the interview. Candidates should consult with the course professor for final approval of the protocol. Protocol items should relate to school financing and budget, school climate, business and community partnerships, teacher selection, retention, and attrition, curriculum offerings, parent involvement, leadership, and student achievement. **Upload to TaskStream.** The rubric for this course requirement is located in TaskStream and available for candidates to review and print.

4. **Research Paper (25%).** This is a 10+ page document (excluding title, abstract, and references) that is a comparative analysis of issues, problems, and trends related to rural, suburban, and urban education. The candidate will synthesize the literature and research related to rural, urban, and suburban schools. The synthesis will represent an understanding of the educational issues for these categories of schools. This document should reflect a high degree of critical thinking and employment of higher order thinking skills, analysis, synthesis, and evaluation. **Upload to TaskStream.** The rubric for this course requirement is located in TaskStream and available for candidates to review and print.

**Grading Scale:**
- **A=90-100, B=80-89, C=70-79, D=60-69, F=Below 60**
Grading Rubric  
F=Favorable,  A=Acceptable,  M=Marginal,  U=Unsatisfactory

**Favorable** performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

**Acceptable** performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

**Unacceptable** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

**Course Policies**

All assignments submitted for consideration of a grade are to be word processed and are due on the date and time specified in the syllabus or by course professor. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date and time. Plagiarism is unethical and unacceptable. Essays, papers, tests and other similar requirements must be the work of the candidate submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged. Plagiarism can be the bases for a candidate’s dismissal from the Ph. D. in Educational Leadership program. Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Candidates are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings.
**Dispositions**  As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Advanced Level**
**Candidate’s Name:** ___________________ **Student ID:** ____________ **Program Area:** ____________

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<th>Criteria for rating</th>
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**Professional Behavior : The Other Professional Educator Candidate demonstrates professional behavior** (Please use a ✓ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

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**Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills** (Please use a ✓ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
• is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
• is willing to share information and ideas in a mutually respectful manner.
• utilizes and models active listening and appropriate feedback skills.

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**Professional Practice: The Other Professional Educator Candidate demonstrates professional practice** (Please use a ✓ to indicate level of performance.)

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• is curious, willing to experiment with new ideas and techniques, and is receptive to change.
• analyzes and evaluates concepts and clinical practices.
• experiments, evaluates, and initiates innovative practices.
• demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
• recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
• is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
• continually deepens knowledge of practice and student learning.
• understands the roles of assessment, including the roles of standards and outcomes in assessment.

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**Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking** (Please use a ✓ to indicate level of performance.)

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• critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
• thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
• thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
• conducts self assessment through reflection in problem solving.
Advanced Level Student Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior
   a. is punctual and regularly attends class
   b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
   c. presents oneself in a professional manner both in demeanor and appearance.
   d. handles feelings appropriately (emotional management)
   e. maintains integrity and high professional standards.
   f. works in a reliable, dependable manner, utilizing initiative.
   g. seeks opportunities for professional development and actively participates in professional organizations.
   h. demonstrates academic honesty.

II. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices
   a. is curious, willing to experiment with new ideas and techniques, and is receptive to change.
   b. analyzes and evaluates concepts and clinical practices.
   c. experiments, evaluates, and initiates innovative practices.
   d. demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
   e. recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
   f. is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that students and colleagues bring to the learning environment.
   g. continually deepens knowledge of practice and student learning.
   h. understands the roles of assessment, including the roles of standards and outcomes in assessment.

III. Effective Communication
   a. communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
   b. is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
   c. is willing to share information and ideas in a mutually respectful manner.
   d. utilizes and models active listening and appropriate feedback skills.

IV. Systematic Thinking
   a. critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
   b. thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
   c. thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
   d. conducts self assessment through reflection in problem solving.

Academic Honor Policy

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct-Regulation 2.012 section, beginning on page 55-56.

1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional
markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

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<tr>
<th>Week 1</th>
<th>May 15</th>
<th>Course Overview</th>
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<tr>
<td>Week 2</td>
<td>May 22</td>
<td>Rural School Research</td>
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<tr>
<td>Week 3</td>
<td>May 29</td>
<td>Readings/Preparing Rural School Leaders/Issues and Trends in Rural Schools/Article Critique/Speaker Michael Thompson</td>
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<tr>
<td>Week 4</td>
<td>June 5</td>
<td>Discussion Leaders (Rural Schools)</td>
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<td>Week 5</td>
<td>June 12</td>
<td>Suburban School Research</td>
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<td>Week 6</td>
<td>June 19</td>
<td>Readings/Preparing Suburban School Leaders/Issues and Trends in Suburban Schools</td>
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<td>Week 7</td>
<td>June 26</td>
<td>Discussion Leaders (Suburban Schools)</td>
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<td>Week 8</td>
<td>July 3</td>
<td>Reading/Research/Writing/No Class/ School Visit Narrative Due</td>
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<td>Week 9</td>
<td>July 10</td>
<td>Urban School Research</td>
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<tr>
<td>Week 10</td>
<td>July 17</td>
<td>Readings/Preparing Urban School Leaders/Issues and Trends in Urban Schools</td>
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Approved/Revised 10/30/07
Week 11  
July 24  
Discussion Leaders (Urban Schools)

Week 12  
July 31  
**Research Paper Due**

Week 13  
August 7  
Synthesis of Urban, Suburban, and Rural School leadership, issues, and trends

**Note:** The tentative course calendar and elements of the syllabus are subject to change. The course Professor will in such instances provide as much advance notification as possible.

**References**


Readings

Rural School Literature


Approved/Revised 10/30/07


Approved/Revised 10/30/07


*Approved/Revised 10/30/07*


**Urban School Literature**


*Approved/Revised 10/30/07*


**Suburban School Literature**


**Internet Resources:**

http://www.mcrel.org/topics/RuralEducation/

http://www.eric.ed.gov/

http://www.ruraledu.org/


http://www.leadershipchallenge.com/WileyCDA/Section/id-131107.html

**Clearing House on Urban Education** – A community guide to multicultural education programs: Articles, links, etc. http://eric-web.tc.columbia.edu

**Issues Challenging Education** – Preparing educators for multicultural classrooms: Paper which presents idea of incorporating multicultural learning

http://horizon.unc.edu/projects/issues/papers/Penny.asp


Excellent Qualitative Study- Why Urban Parents Resist Involvement in their Children's Elementary Education by Peter McDermott and Julia Rothenberg  http://www.nova.edu/ssss/QR/QR5-3/mcdermott.html


Scholarly Journals in Educational Leadership


Approved/Revised 10/30/07