

Pdf 2015 Merit Rubric Whole School Magnet Schools Of

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schools and classes *Ph. D. Robert G. Brooks Nolan Estes Nolan Estes Larry Peaden Mary Haywood Metz Marilyn Musumeci Lauri Steel Nancy K. Atwood Eugene Benjamin Tavernetti Robert G. Brooks M. Edith Rasell Sandra Harris Kathryn A. McDermott Fred Schultz Donald Wilson Jackson James Henry Sauter Paula S. Rothenberg Education Ministry of*

this book describes magnet schools throughout the usa by providing research theme development school descriptions award winning schools alumni quotes and a vision for the future of magnet schools and school desegregation magnet schools are the major form of school desegregation in the country research also indicates that magnet schools are incubators of educational innovations and have also evidenced gains in student achievement the audience for this book is educators legislators academic ics and parents

seminar paper from the year 2015 in the subject pedagogy school system educational and school politics grade 100 east carolina university course educational leadership organizational management language english abstract this paper explores the concept of public magnet schools research included in this paper explains what a magnet school is as well as what the purpose of having them is a brief history of magnet schools in the united states is provided through magnet schools of america there are also a variety of types of magnet schools as well as misconceptions about magnet schools that will be addressed by evidence from research there is also data about the performance of magnet schools the steps to how a school becomes a magnet school and the effects of magnet schools in the state of north carolina

back in print for use in your courses this classic text features a new introduction by the author that situates the book in the context of present day educational debates this historic study analyzes the organizational and political pressures that combined to make three magnet schools distinctive social environments a rare glimpse at the critical processes with which teachers and students in both regular schools and schools of choice must constantly struggle in her new introduction metz discusses many of today s

hot topics including school choice curricular reform and school equity she also looks at what has transpired in the school district and the schools since her study was first published two decades ago the depth of detail in these case studies along with the clear and systematic discussion of each school in terms of the theoretical framework provided by the author make this a sought after textbook for educational policy and school organization courses

public and private school choice options are examined in this work for parents and educators an introductory chapter examines the concept of school choice chapters on different kinds of public and private choices describe educational financial and organizational elements of magnet schools charter schools public alternative schools independent private schools catholic and christian schools and homeschools a final chapter shows what to look for in choosing a school harris teaches at stephen f austin state university and has experience in the public schools as a teacher and administrator lowery is professor and director of pk 12 administrator preparation at the university of texas arlington and a former member of the texas state board of education annotation copyrighted by book news inc portland or

most americans believe that local school districts are the only means by which citizens may exercise control over public education kathryn mcdermott argues to the contrary that existing local institutions are no longer sufficient for achieving either equity or democratic governance not only is local control inequitable it also fails to live up to its reputation for guaranteeing public participation and citizen influence drawing upon democratic theory and the results of field research in new haven connecticut and three suburbs mcdermott contends that our educational system can be made more democratic by centralizing control over funding while decentralizing most authority over schools to the level of schools themselves while enacting public school choice controlled for racial balance to many people in connecticut and elsewhere the tension between equal opportunity for all students and local control of public education seems impossible to resolve in 1996 the connecticut supreme court ruled in sheff v o neill that local control produces unconstitutional segregation of public schools nearly all of the state s 169

towns operate their own public schools and like the towns they serve the schools are generally homogeneous with respect to race and socioeconomic class in the sheff ruling the court declared that making school districts coterminous with town lines is the single most important factor contributing to the present concentration of racial and ethnic minorities in the hartford public school system at the same time the court also acknowledged that the town based school system presently furthers the legitimate nonracial interests of permitting considerable local control and accountability in educational matters in connecticut and elsewhere it has often seemed necessary to choose between local control and equity in public education and local control has almost always won mcdermott argues that rather than seeing local control and equity as conflicting goals policymakers should regard them as equally important components of democracy in public education in her view a truly democratic system of education should both encourage citizen participation in school governance and contribute to the formation and maintenance of a social order in which equality of opportunity prevails over hierarchies of privilege centralizing distribution of resources and using controlled choice to end racial isolation would provide greater equality of opportunity while decentralizing management of schools would expand citizen participation mcdermott s conclusions break new ground in our understanding of local school governance itself and call into question the conventional wisdom about local participation these findings should interest those who study school governance and reform especially in an urban setting as well as policy makers administrators teachers students and citizens eager to improve their schools

jackson unravels the complex meanings of equal protection doctrine and its various interpretations over the last 134 years after comparing equal protection laws in the u s to those in canada and india and certain provisions of international law he offers possible ways to resolve apparently intractable conflicts between individualism and affirmative action policies

reviewing the social upheaval of the seventies that challenged fundamental assumptions about gender roles race relations and even the nature of the family

rothenberg tells how she gained a new understanding of what it meant to be an educator and activist

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