

University of Detroit Mercy
College of Education and Human Services

Course Title

EDU 514 - Society and Education

Semester/Location/Day/Time

2003 – 04 Summer

Briggs 315

Wednesday

4:00 - 9:00 p.m.

Instructor

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Course Description

“A critical review of societal changes in contemporary American society and their impact and implications on the structure of American education. Examination of various movements designed to meet these changes and projections for schools of the future including the status of the American teaching profession, the cultural diversity of the school and multicultural education.” (University of Detroit Mercy Graduate Catalog)

Purpose

The purpose of this course is to examine the relationship between society and the institution of education, and the attendant implications for policy, curriculum, instruction, and assessment.

American public education is constantly being attacked by the media, politicians and citizens as not meeting the challenges it faces in contemporary America. Low test scores, violence in and around schools, high dropout rates and low levels of preparedness for college/work are constantly mentioned as examples of the “failing results of American education.”

Essential Questions

- What does society expect of its schools?
- How well does society think the schools are meeting its expectations?
- Is this view of education accurate?
- What is happening in American society and/or in its schools that prompts this view of education?

- What is making it difficult for our schools to educate all youth?
- What is happening to our family structure that makes teaching our youth a challenge today?
- What can the schools do to better meet the challenges of educating all youth?

Objectives

- Define and analyze the relationship between school and society
- Identify the social forces, domestic and international that are having an impact on education
- Describe how society (public, private, non-profit and household sectors) is changing education through programs, legislation, funding....
- Describe how the school as an institution can/should respond to social pressures
- Describe how a classroom teacher can/should respond to social pressures

Required readings:

There is no required text for this course. There will be in-class handouts and internet assignments.

Recommended readings:

Berliner, David C and Biddle, Bruce J. (1995). *The Manufactured Crisis*. New York: Addison-Wesley Publishing Company. ISBN 0-2-1-40957-7

Levine, Daniel U. and Levine, Rayna F. (1996). *Society and Education* Boston: Allyn and Bacon. ISBN 0-205-18935-0

Ravitch, Diane. *Left Back* . (2000), New York: Simon & Schuster. ISBN 0-684-84417-6

Recommended web sites

General Research

AACTE Education Policy Clearinghouse

<http://www.edpolicy.org/news/archives/2003/week21.htm>

* About Education

<http://www.ed.gov/about/contacts/gen/othersites/associations.html>

AEL (formerly Appalachia Regional Education Laboratory)

<http://www.ael.org>

American Association of School Administrators

<http://www.aasa.org/>

American Education Research Association

<http://www.aera.net/about/policy/stakes.htm>

American Federation of Teachers - Educational Research and Dissemination Program
<http://www.aft.org>

The Annenberg Institute for School Reform
<http://www.annenberginstitute.org>

AskEric Home Page
<http://ericir.syr.edu>

Information about the Educational Resources Information Center

Association for Supervision and Curriculum Development (ASCD)
<http://www.ascd.org/home.html>

B.E.S.T Education Search by Topic
<http://www.education-world.com/>

Search by keyword or by the Topic List. Extensive education sites

Carnegie Corporation
<http://www.carnegie.org/sub/program/index.html>

Carolina Population Center
<http://www.cpc.unc.edu>

Center for Adolescent Studies
<http://education.indiana.edu/cas/cashmpg.html>

Center for Disease Control
<http://www.cdc.gov/>

Center for Demographic Studies, Duke University
<http://cds.duke.edu/about/about.cds.htm>

Center for Applied Research and Educational Improvement, University of Minnesota
<http://www.education.umn.edu/CAREI/Programs/>

Center for Education Policy
<http://www.ctredpol.org/index>

Center for Research on Education, Diversity and Excellence
<http://www.crede.ucsc.edu/>

Center for Research Libraries
<http://www.crl.uchicago.edu/>

Center for Science, Mathematics and Engineering
<http://www4.nas.edu/csmee/center.nsf>

Center for the Study of Teaching and Policy (CTP)
<http://depts.washington.edu/ctpmail>
<http://www.ed.gov/offices/OERI/GFI/>

Chronicle of Higher Education
<http://chronicle.com/>

CNN.com
www.cnn.com/education

Coalition of Essential Schools
<http://www.ces.brown.edu/>

Commonwealth Educational Policy Institute
<http://www.edpolicycu.org/>

Communities of Hope
<http://www.communitiesofhope.org/>

Consortium for Policy Research in Education
<http://www.cpre.org/>

Council of Chief State Officers
<http://www.ccsso.org/>Policy issues and research

Council of Great City Schools
<http://www.cgcs.org/>

Data Collection System of National Center for Educational Statistics
<http://www.cdc.gov/nchs/express/htm>Data related to adult education, before and after school programs, civic involvement, early childhood, parent and family involvement, school readiness, school safety and discipline

* Detroit News
<http://www.detnews.com/schools/>

See “Back To School.” Click “Parent Involvement” or “Learning.” See “related links” and “special reports.”

* Education Commission of States <http://www.ecs.org>

* Education Policy Leadership Center

<http://www.eplc.org>

Emerging Technologies

www.emtech.net

Encyclopedia of Informal Education

<http://www.infed.org/>

Education Alliance

[http://www.brown.edu/Research/The Education Alliance](http://www.brown.edu/Research/The_Education_Alliance)

Education Commission of the States

<http://www.ecs.org/>

Education Development Center

<http://www.edc.org/>

Best practices related to education and health. Topics include early childhood, health and justice, school, global learning, math and science, technology, literacy, and work

Education Next

<http://www.educationnext.org/>

Education Policy Analysis Archives, Arizona State University

<http://epaa.asu.edu/>

Education Commission of the States

<http://www.ecs.org/>

Education Development Center

<http://www.edc.org>

Education Excellence

<http://www.edexcellence.net/gudfly/html>

“Gudfly: Education News and Analysis” from Thomas B. Fordham Foundation

Education Policy Analysis Archives

<http://www.epaa.asu.edu/>

Education World Web

http://www.educationworld.com/a_issues/archives/all.shtml

Education Trust

<http://www.edtrust.org/>

Educational Research Service

<http://www.ers.org>

Educational Resources by State

<http://www.ed.gov/Programs/ERODmap.html>

Lists educational services and resources in individual states

Educational Resources Information Center

<http://www.accesseric.org>

<http://www.eric.ed.gov/resources/allabout/index.html>

“All About ERIC” (NLE 2001-4012) A must resource.

To order by phone: 1-877-433-7827

Education News

www.educationnews.org

education issues

Education Week

<http://www.edweek.com>

Links to education news and issues.

See “Hot Topics”, “Special Reports”, and “State Information

Education World

<http://www.education-world.com>

Educators for Social Responsibility

<http://www.esrnational.org>

Issues and lessons

Eisenhower National Clearinghouse for Math and Science

<http://www.enc.org>

Equal Education

<http://www.equaleducation.org>

European Educational Research Association

<http://www.eera.ac.uk>

Thomas B. Fordham Foundation

<http://www.edexcellence.net>

Gallup Poll

<http://www.gallup.com>

Graduate School of Education Information Services
<http://www.gseis.ucla.edu>

Great Lakes Center for Education Research and Practice
<http://www.greatlakescenter.org>

Harvard University
<http://www.law.harvard.edu>
great site for law, data, all topics

The Harvard Family Research Project
<http://www.gse.harvard.edu/hfrp/projects.html>

Health and Education Research Operatives Services
<http://www.heros-inc.org>

Housing and Urban Development
<http://www.hud.gov>

Institute for Public Policy and Social Research
<http://www.ipps.msu.edu>

Institute for Social Research
<http://www.isr.umich.edu>

International Association for the Evaluation of Educational Achievement
<http://www.iea.org>

Johns Hopkins University
<http://www.jhu.edu>

George Lucas Educational Foundation, Edutopia on line
<http://www.glef.org/>

Manhattan Institute for Policy Research
<http://www.manhattan-institute.org/html/cci.htm>

Click Center for Civic Innovation
Links to many issues

Market Data Retrieval
<http://www.schooldata.com>
many education links

MIT Encyclopedia of Cognitive Science
<http://cognet.mit.edu>

Merit Network
<http://www.merit.edu>

Michigan Association of School Boards
<http://www.masb.org>
See “Publications”, “Education Resources”, “School Statistics” and “Education Links”

Michigan Education Report
<http://www.michiganeducationreport.org>

Michigan Public Schools Work
<http://www.mipublicschools.org>

Mid-continent Research for Education and Learning
<http://www.mcrel.org>

MIT's Program in Comparative Media Studies
<http://web.mit.edu/cms>

National Academic Press
<http://www.nap.edu/html>

National Center on Education and the Economy
<http://www.ncee.org>

National Center for Educational Statistics (NCES)
<http://nces.gov>
<http://www.childstats.gov>

National Center for Public Policy and Higher Education
<http://highereducation.org/getpress.cfm>

National Conference of State Legislatures
<http://www.ncsl.org/programs/educ/>

National Debate Topic 1999
<http://www.lib.umich.edu/govdocs/debate99.html>

Resolved: That the federal government should establish an education policy to significantly increase academic achievement in secondary schools in the United States
This is an incredibly rich site with links to multiple issues related to education and society

National Education Association

<http://www.nea.org>

National Education Service

<http://www.nesonline.com>

National Library of Education

<http://www.ed.gov/NLE>

National Middle School Association

<http://www.nmsa.org>

National Research Center on Gifted and Talented (NRC/GT)

<http://www.gifted.uconn.edu/nrcgt.html>

National School Board Association

<http://www.nsba.org/school/>

National School Boards Foundation

<http://www.nsbfb.org>

New York Times

<http://www.nytimes.com>

Register to search database. Free

North Central Regional Educational Laboratory

<http://www.ncrel.org>

Great site for the very latest educational research

To access other regional laboratory sites: <http://www.relnetwork.org>

Northeast Regional Technical Educational Laboratory

<http://www.nertec.org>

Northwest Regional Educational Laboratory

<http://www.nwrel.org>

OERI National Education Research and Development Centers

<http://www.ncbe.gwu.edu?obemla/tan/r&d.html>

Pacific Research Institute's Center for School Reform

<http://www.pacificresearch.org/issues/edu/standards/standards.html>

Pathways to School Improvement <http://www.ncrel.org/sdrs>

Phi Delta Kappa

<http://www.pdkintl.org>

Progressive Policy Institute

<http://www.ppionline.org>

Progressive Review

<http://www.prorev.com/stats.htm>

Great site

Project Laser

<http://www.roedu.usf.edu/Laser/>

Research related to minorities and impact of low income

Public Agenda

<http://www.publicagenda.org>

Public Broadcasting Service

<http://www.pbs.org/onlyateacher/development.html>

<http://www.pbs.org/newshour/bb/education>

Public Education

<http://www.publiceducation.org>

Public Interest Research Group

<http://pirg.org>

Links to state PIRGS

Quality Education for Minorities(QEM) Network

<http://gemnetwork.gem.org>

“Education That Works: An Action Plan for the Education of Minorities”

Rand Corporation

<http://www.rand.org>

Regional Alliance for Mathematics, Science and Technology

http://www.ra.terc.edu/alliance/template/regional_networks/cia/assessment/timms.efm

Regional Educational Laboratories

<http://www.nwrel.org/national/>

Research for Better Schools

<http://www.rbs.org>

Of particular interest is the Urban Education Project which presents a “new vision of the urban learner as culturally diverse, capable, motivated and resilient.”

Roper Center

<http://www.ropercenter.uconn.edu/links.html>

Survey research by organizations - a rich site

Scholarly Journals

<http://info.lib.uh.edu/wj/webjour.html>

Scientific Research

<http://www.sigmaxi.org>

Small Schools Workshop

<http://www.uic.edu/depts/educ/ssw/about.html>

Speak Out

<http://www.policy.com/issuewk/>

Teacher College Record

<http://www.tcrecord.org>

Links to many issues in education

Third International Math and Science Study

<http://www.timss.org>

U.S. Bureau of Census

<http://www.census.gov/Press-Release/>

U.S. Department of Education

http://www.ed.gov/pubs/Idea_Planning/resources_6html

<http://www.ed.gov/pubs/OR/ConsumerGuides/>

Publications on a variety of topics developed by OERI

<http://www.ed.gov/offices/OERI/ResCtr.html>

<http://www.ed.gov/offices/OERI/prevctr.html>

Office of Education Research and Improvement (OERI)

This is a rich site with links to Centers and Institutes for research on a variety of topics

Urban Education

<http://www.urban.org>

WestEd

<http://www.wested.org>

School Reform

Accelerated Schools Project

<http://www.acceleratedschools.net>

American Civil Liberties Union
<http://www.aclu.org/news/2000/n051700a.html>

“Landmark Lawsuit on Behalf of Public School Students Demands Basic Education Rights Promised in State Constitution”

Annenberg Institute for School Reform
<http://www.aisr.brown.edu>
<http://www.annenberginstitute.org/>

Association for Effective Schools
<http://www.mes.org>

Center for Educational Reform
<http://www.edreform.com>

Center for Educational Renewal, College of Education, University of Washington
1-206-543-6230

Center for Leadership in School Reform
<http://www.clsr.org>

Center on Organization and Restructuring of Schools (CORS)
<http://www.wisc.edu/archives/completed/cors/>

Center for Research on the Context of Teaching
Stanford University, School of Education
1-650-723-4972

Center for Social Organization of Schools, Johns Hopkins University
<http://www.csos.jhu.edu>

Coalition of Essential Schools
<http://www.ces.brown.edu>

Core Knowledge Foundation
<http://www.coreknowledge.org>

The Doyle Report
<http://www.thedoylereport.com>
Focus of education policy journal is on “NO Child Left Behind”

Education Commission of States
<http://www.ecs.org> Policy, politics and reform

8-Year Study

<http://www.8yearstudy.org>

Elementary and Secondary Education Act

www.ed.gov/legislation/ESEA/Guidance?

Thomas Fordham Foundation

<http://www.edexcellence.net>

Foxfire

<http://www.foxfire.org>

Supports learner-centered, democratic classrooms that connect learning to community.

Goals 2000

<http://www.ed.gov/G2K/>

Lessons and Reflections

<http://www.lessonsandreflections.org>

The Annenberg Challenge: Lessons and Reflections on Public School Reform

National Alliance for Restructuring Education

<http://www.ncee.org/ourprograms/narepage.html>

National Center for the Accelerated Schools Project

<http://www.stanford.edu/group/ASP/>

National Center on Increasing the Effectiveness of State and Local Education Reform Efforts

<http://www.cpre.org/index.js.htm>

National Center for Innovation, National Education Association

1-202-822-7350

National Center for Restructuring Education, Schools, and Teaching

<http://www.tc.columbia.edu/admissions/catalog/20overview/2practice.htm#NCREST>

National Institute on Educational Governance, Finance, Policy-Making Management

<http://www.ed.gov/offices/OERI/GFI>

National Paideia Center

<http://www.unc.edu/paideia/>

National Urban Alliance for Effective Education

Teachers College, Columbia University

1-800-NUA-4556

Network of Educators on the Americas' (NECA) Teaching for Change
<http://www.teachingforchange.org>
Concerned with social justice issues and a progressive social agenda

New American Schools
<http://www.naschools.org>
<http://www.rand.org/education>

Re:Learning, Education Commission of the States
<http://www.ecs.org>
Set of principles developed by Coalition of Essential Schools to guide innovation

Resources+Reforms+Results: President Bush's Commitment to Our Nation's School Children
<http://www.ed.gov/PressRelease/10-2002/10242002.html>
U.S. Deputy Secretary of Education Bill Hansen explains President Bush's initiative

Rethinking Schools
<http://www.rethinkingschools.org>
Concerned with social justice issues and a progressive social agenda

School Development Program
<http://info.med.yale.edu/comer>
Advances and applies the theories of James P. Comer

Southern Regional Education Board
<http://www.sreb.org>

Stanford University
<http://www.stanford.edu/group/CRC>
Center for Research on the Contexts of Secondary School Teaching

Requirements

- Attend all class periods, for the entire class.
- Submit all assignments on assigned dates to receive full credit
- Contribute substantively to class activities and discussions
- Do quality work and follow these standards for papers:

Maximum of 1" margins on standard size paper

Maximum of 12 point type

Double spaced

Page numbers indicated

Sources cited completely using APA style

No errors in the use of English grammar, mechanics or syntax.

Read more about APA at: <http://www.apastyle.org/fifthchanges.html>

Assessment and Evaluation

- Each assignment or quiz will have an assigned point value.
- Grades will be determined by the percentage of points accumulated out of the total possible using the system outlined in the U of D Mercy Graduate Catalog.
- Movie presentation and assignment. 25 points
- A research paper, 5-10 pages on a topic that we mutually agree upon. Include at least five different reference citations in the body of the paper. Paper due on or before June 9. Submit it electronically as an e-mail attachment (word document) and turn in a paper copy. Include a self-addressed envelope if you want me to return a critique of your paper by mail. 50 points
- The final exam is a one to two page persuasive letter written to a State of Michigan public official (or candidate) that addresses the topic of your paper. Give me two copies of your letter. Include a stamped envelope, addressed to the person. I will mail it. Submit it to my office (237 Reno Hall) by June 16. Also, submit it electronically as an e-mail attachment (word document). 25 points

University Policy on Plagiarism

“...Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University>“

Excerpted from: University of Detroit Mercy plagiarism statement (December, 1993).

Course Outline: Guiding Questions and Topics

The schedule and assignments can change based on our weekly progress. Changes will be announced in class and students are responsible for knowing the changes. You should form teams of “study-buddies” to help one another.

- May 5
- What is the relationship between society and (public) education?
 - What is the status of (public) education?
 - What are the contributing factors?
 - What are the critical issues?
 - Decide a research topic?
 - Read “What’s Good About Public Schools” at <http://www.ctredpol.org>
 - Click “index of topics” and then “Improving Public Schools.”

May 12

A Case Study: Achievement, Race and Testing

Read: "It Takes More Than Testing...Closing the Achievement Gap"

Michigan Association of School Boards. Summer 2001 Journal Special Report at <http://www.masb.org/>

Read about No Child Left Behind at :<http://www.masb.org/page.cfm/823/>

Read: "Closing the Achievement Gap" at Center on Educational Policy

Read: "A New Federal role in Education" at <http://www.ctredpol.org>

Click "index of topics" and then "student achievement"

Read following sections of " Child Left Behind" at <http://www.nclb.gov>

Introduction; Title 1, Part A; Title 1, Part B, Subparts 1, 2, and 3; Title V, Part B, Subpart 1, 2, and 3.

Scan the entire document to get a sense of its scope.

Read: *Practical Guide to Talking with Your Community About No Child Left Behind and Schools in Need of Improvement* at:

<http://www.learningfirst.org/publications/nclbguide/index.html>

May 19

Research multiculturalism and develop in-school and in-class strategies.

<http://www.uwm.edu/~gjay/Multicult/Multiculturalism.html>

<http://www.unesco.org/most/sydpaper.htm>

Research "violence" and develop in-school and in-class strategies.

American Counseling Association

<http://www.counseling.org/resources>

American Psychiatric Association

<http://www.psych.org>

Federation of Families for Children's Mental Health

<http://www.ffcmh.org>

National Association of School Psychologists

<http://www.nasponline.org/index2.html>

Public Broadcasting Service

<http://www.pbs.org/parents/issuesadvice/war>

Research violence in schools and develop in-school and in-class strategies

May 26

Lead discussion/activities related to research on multiculturalism, responding to tragedy or violence in schools, or

- June 2 Out-of-Class assignment
Working in teams of two or three, analyze the critical social issues identified in a movie (Stand and Deliver, Conrack, To Sir With Love, Renaissance Man, Mr. Holland’s Opus, Dangerous Minds, Good Will Hunting, Finding Forrester, Dead Poets Society, Black Board Jungle, Up the Down Staircase, Radio, The Water is Wide, Fame, To Be and To Have, Lean on Me etc.)
- June 9 Research Paper due
Movie Assignment due
Present analysis of movie to class and lead a discussion of critical issues identified in movie.
- June 16 Final Exam
Submit persuasive letter by 4:00 p.m.

Research Paper Framework
50 points

Title Page

Table of Contents with pagination

Introduction

Explain what you think should be the relationship between school and society. Give at least three reasons to support your position. Explain what you think is the present relationship between school and society. Support your conclusion with at least three pieces of evidence. Do you support this relationship? If your answer was “yes,” explain why and what can be done to strengthen this relationship? If your answer was “no” explain why and what can be done to develop the relationship that should exist. Now make a transition to your case study.

Body: a case study of one issue-problem facing education.

Describe the issue- problem.

Explain the causes of this issue-problem

Explain the adverse effects this issue-problem has on children

Explain the implications to society if this issue-problem is not solved (human, political, social, economic, etc).

Propose a solution. Explain what should be done, why it is a good idea, who is involved, and what is needed to make the solution work (money, training, attitude, etc). View the solution from the perspective of government, school, household, private sector and nonprofit sector.

Conclusion

References

Movie Assignment
25 points

Title of movie:

Reviewed by:

When does the story take place?

Where does the story take place?

Who are the main characters and what are they like?

What main problem faces the protagonist?

What main problem faces education?

What main problem faces society?

How are the problems facing the protagonist, education and society intertwined?

How is the problem resolved?

Should it have been resolved in a different way? Explain.

What scenes in the movie provokes our thinking, make a point, raises a question...?

Scene	Meaning of Scene

Bring the movie to class on the scheduled date. Have it cued to a scene that makes a powerful statement.

Persuasive Letter
25 points

The purpose of this assignment is for you to exercise your public voice on an issue of importance. You are writing to the Governor or a local elected official connected to education.

This is a persuasive letter. It should be single-spaced and not more than two pages.

First Paragraph

Identify the issue in question and make a clear statement of your position on the issue.

Second Paragraph

Provide three pieces of accurate, valid and relevant data related to your position.

Third Paragraph

Provide three or more accurate, relevant and important supporting reasons from history, democratic values, educational theory (pedagogy, child development, assessment....), logic or law....

Fourth Paragraph

Acknowledge one argument from an opposing viewpoint and then refute that position.

Fifth Paragraph

Conclude by restating your position and asking to hear from the official.

Be sure to include your address in the letter.

Resources Related to Multiculturalism

American Forum for Global Education

<http://www.globaled.org/guidelines/standards.html>

Center for Multicultural Education

<http://depts.washington.edu/centerme/home.htm>

Center for Research on Education, Diversity and Excellence

<http://www.cal.org/crede/>

Choices for the 21st Century Education Program - Brown University Watson Institute

<http://www.choices.edu>

Civic Network

<http://www.civnet.org/journal/issue1/shanker.htm>

Albert Shanker, late president of AFT, on multiculturalism

Diversity Calendar

<http://www.multnomah.lib.or.us/lib/diveal/december.html>

Education Week

www.educationweek.com/hottopics/specialreports.htm

E-Mail Math (grade four)

Cross-cultural mathematics collaboration

<http://calvin.stemnet.nf.ca/~elmurphy/emurphy/math.html>

ePALS Classroom Exchange

<http://wepals.com>

Ethnomathematics Digital Library

<http://www.ethnomath.org>

Friends and Flags

<http://www.friendsandflags.org>

Friendship Through Education

<http://www.friendshipthrougheducation.org>

Global Education

<http://www.globaled.org>

Global School Network Foundation

<http://www.gsn.org>

<http://www.gsn.org/cu/index.html>

Global Teach Net

<http://www.globalteachnet.org>

The Great Adventure

Tour an exhibition in the Children's Museum of the Canadian Museum of Civilization

<http://www.cmcc.muse.digital.ca/cmcc/cmcceng/cmcceng.html>

Greene, J. (1998)

<http://ourworld.compuserve.com/homepages>

Meta-analysis of the effectiveness of bilingual education

Hands Across the Border Foundation

<http://www.handsacrosstheborder.org>

International Institute for Global Education - University of Toronto

<http://www.oise.utoronto.ca/depts/ctl>

International Study Group on the Ethnomathematics Web
<http://www.rpi.edu/~eglash/isgem.htm>

Holidays
<http://www.holidays.net>

Intercultural E-Mail Classroom Connections
<http://www.stolaf.edu/network/iecc/>
<http://www.iecc.org>

International Education and Resource Network (I*EARN)
<http://www.iearn.org>

Kwanzaa
<http://www.festivals.com/kwanzaa>
<http://www.melanet.com/kwanzaa>
<http://www.flint.lib.mi.us/fpl/resources/holidays/kwanzaa.html>

Model United Nations
<http://www.un.org/cyberschoolbus/modelun/index.html>

National Association for Multicultural Education
<http://www.name.org>

National Geographic for Kids (grades 3-6)
<http://www.nationalgeographic.com/ngforkids>

National MultiCultural Institute
<http://www.nmci.org>

National Peace Corps Association
<http://www.rpcv.org/pages/affiliate.cfm>

Peace Corps, Coverdell World Wise Schools, Voices from the Field
<http://www.peacecorps.gov/wws>

Rome's Global Junior Challenge
<http://www.gjc.it>

Smithsonian Institution Center for Cultural and Folklife Heritage
<http://www.folklife.si.edu>

SPICE - Stanford Program on International and Cross-Cultural Education
<http://spice.stanford.edu>

United Nations Cyber Schoolbus
<http://www.un.org/Pubs/CyberSchoolBus/index.html>

Unesco
<http://www.unesco.org>

United States Department of Education
<http://www.ed.gov/Technology/guide/international/index.html>
"Teacher's Guide to International Collaboration on the Internet"

University of Denver Center for Teaching International Relations
<http://www.du.edu/ctir/wac.html>

University of Virginia, Curry School of Education: Multicultural Pavilion
<http://www.curry.edschool.Virginia.edu/go/multicultural/arts.html>

Washington Post
<http://www.washingtonpost.com/wp-dyn/articles/A50170-2001Sep30html>

Article by Valerie Straus : “Sept. 11 Prompts Lesson Review: Educators Rethink Multiculturalism”
The White House
<http://www.whitehouse.gov/mrscheney/news/20011005.html>
Remarks of Lynne V. Cheney, Dallas Institute of Humanities and Culture, teaching our children about America
World Wise Schools , A Peace Corps program
<http://www.peacecorps.gov/www/dp/wws1.html>

Resources related to No Child Left Behind

Michigan Department of Education
<http://www.michigan.gov/mde>
The Achiever
<http://www.nclb.gov/Newsletter/index.html>
ASCD
<http://www.ascd.org>
Select “members only”, select “site index”, select “news and issues”, select ESEA reauthorization. Log in is 1102627 and password is ZORBA
National School Boards Association
<http://www.nsba.org>
Learning first Alliance
<http://www.learningfirst.org/esea-relatedresources.html>
NASDSE
<http://www.nasdse.org>
special education considerations
North Central Regional Educational Laboratory
<http://www.ncrel.org>
Education Commission of the States
<http://www.ecs.org>
Public Education Network
<http://www.PublicEDucation.org>
National Coalition for Parent Involvement in Education
<http://www.ncpie.org>
National PTA
<http://www.pta.org>
United States Department of Education
<http://www.ed.gov/offices/OESE/ESEA/rulemaking/html>
<http://www.ed.gov/legislation/ESEA02/pg1.html>
<http://www.ed.gov/pubs/edpubs.html>
(order a free desktop reference for NCLB)
<http://www.nclb.gov>
(Official No Child Left Behind web site)

Resources related to Responding to Tragedy

American Hospice Foundation

<http://www.americanhospice.org>

“Grief at School: Useful Tools for Teachers and Counselors”

American Academy of Child & Adolescent Psychiatry

<http://www.aacap.org/publications/factsfam/disaster.htm>

<http://www.aacap.org/publications/factsfam/ptsd70.htm>

American Academy of Pediatrics

<http://aap.org>

American Counseling Association

<http://www.counseling.org/resources>

American Psychiatric Association

<http://www.psych.org>

American Psychological Association

<http://www.apa.org/psynet/coverage.html>

American School Counselor Association

<http://www.schoolcounselor.org>

Bank Street College of Education

<http://www.bankstreet.edu>

Child to Child

<http://www.state.mi.us/mde/child2child/index.htm>

Child Trauma Academy

<http://www.childtraumaacademy.com>

<http://www.choices.edu/Sept11/top.html>

Constitutional Rights Foundation

<http://www.crf-usa.org>

Court TV

<http://www.courttv.com>

“Empowering Children in the Aftermath of Hate” (September 11)

October 4, 2002 premier

The Dougy Center for Grieving Children

<http://www.grievingchild.org>

Educators for Social Responsibility

<http://www.esrnatinal.org>

<http://www.edc.org/spotlight/schools/beyondblame.htm>

Emergency Services & Disaster Relief, Center for Mental Health

<http://www.mentalhealth.org/cmhs.emergencyservices>

ERIC Clearinghouse for Social Studies/Social Science Education

http://www.indiana.edu/~ssdc.eric_chess.htm

Federal Emergency Management Agency for Kids

<http://www.fema.gov/kids>

Federation of Families for Children’s mental Health

<http://www.ffcmh.org>

George Mason University Psychological First Aid Kit

<http://www.gmu.edu/departments/psychology>

Indiana University
http://www.indiana.edu/~ssdc/eric_chess.htm

Michigan, State of
<http://www.state.mi.us/mde/child2child/index.htm>
 post September 11 activities

National Association for the Education of Young Children
<http://www.nasponline.org/neat/terrorism.html>

National Association of School Psychologists
<http://www.nasponline.org/neat/terrorism.html>
<http://nasponline.org/NEAT/helpingchildrencope.html>

National Institute of Mental Health: Helping Children & Adolescents Cope with Violence & Disasters
<http://www.nimh.nih.gov/publicat/violence.cfm>

National Institute of Mental Health Post-Traumatic Stress Disorder, Trauma, Disasters, & Violence
<http://www.nimh.nih.gov/anxiety/ptsdemenu.cfm>

National Center for Post-Traumatic Stress Disorder
http://www.ncptsd.org/what_is_new.html

National Institute for Trauma and Loss in Children
<http://www.ticinst.org>

National Education Association
<http://www.nea.org/crisis/americaunited/01crisis.html>

National Mental Health Association
<http://www.nmha.org/reassurance/children.cfm>
<http://npin.org/library/2001/n00578/n00578-eric-conflict.html>

New York Times
<http://www.nytimes.com/learning/teachers>

New York University Child Study Center
<http://www.aboutourkids.org/articles/war.html>

Public Broadcasting Service
<http://www.pbs.org/americaresponds/educators.html>
<http://www.pbs.org/americaresponds/parents.html>
<http://www.pbs.org/parents/issuesadvice/war>

Purdue Extension: Terrorism and Children
<http://www.ces.purdue.edu/terrorism/children/index.html>
<http://rosella.apana.org.au/~mlb/cranes/reslink1>

School Discovery
<http://school.discovery.com/lessonplans/programs/stereotypes/>

School Security
<http://schooldiscovery.com/lessonplans/programs/stereotypes/>

Teaching Tolerance
<http://www.tolerance.org/teach/index.jsp>

Time for Kids
<http://www.timeforkids.com/TFK/teachers/>

U.S. Department of Education

<http://www.ed.gov/inits/september11/index.html>

"Helping Children Understand Terrorist Attacks"

University of Virginia Youth Violence Project

<http://youthviolence.edschool.virginia.edu>

Resources related to Violence and Tolerance

American Psychological Association

<http://www.apa.org>

Blueprints for Violence Prevention -Promising Programs

<http://www.colorado.edu/cspv/blueprints/model/overview.html>

Center for the Prevention of Hate Violence

<http://www.cphv.usm.maine.edu>

Center for the Prevention of Schools Violence, University of North Carolina

Students Against Violence Everywhere program

<http://www.ncsu.edu/cpsv>

Chicago Sun Times

"Deadly Lessons: School Shooters Tell Why"

<http://www.suntimes.com/shoot>

Connect for Kids

<http://www.connectforkids.org>

Don't Laugh At Me

<http://www.dontlaugh.org>

Human Rights Watch

<http://www.hrw.org/children/schools/htm>

Justice Information Center

<http://www.ncjrs.org/cpwww.htm>

Mixitup

<http://www.mixitup.org>

National Association of School Psychologists

<http://www.nasp.org>

National Campaign Against Youth Violence

<http://www.noviolence.net>

<http://www.nomasviolencia.net> (Spanish)

National Center for Education Statistics

<http://nces.ed.gov/>

National Criminal Justice Reference Service

<http://www.ncjrs.org>

National School Safety Center

<http://www.nssc.org>

"School Safety Update (May 2002)

Partners Against Hate

<http://www.partnersagainsthate.org>

Public Agenda

<http://www.publicagenda.org>

“Aggravating Circumstances”

Peace Games
<http://www.peacegames.org>

School Safety
<http://eric-web.tc.columbia.edu/administration/safety/>

Southern Poverty Law Center
<http://www.tolerance.org/teach/examine/index.jsp>
<http://www.tolerance.org/rthas/index.jsp>
Respond to Hate at School

Stop Violence Coalition
<http://stop-violence.org>

Talking with Kids About Tough Issues
<http://www.talkingwithkids.org>

Teaching Tolerance
<http://www.teachingtolerance.org>

Youth Risk Behavior Surveillance System
<http://www.cdc.gov/nccdphp/dash/yrbs/ov.htm>

Youth Violence - ERIC Clearinghouse on Urban Education
http://eric-web.tc.columbia.edu/pathways/youth_violence/

U.S. Department of Justice
<http://www.usdoj.gov/>

U.S. Secret Service National Threat Assessment Center
<http://www.treas.gov/usss/ntac.htm>

