



Urban Education: A Model for Leadership and Policy

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Many factors complicate the education of urban students. Among them have been issues related to population density; racial, ethnic, cultural, and linguistic diversity; poverty; racism (individual and institutional); and funding levels. Although urban educators have been addressing these issues for decades, placing them under the umbrella of "urban education" and treating them as a specific area of practice and inquiry is relatively recent. Despite the wide adoption of the term a consensus about its meaning exists at only the broadest of levels. In short, urban education remains an ill-defined concept.

This comprehensive volume addresses this definitional challenge and provides a 3-part conceptual model in which the achievement of equity for all -- regardless of race, gender, or ethnicity -- is an ideal that is central to urban education. The model also posits that effective urban education requires attention to the three central issues that confronts all education systems (a) *accountability* of individuals and the institutions in which they work, (b) *leadership*, which occurs in multiple ways and at multiple levels, and (c) *learning*, which is the *raison d'être* of education. Just as a three-legged stool would fall if any one leg were weak or missing, each of these areas is essential to effective urban education and affects the others.

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