

# Urban Teaching in America

Theory, Research, and Practice in K-12 Classrooms



**Andrea J. Stairs**  
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# Urban Teaching In America Theory Research And Practice In K 12 Classrooms

**Lois Weiner, Daniel Jerome**



## **Urban Teaching In America Theory Research And Practice In K 12 Classrooms:**

*Urban Teaching in America* Andrea J. Stairs, Kelly A. Donnell, Alyssa Hadley Dunn, 2012 This book provides undergraduate and graduate students in education with an overview of urban teaching Organized around eight authentic questions it offers pre service and in service teachers opportunities for critical reflection and problem posing not often seen in comparable course texts This text supports staff who are looking for increasingly creative approaches to exploring key educational issues with their students

**BUNDLE: Stairs: Urban Teaching in America: Theory, Research, and Practice in K-12 Classrooms + CQ Researcher: Issues in K-12 Education: Selections From CQ Researcher** Andrea J. Stairs, CQ

Researcher, 2011-09-19 237417 *Between the World and the Urban Classroom* George Sirrakos Jr., Christopher Emdin, 2017-05-12 Borrowing from the ideas of John Dewey schools and classrooms are a reflection of the world therefore in order to make sense of the urban classroom we need to make sense of the world In this book the editors have compiled a collection of nine critical essays or chapters each examining a particular contemporary national and or international event The essays each undertake an explicit approach to naming oppression and addressing it in the context of urban schooling Each essay has a two fold purpose The first purpose is to help readers see the world unveiled through a more critical lens and to problematize long held beliefs about urban classrooms with regard to race gender social class equity and access Second as each author draws parallels between an event and urban classrooms a better understanding of the microstructures that exist in urban classrooms emerges At a time of serious political economic and social uncertainty we need a book like this one that showcases how the world can be seen as a critical site of curriculum and pedagogy A powerful intersectional analysis of the world word and urban sociopolitical context authors in this book push the boundaries of what educators know and do in urban schools and classrooms Grounded in frameworks of critical race theory and culturally relevant pedagogy authors center essential societal moments that must be viewed as the real curriculum These moments can equip students with tools to examine the what of the world as well as how to examine critique challenge and disrupt individual systemic and structural realities and practices that perpetuate and maintain a racist sexist homophobic and xenophobic status quo This is an important forward thinking innovative book a welcome addition to the field of urban education H Richard Milner IV Helen Faison Chair of Urban Education University of Pittsburgh *Black Men Teaching in Urban Schools* Edward Brockenbrough, 2018-05-20 This volume follows eleven Black male teachers from an urban predominantly Black school district to reveal a complex set of identity politics and power dynamics that complicate these teachers relationships with students and fellow educators It provides new and important insights into what it means to be a Black male teacher and suggests strategies for school districts teacher preparation programs researchers and other stakeholders to rethink why and how we recruit and train Black male teachers for urban K 12 classrooms **Urban Teaching** Lois Weiner, Daniel Jerome, 2016 This significantly revised edition will help prospective and new city teachers

navigate the realities of city teaching Now the classic introduction to urban teaching this book explains how global national state and local reforms have impacted what teachers need to know to not only survive but to do their jobs well The Third Edition melds new insights and perspectives from Daniel Jerome New York City teacher social justice activist and parent of color with what Lois Weiner a seasoned teacher educator has learned from research and decades of experience working with city teachers and students in a variety of settings Together the authors explore how successful teachers deal with the complexity difficulty and rewarding challenges of teaching in today s city schools Book Features A highly readable exploration of the moral pedagogical and political complexity of teaching in urban schools Research based advice combined with real life examples of the problems city teachers face Challenges associated with teaching in multi ethnic and multi racial settings Critical examination of how the altered landscape of education has changed teachers professional obligations FINALLY a book about urban teaching from two experienced professionals who intimately know and respect the art of educating in urban America Keith Benson teacher New Jersey Professor Weiner helps us understand how to teach in ways that show our concern and do not oppress our students Jeanette Morris teacher East Orange New Jersey School District Dr Weiner offers an enlightening scope into the lives of urban educators The author s honest and riveting perspectives on hot button topics surrounding our profession will be appreciated by veteran educators and student teachers alike Shanika Allen 8th grade math teacher Trenton NJ Dr Weiner skillfully blends experience and theory in this practical A Z guide for novice and seasoned urban educators alike A brilliantly captivating read for a new generation of urban bound teachers navigating the uncertainty of urban public education policies and practices Nevart Nay veteran teacher formerly of Union City School District NJ As a teacher of color who has taught for 3 years in charter and public school settings I found the advice anecdotes and presentation of the realities of urban teaching to be candid and honest Annie Tan special education teacher City of Chicago Public School District

*K-12 Classroom Teaching* Andrea M. Guillaume, 2008 *K 12 Classroom Teaching A Primer for New Professionals* is a teaching guide written in clear reader friendly language In the Primer readers explore key aspects of classroom teaching including the context of teaching today strategies for learning about students planning and assessment instruction and instructional strategies classroom management finding a personal educational stance and growing professionally Each chapter is designed to cover the material thoroughly and concisely so that readers can make the best use of their time This book encourages readers to reflect on their past experiences to question their assumptions to consider multiple sources of information and to commit to enacting well defined notions of good practice that address learners diverse needs while honoring the dignity of the human experience

**American Educational Research Association Annual Meeting Program** American Educational Research Association, 2007

*The Praeger Handbook of Urban Education* Joe L. Kincheloe, 2006 Maintaining that there is nothing simple about urban education this work approaches the study of schooling in cities as a complex universe of the poorest students and schools alongside the wealthiest

Urban Education Joe L.

Kincheloe,2007-08-24 Maintaining that urban teaching and learning is characterized by numerous contradictions this book proposes that there is a wide range of social cultural psychological and pedagogical knowledge that urban educators must possess in order to engage in effective and transformative practice It is necessary for teachers in urban schools to be scholar practitioners as opposed to bureaucrats who only follow rather than analyze understand and create Ten major sections cover the myriad issues of urban education as it exists today context of urban education race and ethnicity social justice teaching and pedagogy power and urban education language issues cultural issues of urban schools as seen in the media research in city schools aesthetics and the proximity of cultural institutions and education policy Sixty one essays written by specialists in teacher education public policy sociology psychology applied linguistics forestry urban studies school administration cultural studies evaluation and linguistics provide a blueprint for scholars teachers parents urban politicians school administrators policy professionals and others seeking to understand the situation of urban schools across America today

*Partnering to Prepare Urban Teachers* American Association of Colleges for Teacher Education,2008 This book attempts to present both theoretical and practical perspectives on school and university partnerships that focus on the preparation and retention of urban teachers In particular the book focuses on a theoretical and historical underpinnings of partnering to prepare urban teachers as social activists b stories from the field explored through the voices and actions of students families teacher educators and preservice and in service teachers and c a critical analysis of this work The research presented is situated in urban settings that mirror those across the United States and represents partnerships in Boston Chicago Cleveland Los Angeles and Wilmington where school city and teacher education communities collaborate to prepare and keep teachers in hard to staff high needs schools Case studies included in the text explore multiple perspectives on partnering to prepare urban teachers including those of urban schoolchildren and their teachers teacher educators and teachers becoming teacher educators and parents Combined the chapters theoretically and practically detail the layers and conundrums tribulations and triumphs contexts and voices of the challenges facing urban teachers teacher educators community members and administrators who work collaboratively to prepare and support teachers as social activists

*MultiCultural Review* ,2004      **Literacy in America** Barbara J. Guzzetti,2002 Offers comprehensive information about literacy and related instructional and assessment topics      *Sociological Abstracts* Leo P. Chall,1999 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers      **The Praeger Handbook of American High Schools** Kathryn M. Borman,Spencer Cahill,Bridget A. Cotner,2007      *British Education Index* ,2005      **Handbook of Schooling in Urban America** Stanley Rothstein,1993-10-30 American schools in urban areas have received much attention This reference offers a comprehensive look at the issues and controversies at the heart of

urban American education The volume is divided into several parts devoted to historical political and social dimensions of urban schooling The chapters in each part are authored by expert contributors and each offers a fresh perspective on historical and contemporary concerns The volume considers the place of schools in urban society and analyzes their mission and how they have changed or failed to change to meet modern needs Much of the work is devoted to the problems of particular populations such as minorities and special needs students while other chapters examine broad pedagogical issues and the societal problems that confront students of all backgrounds and abilities Each chapter closes with a list of works for further reading and the volume concludes with a bibliography

*The Education Index*, 1988

Defending Public Schools: Teaching for a democratic society David Gabbard, E. Wayne Ross, 2004

**Families, Schools and Communities** Chandler Barbour, Nita Barbour, Patricia A. Scully, 2005 With a new co author this introductory book again explores the interconnectedness of children's circles home school and community The authors unique vision of school improvement advocates teaching strategies and curricula that are not only developmentally and culturally appropriate but which also enfold each child's family and community into his or her education as equal partners with the school its teachers and its administration Extensive and current demographic information along with numerous engaging real life stories support the authors position regarding partnerships by presenting a child's life as a rich panoply of experiences in which learning is constantly taking place both within and outside of school Thoroughly up to date coverage includes globalization issues the explosion of media materials new findings from brain research and examination of the latest federal and state legislation including No Child Left Behind For teachers especially at the elementary school grade levels and for anyone who in any way educates and contributes to the educational experience and well being of children

*Profiling Excellence in America's Schools* John E. Roueche, George A. Baker, 1986 Using as a sample the 154 secondary schools selected as the best in America in 1982 by the Department of Education's Secondary School Recognition Program researchers examined the characteristics that made teachers administrators and school climates effective in the pursuit of educational excellence The first chapter of this book interpreting the study's findings summarizes the problems and solutions cited in the many recent reports urging educational reform The Model of Excellent Schools resulting from the current study is introduced and an overview of the findings is presented Chapter 2 describes five characteristics of favorable learning environments that were found in the study's exploration of school climate Chapter 3 elaborates on the seven attributes of effective administrators revealed by the study and compares them to the eight principles of sound leadership cited by Peters and Waterman The fourth chapter identifies the 12 characteristics of effective teachers that were found by the study The study's results as a whole are summarized in chapter 5 and the implications for school boards administrators and teachers are considered Appendixes identify the schools in the study sample list the principals and teachers participating in the study describe the research methodology and cite over 230 references PGD

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