

City Kids City Schools

“City Kids, City Teachers has the potential to create genuine change in the learning, teaching, and administration of urban public schools.” —Library Journal

In more than twenty-five provocative selections, an all-star cast of educators and writers explores the surprising realities of city classrooms from kindergarten through high school. Contributors including Gloria Ladson-Billings, Lisa Delpit, June Jordan, Lewis H. Lapham, Audre Lorde, and Deborah Meier move from the poetic to the practical, celebrating the value of city kids and their teachers. Useful both as a guide and a call to action for anyone who teaches or has taught in the city, it is essential reading for those contemplating teaching in an urban setting and for every parent with children in a city school today. “Hopeful, helpful discussions of culturally relevant teaching . . . moving illustrations of what urban teaching is all about.” —Publishers Weekly “A refreshing and eclectic collection.” —Alex Kotlowitz, author of *There Are No Children Here* “With its upbeat mix of ready-to-share city kids’ memoirs and classroom strategies, this book is an inspiring resource for veteran teachers, parents, community members, and students.”

—Educational Leadership “You’ll feel sad, angry, hopeful, agitated, and inspired.” —NEA Today

In 1841 New Orleans opened its public schools with the personal assistance of Horace Mann, the early champion of public education in the United States. Those first schools launched public schooling not only in the Crescent City but throughout Louisiana and much of the

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Deep South. At the time, New Orleans was the only large city of the slave South in a majority black state. The problems of race are, as a result, deeply rooted in its public schools. Longer than any other urban school system, the Crescent City's public schools have faced the challenge of racial equity. During the Civil War, the Union generals who governed New Orleans began the first system of public schooling for black children in the South. When the war ended, black and white visionaries framed a new state government that brought even more revolutionary change to public education. Alone in the South, the Crescent City schools experienced classroom integration during Reconstruction. The experiment was both extensive and successful. But it collapsed when the so-called Redeemers used violence to purge the schools and to restore segregation. The severe reaction almost destroyed the entire system of public education. And, after the schools slowly reemerged, fully segregated, they faced another round of turmoil in the middle of the twentieth century, as federal courts responded to a long tradition of local black protest and made New Orleans the first testing ground for desegregation in the Deep South. It would be hard to find any urban public school system anywhere in the Western world which has faced a similar level of struggle and travail. Understanding this troubled past should disabuse any reader of the notion that the current crisis in public education in New Orleans and other large American cities is of recent origin or open to easy, simple remedy. That the original ideals of American public education have come down to the present era flawed and unfulfilled should not be

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surprising. It is more amazing that the public schools of New Orleans have survived at all, and that they have often prospered. This first account of the Crescent City schools' long history recalls the dedicated efforts of those educators and civic leaders who remained committed to the ideals of public education and who nurtured the city's schools. It gives special attention to the remarkable corps of women teachers who overcame conflicts in city and state politics to improve conditions for themselves and for many of the city's children. The author shared personal reflections, anecdotes, wisdom, and guidance in his letters to Francesca, a first-year teacher, as he attempted to help her deal with the challenges she faced and encouraged her to do her best. One of the boys in the group responded, "That's so smart! That's so smart! That's what we should do!"

Complex Instruction (CI) is a response to the paradox that group work offers much potential but often creates circumstances where few students seem to learn. CI is a set of ideas and strategies that address the problems that confound group work, but that create powerful learning for children. This book offers guidance to readers on how to use these strategies and ideas. The authors describe the lessons they learned using group work, explain how complex instruction helps unsuccessful students and analyse how to design assignments that support group learning - using group-worthy tasks - giving readers examples of good tasks and help in adapting math problems from their own curricula.

This practical book examines how teaching media in high

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school English and social studies classrooms can address major challenges in our educational system. The authors argue that, in addition to providing underserved youth with access to 21st century learning technologies, critical media education will help improve academic literacy achievement in city schools. *Critical Media Pedagogy* presents first-hand accounts of teachers who are successfully incorporating critical media education into standards-based lessons and units. The book begins with an analysis of how media have been conceptualized and studied; it identifies the various ways that youth are practicing media, as well as how these practices are constantly increasing in sophistication. Finally, it offers concrete examples of how to develop a rigorous, standards-based content area curriculum that embraces new media practices and features media production. Over a decade ago, the first edition of *City Schools and the American Dream* debuted just as reformers were gearing up to make sweeping changes in urban education. Despite the rhetoric and many reform initiatives, urban schools continue to struggle under the weight of serious challenges. What went wrong and is there hope for future change? More than a new edition, this sequel to the original bestseller has been substantially revised to include insights from new research, recent demographic trends, and emerging political realities. In addition to surveying the various limitations that urban schools face, the book also highlights programs, communities, and schools that are making good on public education's promise of equity. With renewed commitment and sense of urgency, this

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new edition provides a clear-eyed vision of what it will take to ensure the success of city schools and their students. “City schools continue to play one of the most important roles in our quest to restore democracy. This is a must-read . . . again!” —Gloria Ladson-Billings, University of Wisconsin–Madison “The authors provide concrete examples of innovative strategies and practices employed by urban schools that are succeeding against all odds.” —Betty A. Rosa, chancellor, New York State Board of Regents “This is the book every teacher, parent, policymaker, and engaged citizen should read.” —Marcelo M. Suárez-Orozco, UCLA

A moving portrait of school reform in New Orleans through the eyes of the students and educators living it. The sun is setting on Grand Traverse Bay and it's time to say goodnight. Come along to some of the places that make Traverse City, Michigan so unique! GOODNIGHT TRAVERSE CITY is sure to captivate audiences of all ages.

THE BATTLE FOR ROOM 314 In a fit of idealism, Ed Boland left a twenty-year career as a non-profit executive to teach in a tough New York City public high school. But his hopes quickly collided headlong with the appalling reality of his students' lives and a hobbled education system unable to help them: Freddy runs a drug ring for his incarcerated brother; Nee-cole is homeschooled on the subway by her brilliant homeless mother; and Byron's Ivy League dream is dashed because he is undocumented. In the end, Boland isn't hoisted on his students' shoulders and no one passes AP anything. This is no urban fairy tale of at-risk kids saved by a

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Hollywood hero, but a searing indictment of schools that claim to be progressive but still fail their students. Told with compassion, humor, and a keen eye, Boland's story is sure to ignite debate about the future of American education and attempts to reform it.

Textbook

Journalist Joe Williams shows how parents can use consumer power to put children first, shining light on the special interests controlling our schools, where politics and pork infuse everything and our children's education is compromised. He argues that increased accountability and choice are necessary, and shows how the people can take back the education system, enhancing responsibility inherent in democracy. The solution is a new brand of hardball politics that demands competence from school leaders and shifts the power away from bureaucrats and union leaders to the people who have a the greatest reason to put kids first: concerned parents. With practical steps and uplifting examples of success, *Cheating Our Kids: How Politics and Greed Ruin Education* is a manifesto to action.

This book tells the story of six secondary schools that have succeeded in eliminating or dramatically shrinking the achievement gap between whites and disadvantaged black and Hispanic students. It recounts the stories of the University Park Campus School (UPCS) in Worcester, the American Indian Public Charter School in Oakland, Amistad Academy in New Haven, the Cristo Rey Jesuit High School in Chicago, the KIPP Academy in the Bronx, and the SEED school in Washington, D.C. "A 22-volume, highly illustrated, A-Z general

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encyclopedia for all ages, featuring sections on how to use World Book, other research aids, pronunciation key, a student guide to better writing, speaking, and research skills, and comprehensive index"--

Cosmopolitanism—the genuine appreciation of cultural and racial diversity—is often associated with adult worldliness and sophistication. Yet, as this innovative new book suggests, children growing up in multicultural environments might be the most cosmopolitan group of all. *City Kids* profiles fifth-graders in one of New York City's most diverse public schools, detailing how they collectively developed a sophisticated understanding of race that challenged many of the stereotypes, myths, and commonplaces they had learned from mainstream American culture. Anthropologist Maria Kromidas spent over a year interviewing and observing these young people both inside and outside the classroom, and she vividly relates their sometimes awkward, often playful attempts to bridge cultural rifts and reimagine racial categories. Kromidas looks at how children learned race in their interactions with each other and with teachers in five different areas—navigating urban space, building friendships, carrying out schoolwork, dealing with the school's disciplinary policies, and enacting sexualities. The children's interactions in these areas contested and reframed race. Even as Kromidas highlights the lively and quirky individuals within this super-diverse group of kids, she presents their communal ethos as a model for convivial living in multiracial settings. By analyzing practices within the classroom, school, and larger community, *City Kids* offers advice on how to nurture

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kids' cosmopolitan tendencies, making it a valuable resource for educators, parents, and anyone else who is concerned with America's deep racial divides. Kromidas not only examines how we can teach children about antiracism, but also considers what they might have to teach us.

Recent research on inequality and poverty has shown that those born into low-income families, especially African Americans, still have difficulty entering the middle class, in part because of the disadvantages they experience living in more dangerous neighborhoods, going to inferior public schools, and persistent racial inequality. *Coming of Age in the Other America* shows that despite overwhelming odds, some disadvantaged urban youth do achieve upward mobility. Drawing from ten years of fieldwork with parents and children who resided in Baltimore public housing, sociologists Stefanie DeLuca, Susan Clampet-Lundquist, and Kathryn Edin highlight the remarkable resiliency of some of the youth who hailed from the nation's poorest neighborhoods and show how the right public policies might help break the cycle of disadvantage. *Coming of Age in the Other America* illuminates the profound effects of neighborhoods on impoverished families. The authors conducted in-depth interviews and fieldwork with 150 young adults, and found that those who had been able to move to better neighborhoods—either as part of the Moving to Opportunity program or by other means—achieved much higher rates of high school completion and college enrollment than their parents. About half the youth surveyed reported being motivated

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by an “identity project”—or a strong passion such as music, art, or a dream job—to finish school and build a career. Yet the authors also found troubling evidence that some of the most promising young adults often fell short of their goals and remained mired in poverty. Factors such as neighborhood violence and family trauma put these youth on expedited paths to adulthood, forcing them to shorten or end their schooling and find jobs much earlier than their middle-class counterparts. Weak labor markets and subpar postsecondary educational institutions, including exploitative for-profit trade schools and under-funded community colleges, saddle some young adults with debt and trap them in low-wage jobs. A third of the youth surveyed—particularly those who had not developed identity projects—were neither employed nor in school. To address these barriers to success, the authors recommend initiatives that help transform poor neighborhoods and provide institutional support for the identity projects that motivate youth to stay in school. They propose increased regulation of for-profit schools and increased college resources for low-income high school students. *Coming of Age in the Other America* presents a sensitive, nuanced account of how a generation of ambitious but underprivileged young Baltimoreans has struggled to succeed. It both challenges long-held myths about inner-city youth and shows how the process of “social reproduction”—where children end up stuck in the same place as their parents—is far from inevitable. Research-based strategies to reach English learners – now aligned with the Common Core! Instead of just

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watching your English learners struggle, ensure that they develop high-level math skills and gain greater fluency in English. Debra Coggins' bestselling book has helped many teachers achieve these intertwined goals by offering strategies that support mathematics learning along with language acquisition for English Learners. Now in its second edition, *English Learners in the Mathematics Classroom* addresses Common Core requirements, enabling your students to build 21st century skills that will serve them well into the future. Through this trusted resource, you'll develop specialized teaching strategies that can be adapted across grade levels for students at all stages of English language acquisition. You'll discover Mathematics lesson scenarios in every chapter, directly connected to the Common Core Standards and the Standards for Mathematical Practice Instructional approaches that promote participation, hands-on learning, and true comprehension of mathematics concepts that benefit all students Sample lessons, visuals, and essential vocabulary that connect mathematical concepts with language development Whether you are rediscovering this book or picking it up for the first time, you'll find standards-based strategies that will enable your English learners to enjoy and master mathematics. "The ideas and strategies in this book, supported by research and field experiences, will benefit ALL students because they are addressing learning challenges that are common for many learners." Trudy Mitchell, Middle School Math Consultant San Diego, CA "This is by far the best book on designing mathematics instruction for English

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learners. The short but thorough research reviewed in each chapter gives background for why the teaching tips are so important in developing mathematically literate students." Dan Battey, Associate Professor Rutgers University

As serialized in the *New Yorker*, a roiling, behind-the-scenes look at the high-pressure race to turn around Newark's failing schools, with Facebook's Mark Zuckerberg, Governor Chris Christie, and Senator Cory Booker in eyebrow-raising leading roles

The problems commonly associated with inner-city schools were not nearly as pervasive a century ago, when black children in most northern cities attended school alongside white children. In *Schools Betrayed*, her innovative history of race and urban education, Kathryn M. Neckerman tells the story of how and why these schools came to serve black children so much worse than their white counterparts. Focusing on Chicago public schools between 1900 and 1960, Neckerman compares the circumstances of blacks and white immigrants, groups that had similarly little wealth and status yet came to gain vastly different benefits from their education. Their divergent educational outcomes, she contends, stemmed from Chicago officials' decision to deal with rising African American migration by segregating schools and denying black students equal resources. And it deepened, she shows, because of techniques for managing academic failure that only reinforced inequality. Ultimately, these tactics eroded the legitimacy of the schools in Chicago's black community, leaving educators unable to help their most disadvantaged students. *Schools Betrayed* will be required reading for anyone who cares about urban education. Winner of the Alex Award "Mike Muñoz Is a Holden Caulfield for a New Millennium--a '10th-generation peasant with a

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Mexican last name, raised by a single mom on an Indian reservation' . . . Evison, as in his previous four novels, has a light touch and humorously guides the reader, this time through the minefield that is working-class America.” --The New York Times Book Review For Mike Muñoz, life has been a whole lot of waiting for something to happen. Not too many years out of high school and still doing menial work--and just fired from his latest gig as a lawn boy on a landscaping crew--he's smart enough to know that he's got to be the one to shake things up if he's ever going to change his life. But how? He's not qualified for much of anything. He has no particular talents, although he is stellar at handling a lawn mower and wielding clipping shears. But now that career seems to be behind him. So what's next for Mike Muñoz? In this funny, biting, touching, and ultimately inspiring novel, bestselling author Jonathan Evison takes the reader into the heart and mind of a young man determined to achieve the American dream of happiness and prosperity--who just so happens to find himself along the way.

An analysis of urban education argues that conditions have worsened for inner-city children, looking at how liberal education is being replaced by high-stakes testing procedures, culturally barren and robotic methods of instruction, and harsh discipline.

A young teacher offers a firsthand account of the destructive effects of segregated Boston schools and their teachers on the African American children who attend them

A companion to *City Kids*, *City Teachers* is a collection of top-selected writings on life in urban schools and neighborhoods, in a volume that explores such topics as culturally relevant teaching methods, the criminalization of youth, and the inequities of school funding. Original.

Providing everything parents need to know for helping to choose a high school for their child, this title includes

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interviews with teachers, parents and students and looks at atmosphere, homework, student stress, competition amongst students and the condition of the school buildings.

“This remarkable book is a testament to teachers who not only respect and advocate for children on a daily basis but who are the necessary guardians of the spirit. Every citizen who cares about the future of our children ought to read this.”—Eric Carle, author of *The Very Hungry Caterpillar* and other classic works for children “Kozol’s love for his students is as joyful and genuine as his critiques of the system are severe. He doesn’t pull punches.”—*The Washington Post* In these affectionate letters to Francesca, a first grade teacher at an inner-city school in Boston, Jonathan Kozol vividly describes his repeated visits to her classroom while, under Francesca’s likably irreverent questioning, he also reveals his own most personal stories of the years that he has spent in public schools. *Letters to a Young Teacher* reignites a number of the controversial issues Jonathan has powerfully addressed in his bestselling *The Shame of the Nation* and *On Being a Teacher*: the mania of high-stakes testing that turns many classrooms into test-prep factories where spontaneity and critical intelligence are no longer valued, the invasion of our public schools by predatory private corporations, and the inequalities of urban schools that are once again almost as segregated as they were a century ago. But most of all, these letters are rich with the happiness of teaching children, the curiosity and jubilant excitement children bring into the classroom at an early age, and their ability to overcome their insecurities when they are in the hands of an adoring and hard-working teacher.

Young Cassie Logan endures humiliation and witnesses the racism of the KKK as they embark on a cross-burning rampage, before she fully

understands the importance her family attributes to having land of their own.

In 1972, the U.S. Supreme Court handed down a 5–4 verdict in *Milliken v. Bradley*, thereby blocking the state of Michigan from merging the Detroit public school system with those of the surrounding suburbs. This decision effectively walled off underprivileged students in many American cities, condemning them to a system of racial and class segregation and destroying their chances of obtaining a decent education. In *Hope and Despair in the American City*, Gerald Grant compares two cities—his hometown of Syracuse, New York, and Raleigh, North Carolina—in order to examine the consequences of the nation’s ongoing educational inequities. The school system in Syracuse is a slough of despair, the one in Raleigh a beacon of hope. Grant argues that the chief reason for Raleigh’s educational success is the integration by social class that occurred when the city voluntarily merged with the surrounding suburbs in 1976 to create the Wake County Public School System. By contrast, the primary cause of Syracuse’s decline has been the growing class and racial segregation of its metropolitan schools, which has left the city mired in poverty. *Hope and Despair in the American City* is a compelling study of urban social policy that combines field research and historical narrative in lucid and engaging prose. The result is an ambitious

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portrait—sometimes disturbing, often inspiring—of two cities that exemplify our nation’s greatest educational challenges, as well as a passionate exploration of the potential for school reform that exists for our urban schools today.

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.

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“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
Presents a striking picture of the elements of contemporary public education that conspire against the prospects for poor children of color, creating a

persistent gap in achievement during the school years that has eluded several decades of reform. By the best-selling author of *Other People's Children*. A New York Times Best Seller Merging real stories with theory, research, and practice, a prominent scholar offers a new approach to teaching and learning for every stakeholder in urban education. Drawing on his own experience of feeling undervalued and invisible in classrooms as a young man of color and merging his experiences with more than a decade of teaching and researching in urban America, award-winning educator Christopher Emdin offers a new lens on an approach to teaching and learning in urban schools. For *White Folks Who Teach in the Hood...and the Rest of Y'all Too* is the much-needed antidote to traditional top-down pedagogy and promises to radically reframe the landscape of urban education for the better. He begins by taking to task the perception of urban youth of color as unteachable, and he challenges educators to embrace and respect each student's culture and to reimagine the classroom as a site where roles are reversed and students become the experts in their own learning. Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education. With this fresh and engaging new

pedagogical vision, Emdin demonstrates the importance of creating a family structure and building communities within the classroom, using culturally relevant strategies like hip-hop music and call-and-response, and connecting the experiences of urban youth to indigenous populations globally. Merging real stories with theory, research, and practice, Emdin demonstrates how by implementing the “Seven C’s” of reality pedagogy in their own classrooms, urban youth of color benefit from truly transformative education. For White Folks Who Teach in the Hood...and the Rest of Y’all Too has been featured in MotherJones.com, Education Week, Weekend All Things Considered with Michel Martin, Diverse: Issues in Higher Education, PBS NewsHour.com, Slate, The Washington Post, Scholastic Administrator Magazine, Essence Magazine, Salon, ColorLines, Ebony.com, Huffington Post Education

Pedro Noguera argues that higher standards and more tests, by themselves, will not make low-income urban students any smarter and the schools they attend more successful without substantial investment in the communities in which they live. Drawing on extensive research performed in San Francisco, Oakland, Berkeley, and Richmond, Noguera demonstrates how school and student achievement is influenced by social forces such as demographic change, poverty, drug trafficking,

violence, and social inequity. Readers get a detailed glimpse into the lives of teachers and students working "against the odds" to succeed. Noguera sends a strong message to those who would have urban schools "shape up or shut down": invest in the future of these students and schools, and we can reach the kind of achievement and success that typify only more privileged communities. Public schools are the last best hope for many poor families living in cities across the nation. Noguera gives politicians, policymakers, and the public its own standard to achieve, provide the basic economic and social support so that teachers and students can get the job done!

It's often said a child's lifelong love of reading begins at home. But declining literacy rates among the nation's public elementary school students suggests this maxim needs revision. For reading to become an everyday habit, it needs to be nurtured in a home of its own. Fortunately, there is space available inside most elementary schools. At just 5 percent of a school's total real estate, the school library is the most powerful and efficient way to reach 100 percent of the student body. But far too many of the nation's public school libraries lack even the most basic resources to support learning and encourage achievement. The nonprofit Library Initiative, created by the Robin Hood Foundation, has been working since 2001 to enhance student literacy and overall

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academic achievement by collaborating with school districts to design, build, equip, and staff new elementary school libraries. The *L!brary Book* takes readers behind the scenes of fifty groundbreaking library projects to show how widely varied fields and communities—corporate underwriters, children's book publishers, architects, graphic designers, product manufacturers, library associations, teachers, and students—can join forces to make a difference in the lives of children. Based on the premise that good library design can actually inspire learning, the *L!brary Initiative* brings together some of the world's leading architects to reimagine the elementary school libraries in New York City—the nation's largest public school system. Working on a pro bono basis, architecture firms—including 1100 Architects, Weiss/Manfredi Architects, Della Valle Bernheimer, Tod Williams Billie Tsien Architects, and Dean/Wolf Architects—have in just eight years built or transformed more than fifty libraries into vital resources for the whole school community. These libraries—both beautiful learning spaces and innovative architecture—feature a wide range of design solutions, including creative uses of space, color, lighting, and furniture. Author and former *L!brary Initiative* director Anooradha Iyer Siddiqi documents every project with beautiful photos as well as renderings and measured drawings. The *L!brary Book* concludes with the chapter *How to*

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Make a Library which shows how community organizers and architects can pursue similar initiatives in their own communities.

“The best book yet on the complex lives and choices of for-profit students.” —The New York Times Book Review As featured on The Daily Show, NPR’s Marketplace, and Fresh Air, the “powerful, chilling tale” (Carol Anderson, author of *White Rage*) of higher education becoming an engine of social inequality “p>Lower Ed is quickly becoming the definitive book on the fastest-growing sector of higher education at the turn of the twenty-first century: for-profit colleges. With sharp insight and deliberate acumen, Tressie McMillan Cottom—a sociologist who was once a recruiter at two for-profit colleges—expertly parses the fraught dynamics of this big-money industry. Drawing on more than one hundred interviews with students, employees, executives, and activists, Lower Ed details the benefits, pitfalls, and real costs of the expansion of for-profit colleges. Now with a new foreword by Stephanie Kelton, economic advisor to Bernie Sanders’s presidential campaign, this smart and essential book cuts to the very core of our nation’s broken social contracts and the challenges we face in our divided, unequal society.

Essays present arguments against zero-tolerance policies found in schools across the United States.

"Reveals a sensible way to rebuild public education

and close the achievement gap for all students. Indeed, this is already happening in a most unlikely place: Union City, New Jersey, a poor, crowded Latino community just across the Hudson from Manhattan. Kirp explores the game-changing reasons behind Union City's successful schools, including quality early education, a word-soaked curriculum, and hands-on help for teachers. *Improbable scholars* offers a playbook for reform that will dramatically change our approach to reviving public education"--

For two years, beginning in 1988, Jonathan Kozol visited schools in neighborhoods across the country, from Illinois to Washington D.C., and from New York to San Antonio. He spoke with teachers, principals, superintendents, and, most important, children. What he found was devastating. Not only were schools for rich and poor blatantly unequal, the gulf between the two extremes was widening—and it has widened since. The urban schools he visited were overcrowded and understaffed, and lacked the basic elements of learning—including books and, all too often, classrooms for the students. In *Savage Inequalities*, Kozol delivers a searing examination of the extremes of wealth and poverty and calls into question the reality of equal opportunity in our nation's schools.

Of the approximately 50 million public school students in the United States, more than half are in

urban schools. A contemporary companion to *City Kids*, *City Teachers: Reports from the Front Row*, this new and timely collection has been compiled by four of the country's most prominent urban educators. Contributors including Sandra Cisneros, Jonathan Kozol, Sapphire, and Patricia J. Williams provide some of the best writing on life in city schools and neighborhoods. Young people and practicing teachers, poets and scholars, social critics and journalists offer unique takes on topics ranging from culturally relevant teaching and scripted curricula to the criminalization of youth, gentrification, and the inequities of school funding. Chicago has long struggled with racial residential segregation, high rates of poverty, and deepening class stratification, and it can be a challenging place for adolescents to grow up. *Unequal City* examines the ways in which Chicago's most vulnerable residents navigate their neighborhoods, life opportunities, and encounters with the law. In this pioneering analysis of the intersection of race, place, and opportunity, sociologist and criminal justice expert Carla Shedd illuminates how schools either reinforce or ameliorate the social inequalities that shape the worlds of these adolescents. Shedd draws from an array of data and in-depth interviews with Chicago youth to offer new insight into this understudied group. Focusing on four public high schools with differing student bodies, Shedd reveals

how the predominantly low-income African American students at one school encounter obstacles their more affluent, white counterparts on the other side of the city do not face. Teens often travel long distances to attend school which, due to Chicago's segregated and highly unequal neighborhoods, can involve crossing class, race, and gang lines. As Shedd explains, the disadvantaged teens who traverse these boundaries daily develop a keen "perception of injustice," or the recognition that their economic and educational opportunities are restricted by their place in the social hierarchy. Adolescents' worldviews are also influenced by encounters with law enforcement while traveling to school and during school hours. Shedd tracks the rise of metal detectors, surveillance cameras, and pat-downs at certain Chicago schools. Along with police procedures like stop-and-frisk, these prison-like practices lead to distrust of authority and feelings of powerlessness among the adolescents who experience mistreatment either firsthand or vicariously. Shedd finds that the racial composition of the student body profoundly shapes students' perceptions of injustice. The more diverse a school is, the more likely its students of color will recognize whether they are subject to discriminatory treatment. By contrast, African American and Hispanic youth whose schools and neighborhoods are both highly segregated and highly policed are less likely to

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understand their individual and group disadvantage due to their lack of exposure to youth of differing backgrounds.

When Mike Feinberg and Dave Levin signed up for Teach for America right after college and found themselves utter failures in the classroom, they vowed to remake themselves into superior educators. They did that—and more. In their early twenties, by sheer force of talent and determination never to take no for an answer, they created a wildly successful fifth-grade experience that would grow into the Knowledge Is Power Program (KIPP), which today includes sixty-six schools in nineteen states and the District of Columbia. KIPP schools incorporate what Feinberg and Levin learned from America's best, most charismatic teachers: lessons need to be lively; school days need to be longer (the KIPP day is nine and a half hours); the completion of homework has to be sacrosanct (KIPP teachers are available by telephone day and night). Chants, songs, and slogans such as "Work hard, be nice" energize the program. Illuminating the ups and downs of the KIPP founders and their students, Mathews gives us something quite rare: a hopeful book about education.

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