

New Teachers in Urban Schools: An Inside View

Wisniewski, Richard

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New Teachers In Urban Schools An Inside View Hardcover By Wisniewski

Lois Weiner



New Teachers In Urban Schools An Inside View Hardcover By Wisniewski:

The Education Index ,1970 *New Teachers in Urban Schools* Richard Wisniewski,1975-01-01 **Books in Print**
,1977 Paperbound Books in Print ,1970 **Forthcoming Books** Rose Arny,1998-06 **See You when We Get There**
Gregory Michie,2005 Gregory Michie s first bestseller *Holler If You Hear Me* put him on the map as a compelling and
passionate voice in urban education In his new book Michie turns his attention to young teachers of colour and once again
provides readers with a unique and penetrating look inside public school classrooms Featuring portraits of five young
teachers two African Americans two Latinas and one Asian American who are working for change Michie weaves the
teachers powerful voices with classroom vignettes and his own experiences Along the way he examines what motivates and
sustains these teachers as well as what they see as the challenges and possibilities of public education In these times of
national standards high stakes accountability and calls for reforming teacher education and preparation *See You When We
Get There* i is essential reading **Learning to Teach in Urban Schools** Etta R. Hollins,2012-03-22 This book is about the
transition from teacher preparation to teaching practice in urban school settings It provides a clear presentation of the
challenges resources and opportunities for learning to teach in urban schools examples of the experiences perceptions and
practices of teachers who are effective in urban schools and those who are not a detailed account of the journey of a team of
teachers who transformed their practice to improve learning in a low performing urban school an approach that can be used
by novice teachers in joining a teacher community and making the transition from preparation to practice and perspective on
leadership that can be used to create a context for transforming teacher professional development in an urban school district
Learning to Teach in Urban Schools offers rare insight into how teachers can transform their own practice and in the process
transform the culture of low performing urban schools Change(d) Agents Betty Achinstein,Rodney T. Ogawa,2011-06-10
This book examines both the promise and complexity of diversifying today s teaching profession Drawing from a 5 year study
of 21 new teachers of colour working in urban hard to staff schools this book uncovers a systemic paradox that the teachers
confront They are committed to improving educational opportunities for students of colour by acting as role models culturally
linguistically responsive teachers and change agents The teaching profession encouraged such commitments and some
teachers acted with support from individual organizational and community based sponsors However many of these new
teachers work in schools that are culturally subtractive and have restrictive accountability policies that challenge their ability
to perform cultural professional roles to which they are committed Many teachers internalize the contradiction resulting in
their becoming changed agents within the educational system they sought to change This book is essential reading for
educators leaders and policymakers *A Different View of Urban Schools* Kitty Kelly Epstein,2012 The revised edition of *A
Different View of Urban Schools* updates a unique story about the realities of urban education in America and provides new
insights on the origin of urban education issues the route to a diverse and effective teaching force and the impact of federal

legislation and corporate involvement on urban schools Dr Epstein's analysis of problems is fascinating her program for the creation of joyful engaging education is equally impressive The result is a new perspective on what educational reform requires in American cities This book will be useful to teachers policy makers school board members and parents as well as in classes in multicultural education ethnic studies and the social foundations of education *Teaching Matters* Beverly Falk, Megan Blumenreich, 2012 As public schools become increasingly embattled by budget shortfalls crowded buildings and ever more rigid curricula the burden of these restrictions has drastically changed the way children are expected to learn Nowhere is this more obvious or more devastating than classrooms in high need urban areas Drawing upon teachers firsthand experiences in some of today's most demanding schools leading education experts Beverly Falk and Megan Blumenreich provide an enlightening account of what our students really need and how teachers are stepping up to provide what state standards and political posturing cannot Teaching Matters takes us into a variety of classrooms to witness the art of teaching at its most creative and effective with a focus on early childhood and elementary school We follow educators as they strive to change systems that fail to address the needs of their students from efforts to break the silence about homophobia in schools and multipronged strategies to build stronger relationships with immigrant families to the modification of ineffective curriculum to foster the growth of the whole child By confronting many misconceptions about urban education and school reform Falk and Blumenreich provide a crucial insider's look at some of the most challenging and relevant questions in education today **Listening to Urban Kids** Bruce L. Wilson, Dick Corbett, 2001-01-11 According to the many student voices in this book urban middle school students want teachers who stay on them to complete their work maintain orderly classrooms give them the extra help they need to succeed explain their work clearly draw on a variety of teaching strategies and make their work relevant and meaningful This book rich in detail brings these inner city students perspectives to life and issues a compelling call for urban school reform that actually touches students daily lives *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

City Kids, City Teachers William Ayers, Patricia Ford, 1996 A collection of essays and memoirs celebrates urban school children and their teachers and seeks to dispel the stereotypical views of teaching in the city

Urban Teaching Lois Weiner, 2006 This bestselling guide to urban teaching has been updated and revised to reflect today s challenges including testing pressures inclusive classrooms and helping second language learners Lois Weiner a highly regarded teacher with years of experience supervising new teachers in urban and suburban schools provides invaluable insider recommendations for thriving in culturally diverse classrooms and coping with school realities ranging from overcrowded classes and a lack of appropriate materials to frustrating bureaucracy and school violence This guide is an invaluable resource for teacher educators and essential reading for teachers at all grade levels

We Don't Need Another Hero Gregory Michie, 2015-04-25 In his latest book bestselling author Gregory Michie critiques high stakes schooling and provides a powerful alternative vision of teaching as a humanistic enterprise students as multidimensional beings and schools as spaces where young people can imagine and become not just achieve Drawing on his experiences over the past two decades as a classroom teacher community volunteer researcher and teacher educator in Chicago s public schools Michie offers compelling accounts of teaching and learning in urban America Mindful of the complex realities educators face he portrays urban schools as they really are sites of struggle hope and possibility At a time when others relentlessly trumpet a competitive data driven corporatized notion of education the essays in *We Don't Need Another Hero* challenge the dominant images of failing urban schools and bad teachers Like Michie s now classic *Holler If You Hear Me* this book gives much needed hope to new and seasoned teachers alike It is also an important resource for school administrators policymakers parents and anyone who wants to better understand what is really happening in American schools Gregory Michie teaches in the Department of Foundations and Social Policy at Concordia University Chicago He is the bestselling author of *Holler If You Hear Me* *The Education of a Teacher and His Students* Second Edition and *See You When We Get There* Teaching for

Change in Urban Schools Greg Michie is right we don't need another hero The heroes are already there they are our students as well as the teachers and administrators who have a passion for justice Those are the voices we must heed From the Foreword by Sonia Nieto professor emerita University of Massachusetts Amherst There is no writer working today who captures the excruciating complexity of a life in teaching with as much grace and clarity as Gregory Michie These everyday heroes are the heart of teaching and the soul of democracy William Ayers educator and bestselling author of To Teach Third Edition and Teaching the Taboo Gregory Michie's experiences in the classroom and his purview post teaching make this a good peek into the thoughts of a man willing to challenge the current notions of education reform Rather than sit in frustration over the current tenor surrounding these so called reforms Michie seeks meaningful progress and solutions Jose Luis Vilson NYC Public School lead teacher and writer at TheJoseVilson.com

New Teachers in Urban Schools: Journeys Toward Social Equity Teaching Althier M. Lazar, Leslie M. Reich, 2016-03-07 This volume informs the reader about new teachers in urban underserved schools and their development as teachers for social equity The accounts of five novice teachers who grew up outside the communities in which they teach lead to chapters that contain advice for teacher educators future and current teachers and school leaders These early career teachers learned much about bridging the cultural divide between themselves and their students confronted and resolved big challenges that may immobilize some who set out to teach in these communities They brought to their classrooms strong social justice orientations including a moral imperative to make a difference in the world an awareness of social and educational inequalities and a strong sense of responsibility to positively influence the life trajectories of students in their charge Their narratives offer insights on the dispositions and contexts that will help early career teachers survive and thrive and make a difference in their students lives

What Should I Do? Confronting Dilemmas of Teaching in Urban Schools Anna Ershler Richert, 2015-04-17 Have you ever been waiting for THE book This is that book Anna Richert has held on to this book for many years because she wanted it to honor the profession and the work of teaching It satisfies on two important levels that of those who study teaching and those who do the teaching At a time when the profession is suffering from a lack of support and criticism on all fronts Richert elevates it without valorizing it These are real dilemmas that real teachers struggle with everyday We owe Anna Richert a big thank you for What Should I Do Gloria Ladson Billings Kellner Family Chair in Urban Education University of Wisconsin Madison What Should I Do is a practical guide to the everyday dilemmas of the urban classroom It offers a lifeline to both beginning teachers who are struggling to be successful and to the teacher educators who are trying to prepare them for these challenges The author uses narratives of practice written by novice teachers to help readers experience a variety of dilemmas they are likely to encounter in the classroom By engaging with and analyzing the cases readers come to see that the problems of teaching are actually dilemmas that have no clear cut right or wrong solution thus reducing the potential for frustration and despair often felt by teachers This practical resource will empower teachers to transform the unpredictable

world of troubled schools into places of learning and hope for both themselves and their students As a former teacher said I wish I had read this book and realized that I wasn't expected to have all the answers I would probably still be teaching Anna Ershler Richert is a professor in the School of Education at Mills College in Oakland California where she is Director of the Master of Arts in Education with an Emphasis on Teaching MEET Program and Faculty Director of the Mills Teacher Scholars

Teaching While Black Pamela Lewis, 2016-03-16 Teaching should never be color blind In a world where many believe the best approach toward eradicating racism is to feign ignorance of our palpable physical differences a few have led the movement toward convincing fellow educators not only to consider race but to use it as the very basis of their teaching This is what education activist and writer Pamela Lewis has set upon to do in her compelling book *Teaching While Black* A New Voice on Race and Education in New York City As the title suggests embracing blackness in the classroom can be threatening to many and thus challenging to carry out in the present school system Unapologetic and gritty *Teaching While Black* offers an insightful honest portrayal of Lewis's turbulent eleven year relationship within the New York City public school system and her fight to survive in a profession that has undervalued her worth and her understanding of how children of color learn best Tracing her educational journey with its roots in the North Bronx Lewis paints a vivid intimate picture of her battle to be heard in a system struggling to unlock the minds of the children it serves while stifling the voices of teachers of color who hold the key The reader gains full access to a perspective that has been virtually ignored since the No Child Left Behind Act through which questions surrounding increased resignation rates by teachers of color and failing test scores can be answered *Teaching While Black* is both a deeply personal narrative of a black woman's real life experiences and a clarion call for culturally responsive teaching Lewis fearlessly addresses the reality of toxic school culture head on and gives readers an inside look at the inert bureaucracy heavy handed administrators and ineffective approach to pedagogy that prevent inner city kids from learning At the heart of Lewis's moving narrative is her passion Each chapter delves deeper into the author's conscious uncoupling from the current trends in public education that diminish proven remedies for academic underachievement as observed from her own experiences as a teacher of students of color *Teaching While Black* summons everyone to re-examine what good teaching looks like Through a powerful vision together with practical ideas and strategies for teachers navigating very difficult waters Lewis delivers hope for the future of teaching and learning in inner city schools

Teaching Practices from America's Best Urban Schools Cynthia L. Uline, Joseph F. Johnson (Jr.), Lynne G. Perez, 2019 The new edition of this practical research based book gives leaders and teachers an even closer look at instructional practices from top award winning urban schools

Comprehensive Urban Education Patricia B. Kopetz, Anthony J. Lease, Bonnie Z. Warren-Kring, 2006 This text presents a compassionate view of teaching in an urban setting with practical suggestions recommendations and examples for powerful and effective teaching aimed at improving student academic performance Each chapter explores major considerations related to educating students of diverse cultures typical of urban classroom settings

Preservice teachers are able to better understand the complex social academic emotional and economic factors that define today's urban classrooms. The needs of urban schools, their students, teachers, community supporters, and stakeholders are identified, and various strategies are explored. The authors' combined experiences represent over a half century of dedication to improvements in diverse classrooms that ensure best practices for effective instruction. Dr. Patricia Kopetz, Associate Professor of Graduate Studies Education, is an experienced teacher and university professor and administrator. Dr. Anthony Lease is presently an Associate Dean and is an experienced teacher, principal, school superintendent, and university instructor/administrator. Dr. Bonnie Warren Kring, Assistant Professor of Teacher Education, is an experienced teacher and university Urban Education Director. All are active in Urban Education research and instruction at The University of Tennessee at Chattanooga.

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