

Seeking Effective Schools for African
American Children: Strategies for
Teachers and School Managers

Bryant, Bunyan

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Seeking Effective Schools For African American Children

Ernest H. Johnson



Seeking Effective Schools For African American Children:

Seeking Effective Schools for African American Children Bunyan I. Bryant, Alan H. Jones, 1993-01-01 Resources in Education ,1998 *Improving Educational Outcomes of Vulnerable Children* Lloyd D. Beachum, Festus E. Obiakor, 2017-10

Improving Educational Outcomes of Vulnerable Children seeks to examine the plight of vulnerable students in America's educational system. Scholars and practitioners will benefit from this in-depth and unique resource for working with diverse populations of students. The term vulnerable is the current construct used to address students who are at risk of dropping out of school or of being mislabeled because of myriad social, economic, structural, educational, cultural, racial, linguistic, and societal burdens that impinge upon their learning and survival in school environments. These populations can include students in urban areas, students with special needs, and/or at-risk students who are disenfranchised, disadvantaged, and disillusioned. While the term vulnerable is used most often, authors also address students who are oppressed. In such cases, the authors explore power relations, contexts, and situations that place students in positions of powerlessness. A few of the topics discussed include students with special needs, the scholar identity of Black males, parent perspectives, teacher preparation, and using technology in the classroom. A diverse group of contributors offer their expertise in this distinctive text. Authors include scholars and practitioners from fields such as educational leadership, special education, teacher education, educational technology, and educational psychology.

Key Features: Explores the diversity of students in today's classrooms, culturally, linguistically, and racially different students, students in urban areas, students with special needs, and/or at-risk students who are disenfranchised, disadvantaged, and disillusioned. Details multiple strategies for teacher preparation and mentoring. Discusses methods for effective parent-teacher collaboration.

Leadership Matters in the Education of Students with Special Needs in the 21st Century Festus E. Obiakor, Tachelle Banks, Anthony F. Rotatori, Cheryl Utley, 2017-09-01

This book provides a practical focus and framework for establishing insightful leadership that will enhance the learning of students with exceptionalities in the 21st century by discussing critical leadership dimensions and topics by leading academics. Topics discussed include the following: shifting leadership paradigms for all students in general and special education, district leadership strategies for implementing individualized academic and behavioral student interventions, preparing leaders to work with students with diverse learning needs, critical leadership roles for regular classroom teachers in educating learners with special needs, innovative leadership to increase school completion and graduation of general and special education learners, why psychologists need to be a part of the school leadership team, the importance of culturally responsive leadership in general and special education, the role of school leaders in helping learners with physical and health impairments, school leadership for all students in rural schools, the use of technology by leaders to improve special education services, an international example model of leadership in general and special education, and future perspectives of leadership in special education.

Leadership Matters in the Education of Students with Special Needs in the

21st Century is a critically needed addition to the successful education of students with exceptionalities as it provides much needed and innovative leadership perspectives for effective instructional practices for today's students with special needs. The book can be a model for best practices for school district leadership teams challenged by the multifaceted needs of students with exceptionalities. *Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21st Century Classroom* Festus E. Obiakor, Alicja Rieger, Anthony F. Rotatori, 2015-09-01. The purpose of this book is to provide a forum for an interdisciplinary scholarly dialogue with regard to preparing teachers for early childhood special education. In addition, it is aimed at examining and making available relevant and most recent scholarship to practitioners and at addressing critical issues and perspectives around preparing effective educators for the 21st century classroom and the future. This book intends to illuminate a complex and challenging task of preparing effective educators through the lenses of several educational disciplines including but not limited to teacher education, general education, special education, early childhood education, and urban education. The information in this work will focus on several educational disciplines that have the most immediate implications for teacher preparation and practice. The overall educational knowledge base will be enhanced due to the educational interdisciplinary approach. This has additional implications for teacher education, special education, educational leadership, curriculum and instruction, educational policy, and urban education to name a few. The multidimensional nature of the book gives it the freedom to highlight multiple and diverse voices while at the same time providing a forum for different and sometimes divergent methodologies, philosophies, and ideologies. *School Leadership in a Diverse Society* Carlos R. McCray, Floyd D. Beachum, 2014-01-01. The purpose of this work is to broaden the scholarly dialogue in educational leadership and to address the changing role of the American school principal in the twenty-first century with regard to increasing diversity in the United States. This book seeks to provide theoretical and practical insight into the role of school principals dealing with an ever-increasing multicultural student population. We cover an array of issues that we believe are critical in order for the twenty-first century school principal to be effective and relevant. A primary inquiry that needs to be made is: Are school leaders taking seriously the increasing social and cultural diversity in their schools? It is the school principal who sets the tone for the school culture and who provides the vision as to the direction of the organization. We endeavor to help scholars and practitioners have a better understanding of the importance of the diversity of their students and to give them the tools to appropriately lead schools in ways that ensure all students, regardless of their life circumstances and status, are provided a school climate that promotes high academic achievement and a sense of belonging.

African American Children's Literature and Its Connections to Enriching Learning Bena Ruth Hefflin, 1996

Perspectives on Rescuing Urban Literacy Education Robert B. Cooter, 2003-12-08. An exploration of the variables that contribute to the improvement of literacy instruction in large urban school districts. The text grew out of The Dallas Reading Plan, a five-year initiative between area business and corporate interests, philanthropy, and the Dallas Independent School

District Multicultural Education ,2001 **Educating African American Students** Gloria Swindler Boutte,2022-07-12

This straightforward and reader friendly text provides strategies for P 12 educators who are interested in ensuring the cultural and academic excellence of African American students It presents a careful balance of published scholarship a framework for culturally relevant teaching and research based cases of teachers who excel at teaching Black children Examples from multi ethnic teachers across P 12 grades and content areas e g ELA science mathematics social studies arts are presented so that others can extrapolate in their respective educational settings This book explains Black culture anti Black racism African Diaspora Literacy African American Language and pro Black and actionable steps that educators can adopt and implement Examples of culturally relevant family and community involvement are provided As with the previous edition readers will appreciate a multitude of resources After reading this book educators will view educating African American students as exhilarating and rewarding and Black students will flourish *Inequalities in the Educational Experiences of Black and White Americans* United States. Congress. House. Committee on the Budget. Task Force on Human Resources,1978 *No Child Left Behind and other Federal Programs for Urban School Districts* Frank Brown,Richard C. Hunter,2006-07-04 The No Child Left Behind NCLB Act is designed to close the achievement gap between disadvantaged and disadvantaged children through its Title I program This book explores models to achieve equity in Title I schools and defines what is required of states in Title I schools It examines how each state implements NCLB accountability standards

Reading Horizons ,1999 **Creating Successful Learning Environments for African American Learners With Exceptionalities** Festus E. Obiakor,Bridgie Alexis Ford,2002-06-18 Discover the key strategies to empowering African American students with exceptionalities Central to the teaching and learning of African American students is an understanding of their cultures background experiences and perspectives while applying this understanding to the design implementation and assessment of educational programs This comprehensive culturally responsive approach is supported by straightforward and in depth contributions from more than 25 leading scholars and practitioners featured in this book The guide focuses on specific innovative methods for maximizing the learning opportunities and outcomes of African American students from dealing with foundational issues such as accountability categorization and legal implications to managing learning environments and enhancing school practices through teacher preparation and early childhood programs By providing concrete rationales and solutions for maximizing the intellectual academic and social achievement of African American learners this groundbreaking text presents the tools necessary for meeting the needs of these students including Assessment and instructional techniques for general and special education programs including discussions on specific learning disabilities Intervention tactics for behavioral issues Tips for utilizing family and community resources to complement the classroom Strategies for enhancing students communication skills and maximizing the potential of gifted and talented learners **Still Not Equal** M. Christopher Brown,2007 Still Not Equal Expanding Educational Opportunity in

Society addresses the successes and failures of Brown v Board of Education and the Civil Rights Act of 1964 as well as the continuing challenge of expanding educational opportunity in the United States and across the Black diaspora The educational political and social influence resulting from Brown the Civil Rights Act and their progeny have shaped the dynamics of the collective educational and social experiences of people of color Notwithstanding the obstacles barriers and enablers of educational occupational and economic status outcomes impact the formation and interpretation of public policy specifically and public perception generally about racialized notions of schooling and learning The pursuit of educational access attendance and attainment is intertwined with the implications of academic research and public policy to improve local practices in school settings Inasmuch as a diverse research agenda priorities and activities become situated to critically address status and attainment outcomes in education from preschool through adulthood for African Americans in the United States and abroad the resulting complexities in education and other settings will continue to behave in ways that cross racial lines

Whole-faculty Study Groups Barbara Ann Lucas,2000 **The Secrets for Motivating, Educating, and Lifting the Spirit of African American Males** Ernest H. Johnson,2011-11-21 Unlike the media would have you believe most black males find great value in education They want to believe that they have a special gift and that they can make a difference in the world The problem is that they have ill feelings about how society has deprived them of the most qualified teachers and the best ways to be engaged in their own education As a consequence of repeatedly being marginalized criticized and put down by society and teachers they do not feel motivated to attend school or to produce outstanding academic work The Secrets for Motivating Educating and Lifting the Spirit of African American Males contains essays that center on how to help educators and parents to equip young black males with the drive necessary to craft fulfilling lives for themselves so they dont slip through the cracks in the educational system Historically we are still dealing with what happens to the image of Black people in the minds of white people A book like this helps to make certain that the information teachers provide to all students regardless of their race will help them understand that the history of this country has made generation after generation of black students see themselves as academically and socially inferior to white people Most importantly its the teachers not just black teachers but all teachers who have to understand the power they have to change the mindset of society Changing how society thinks about Black people particularly Black males is a task teachers can truly accomplish because they have the power to create lesson plans that challenge how students think about each other For such lessons are important for changing the attitudes and beliefs of the entire community in which we live REVEREND C T VIVIAN A Pioneer of the Civil Rights Movement Author Educator and a Close Friend of Reverend Dr Martin Luther King Jr This book provides a fresh perspective for understanding the problems associated with the education of Black males As a minister I have not encountered a project that gathers the collective wisdom of a group of over 20 Black male educators who are dedicated to helping the world save young Black males When all their ideas come together they are bound to create a storm of new

thinking about how all of us can work together As a spiritual leader my role is to help young Black males understand that the same God that was in Dr King is the same God that is in them This is a difficult lesson for some Black males who have been brainwashed to see themselves as having no say about the outcome of their lives This book will help us including those in the ministry to reevaluate the thinking patterns of our boys so that we can better prepare them for the critical thinking that is required for life in the 21st century REVEREND ROBERT KILGORE Assistant Pastor at Hillside International Truth Center Atlanta GA

The Declining Economic Status of Black Children Cynthia Rexroat,1994 Poverty among black children has increased in recent years This monograph focuses on trends in black children s economic well being between 1960 and 1985 Five factors of family structure number of earners in the family geographic location reliance on public assistance and the age of the family head are examined to determine their effects on the recent decline in the economic status of black children

Culture, Relevance, and Schooling Lisa Scherff,Karen Spector,2011-03-16 In Culture Relevance and Schooling Exploring Uncommon Ground Lisa Scherff Karen Spector and the contributing authors conceive of culturally relevant and critically minded pedagogies in terms of opening up new spatial discursive and or embodied learning terrains Readers will traverse multiple landscapes and look into a variety of spaces where attempts to tear down or build up pedagogical borders based upon socially just design are underway In disciplines ranging from elementary science to high school English to college kinesiology the contributors to this volume describe their attempts to remake schooling in ways that bring hope and dignity to their participants

Encyclopedia of African-American Education Charles A. Asbury,D. Kamili Anderson,Michael Fultz,Sylvia M. Jacobs,Faustine C. Jones-Wilson,Margo Okazawa-Rey,1996-08-28 This indispensable reference is a comprehensive guide to significant issues policies historical events laws theories and persons related to the education of African Americans in the United States Through several hundred alphabetically arranged entries the volume chronicles the history of African American education from the systematic long term denial of schooling to blacks before the Civil War to the establishment of the Freedmen s Bureau and the era of Reconstruction to Brown v Board of Education and the civil rights reforms of the last few decades Entries are written by expert contributors and contain valuable bibliographies while a selected bibliography of general sources concludes the volume The African American population is unique in that its educational history includes as law and public policy the systematic long term denial of the acquisition of knowledge In the 18th century African Americans were initially legally forbidden to be taught academic subjects in the South where most African Americans lived This period which ended around 1865 with the conclusion of the Civil War and the establishment of the Freedmen s Bureau was followed by the introduction of laws policies and practices providing for rudimentary education for 69 years under the dual school separate but equal policies established by Plessy v Ferguson 1896 These policies did not end until the Brown v Board of Education decisions of 1954 and 1955 were reinforced by the passage of civil rights and equal opportunity legislation in the mid 1960s The education of African Americans has been a continuing moral political legal

economic and psychological issue throughout this country's history. It continues to consume time and attention and it remains an unresolved dilemma for the nation. Through several hundred alphabetically arranged entries, this indispensable reference offers a comprehensive overview of significant issues, policies, historical events, laws, persons, and theories related to African American education from the early years of this country to the present day. The entries are written by expert contributors, and each entry includes a bibliography of works for further reading. A selected general bibliography concludes the volume.

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