

School Discipline: A Socially Literate Solution

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School Discipline A Socially Literate Solution

Carl A. Grant, Thandeka K. Chapman



School Discipline A Socially Literate Solution:

School Discipline Alfred S. Alschuler, 1980 **Strategies to Reduce Student Misbehavior** Oliver Clinton Moles, 1989 **Classroom Discipline in American Schools** Ronald E. Butchart, Barbara McEwan, Barbara McEwan Landau, 1998-01-01 Breaks the silence regarding modes of classroom control bringing contemporary political moral and democratic perspectives to bear on the issues **Teacher Education with an Attitude** Patrick J. Finn, Mary E. Finn, 2012-03-27 Using a social justice approach to teacher education the contributing teacher educators address the need to prepare teachers to understand the way social class race and culture impact their efforts to educate working class students By helping prepare teachers to strengthen democracy through education the contributors offer ways to help them develop critical consciousness the will to address society's injustices and inequities Teachers who collaborate actively with their students their families and others such as community and labor organizers to challenge the economic and educational policies that keep the hierarchical structure in place develop their own educational and political power alongside their students These educators see schools as sites of struggle for democracy and their students learn to direct their attitude toward outcomes that are in their collective self interest **Planning Classroom Management** Karen Bosch, 2006-05-12 This is a clearly written tightly organized well researched book Its strength is in the five step process it introduces and develops Francisco Guajardo Assistant Professor Department of Educational Leadership University of Texas Pan American This book offers a wealth of concrete and specific examples models and directions Any teacher or prospective teacher reading it should be able to develop a Classroom Management Plan and implement it Frances Fowler Professor Director of Graduate Studies Department of Educational Leadership Miami University Dr Bosch provides a very practical step by step approach to developing a management plan that works Teachers take suggestions and develop their plan to fit their beliefs and styles Linda Scott Principal Oscar Smith Middle School Chesapeake VA Increase student learning with an effective classroom management plan One of the most challenging tasks for teachers is classroom management that ensures high levels of achievement for all students In this updated edition Karen Bosch helps preservice and experienced teachers develop classroom management plans tailored to their specific needs and skills She discusses a five step process that includes introspection classroom observation plan development implementation and plan revision Field tested for more than ten years this unique book includes Worksheets with questions to guide each step of the process Ample vignettes and examples Strategies for organization discipline classroom operation and instruction Tips for working with diverse students This excellent resource provides guidance for teachers seeking to create a positive classroom environment plan for student centered learning and meet the demands of today's classrooms History of Multicultural Education: Foundations and stratifications Carl A. Grant, Thandeka K. Chapman, 2008 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the tenets of

multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area

History of Multicultural Education Volume

2 Carl A. Grant, Thandeka K. Chapman, 2012-12-06 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the tenets of multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area

Beyond Discipline Alfie Kohn, 2006-08-15 What is most remarkable about the assortment of discipline programs on the market today is the number of fundamental assumptions they seem to share Some may advocate the use of carrots rather than sticks some may refer to punishments as logical consequences But virtually all take for granted that the teacher must be in control of the classroom and that what we need are strategies to get students to comply with the adult s expectations Alfie Kohn challenged these widely accepted premises and with them the very idea of classroom management when the original edition of Beyond Discipline was published in 1996 Since then his path breaking book has invited hundreds of thousands of educators to question the assumption that problems in the classroom are always the fault of students who don t do what they re told instead it may be necessary to reconsider what it is that they ve been told to do or to learn Kohn shows how a fundamentally cynical view of children underlies the belief that we must tell them exactly how we expect them to behave and then offer positive reinforcement when they obey Just as memorizing someone else s right answers fails to promote students intellectual

development so does complying with someone else's expectations for how to act fail to help students develop socially or morally Kohn contrasts the idea of discipline in which things are done to students to control their behavior with an approach in which we work with students to create caring communities where decisions are made together Beyond Discipline has earned the status of an education classic a vital alternative to all the traditional manuals that consist of techniques for imposing control For this 10th anniversary edition Kohn adds a new afterword that expands on the book's central themes and responds to questions from readers Packed with stories from real classrooms around the country seasoned with humor and grounded in a vision as practical as it is optimistic Beyond Discipline shows how students are most likely to flourish in schools that have moved toward collaborative problem solving and beyond discipline New Learning Adrianus Arnoldus Maria van der Linden, 2000-09-30 This book brings together research and theory about New Learning the term we use for new learning outcomes new kinds of learning processes and new instructional methods that are both wanted by society and stressed in psychological theory in many countries at present It describes and illustrates the differences as well as the modern versions of the traditional innovative ideas **Schools, Violence, and Society** Allan M. Hoffman, 1996-05-30 This book is designed to examine issues related to schools violence and society Since the 1960s crime and violence have been increasing in America's schools This violence is not limited to inner city schools but has struck virtually every strata and socio economic level of American culture and society The prevalence of crime and violence occurring in our nation's schools has become the concern of policymakers on the national and state levels Concern has spread to parents educators and students themselves This edited volume reviews violence in society school violence and crime Coverage includes past trends in school violence and describes the current extent of the problem as well as aspects of its causes and prevention The influence on the students and community of gang activity gang related issues drugs alcohol and weapons on campus is discussed **The Holistic Curriculum** John P. Miller, 2007-01-01 Holistic education is concerned with connections in human experience connections between mind and body between linear thinking and intuitive ways of knowing between academic disciplines between individual and community and between the personal self and the transpersonal Self that all spiritual traditions believe exist beyond the ego First published in 1988 The Holistic Curriculum examines the philosophical psychological and social foundations of holistic education provides an outline of its history and discusses practical applications for this type of learning in the classroom This revised and expanded second edition concisely describes how holistic thinking integrates spiritual and scientific perspectives drawing on romantic humanistic and other radical alternatives to the atomistic worldview of the modern age The role of the teacher the issue of accountability and strategies for implementing the Holistic Curriculum are also discussed **Seeking Passage** Rebecca A. Martusewicz, 2001 In this eloquent collection of essays Rebecca Martusewicz positions a philosophy of education that relies on what transpires between teachers and learners in various contexts She thoughtfully analyzes how in the relationship between teachers and

learners all kinds of ideas beliefs interpretations and meanings are generated as a result of potent generative forces that depend as she demonstrates using post structuralist theories on difference as their fuel Ultimately she argues that to become educated requires an attention to the welfare of self and others and a willingness to confront and shift one s own habits practices and beliefs for that purpose This work contains clear translations of post structuralist theories such as those of Deleuze Serres and Derrida well written essays that blend good storytelling theory and ethical analysis to reconceptualize education as the means toward social justice and a clear argument for the drawing together of analyses of difference introduced by post structuralism with attention to ethics and social justice as they apply to education

Strengthening School Counselor Advocacy and Practice for Important Populations and Difficult Topics Rausch, Meredith A., Gallo, Laura L., 2021-01-29 School counselors often struggle to feel confident in delivering effective assistance to students due to a variety of reasons that currently do not have enough research or information developed This leads to a struggle for counselors to adequately address tough and relevant issues With these issues remaining unaddressed or addressed less effectively there is a concern that school counselors cannot mitigate these issues due to not being adequately informed This can lead to a lifetime of consequences for students *Strengthening School Counselor Advocacy and Practice for Important Populations and Difficult Topics* presents emerging research that seek to answer the tough and often unaddressed questions target present day issues of student populations and prepare school counselors to feel confident and competent in their counseling and advocacy practice These chapters using the newest information available will address these concerns and provide the best counseling work possible for underserved populations While covering research on counseling for students with chronic illnesses mixed statuses family issues minority students LGBTQ youth and more this book is ideal for school counselors counseling educators practitioners stakeholders researchers academicians and students who are interested in school counseling and meeting the needs of diverse and important populations of students

Class, Culture, and Race in American Schools Stanley Rothstein, 1995-03-23 Class culture and race have influenced the educational experiences of children for centuries As a new wave of Latin American and Asian peoples enters the United States public schools are faced with the challenge of educating children from a culture of poverty and who have varying racial and cultural backgrounds This reference work employs historical anthropological sociological and theoretical perspectives to overview current information on class culture and race in U S schools The volume is organized systematically with broad sections on class culture race and prospects for the future Each section begins with an introductory chapter that defines the theme of the section and places it within a larger context The chapters that follow then examine the impact of class culture or race on schooling with special regard to particular groups The volume focuses primarily on Hispanics African Americans and Asians as they struggle to survive and prosper in the United States Because of its approach the book is also a guide to the effects of poverty language and race on the educational experiences of children

The Wiley Handbook of Paulo Freire Carlos Alberto

Torres,2019-07-09 Provides new insights on the lasting impact of famed philosopher and educator Paulo Freire 50 years after the publication of his masterpiece *Pedagogy of the Oppressed* this book brings new perspectives on rethinking and reinventing Brazilian educator and philosopher Paulo Freire Written by the most premier exponents and experts of Freirean scholarship it explores the currency of Freire s contribution to social theory educational reform and democratic education It also analyzes the intersections of Freire s theories with other crucial social theorists such as Gramsci Gandhi Habermas Dewey Sen etc The Wiley Handbook of Paulo Freire studies the history and context of the man as a global public intellectual moving from Brazil to the rest of the world and back Each section offers insides on the epistemology of the global south initiated by Freire with his work in Latin America the connections between class gender race religion the state and eco pedagogy in the work of Freire and the contributions he made to democratic education and educational reform Presents original theory and analysis of Freire s life and work Offers unique and comprehensive analysis of the reception and application of Paulo Freire in international education on all continents Provides a complete historical study of Freire s contributions to education Systematically analyzes the impact of Freire in teachers training higher education and lifelong learning The Wiley Handbook of Paulo Freire is an ideal book for courses on international and comparative education pedagogy education policy international development and Latin America studies

Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline Tara Joy Yosso,2006 First Published in 2006 Routledge is an imprint of Taylor Francis an informa company

A Guide to Student-centred Learning Donna Brandes,Paul Ginnis,1996 Offering the possibility of a new relationship between teachers and learners this book describes an approach to teaching styles and student progress whereby the emphasis is on activity based learning rather than on teaching and on teacher student collaboration rather than instruction The book aims to show how students of any age and ability can take responsibility for their own learning in an environment of positive regard as teachers become facilitators rather than instructors

Education for Values David Clarence McClelland,1982

Research Anthology on Interventions in Student Behavior and Misconduct Management Association, Information Resources,2022-06-03 Academic classrooms in both K 12 and higher education feature diverse students with many different backgrounds personalities and attitudes toward learning A large challenge in education is not only catering to each of these students to motivate them to learn but also the many strategies in handling diverse forms of academic misconduct It is essential for educators and administrators to be knowledgeable not only about disciplinary actions but also intervention methods that will create a lasting impact for student success The Research Anthology on Interventions in Student Behavior and Misconduct provides the best practices strategies challenges and interventions for managing student behavior and misconduct It discusses intervention and disciplinary methods both at the classroom and administrative levels This book focuses on the prevention of school violence and academic misconduct in order to promote successful learning Covering topics such as learning behavior student empowerment and social emotional learning this major reference

work is an essential resource for school counselors faculty and administration of both K 12 and higher education libraries pre service teachers child psychologists student advocacy organizations researchers and academicians **Children Today**,1981

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