

City Kids City Schools

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 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

This anthology places art at the center of meaningful urban education reform. Providing a fresh perspective on urban education, the contributors describe a positive, asset-based community development model designed to tap into the teaching/learning potential already available in urban cities. Rather than focusing on a lack of resources, this innovative approach shows teachers how to use the cultural resources at hand to engage students in the processes of critical, imaginative investigation. Featuring personal narratives that reflect the authors' vast experience and passion for teaching art, this resource: * Offers a new vision for urban schools that reflects current directions of urban renewal and transformation. * Highlights successful models of visual art education for the K-12 classroom. * Describes meaningful, socially concerned teaching practices. * Includes unit plans, a glossary of terms, and online resources. Contributors include Olivia Gude, James Haywood R

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...

Putting the Children First chronicles the educational struggle that took place in the city of Newark amidst years of political upheaval and economic neglect. It is a story of inspiration and hope as we come to understand what happened when educators, parents, and community members pulled together to turn education around in one of the most historically troubled cities in America. This volume tells the remarkable story of Project New Beginnings, a 7-year collaboration between the Newark Public Schools and Bank Street College to restructure early childhood education. Reporting from the front lines of urban schools, this important volume: gives voice to the variety of people involved in effective school reform-- teachers, principals, staff developers, superintendents, and foundation executives; illustrates how one school-change project kept its focus on the needs of individual teachers and classrooms while negotiating the many demands in contemporary urban schools; and confronts the difficult constraints and many hurdles the Project overcame to emerge as a model for school-university collaboration.

How Testing and Choice are Undermining Education

Parents, Kids & Character

Savage Inequalities

Five Principles of Courageous Leadership to Guide Achievement for Every Student

Sweating the Small Stuff

A Parents' Guide

Jewish Teachers in the New York City Schools

The Role of Educational Policy in Narrowing the Black-white Achievement Gap

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!

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.

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.

Introducing a bold, persuasive new argument into the national debate over education, Dr. William Ouchi describes a revolutionary approach to creating successful public schools. This program has produced significant, lasting improvements in the school districts where it has already been implemented. Drawing on the results of a landmark study of 223 schools in six cities, a project that Ouchi supervised and that was funded in part by the National Science Foundation, *Making Schools Work* shows that a school's educational performance may be most directly affected by how the school is managed. Ouchi's 2001-2002 study examined innovative school systems in Edmonton (Canada), Seattle, and Houston, and compared them with the three largest traditional school systems: New York, Los Angeles, and Chicago. Researchers discovered that the schools that consistently performed best also had the most decentralized management systems, in which autonomous principals -- not administrators in a central office -- controlled school budgets and personnel hiring policies. They were fully responsible and fully accountable for the performance of their schools. With greater freedom and flexibility to shape their educational programs, hire specialists as needed, and generally determine the direction of their school, the best principals will act as entrepreneurs, says Ouchi. Those who do poorly are placed under the supervision of successful principals, who assume responsibility for the failing schools. An essential component of this management approach is the Weighted Student Formula, a budgetary tool whereby every student is evaluated and assessed a certain dollar value in educational services (a non-English-speaking or autistic student, or one from a low-income family, for example, would receive a higher dollar value than a middle-class student with no special needs). Families have the freedom to choose among public schools, and when schools must compete for students, good schools flourish while those that do poorly literally go out of business. Such accountability has long worked for religious and independent schools, where parents pay a premium for educational performance. *Making Schools Work* shows how the same approach can be adapted to public schools. The book also provides guidelines for parents on how to evaluate a school and make sure their child is getting the best education possible. Revolutionary yet practical, *Making Schools Work* shows that positive educational reform is within reach and, indeed, already happening in schools across the country.

City Schools and the American Dream 2

Approaches to Meaningful K-12 Learning

The Urban School System of the Future

Ghetto Schooling

Schools Betrayed

A Turbulent Half-Century of Public Education in an Iconic American City

Improbable Scholars Five Miles Away, A World Apart

*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.*

*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*

*In 1972, the U.S. Supreme Court handed down a 5Ð4 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 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.*

*"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*

Applying the Principles and Lessons of Chartering

The Rebirth of a Great American School System and a Strategy for America's Schools

Lessons for a Racially Divided America from My Daughter's School

How Politics and Greed Ruin Education

Learning in Public

A Political Economy of Urban Educational Reform

A New Voice on Race and Education in New York City

Discusses how school choice, misapplied standards of accountability, the No Child Left Behind mandate, and the use of a corporate model have all led to a decline in public education and presents arguments for a return to strong neighborhood schools and quality teaching.

Describes the Council of the Great City Schools, an organization of the nation's largest urban school systems. Provides general history of the council, and access to legislature information, research, technology, management, instruction, other topics pertaining to the educational system and the Great City Kids Network. School system statistics list race, free lunch programs, special education, languages spoken, teaching staffs, teacher's experiences, salaries, and buildings.

*Which side of the line do you live on? In 1954 the Supreme Court ruled that little Linda Brown couldn't be excluded from a public school because of her race. In that landmark decision in *Brown v. Board of Education*, the court famously declared that public education must be "available to all on equal terms." But sixty-six years later, many of the best public schools remain closed to all but the most privileged families. Empowered by little-known state laws, school districts draw "attendance zones" around their best schools, indicating who is, and who isn't, allowed to enroll. In many American cities, this means that living on one side of the street or the other will determine whether you leave eighth grade on a track for future success - or barely able to read. In *Separated By Law*, bestselling author Tim DeRoche takes a close look at the laws and policies that dictate which kids are allowed to go to which schools. And he finds surprising parallels between current education policies and the "redlining" practices of the New Deal era in which minority families were often denied mortgages and government housing assistance because they didn't live within certain "desirable" zones of the city. It is an extraordinary story of American democracy gone wrong, and it will make you question everything you think you know about our public education system.*

Here at last is a book with a vision - not of what's wrong in American schools or what should be done to improve them - but about what is actually being accomplished right now in schools across the country that are committed to teaching all children. This is a book about what works... and about the positive changes that take place when everyone involved in children's education joins ranks to create schools committed to teaching so that children learn. It is an important book - providing both a roadmap and a source of inspiration for parents, teachers, school administrators, Boards of Education, and those who care about children and their education. The success stories recounted here are amazing - test scores that catapult the performance of a school district from the bottom of the barrel to well above average performance in just a few years... schools once plagued by vandalism and disorderly students now beehives of educational activity and enthusiasm... parents who have become involved because they appreciate the welcoming atmosphere of their children's school. The Effective School movement began with an article published by Ron Edmonds in 1979 and has spread to

dozens of motivated school systems throughout the U.S. The core of the program is seven "correlates" - guiding principles that underlie the Effective Schools improvement process. At the heart of this philosophy is the conviction that all children, regardless of race, socioeconomic status, or gender, can learn... and the commitment to creating schools that challenge and nurture and get results. What kind of community can create this kind of school? Any community that has the will to make the necessary changes, say educators who have succeeded. Although the changes aren't always easy, the results are undeniable. There are shining examples of effective schools across the country, from the Spanish Harlem area of New York City... to the schools of Junction City, Kansas, with its many mobile children of the military... the suburban schools of Frederick County Maryland... and the once-neglected Hollibrook Elementary School in Spring Branch, Texas. The stories of schools and school systems that have implemented an Effective Schools program are told here in the participant's own words. To this account, the authors interviewed over 450 people - teachers, parents, administrators, psychologists, government officials, and scores of others - and visited dozens of schools across the country - urban, suburban, and rural. The result is a book that shows exactly what's involved in initiating, implementing, and making educational reform work.

The Children in Room E4

The Death and Life of the Great American School System

A Revolutionary Plan to Get Your Children the Educ

My Daughter, the Teacher

A Fine Line

21 Strategies to Help Your Children Develop Good Character

Zero Tolerance

Putting the Children First

Common sense, years of teaching, and a basic belief in character education make this book a perfect handbook for teachers and parents. It's also a great gift for parents and anyone who comes in contact with young people, from counselors to youth-group leaders. In her 33 years as a teacher, counselor and administrator, author Dr. Helen LeGette has learned that children who have guidance in the home and whose parents set high expectations for their character have a greater chance to succeed in school and in their careers. Parents, Kids and Character has found thousands of fans in teachers, administrators, and parents across the country.

For more than two generations, the traditional urban school system—the district—has utterly failed to do its job: prepare its students for a lifetime of success. Millions and millions of boys and girls have suffered the grievous consequences. The district is irreparably broken. For the sake of today's and tomorrow's inner-city kids, it must be replaced. The Urban School System of the Future argues that vastly better results can be realized through the creation of a new type of organization that properly manages a city's portfolio of schools using the revolutionary principles of chartering. It will ensure that new schools are regularly created, that great schools are expanded and replicated, that persistently failing schools are closed, and that families have access to an array of high-quality options. This new entity will focus exclusively on school performance, meaning, among other things, our cities can thoughtfully integrate their traditional public, charter public, and private schools into a single, high-functioning k-12 system. For decades, the district has produced the most heartbreaking results for already at-risk kids. The Urban School System of the Future explains how we can finally turn the tide and create dynamic, responsive, high-performing, self-improving urban school systems that fulfill the promise of public education.

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.

This "provocative and personally searching" memoir follows one mother's story of enrolling her daughter in a local public school (San Francisco Chronicle), and the surprising, necessary lessons she learned with her neighbors. From the time Courtney E. Martin strapped her daughter, Maya, to her chest for long walks, she was curious about Emerson Elementary, a public school down the street from her Oakland home. She learned that White families in their gentrifying neighborhood largely avoided the majority-Black, poorly-rated school. As she began asking why, a journey of a thousand moral miles began. Learning in Public is the story, not just Courtney's journey, but a whole country's. Many of us are newly awakened to the continuing racial injustice all around us, but unsure of how to go beyond hashtags and yard signs to be a part of transforming the country. Courtney discovers that her public school, the foundation of our fragile democracy, is a powerful place to dig deeper. Courtney E. Martin examines her own fears, assumptions, and conversations with other moms and dads as they navigate school choice. A vivid portrait of integration's virtues and complexities, and yes, the palpable joy of trying to live differently in a country re-making itself. Learning in Public might also set your family's life on a different course forever.

DIGGING DEEP, AIMING HIGH : An Educator's Lifelong Quest to Put Kids First

City Kids

Reclaiming the Promise of Public Education

Urban Teaching

Cheating Our Kids

Lessons from the Heartland

Making Schools Work

One City, Two Schools, and the Story of Educational Opportunity in Modern America

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.

In this disturbing but ultimately hopeful personal account, Jean Anyon provides compelling evidence that the economic and political devastation of America's inner cities has robbed schools and teachers of the capacity to successfully implement current strategies of educational reform. She argues that without fundamental change in government and business policies and the redirection of major resources back into the schools and the communities they serve, urban schools are consigned to failure, and no effort at raising standards, improving teaching, or boosting achievement can occur. Based on her participation in an intensive four-year school reform project in the Newark, New Jersey public schools, the author vividly captures the anguish and anger of students and teachers caught in the tangle of a failing school system. *Ghetto Schooling* offers a penetrating historical analysis of more than a century of government and business policies that have drained the economic, political, and human resources of urban populations. Provocative and controversial, this book reveals the historical roots of the current crisis in ghetto schools and what must be done to reverse the downward spiral.

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 Schools More Reports from the Front Row The New Press

Letters to a Young Teacher

More Reports from the Front Row

Excellence Through Equity

Making School Reform Happen

Hope and Despair in the American City

The Prize

Roots of Failure in Inner-City Education

For White Folks Who Teach in the Hood... and the Rest of Y'all Too

How is it that, half a century after Brown v. Board of Education, educational opportunities remain so unequal for black and white students, not to mention poor and wealthy ones? In his important new book, Five Miles Away, A World Apart, James E. Ryan answers this question by tracing the fortunes of two schools in Richmond, Virginia—one in the city and the other in the suburbs. Ryan shows how court rulings in the 1970s, limiting the scope of desegregation, laid the groundwork for the sharp disparities between urban and suburban public schools that persist to this day. The Supreme Court, in accord with the wishes of the Nixon administration, allowed the suburbs to lock nonresidents out of their school systems. City schools, whose student bodies were becoming increasingly poor and black, simply received more funding, a measure that has proven largely ineffective, while the independence (and superiority) of suburban schools remained sacrosanct. Weaving together court opinions, social science research, and compelling interviews with students, teachers, and principals, Ryan explains why all the major education reforms since the 1970s—including school finance litigation, school choice, and the No Child Left Behind Act—have failed to bridge the gap between urban and suburban schools and have unintentionally entrenched segregation by race and class. As long as that segregation continues, Ryan forcefully argues, so too will educational inequality. Ryan closes by suggesting innovative ways to promote school integration, which would take advantage of unprecedented demographic shifts and an embrace of

diversity among young adults. Exhaustively researched and elegantly written by one of the nation's leading education law scholars, Five Miles Away, A World Apart ties together, like no other book, a half-century's worth of education law and politics into a coherent, if disturbing, whole. It will be of interest to anyone who has ever wondered why our schools are so unequal and whether there is anything to be done about it.

Providing everything parents need to know for helping to choose a high school for their child, this title includes interviews with teachers, parents and students and looks at atmosphere, homework, student stress, competition amongst students and the condition of the school buildings.

Advice from kids and parents living in the inner city gleaned from their experiences on living and raising kids in the city

"'My son, the doctor' and 'my daughter, the teacher' were among the most cherished phrases of Jewish immigrant parents," writes Ruth Markowitz in recounting this story of Jewish women who taught school in New York. Teaching was an attractive profession to the daughters of immigrants. It provided status, security, was compatible with marriage, and licenses did not require expensive training. In the interwar years, Jewish women in New York entered teaching in large and unprecedented numbers. In fact, by 1960 the majority of all New York teachers were Jewish women. By interviewing sixty-one retired teachers, Ruth Markowitz re-creates their lives and the far-reaching influence they had on public education. Markowitz reveals the barriers these women faced, from lack of parental and financial support to discrimination, as they pursued their educations. Those women who completed their training still had difficulty finding teaching positions, especially during the Depression. Once hired, the teachers' days were filled with overcrowded classes, improperly maintained facilities, enormous amounts of paperwork, few free periods, and countless extracurricular obligations. They also found themselves providing social services; Markowitz finds a large number of teachers who took a special interest in minority children. The teachers Markowitz interviewed often agree with the assessment others have made that the 1930s were in their own way a golden age in the schools. The retired teachers remember the difficult times, but also their love of teaching and the difference they made in the classrooms. Their energy, initiative, and drive will help inspire teachers today, who face the serious problems of drugs, teenage pregnancy, and violence in the classrooms.

The Enduring Promise of Public Education

City Schools and the American Dream

Kill Your Teacher

Children in America's Schools

City Kids, Country Schools

Reports from the Front Row

Transforming City Schools Through Art

Council of the Great City Schools

"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.

"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"--

Explores the racial and economic divide found in the educational systems of urban areas across the United States, in an account that follows the struggles of one bright third-grader from Hartford, Connecticut, and his indomitable teacher.

Reprint.

Year after year, Rafe Esquith's fifth-grade students excel. They read passionately, far above their grade level; tackle algebra; and stage Shakespeare so professionally that they often wow the great Shakespearean actor himself, Sir Ian McKellen. Yet Esquith teaches at an L.A. innercity school known as the Jungle, where few of his students speak English at home, and many

are from poor or troubled families. What's his winning recipe? A diet of intensive learning mixed with a lot of kindness and fun. His kids attend class from 6:30 A.M. until well after 4:00 P.M., right through most of their vacations. They take field trips to Europe and Yosemite. They play rock and roll. Mediocrity has no place in their classroom. And the results follow them for life, as they go on to colleges such as Harvard, Princeton, and Stanford. Possessed by a fierce idealism, Esquith works even harder than his students. As an outspoken maverick of public education (his heroes include Huck Finn and Atticus Finch), he admits to significant mistakes and heated fights with administrators and colleagues. We all—teachers, parents, citizens—have much to learn from his candor and uncompromising vision.

Resisting the Drive for Punishment in Our Schools : a Handbook for Parents, Students, Educators, and Citizens

The Changing Face of Newark's Public Schools

The Essentials, Third Edition

There Are No Shortcuts

How Most American Kids Are Kept Out of the Best Public Schools

Corruption And Racism in Los Angeles City Schools

City Kids, City Teachers

Why There Are No Bad Schools in Raleigh

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

A collection of essays and memoirs celebrates urban school children and their teachers and seeks to dispel the stereotypes of teaching in the city

Digging Deep, Aiming High is a memoir of my career as a teacher and administrator in the New York City public schools. My experiences teaching in the middle school and my tenure working as an assistant principal and principal at the Manhattan Center High School for Science and Mathematics paint a contrasting picture. Both schools were dramatically different in terms of teacher job satisfaction and student achievement. It is remarkable how two different schools could produce incredibly different results. Teams of dedicated educators truly put kids first. Manhattan Center attracted trailblazers who made it their mission to raise the bar, to reject mediocrity and encourage all children to succeed. As a team, we decided early on to evaluate all programs and academic results by digging deep and aiming high to work toward the highest level of educational achievement for all kids. Failure was never an option, yet we realized that the bureaucratic challenges of working in a large school system in an impoverished inner-city neighborhood would pose numerous roadblocks in accomplishing our goals. The school was created as a collaboration between the high school division and District 4 located in East Harlem. This project was an educational experiment, it being the first high school to accept students from anywhere in the city, as long as they were willing to commit to the rigors of a college bound program and a longer school day. The campus was unique in that it housed an elementary school and junior high program in the same building. Working in this environment was especially challenging for staff to be surrounded by kids of all ages and by students who were accepted regardless of their zip code. The children were especially grateful for the opportunity to attend a school of their choice, rather than be forced to attend a neighborhood school which, in many cases, had a poor academic rating. What makes this story so noteworthy is that all stakeholders in this one special school, recognized that we would need to seek out numerous public and private partners to help us in the task of educating our youngsters. With the abundance of resources and the generosity of time provided by organizations such as General Electric, NBC, Mt. Sinai Hospital, local universities (NYU, COLUMBIA, HUNTER COLLEGE) and the Child Welfare Aid Society, a community based organization, to name a few, we were able to create miracles for kids. With the help of mentors and many volunteers, together with teachers and auxiliary personnel working 10-12 hour days and often weekends, we created a top-notch academic program. Our entire school population was accepted into colleges with prestigious financial aid packages, thanks to the dedication of a very talented teaching staff. Building the school from scratch was not from easy. The growing pains of attracting competent staff willing to work collaboratively and dedicated leaders who work tirelessly to provide an environment for teachers to flourish were always a challenge. The explosive issues of school education, desegregation, privatization of schools, the role of law enforcement and the involvement of the unions continue to be current problems facing educators today. Digging Deep, Aiming High will provide the reader with an examination of the ways in which our team dealt with these controversies, as well as with the politicization of diversity and inclusion issues. It is my hope that our best practices in this one very unique high school will serve as a road map for many of the obstacles facing our public schools nationwide today and tomorrow.

Journalist Joe Williams shows how parents can use consumer power to put children first, shining light on the special challenges of 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 and the responsibility inherent in democracy. The solution is a new brand of hardball politics that demands competence from leaders and shifts the power away from bureaucrats and union leaders to the people who have the greatest reason to be concerned parents. With practical steps and uplifting examples of success, Cheating Our Kids: How Politics and Greed are Cheating Our Education is a manifesto to action.

American Education on Trial

Who's in Charge of America's Schools?

City Kids, City Schools

Inner-city Schools and the New Paternalism

Teaching While Black

New York City's Best Public High Schools

Reality Pedagogy and Urban Education

Courageous, inspiring examples of educational equity in action! This illuminating book builds the case that equity is the most powerful means we have to lift all children to higher

achievement and to benefit society at large. Readers will find: Examples of high-leverage practices used by award-winning schools and districts System-level examples of excellence through equity including whole state and district-wide Examples of classroom level practice that lead to success for students from underserved populations as well as for their more privileged peers A powerful concluding chapter that focuses on what we can learn from other nations that have pursued the goals of educational equity

"Miner's story of Milwaukee is filled with memorable characters . . . explores with consummate skill the dynamics of race, politics, and schools in our time." –Mike Rose, author of *The Mind at Work* Weaving together the racially fraught history of public education in Milwaukee and the broader story of hypersegregation in the rust belt, *Lessons from the Heartland* tells of a city's fall from grace—and its chance for redemption in the twenty-first century. A symbol of middle American working-class values, Wisconsin—and in particular urban Milwaukee—has been at the forefront of a half century of public education experiments, from desegregation and "school choice" to vouchers and charter schools. This book offers a sweeping narrative portrait of an all-American city at the epicenter of public education reform, and an exploration of larger issues of race and class in our democracy. The author, a former Milwaukee Journal reporter whose daughters went through the public school system, explores the intricate ways that jobs, housing, and schools intersect, underscoring the intrinsic link between the future of public schools and the dreams and hopes of democracy in a multicultural society. "A social history with the pulse and pace of a carefully crafted novel and a Dickensian cast of unforgettable characters. With the eye of an ethnographer, the instincts of a beat reporter, and the heart of a devoted mother and citizen activist, Miner has created a compelling portrait of a city, a time, and a people on the edge. This is essential reading." –Bill Ayers, author of *Teaching Toward Freedom* "Eloquently captures the narratives of schoolchildren, parents, and teachers." –Library Journal

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*