

Subtractive Schooling Us Mexican Youth And The Politics Of Caring Angela Valenzuela

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We ARE Americans William Perez 2018-12-07 Winner of the CEP Mildred Garcia Award for Exemplary Scholarship About 2.4 million children and young adults under 24 years of age are undocumented. Brought by their parents to the US as minors—many before they had reached their teens—they account for about one-sixth of the total

undocumented population. Illegal through no fault of their own, some 65,000 undocumented students graduate from the nation's high schools each year. They cannot get a legal job, and face enormous barriers trying to enter college to better themselves—and yet America is the only country they know and, for many, English is the only language they speak. What future do they have? Why are we not capitalizing, as a nation, on this pool of talent that has so much to contribute? What should we be doing? Through the inspiring stories of 16 students—from seniors in high school to graduate students—William Perez gives voice to the estimated 2.4 million undocumented students in the United States, and draws attention to their plight. These stories reveal how—despite financial hardship, the unpredictability of living with the daily threat of deportation, restrictions of all sorts, and often in the face of discrimination by their teachers—so many are not just persisting in the American educational system, but achieving academically, and moreover often participating in service to their local communities. Perez reveals what drives these young people, and the visions they have for contributing to the country they call home. Through these stories, this book draws attention to these students' predicament, to stimulate the debate about putting right a wrong not of their making, and to motivate more people to call for legislation, like the stalled Dream Act, that would offer undocumented students who participate in the economy and civil life a path to citizenship. Perez goes beyond this to discuss the social and policy issues of immigration reform. He dispels myths about illegal immigrants' supposed drain on state and federal resources, providing authoritative evidence to the contrary. He cogently makes the case—on economic, social, and constitutional and moral grounds—for more flexible policies towards undocumented immigrants. If today's immigrants, like those of past generations, are a positive force for our society, how much truer is that where undocumented students are concerned?

Integrations Lawrence Blum 2021-05-11 The promise of a free, high-quality public education is supposed to guarantee every child a shot at the American dream. But our widely segregated schools mean that many children of color do not have access to educational opportunities equal to those of their white peers. In Integrations,

historian Zoë Burkholder and philosopher Lawrence Blum investigate what this country's long history of school segregation means for achieving just and equitable educational opportunities in the United States. *Integrations* focuses on multiple marginalized groups in American schooling: African Americans, Native Americans, Latinxs, and Asian Americans. The authors show that in order to grapple with integration in a meaningful way, we must think of integration in the plural, both in its multiple histories and in the many possible definitions of and courses of action for integration. Ultimately, the authors show, integration cannot guarantee educational equality and justice, but it is an essential component of civic education that prepares students for life in our multiracial democracy.

Race in the Schoolyard Amanda E. Lewis 2003 Annotation An exploration of how race is explicitly and implicitly handled in school.

Voices of Resistance Laura Alamillo 2017-12-12 This edited volume offers an interdisciplinary and expansive analysis of Chicana children's literature in light of current political, social, and cultural trends.

Home Advantage Annette Lareau 2000 This new edition contextualizes Lareau's original ethnography in a discussion of the most pressing issues facing educators at the beginning of the new millennium.

Race, Empire, and English Language Teaching Suhanthie Motha 2014 This timely book takes a critical look at the teaching of English, showing how language is used to create hierarchies of cultural privilege in public schools across the country. Motha closely examines the work of four ESL teachers who developed anti-racist pedagogical practices during their first year of teaching. Their experiences, and those of their students, provide a compelling account of how new teachers might gain agency for culturally responsive teaching in spite of school cultures that often discourage such approaches. The author combines current research with her original analyses to shed light on real classroom situations faced by teachers of linguistically diverse populations. This book will help pre- and in-service teachers to think about such challenges as differential achievement between language learners and "native-speakers;" about hierarchies of languages and language varieties; about the

difference between an accent identity and an incorrect pronunciation; and about the use of students' first languages in English classes. This resource offers implications for classroom teaching, educational policy, school leadership, and teacher preparation, including reflection questions at the end of each chapter.

Fragmented Ties Cecilia Menjivar 2000 This text gives a detailed account of the inner workings of the networks by which immigrants leave their homes in Central America to start new lives in the Mission District of San Francisco.

High-Achieving Latino Students Susan J. Paik 2020-03-01 **High-Achieving Latino Students: Successful Pathways Toward College and Beyond** addresses a long-standing need for a book that focuses on the success, not failure, of Latino students. While much of the existing research works from a deficit lens, this book uses a strength-based approach to support Latino achievement. Bringing together researchers and practitioners, this unique book provides research-based recommendations from early to later school years on “what works” for supporting high achievement. Praise for **High-Achieving Latino Students** "This book focuses on an important issue about which we know little. There are many lessons here for both scholars and educators who believe that Latino students can succeed. I congratulate the authors for taking on this timely and significant topic." ~ Guadalupe Valdés, Ph.D., Bonnie Katz Tenenbaum Professor in Education, Stanford University. Author of **Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools** "This is a must-read book for leaders in institutions of both K-12 and higher education who want to better understand success factors of Latino students in the US. Using a strength-based framework to understand and support Latino achievement is a new paradigm that must be considered by all." ~ Loui Olivas, Ed.D., President, American Association of Hispanics in Higher Education "In addition to being the right book at the right time, these editors should be congratulated for giving us a stellar example of how a research-practice collaboration comes together to produce such a valuable and lasting contribution to the field of school reform and improvement. Those who work in schools, universities, think tanks and policymaking centers have been waiting anxiously for this kind of book, and it's now

here." ~ Carl A. Cohn, Ed.D., Former Executive Director, California Collaborative for Educational Excellence, CA State Board of Education member, and Superintendent "There may not be a silver bullet for solving the so-called problem of Latino underachievement, but well-conceived solutions do exist. This powerful book offers strength- and asset-based frameworks that demonstrate Latino achievement is possible. Read this text to not only get informed, but to also get nurtured and inspired!" ~ Angela Valenzuela, Ph.D., Professor in Education, University of Texas at Austin. Author of *Subtractive Schooling: US-Mexican Youth and the Politics of Caring Chicana/o Identity in a Changing U.S. Society* Aõ_da Hurtado 2004

What does it mean to be Chicana/o? That question might not be answered the same as it was a generation ago. As the United States witnesses a major shift in its populationÑfrom a white majority to a country where no single group predominatesÑthe new mix not only affects relations between ethnic groups but also influences how individuals view themselves. This book addresses the development of individual and social identity within the context of these new demographic and cultural shifts. It identifies the contemporary forces that shape group identity in order to show how Chicana/os' sense of personal identity and social identity develops and how these identities are affected by changes in social relations. The authors, both nationally recognized experts in social psychology, are concerned with the subjective definitions individuals have about the social groups with which they identify, as well as with linguistic, cultural, and social contexts. Their analysis reveals what the majority of Chicanas/os experience, using examples from music, movies, and the arts to illustrate complex concepts. In considering ÀQuiŽn Soy? ("Who Am I?"), they discuss how individuals develop a positive sense of who they are as Chicanas/os, with an emphasis on the influence of family, schools, and community. Regarding ÀQuiŽnes Somos? ("Who Are We?"), they explore Chicanas/os' different group memberships that define who they are as a people, particularly reviewing the colonization history of the American Southwest to show how Chicanas/os' group identity is influenced by this history. A chapter on "Language, Culture, and Community" looks at how Chicanas/os define their social identities inside and outside their communities,

whether in the classroom, neighborhood, or region. In a final chapter, the authors speculate how Chicana/o identity will change as Chicanas/os become a significant proportion of the U.S. population and as such factors as immigration, intermarriage, and improvements in social standing influence the process of identification. At the end of each chapter is an engaging exercise that reinforces its main argument and shows how psychological approaches are applicable to real life. *Chicana/o Identity in a Changing U.S. Society* is an unprecedented introduction to psychological issues that students can relate to and understand. It complements other titles in the Mexican American Experience series to provide a balanced view of issues that affect Mexican Americans today.

The Little Book of Race and Restorative Justice Fania E. Davis 2019-04-16 A handbook showing how racial justice and restorative justice can transform the African American experience in America. *The Little Book of Race and Restorative Justice* will inform scholars and practitioners on the subjects of pervasive racial inequity and the healing offered by restorative justice practices. Addressing the intersectionality of race and the US criminal justice system, social activist Fania E. Davis explores how restorative justice has the capacity to disrupt patterns of mass incarceration through effective, equitable, and transformative approaches. Eager to break the still-pervasive, centuries-long cycles of racial prejudice and trauma in America, Davis unites the racial justice and restorative justice movements, aspiring to increase awareness of deep-seated problems as well as positive action toward change. Davis highlights real restorative justice initiatives that function from a racial justice perspective; these programs are utilized in schools, justice systems, and communities, intentionally seeking to ameliorate racial disparities and systemic inequities. She looks at initiatives that strive to address the historical harms against African Americans throughout the nation. This entry in the Justice and Peacebuilding series is a much needed and long overdue examination of the issue of race in America as well as a beacon of hope as we learn to work together to repair damage, change perspectives, and strive to do better.

Manufacturing Hope and Despair Ricardo D. Stanton-Salazar 2001 Relying on a wealth of ethnographic and statistical data, this

groundbreaking volume documents the many constraints and social forces that prevent Mexican-origin adolescents from constructing the kinds of networks that provide access to important forms of social support. Special attention is paid to those forms of support privileged youth normally receive and working-class youth do not, such as expert guidance regarding college opportunities. The author also reveals how some working-class ethnic minority youth become the exception, weaving social webs that promote success in school as well as empowering forms of resiliency. In both cases, the role of social networks in shaping young people's chances is illuminated. "In this badly needed alternative to the individualism that pervades most debates about American education, Stanton-Salazar explores how Latino teenagers' lives are embedded within social networks from home, community, and school. This grand work shows how school programs can confound or can draw from the strengths of such networks to build better lives for all." —Bruce J. Biddle, Professor Emeritus of Psychology and Sociology, University of

Missouri—Columbia "A beautifully written and inspiring book that announces a new generation of Mexican/Latino scholars. . . . This is a book which tells the tale about Mexican/Latino adolescents but, in reality, it is a book about how working-class adolescent life is socially constructed, defined, and elaborated in the United States. An eloquent rendering, indeed." —Carlos G. Vélez-Ibáñez, Presidential Chair in Anthropology, University of California, Riverside "Using creative theorizing and rigorous methodology, *Manufacturing Hope and Despair* illuminates brilliantly the supposed mystery of persistent race/class inequities in American society." —Walter R. Allen, Professor, University of California, Los Angeles

Leaving Children Behind Angela Valenzuela 2005-01-01 Argues for a more valid and democratic approach to assessment and accountability.

Everyday Antiracism Mica Pollock 2008 In "Everyday Antiracism," leading educators deal with the most challenging questions about race in school, offering invaluable and effective advice. Contributors including Beverly Daniel Tatum, Sonia Nieto, Pedro Noguera, and others.

Latinization of U.S. Schools Jason Irizarry 2015-12-03 Fueled largely

by significant increases in the Latino population, the racial, ethnic, and linguistic texture of the United States is changing rapidly. Nowhere is this 'Latinisation' of America more evident than in schools. The dramatic population growth among Latinos in the United States has not been accompanied by gains in academic achievement. Estimates suggest that approximately half of Latino students fail to complete high school, and few enroll in and complete college. The Latinization of U.S. Schools centres on the voices of Latino youth. It examines how the students themselves make meaning of the policies and practices within schools. The student voices expose an inequitable opportunity structure that results in depressed academic performance for many Latino youth. Each chapter concludes with empirically based recommendations for educators seeking to improve their practice with Latino youth, stemming from a multiyear participatory action research project conducted by Irizarry and the student contributors to the text.

Funds of Knowledge Norma Gonzalez 2006-04-21 The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of

effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.

Additive Schooling in Subtractive Times Lesley Bartlett 2011 *Additive Schooling in Subtractive Times* documents the unusually successful efforts of one New York City high school to educate Dominican immigrant youth, at a time when Latino immigrants constitute a growing and vulnerable population in the nation's secondary schools. Based on four and a half years of qualitative research, the book examines the schooling of teens in the Dominican Republic, the social and linguistic challenges the immigrant teens face in Washington Heights, and how Gregorio Luperon High School works with the community to respond to those challenges. The staff at Luperon see their students as emergent bilinguals and adhere to a culturally and linguistically additive approach. After offering a history of the school's formation, the authors detail the ways in which federal No Child Left Behind policies, New York State accountability measures, and New York City's educational reforms under Mayor Bloomberg have complicated the school's efforts. The book then describes the dynamic bilingual pedagogical approach adopted within the school to help students develop academic Spanish and English. Focusing on the lives of twenty immigrant youth, Bartlett and Garcia also show that, although the school achieves high completion rates, the graduating students nevertheless face difficult postsecondary educational and work environments that too often consign them to the

ranks of the working poor.

Beyond Silenced Voices Lois Weis 2005-03-10 A thoroughly revised and updated edition of the classic text. Focuses on the roles of hope, participation, and change in reforming American schools.

Capitalizing on Disaster Kenneth J. Saltman 2015-12-03 Breaking new ground in studies of business involvement in schooling, **Capitalizing on Disaster** dissects the most powerful educational reforms and highlights their relationship to the rise of powerful think tanks and business groups. Over the past several decades, there has been a strong movement to privatize public schooling through business ventures. At the beginning of the millennium, this privatization project looked moribund as both the Edison Schools and Knowledge Universe foundered. Nonetheless, privatization is back. The new face of educational privatization replaces public schooling with EMOs, vouchers, and charter schools at an alarming rate. In both disaster and nondisaster areas, officials designate schools as failed in order to justify replacement with new, unproven models. Saltman examines how privatization policies such as No Child Left Behind are designed to deregulate schools, favoring business while undermining public oversight. Examining current policies in New Orleans, Chicago, and Iraq, **Capitalizing on Disaster** shows how the struggle for public schooling is essential to the struggle for a truly democratic society.

Subtractive Schooling Angela Valenzuela 1999-10-21 Provides an enhanced sense of what's required to genuinely care for and educate the U.S.–Mexican youth in America.

Inside the College Gates Jenny M. Stuber, University of North Florida, author of "Inside the College Gates: How Class and Culture Matter in Higher Education" 2011-07-16 This book is intended to bring greater nuance to the study of inequality and higher education. Rather than focusing on human capital and students' experiences inside the classroom, the author highlights the ways in which the experiential core of college life—the social and extra-curricular worlds of higher education—operates as a setting in which social class inequalities manifest and get reproduced.

Teaching Toward a Decolonizing Pedagogy Victoria F. Trinder 2020-03-12 **Teaching Toward a Decolonizing Pedagogy** outlines educational practitioner development toward decolonizing practices

and pedagogies for anti-racist, justice-based urban classrooms. Through rich personal narratives of one teacher's critical reflections on her teaching, urban education scholarship and critical praxis are merged to provide an example of anti-racist urban schooling. Steeped in theoretical practice, this book offers a narrative of one teacher's efforts to decolonize her urban classroom, and to position it as a vehicle for racial and economic justice for marginalized and minoritized students. At once a model for deconstructing the white institutional space of US schooling and a personal account of obstacles to these efforts, *Teaching Toward a Decolonizing Pedagogy* presents a research-based 'pueblo pedagogy' that reconsiders teacher identity and teachers' capacities for resilience, resistance, and community-based instruction. From this personal exploration, emergent and practicing teachers can extract curricula, practices, and dispositions toward advocacy for students most underserved and marginalized by public education. As an exemplar of decolonizing work both in classroom practices and in methodologies for educational research, this book presents tensions and complexities in school-based theorizing and praxis, and in teacher implementations of anti-racist pedagogies in and against the current US model of colonial schooling.

Growing Critically Conscious Teachers Angela Valenzuela 2016 To meet the needs of the fast growing numbers of Latino/a English learners, this volume presents an approach to secondary education teacher preparation based on the work of the National Latino/a Education Research and Policy Project (NLERAP). Renowned scholar and educator Angela Valenzuela, together with an impressive roster of contributors, provides a critical framework for educating culturally responsive teachers. They examine the knowledge, skills, and predisposition required for higher education institutions to create curricula for educating Latino/a children, children of color, and language minority youth. *Growing Critically Conscious Teachers* illuminates why growing our own teachers makes sense as an approach for not only addressing the achievement gap, but for also enhancing the well-being of our communities as a whole. Book Features: A community-based, university- and district-connected partnership model that fosters students' critical consciousness. A

framework for participatory action research (PAR) within teacher preparation that promotes community and societal transformation. A curriculum premised on sociocultural and sociopolitical awareness. The wisdom, experiences, and lessons learned from educators who have been change agents in their own schools, communities, and college classrooms across the country. “An enormous contribution to the field. It will also be a cherished resource and guide for Latino/a and non-Latino/a teachers alike, and for the university faculty and school- and community-based facilitators who help prepare them.”

—From the Foreword by Sonia Nieto, Professor Emerita, Language, Literacy, and Culture, College of Education, University of Massachusetts, Amherst “Provides the elemental sparks for essential conversations about culturally responsive teaching and the well-being of youth in our communities. Through a variety of critical perspectives this volume raises significant questions that must be at the forefront of Latino/a education. This excellent volume is a must read for teachers truly committed to educational practices of social justice in schools today.” —Antonia Darder, Leavey Endowed Chair of Ethics and Moral Leadership, Loyola Marymount University

Between Two Islands Sherri Grasmuck 1991-08-29 Popular notions about migration to the United States from Latin America and the Caribbean are too often distorted by memories of earlier European migrations and by a tendency to generalize from the more familiar cases of Mexico and Puerto Rico. *Between Two Islands* is an interdisciplinary study of Dominican migration, challenging many widespread, yet erroneous, views concerning the socio-economic background of new immigrants and the causes and consequences of their move to the United States. Eschewing monocausal treatments of migration, the authors insist that migration is a multifaceted process involving economic, political, and socio-cultural factors. To this end, they introduce an innovative analytical framework which includes such determinants as the international division of labor; state policy in the sending and receiving societies; class relations; transnational migrant households; social networks; and gender and generational hierarchies. By adopting this multidimensional approach, Grasmuck and Pessar are able to account for many intriguing paradoxes of Dominican migration and development of the Dominican population in

the U.S. For example, why is it that the peak in migration coincided with a boom in Dominican economic growth? Why did most of the immigrants settle in New York City at the precise moment the metropolitan economy was experiencing stagnation and severe unemployment? And why do most immigrants claim to have achieved social mobility and middle-class standing despite employment in menial blue-collar jobs? Until quite recently, studies of international migration have emphasized the male migrant, while neglecting the role of women and their experiences. Grasmuck and Pessar's attempt to remedy this uneven perspective results in a better overall understanding of Dominican migration. For instance, they find that with regard to wages and working conditions, it is a greater liability to be female than to be without legal status. They also show that gender influences attitudes toward settlement, return, and workplace struggle. Finally, the authors explore some of the paradoxes created by Dominican migration. The material success achieved by individual migrant households contrasts starkly with increased socio-economic inequality in the Dominican Republic and polarized class relations in the United States. This is an exciting and important work that will appeal to scholars and policymakers interested in immigration, ethnic studies, and the continual reshaping of urban America.

Women without Class Julie Bettie 2014-09-18 In this ethnographic examination of Mexican-American and white girls coming of age in California's Central Valley, Julie Bettie turns class theory on its head, asking what cultural gestures are involved in the performance of class, and how class subjectivity is constructed in relationship to color, ethnicity, gender, and sexuality. A new introduction contextualizes the book for the contemporary moment and situates it within current directions in cultural theory. Investigating the cultural politics of how inequalities are both reproduced and challenged, Bettie examines the discursive formations that provide a context for the complex identity performances of contemporary girls. The book's title refers at once to young working-class women who have little cultural capital to enable class mobility; to the fact that analyses of class too often remain insufficiently transformed by feminist, ethnic, and queer studies; and to the failure of some feminist theory itself to theorize women as class subjects. *Women without Class* makes a

case for analytical and political attention to class, but not at the expense of attention to other social formations.

Dual Language Bilingual Education Kathryn I. Henderson 2020-04-15

This book explores the role of the teacher in dual language bilingual education (DLBE) implementation in a time of nationwide program expansion, in large part due to new and unprecedented top-down initiatives at state and district level. The book provides case studies of DLBE teachers who: (a) implemented the DLBE model with fidelity; (b) struggled to implement the DLBE model; and (c) adapted the DLBE model to meet the needs of their local classroom context. The book demonstrates the way teachers as language policymakers navigate and interpret district-wide DLBE implementation and the tensions that surface through this process. The research, conducted over four years using a variety of methods, highlights the challenges and opportunities faced by teachers implementing DLBE, and will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual education.

Latina/o/x Education in Chicago Isaura Pulido 2022-08-09 In this collection, local experts use personal narratives and empirical data to explore the history of Mexican American and Puerto Rican education in the Chicago Public Schools (CPS) system. The essays focus on three themes: the historical context of segregated and inferior schooling for Latina/o/x students; the changing purposes and meanings of education for Latina/o/x students from the 1950s through today; and Latina/o/x resistance to educational reforms grounded in neoliberalism. Contributors look at stories of student strength and resistance, the oppressive systems forced on Mexican American women, the criminalization of Puerto Ricans fighting for liberatory education, and other topics of educational significance. As they show, many harmful past practices remain the norm--or have become worse. Yet Latina/o/x communities and students persistently engage in transformative practices shaping new approaches to education that promise to reverberate not only in the city but nationwide. Insightful and enlightening, Latina/o/x Education in Chicago brings to light the ongoing struggle for educational equity in the Chicago Public Schools.

Hispanics and the Future of America National Research Council 2006-02-23 Hispanics and the Future of America presents details of the

complex story of a population that varies in many dimensions, including national origin, immigration status, and generation. The papers in this volume draw on a wide variety of data sources to describe the contours of this population, from the perspectives of history, demography, geography, education, family, employment, economic well-being, health, and political engagement. They provide a rich source of information for researchers, policy makers, and others who want to better understand the fast-growing and diverse population that we call "Hispanic." The current period is a critical one for getting a better understanding of how Hispanics are being shaped by the U.S. experience. This will, in turn, affect the United States and the contours of the Hispanic future remain uncertain. The uncertainties include such issues as whether Hispanics, especially immigrants, improve their educational attainment and fluency in English and thereby improve their economic position; whether growing numbers of foreign-born Hispanics become citizens and achieve empowerment at the ballot box and through elected office; whether impending health problems are successfully averted; and whether Hispanics' geographic dispersal accelerates their spatial and social integration. The papers in this volume provide invaluable information to explore these issues.

The Future of Our Schools Lois Weiner 2012-11-27 In *The Future of Our Schools*, Lois Weiner explains why teachers who care passionately about teaching and social justice need to unite the energy for teaching to efforts to self-govern and transform teacher unions. Drawing on research and her experience as a public school teacher and union activist, she explains how to create the teachers unions public education desperately needs. Lois Weiner is a professor at New Jersey City University and has been a life-long teacher union activist who has served as an officer of three different union locals. She is the author of *The Global Assault on Teaching, Teachers, and their Unions: Stories for Resistance*.

Transformative Pedagogies for Teacher Education Ann E. Lopez 2019-07-01 This is the second book in the series *Transformative Pedagogies for Teacher Education*. Like the first book in the series it is geared towards practitioners in the field of teacher education. This second book focuses on action, agency and dialogue. It features

chapters by a collection of teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences with teacher candidates to explore critical issues in teacher education. The book will be useful to teacher educators working with teacher candidates in different contexts, particularly diverse contexts. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in *Transformative Pedagogies in Teacher Education: Critical Action, Agency and Dialogue in Teaching and Learning Contexts* they can implement in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives in teacher education in the preparation of teacher candidates for a changing world. Critical notions of education are posited from different perspectives and locations. This book will be useful for schools, school boards and districts engaging in ongoing professional development of teachers. It will also be of value to school leaders and aspiring leaders in principal preparation programs as working with new teachers and teacher educators is an integral part of their role.

Keepin' It Real Prudence L. Carter 2007-03-29 Looks at the academic achievements of low-income African American and Hispanic students.

The Other American Dilemma Rubén Donato 2021-07-01 Examines how Mexican Americans experienced “unofficial” Jim Crow inside and outside the American education system, and how they used the courts, Mexican Consul, and other resources to challenge that discrimination. In *The Other American Dilemma*, Rubén Donato and Jarrod Hanson examine the experiences of Mexican immigrants, Mexican Americans, and Hispanos/as in their schools and communities between 1912 and 1953. Drawing from the Mexican Archives located in Mexico City and by venturing outside of the Southwest, their examinations of specific communities in Arkansas, California, Colorado, Kansas, Louisiana, and Texas shed new light on Mexicans' social and educational experiences. Donato and Hanson maintain that Mexicans—whether recent immigrants, American citizens, or Hispanos/as with deep roots in the United States—were not seen as true Americans and were subject to unofficial school segregation and Jim Crow. The book highlights similarities and

differences between the ways the Mexican-origin population and African Americans were treated. Because of their mestizo heritage, the Mexican-origin population was seen as racially mixed and kept on the margins of community and school life by people in power. Rubén Donato is Professor of Educational Foundations, Policy and Practice at the University of Colorado Boulder. He is the author of *The Other Struggle for Equal Schools: Mexican Americans During the Civil Rights Era* and *Mexicans and Hispanos in Colorado Schools and Communities, 1920–1960*, both also published by SUNY Press.

Jarrold Hanson is a Senior Instructor in the School of Education and Human Development at the University of Colorado Denver.

Subtractive Schooling Angela Valenzuela 1999-10-21 Provides an enhanced sense of what's required to genuinely care for and educate the U.S.–Mexican youth in America.

Understanding Teenage Girls Horace R. Hall 2011-01-16 This book focuses on social phenomenon that impact the lives of adolescent females of color. The authors highlight the daily challenges that African-American, Chicana, and Puerto Rican teenage girls face with respect to peer and family influences, media stereotyping, body image, community violence, pregnancy, and education. The authors also emphasize the incredible resiliency that young women possess in countering many of the social barriers confronting them.

Educating Culturally Responsive Teachers Ana Maria Villegas 2002-01-01 Provides a coherent framework for preparing teachers to work with a diverse student population.

Failure of Corporate School Reform Kenneth J. Saltman 2015-11-17 Corporate school reforms, especially privatization, union busting, and high-stakes testing have been hailed as the last best hope for public education. Yet, as Kenneth Saltman powerfully argues in this new book, corporate school reforms have decisively failed to deliver on what their proponents have promised for two decades: higher test scores and lower costs. As Saltman illustrates, the failures of corporate school reform are far greater and more destructive than they seem. Left unchecked, corporate school reform fails to challenge and in fact worsens the most pressing problems facing public schooling, including radical funding inequalities, racial segregation, and anti-intellectualism. But it is not too late for change. Against both

corporate school reformers and its liberal critics, this book argues for the expansion of democratic pedagogies and a new common school movement that will lead to broader social renewal.

Authentic Cariño Marnie W. Curry 2021 As the population of Latinx students grows in U.S. public schools and our nation seeks to address systemic inequities, racism, and xenophobia, this counternarrative provides inspiration to those wishing to reinvigorate schools and build a more caring and just world. This book documents the innovative practices, successes, and struggles of a full-service community high school serving mostly low-income, Latinx youth in an economically depressed California city. Based on 4 years of qualitative research, the author examines how educators, families, and community members established and sustained a social justice school that immersed youth in authentic cariño—a holistic blend of familial, intellectual, and critical care. By nurturing students' moral, social, personal, and academic development, the school produced college-bound graduates ready to be agents of change in their own lives and in their communities. This case study synthesizes and extends scholarship on color-conscious, healing-centered educational care and offers rich portrayals of praxis that illuminate how schools can equip marginalized youth to thrive. "Although directed toward Latinx students, this work will benefit all students! Curry has provided us with a masterpiece." —Gloria Ladson-Billings, professor emerita, University of Wisconsin-Madison "A must-read for teachers, researchers, and practitioners searching for a deeply authentic model for transforming schooling." —Shawn Ginwright, San Francisco State University

Teaching Against Global Capitalism and the New Imperialism Peter McLaren 2005 This book will address a number of urgent themes in education today that include multiculturalism, the politics of whiteness, the globalization of capital, neoliberalism, postmodernism, imperialism, and current debates in Marxist social theory. The above themes will be linked to critical educational praxis, particularly to teaching activities within urban schools. Finally, the book will develop the basis for a wider political project directed at resisting and transforming economic exploitation, cultural homogenization, political repression, and gender inequality. Recent and widespread scholarly

attention has been given to the unabated mercilessness of global capitalism. Little opposition exists as capital runs amok, unhampered and undisturbed by the tectonic upheaval that is occurring in the geopolitical landscape that has recently witnessed the collapse of the Soviet Union and the regimes of the Eastern Bloc. As we examine education policies within the context of economic globalization, we attempt to address the extent to which the pedagogy and politics of everyday life has fallen under the sway of what we identify as cultural and economic imperialism. Finally, the book raises a number of urgent questions: What are the current limitations to educational reform efforts among the educational left? What are some of the problems associated with certain developments within postmodern education? How can a return to Marxist theory and revolutionary politics revitalize the educational left at a time when capitalism appears to be unstoppable? What actions need to be taken in both local and global arenas to overcome the exploitation that the globalization of capital has wreaked upon the world?

Subtractive Schooling Angela Valenzuela 2010-03-31 Provides an enhanced sense of what's required to genuinely care for and educate the U.S.–Mexican youth in America.

The Magic Key Ruth Enid Zambrana 2015-10-15 Mexican Americans comprise the largest subgroup of Latina/os, and their path to education can be a difficult one. Yet just as this group is often marginalized, so are their stories, and relatively few studies have chronicled the educational trajectory of Mexican American men and women. In this interdisciplinary collection, editors Zambrana and Hurtado have brought together research studies that reveal new ways to understand how and why members of this subgroup have succeeded and how the facilitators of success in higher education have changed or remained the same. The Magic Key's four sections explain the context of Mexican American higher education issues, provide conceptual understandings, explore contemporary college experiences, and offer implications for educational policy and future practices. Using historical and contemporary data as well as new conceptual apparatuses, the authors in this collection create a comparative, nuanced approach that brings Mexican Americans' lived experiences into the dominant discourse of social science and

education. This diverse set of studies presents both quantitative and qualitative data by gender to examine trends of generations of Mexican American college students, provides information on perceptions of welcoming university climates, and proffers insights on emergent issues in the field of higher education for this population. Professors and students across disciplines will find this volume indispensable for its insights on the Mexican American educational experience, both past and present.

Immigrant Students and Literacy Gerald Campano 2019-09-06 This powerful book demonstrates how culturally responsive teaching can make learning come alive. Drawing on his experience as a fifth-grade teacher in a multiethnic school where children spoke over 14 different home languages, the author reveals how he created a language arts curriculum from the students' own rich cultural resources, narratives, and identities. Illustrating the challenges and possibilities of teaching and learning in a large urban school, this book: Documents how a culturally engaged pedagogy improved student achievement and increased standardized test scores. Examines the literacy practices of children from immigrant, migrant, and refugee backgrounds, and includes powerful examples of their voices and writing. Provides an invaluable model of reflective practice, including a wide array of student-centered strategies, to generate powerful learning experiences. Demonstrates a way for teachers to tap into the various forms of literacy students practice beyond the borders of the classroom. "Campano illustrates what it takes to be a teacher with heart and soul, not simply one who succumbs to the increasing calls for higher test scores and standardized curricula. . . . There are many lessons to be learned from this gem of a book." —From the Foreword by Sonia Nieto, University of Massachusetts at Amherst "Campano shows us what we can do—what we must all learn to do—to restore children's full humanity to the center of U.S. literacy education." —Patricia Enciso, The Ohio State University