

*Creating
Caring and Nurturing
Educational Environments
for African American Children*

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Creating Caring And Nurturing Educational Environments For African American Children

Chance W. Lewis, Ivory Toldson



Creating Caring And Nurturing Educational Environments For African American Children:

Creating Caring and Nurturing Educational Environments for African American Children Vivian Morris, Curtis Morris, 2000-01-30 The history of the education of African American children in one Alabama town is reconstructed over a period of 100 years from the First Reconstruction period to the Second Reconstruction period Governor George Wallace's stand in the schoolhouse door Lessons learned from this case study in addition to 15 years of desegregated education in the community provides a perspective for educational policymakers to consider as they attempt to plan effective schools in the 21st century for all children in America Many have viewed segregated schools for African American students as dens of educational pathology with poor teachers and administrators poorly operated academic programs and activities dilapidated school buildings and scarce resources Until the last two decades little had been written about the internal functioning of these schools or the positive impact of their efforts from the perspective of their students families teachers or administrators Despite being underfunded understaffed and issued second hand books and equipment this school and community worked together as did many other African American schools and communities to create effective schooling for children This study addresses four major questions 1 What kinds of educational experiences did teachers and principals view as important for the successful education of African American children 2 How did the school interact with parents and the community 3 How did the educational environment change when African American children began attending desegregated schools 4 What can we learn from this successful school for African American children as well as their experiences in the desegregated setting that will provide a perspective for educational policymakers as we plan effective schools for all children in this country The findings from this case study present a perspective on which educational policymakers can build as we plan caring nurturing and equitable learning environments for children in schools in all communities

A Community of Voices on Education and the African American Experience Hazel Arnett Ervin, Lois Jamison Sheer, 2016-02-29 This book offers a history of African American education while also serving as a companion text for teachers students and researchers in cultural criticism American and African American studies postcolonialism historiography and psychoanalytics Overall it represents essential reading for scholars critics leaders of educational policy and all others interested in ongoing discussions not only about the role of community family teachers and others in facilitating quality education for the citizenry but also about ensuring the posterity of a society via equal access to and attainment of quality education by its constituents of color Particularly this volume fills a void in the annals of African American history and African American education by addressing the vibrancy of an education ethos within Black America which has unequivocally served as cultural historical political legal and theoretical references

Social Work Practice with African Americans in Urban Environments Rhonda Wells-Wilbon, 2015-09-08 The experiences of African Americans in urban communities are distinct from those of other ethnic groups and to be truly understood require an in depth appreciation of the interface between micro and macro level factors This sweeping text an

outgrowth of a groundbreaking urban social work curriculum focuses exclusively on the African American experience through field education community engagement and practice It presents a framework for urban social work practice that encompasses a deep understanding of the challenges faced by this community From a perspective based on empowerment strengths resilience cultural competence and multiculturalism the book delivers proven strategies for social work practice with the urban African American population It facilitates the development of creative thinking skills and the ability to meet people where they are skills that are often necessary for true transformation to take root The book describes an overarching framework for understanding and practicing urban social work including definitions and theories that have critical implications for working with people in such communities It encompasses the contributions of African American pioneers regarding a response to such challenges as poverty oppression and racism Focusing on the theory practice and policy aspects of urban social work the book examines specific subsets of the urban African American population including children adults families and older adults It addresses the challenges of urban social work in relation to public health health and mental health substance abuse criminal justice and violence prevention Additionally the book discusses how to navigate the urban built environment and the intersection between African Americans and other diverse groups Chapters include outcome measures of effectiveness case studies review questions suggested activities and supplemental readings KEY FEATURES Fills a void in the literature on urban social work practice with African Americans Presents the outgrowth of a renowned urban curriculum field education research community engagement and practice Fulfills the requirements of the CSWE in the Educational Policy and Accreditation Standards regarding diversity Synthesizes micro mezzo and macro content in each chapter Provides contributions from African American pioneers in urban social work practice Accompanying Instructor s Manual and PowerPoint Slides

Thinking About Black Education Hilton Kelly, Heather Moore Roberson, 2023-03-24 2024 SPE Outstanding Book Award Winner In this pioneering interdisciplinary reader Hilton Kelly and Heather Moore Roberson have curated essential readings for thinking about black education from slavery to the present day The reading selections are timeless with both historical and contemporary readings from educational anthropology history legal studies literary studies and sociology to document the foundations and development of Black education in the United States In addition the authors highlight scholarship offering historical conceptual and pedagogical gems that shine a light on Black people s enduring pursuit of liberatory education This book is an invitation to a broad audience from people with no previous knowledge to scholars in the field to think critically about Black education and to inspire others to uncover the agency dreams struggles aspirations and liberation of Black people across generations Thinking About Black Education An Interdisciplinary Reader will address essential readings in African Americans education The text is inspired by the editors diverse backgrounds in interdisciplinary scholarship and professional communities Necessary after 400 years of struggle for people of African American descent to become fully educated citizens with all the rights and privilege that true freedom brings it can serve as

a cornerstone during this quadricentennial moment by showcasing canonical cutting edge and essential scholarship that people of African descent have produced in the United States The collection includes many of the great foundational thinkers and writers of the last 100 years Selections include work from Heather Andrea Williams James D Anderson Elizabeth McHenry D M Douglas Vanessa Siddle Walker Thomas Sowell Trudier Harris Signithia Fordham and John U Ogbu A A Akom Mano Singham Gloria Ladson Billings bell hooks William F Tate IV James Earl Davis Emery Petchauer Michael J Dumas and Kihana Miraya Ross Thinking About Black Education is an essential text for a variety of Black Studies courses but it should also appeal to a broader audience of students and scholars interested in racial equity and social justice across the disciplines Perfect for courses such as Black Education from Slavery to Freedom Foundations of American Education Introduction to Africana Studies Introduction to Foundations of Education Schools Society Race and Education African American Education African American Philosophy Education in African American Culture

The African American Struggle for Secondary Schooling, 1940-1980 John L. Rury, Shirley A. Hill, 2015-04-24 This is the first comprehensive account of African American secondary education in the postwar era Drawing on quantitative datasets as well as oral history this compelling narrative examines how African Americans narrowed the racial gap in high school completion The authors explore regional variations in high school attendance across the United States and how intraracial factors affected attendance within racial groups They also examine the larger social historical context such as the national high school revolution the civil rights movement campaigns to expand schooling and urging youth to stay in school and Black migration northward Closing chapters focus on desegregation and the urban crisis of the 1960s and 1970s that accelerated White flight and funding problems for urban school systems The conclusion summarizes these developments and briefly looks at the period since 1980 when secondary attainment levels stopped advancing for Blacks and Whites alike Book Highlights A comprehensive history drawing on statistical analysis archival research and interviews with African Americans who attended school in the 1940s and 1950s Lessons from the past showing how parents and local communities played the most direct and dynamic role in the fight for access to education Today's major challenges including the growth of inner city poverty and changing family structures John L Rury is professor of education and by courtesy history at the University of Kansas Shirley A Hill is professor of sociology at the University of Kansas Based on prodigious research The African American Struggle for Secondary Schooling sets a new standard of excellence in social history and policy studies The authors evocatively recreate the passions of the civil rights movement and centrality of public schools in the ongoing quest for justice opportunity and freedom William J Reese Carl F Kaestle WARF Professor of Educational Policy Studies and History University of Wisconsin Madison This book is a rich and compelling addition to the literature on secondary education generally and on secondary education for African Americans specifically It will set the standard for historical studies on American high schools for a long time to come Jeffrey Mirel David L Angus Collegiate Chair of Education Professor of History University of Michigan The African American Struggle for

Secondary Schooling fills a major gap in the history of African American educational history This book will be on my shelf and will no doubt be on the shelves of scholars and students who study African American educational history Thomas V O'Brien Professor and Chair Department of Educational Studies and Research University of Southern Mississippi This is the only book length account of the growth and impact of secondary education for African Americans post 1930 With a unique and original analysis the authors frame key themes not only within the common historiographical tradition of an unfolding of growth and development over time but correctly understand that high school entailed opportunities for attainment in a broader social sense as well Michael Fultz Professor Department of Educational Policy Studies University of Wisconsin Madison

Black Male Teachers Chance W. Lewis, Ivory Toldson, 2013-04-23 This edited volume offers sound suggestions for advancing diversity in the teaching profession It provides teacher education programs with needed training materials to accommodate Black male students and school district administrators and leaders with information to help recruit and retain Black male teachers

Creating Caring and Nurturing Educational Environments for African American Children Vivian Gunn Morris, Interrogating Critical Pedagogy Pierre Wilbert Orelus, Rochelle Brock, 2014-11-13 Educators teacher practitioners and social activists have successfully used critical pedagogy as a tool to help marginalized students develop awareness and seek alternative solutions to their poor educational and socioeconomic situations However this theory is often criticized as being mostly dominated by privileged white males bringing issues of race and gender to the forefront This volume provides insight on how critical pedagogy can be helpful to scholars and teachers alike in their analysis of racial gender linguistic and political problems It features a wide range of respected scholars who examine the way and the degree to which critical pedagogy can be used to improve education for students of color women and other marginalized groups

American Educational History Journal J. Wesley Null, 2009-11-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history

Education For All Terese C. Jimenez, 2008-02-12 Education for All provides readers with a historical perspective regarding the education of students with disabilities in the U S over the past 30 years while critically examining current practices and making recommendations for the future Chapter topics address important overarching issues in the field that cut across individual disabilities These include issues related to establishing early intervention in K 12 settings including students with disabilities in general education settings working collaboratively with families as partners providing appropriate instructional practices reducing the over identification of minorities in special education programs and implementing special education law for the

benefit of all children and families The book helps readers gain a better understanding of the most pressing issues in the world of special education so they can improve their own educational clinical and research practices **The Price They Paid** Vivian Gunn Morris, Curtis L. Morris, 2002-07-25 In this compelling book Curtis and Vivian Morris put a human face on desegregation practices in the South Focusing on an African American community in Alabama they document not only the gains but also the significant losses experienced by students when their community school was closed and they were forced to attend a White desegregated school across town This in depth volume includes A letter by Dr William Hooper Council and speeches by George Washington Trenholm two African American leaders who worked with communities to provide quality schooling for African American children during segregation An insider's view of what life was like inside a segregated African American school including interviews with graduates who discuss how it felt to be in a caring and nurturing school that provided an atmosphere much like that of a family Actual events that demonstrate the profound negative impact of using skin color and race as a basis for preferential treatment including testimonials from parents and students who experienced racial discrimination in their new school A valuable look at the unmet promises of school desegregation that can help us provide a quality education for all children in the 21st century **Handbook of Classroom Management** Carolyn M. Evertson, Carol S. Weinstein, 2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ableness Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the

study of classroom management *Resources in Education* ,2001-04 Narrowing the Achievement Gap Susan J. Paik, Herbert J. Walberg, 2007-06-04 The subject of minority children's learning has long been the concern of civic leaders, parents, scholars, and educators. The federal legislation No Child Left Behind emphasizes the concern even more. It specifically requires assessing the academic achievement of minority students, particularly in economically disadvantaged areas, and holding schools accountable for their progress. Schools that fail to attain Adequate Yearly Progress face the real possibility of being forced to close if they continually fail to perform. Unlike the past, these are increasingly high stakes consequences for educators, parents, students, and the schools that serve them. This book is timely and relevant because it addresses these issues and recommends solutions for Latino, Black, and Asian students. This book also has implications for the problems the nation faces in helping all students to learn well, particularly those that lag in academic achievement. In considering the broad problems and in recommending solutions, the book provides breadth, concision, and unique organization. As the introductory chapter makes clear, the book simultaneously considers not only the three most visible minority groups in the U.S. but draws upon the perspectives of anthropology, education, ethnic studies, psychology, and sociology. From these several perspectives, this book is organized within three broad sections: 1. culturally diverse families and schooling; 2. issues of immigration and schooling experiences; and 3. socio-cultural perspectives on teaching, learning, and development. Within each section, the authors marshal research literature regarding each ethnic minority group.

Hello Professor Vanessa Siddle Walker, 2009-08-16 Like many Black school principals, Ulysses Byas, who served the Gainesville, Georgia school system in the 1950s and 1960s, was reverently addressed by community members as Professor. He kept copious notes and records throughout his career, documenting efforts to improve the education of Blacks. Through conversations with Byas and access to his extensive archives on his principalship, Vanessa Siddle Walker finds that Black principals were well positioned in the community to serve as conduits of ideas, knowledge, and tools to support Black resistance to officially sanctioned regressive educational systems in the Jim Crow South. Walker explains that principals participated in local, regional, and national associations comprising a Black educational network through which power structures were formed and ideas were spread to schools across the South. The professor enabled local school empowerment and applied the collective wisdom of the network to pursue common school projects such as pressuring school superintendents for funding, structuring professional development for teachers, and generating local action that was informed by research in academic practice. The professor was uniquely positioned to learn about and deploy resources made available through these networks. Walker's record of the transfer of ideology from Black organizations into a local setting illuminates the remembered activities of Black schools throughout the South and recalls for a new generation the role of the professor in uplifting Black communities.

The Color of Teaching June Gordon, 2002-11-01 One of the major concerns in education at present is how to recruit and attract more teachers from ethnic minorities. In an attempt to move beyond the superficial and simplistic responses as to why these

students are not entering teaching this book presents in depth interviews with over two hundred people from four ethnic groups African Americans Native Americans Asian Americans and Latinos These interviewees many of them teachers or education professionals express their attitude towards teaching and their understanding of why others may not choose teaching as a career One of the most significant and surprising findings is that regardless of academic or socio economic standing students from these ethnic groups tend not to be encouraged to enter the teaching profession by their own families communities and peers The book concludes with a discussion of programmatic changes and calls for the reconceptualization of the role of teachers Such changes can only arise out of a fundamental change in attitude of communities of color towards teaching which must be led by teachers themselves Crossing Segregated Boundaries Dionne Danns,2020-10-16 Scholars have long explored school desegregation through various lenses examining policy the role of the courts and federal government resistance and backlash and the fight to preserve Black schools However few studies have examined the group experiences of students within desegregated schools Crossing Segregated Boundaries centers the experiences of over sixty graduates of the class of 1988 in three desegregated Chicago high schools Chicago s housing segregation and declining white enrollments severely curtailed the city s school desegregation plan and as a result desegregation options were academically stratified providing limited opportunities for a chosen few while leaving the majority of students in segregated underperforming schools Nevertheless desegregation did provide a transformative opportunity for those students involved While desegregation was the external impetus that brought students together the students themselves made integration possible and many students found that the few years that they spent in these schools had a profound impact on broadening their understanding of different racial and ethnic groups In very real ways desegregated schools reduced racial isolation for those who took part **Using Past as Prologue** Dionne Danns,Michelle A. Purdy,Christopher M. Span,2015-08-01 In 1978 V P Franklin and James D Anderson co edited New Perspectives on Black Educational History For Franklin Anderson and their contributors there were glaring gaps in the historiography of Black education that each of the essays began to fill with new information or fresh perspectives There have been a number of important studies on the history of African American education in the more than three decades since Franklin and Anderson published their volume that has pushed the field forward Scholars have redefined the views of Black southern schools as simply inferior demonstrated the active role Blacks had in creating and sustaining their schools sharpened our understanding of Black teachers and educational leaders role in educating Black students and themselves with professional development provided a better understanding and recognition of the struggles in the North particularly in urban and metropolitan areas expanded our thinking about school desegregation and community control and broadened our understanding of Black experiences and activism in higher education and private schools Our volume will highlight and expand upon the changes to the field over the last three and a half decades In the shadow of 60th anniversary of Brown v Board of Education and the 50th anniversary of the 1964 Civil Rights Act contributors

expand on the way African Americans viewed and experienced a variety of educational policies including segregation and desegregation and the varied options they chose beyond desegregation The volume covers both the North and South in the 19th and 20th centuries Contributors explore how educators administrators students and communities responded to educational policies in various settings including K 12 public and private schooling and higher education A significant contribution of the book is showcasing the growing and concentrated work in the era immediately following the Brown decision Finally scholars consider the historian s engagement with recent history contemporary issues future directions methodology and teaching

Reframing Financial Literacy Thomas A. Lucey, James D. Laney, 2012-06-01 Scholarship related to financial and consumer education largely concerns itself with the acquisition management and growth of financial resources In a global setting that witnesses increasing competition for natural resources along with diminishing appreciation for human rights a challenge for financial and consumer educators involves developing foundation for bettering individual wealth in manners that respect all members of a global society Reframing Financial Literacy fills this need by providing literature that examines a broad view of financial literacy by connecting financial practice with issues of citizenship along with personal and professional identity It relates these issues to educational theory and practice to provide the reader with information about the relevance of improving social worth while bettering financial wealth Boasting 14 previously unpublished chapters from an international slate of authors and classroom adaptable lesson plans for each chapter Reframing Financial Literacy will interest both teachers and researchers with its exciting classroom activities and its provocative content This is a must work that no education professional should be without

Schoolhouse Activists Tondra L. Loder-Jackson, 2015-10-26 Schoolhouse Activists examines the role that African American educators played in the Birmingham Alabama civil rights movement from the late nineteenth century to the present day Drawing on multiple perspectives from education history and sociology Tondra L Loder Jackson revisits longstanding debates about whether these educators were friends or foes of the civil rights movement She also uses Black feminist thought and the life course perspective to illuminate the unique and often clandestine brand of activism that these teachers cultivated The book will serve as a resource for current educators and their students grappling with contemporary struggles for educational justice

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