



Book Series

Urban Education Studies Series

Series Editors

Nicholas D. Hartlep, *Berea College*; Thandeka K. Chapman, *University of California, San Diego*

We perceive a continued lack of attention to intersectionality in education, despite growing interest in popular media and ongoing investment in intersectional-type work in the social sciences. Our collection invites urban educators, and educators in general to ask: "How can our work benefit by incorporating intersectionality theories in research and in practice?" "What might we be able to better see using an intersectional lens?" Though in many ways the literature on intersectionality and education echoes recommendations from studies of diversity over the years, we believe there is the potential for intersectionality to produce a serendipitous effect, revitalizing our theory and praxis around race, class, gender, and other identity axes in urban education. In addition, intersectionality can help and support theories based on a social justice by further illuminating research analysis, including shining a light on nuances that often remain in the shadow during analysis. We hope to engage readers with a range of possibilities for applying intersectionality theories in their own educational settings; urban or otherwise.

Books in this series:

- Black Males Matter
- Through the Fog
- Better Teachers, Better Schools
- Colluding, Colliding, and Contending with Norms of Whiteness
- Better Principals, Better Schools
- Intersectionality and Urban Education

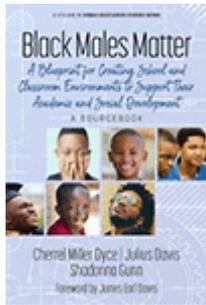
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Black Males Matter

A Blueprint for Creating School and Classroom Environments to Support Their Academic and Social Development - A Sourcebook

Cherrel Miller Dyce, Elon University; Julius Davis, Bowie State University; Shadonna Gunn, Independent Scholar

2021. Paperback 978-1-64802-459-7 \$45.99. Hardcover 978-1-64802-460-3 \$85.99. eBook 978-1-64802-461-0 \$65.

A major premise of the book is that teachers, school leaders, and school support staff are not taught how to create school and classroom environments to support the academic and social success of Black male students. The purpose of this book is to help champion a paradigmatic shift in educating Black males.

This book aims to provide an asset and solution-based framework that connects the educational system with community cultural wealth and educational outcomes. The text will be a sourcebook for in-service and pre-service teachers, administrators, district leaders, and school support staff to utilize in their quest to increase academic and social success for their Black male students. Adopting a strengths-based epistemological stance, this book will provide concerned constituencies with a framework from which to engage and produce success.

CONTENTS: Foreword, *James Earl Davis*. Acknowledgments. CHAPTER 1: An Academic and Social Paradigm Shift From Focusing on Failure to Focusing on Assets and Solutions. CHAPTER 2: Getting to Know Black Male Students: A Key Ingredient in Academic and Social Success. CHAPTER 3: Who are You? What Makes You Qualified to Serve Black Male Students? CHAPTER 4: Examining the Academic, Behavior, and Discipline Practices for Black Male Students: What Are You Willing To Do? CHAPTER 5: A Schoolwide Blueprint for Racial Equity to Promote Academic and Social Success for Black Males.



Through the Fog

Towards Inclusive Anti-Racist Teaching

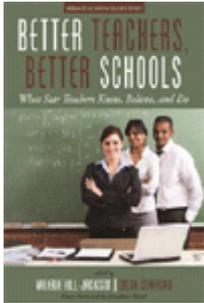
Tara L. Affolter, Middlebury College

2019. Paperback 978-1-64113-477-4 \$34.99. Hardcover 978-1-64113-478-1 \$49.99. eBook 978-1-64113-479-8 \$65.

Drawing from over 20 years of teaching experience in the U.S., ranging from pre-kindergarten to post-graduate, Affolter illustrates personal, practical, and theoretical ways for teachers to grapple with the complexities of race and racism within their own schools and communities and develop as inclusive anti-racist teachers. The work aims to take into account the deeply human dimensions of inclusive anti-racist teaching, while drawing attention to the threat of burnout, inviting closer inspection of curricula development, and exploring tangible ways to sustain this important work for teaching.

Resisting racism, agitating for change, and walking an inclusive anti-racist path requires commitment to unflinchingly look at one's failures and examine silences. It is work that must be done in all settings: rural, urban, suburban. This book offers all pre-teachers and in-service teachers some perspectives and reflections on engaging anti-racist inclusive practice. The questions raised here ask each of us to consider our own positioning and interrogate the stories we tell ourselves about "the other." The book seeks to call in white teachers in particular to carefully examine our own biases and the ways we may replicate white supremacist ideology within our pedagogy and curricula. The questions posed here and the work ahead is not easy. This is work best taken on with those that can challenge with love and help support one other as we imagine and work towards a more just world.

CONTENTS: Prologue. Introduction. Acknowledgments. CHAPTER 1: Where I'm From-Where We're From-Where They're From. CHAPTER 2: Theoretical Underpinnings CHAPTER 3: Race, Disability, and Inclusion. CHAPTER 4: When the Teacher Doesn't Know. CHAPTER 5: Yes, That's Me. CHAPTER 6: Dangerous Nice White Lady. Activities Related to Introduction. Activities Related to Chapter 1. Activities Related to Chapter 2. Activities Related to Chapter 3. Activities Related to Chapter 4. Activities Related to Chapter 5. Activities Related to Chapter 6. References.



Better Teachers, Better Schools What Star Teachers Know, Believe, and Do

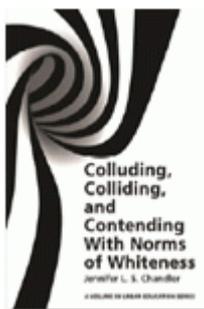
Valerie Hill-Jackson, Texas A&M University; Delia Stafford, Haberman Educational Foundation

2017. Paperback 9781681237152 \$34.99. Hardcover 9781681237169 \$49.99. eBook 9781681237176 \$65.

We all know teachers who, in the face of insurmountable district and school level challenges, inspire underserved students to succeed. These teachers are more than good - they are 'stars'. Haberman maintains that school districts still gamble when selecting teachers as an overwhelming number are not stars and are unprepared or underprepared to work effectively with marginalized students. Haberman explains that teacher selection is more important than teacher training. The ability to identify educators with the necessary social justice or relational characteristics may lead to an increase in academic achievement among learners as well as lower teacher attrition. Consequently, all those who are interested in building America's teaching force with stars -including human resource managers for K-12 school districts, administrators, teachers, teacher advocates, teacher education faculty and graduate students - will benefit from this book.

Better Teachers, Better Schools is a must read for two main reasons. First, the achievement gap between 16 million children in poverty and their mainstream counterparts is continuing to become even wider. Many urban students are constantly subjected to educational barriers, which limits their future opportunities. These learners deserve teachers that know more than content, but who can build relationships in order to leverage learning with greater outcomes. Second, Haberman was one of the most prolific producers of teachers to date. He reminds us that quality school systems, built on the back of quality teachers, benefit our society. Better Teachers, Better Schools offers a refreshing take on what it means to be a star teacher by sharing some of Haberman's most requested writings as well as new narratives and research that corroborate his star theory. The contributions in this volume give us a window into Haberman's seven relational dispositions of star teachers; or teachers' ideology put into behavior. Also, each chapter contains learning outcomes and reflection questions for discussion.

CONTENTS: About the Series. Foreword: Standing the Test of Time—The Martin Haberman Legacy, *Jonathan Kozol*. Prologue: A Star Teacher for Every Classroom, *Valerie Hill-Jackson and Delia Stafford*. Selecting Star Teachers for Children and Youth in Poverty, *Martin Haberman*. Gentle Teaching in a Violent Society: A Postscript for the 21st Century, *Martin Haberman with Valerie Hill-Jackson*. Teacher Burnout in Black and White, *Martin Haberman*. The Myth of the Highly Qualified Bright Young Teacher, *Martin Haberman*. Character is Destiny: My Journey to Becoming a Star Teacher, *Sherese Mitchell*. Confessions of a Novice Star Teacher of Children in Poverty, *Lauren Ashley Williams*. Does Highly Qualified Make You a Star? *Sueanne E. McKinney, Sherell Fuller, Stephen Hancock, Robert H. Audette, and Jack Robinson*. Victory at Buffalo Creek: What Makes a School Serving Low-Income Hispanic Children Successful? *Martin Haberman*. Teaching in the "Windy" City: A Mixed Method Case Study of Seven STAR Teachers in Chicago *Nicholas D. Hartlep, Christopher M. Hansen, Sara A. McCubbins, Guy J. Banicki, and Grant B. Morgan*. Selecting and Preparing Urban Teachers, *Martin Haberman*. About the Contributors.



Colluding, Colliding, and Contending with Norms of Whiteness

Jennifer L. S. Chandler, Arizona State University

2016. Paperback 9781681236919 \$45.99. Hardcover 9781681236926 \$85.99. eBook 9781681236933 \$65.

Analyzing experiences of White mothers of daughters and sons of color across the U. S., Chandler provides an insider's view of the complex ways in which Whiteness norms appear and operate. Through uncovering and analyzing Whiteness norms occurring across motherhood stages, Chandler has developed a model of three common ways of interacting with the norms of Whiteness: colluding, colliding, and contending. Chandler's results suggest that collisions with Whiteness norms are a necessary step to increasing one's racial literacy which is essential for effective contentions with norms of Whiteness. She proposes steps for applying her model in education settings, which can also be applied in other organizational contexts.

CONTENTS: Introduction. CHAPTER I: Model and Supporting Theories. CHAPTER II: Becoming a Mother. CHAPTER III: Mothers and Schools. CHAPTER IV: As Sons and Daughters Mature. CHAPTER V: Conclusions. CHAPTER VI: Recommendations. Appendix A - The Study. Appendix B - Virginia 1691, ACT XVI. Appendix C - Notes Regarding Trans racial Adoption. References.



Better Principals, Better Schools What Star Principals Know, Believe, and Do

Delia Stafford, Haberman Educational Foundation; Valerie Hill-Jackson, Texas A&M University

2015. Paperback 9781681233642 \$34.99. Hardcover 9781681233659 \$74.99. eBook 9781681233666 \$65.

A school is only as good as its principal. This quip forms the thesis of *Better Principals* as it provides a bird's eye view on the enactment of Haberman's eleven core functions of a star principal. *Better Principals* is imperative for two main reasons. First, the achievement gap between 20 million children in poverty and their mainstream counterparts is continuing to become even wider. Many students are constantly subjected to inequality of educational opportunity, which limits their future opportunities. Second, Haberman is one of the most prolific producers of administrators of the twentieth century (and into the twenty-first century). He reminds us that quality school systems, with quality leaders, benefit our society. Haberman explained that there is often selection blindness when it comes to identifying school leaders, and this deficiency has many negative consequences for education in general, and learners in particular. Haberman has generated theories, training programs and tools to engender substantive changes needed to produce better schools. Each chapter in this volume contains reflection questions for discussion to remind us all why selecting quality principals must be paramount when hiring school leaders. These illustrative book chapters emphasize the execution of Haberman's star principal ideology.

Praise for *Better Principals, Better Schools*

"Not every educator is suited to leading - or teaching - in the most challenging urban schools. Yet, nowhere else is excellence in leading - and teaching -- more critical to the success of students. This volume based on the pioneering work of Martin Haberman offers a practical response to those who say the task of instructional leadership is beyond the capability of principals. The authors offer concrete examples of how successful urban school leaders find the time and capacity to inspire and manage learning under difficult conditions. Just as important, the authors ground their examples in a set of clear justifiable principles that can be used by others to guide their own practice."

Dr. Philip Hallinger

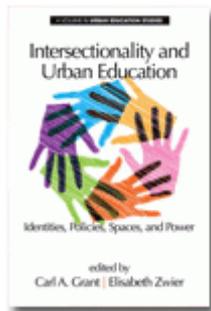
Professor, Chulalongkorn University (Thailand)

*"If great teaching and more of it are the key ingredients for any successful school, then great leadership is the critical path. *Better Principals, Better Schools* turns this theory into model lessons for all current and aspiring school leaders."*

Mike Feinberg

Co-founder KIPP Schools

CONTENTS: Guest Foreword, *Terry Grier, Superintendent, Houston Independent School District*. Prologue: A Star Principal for Every School, *Delia Stafford and Valerie Hill-Jackson*. Principal Netzer and the Tale of Two Urban High Schools, *Gus Jacob and Jennifer Waddell*. No Principal Left Behind?: The Core Beliefs of Nine Urban Elementary Principals in a Midwest School District Implementing No Child Left Behind, *Rodney E. Watson and Valerie Hill-Jackson*. The Other Side of the Desk: The Beliefs and Behaviors of Star Principals at Turnaround Schools, *Jim Robins*. Staffing Urban Principals in an Era of Hyper-Reform: A Case from "The Port of Good Things", *Myra I. Whitney and Beverly E. Cross*. The Case for Selecting Better Principals, *Valerie Hill-Jackson and Delia Stafford*.



Intersectionality and Urban Education Identities, Policies, Spaces & Power

Carl A. Grant, University of Wisconsin-Madison; Elisabeth Zwiier, Universidad Pedagógica Nacional
Francisco Morazan

2014. Paperback 9781623967321 \$45.99. Hardcover 9781623967338 \$85.99. eBook 9781623967345 \$65.

In urban education, “urban” is a floating signifier that is imbued with meaning, positive or negative by its users. “Urban” can be used to refer to both the geographical context of a city and a sense of “less than,” most often in relation to race and/or socioeconomic status (Watson, 2011). For Noblit and Pink (2007), “Urban, rather, is a generalization as much about geography as it is about the idea that urban centers have problems: problems of too many people, too much poverty, too much crime and violence, and ultimately, too little hope” (p. xv). Recently, urban education scholars such as Anyon (2005), Pink and Noblit (2007), Blanchett, Klinger and Harry (2009), and Lipman (2013) have elucidated the social construction of oppression and privilege for urban students, teachers, schools, families, and communities using intersectionality theories. Building on their work, we see the need for an edited collection that would look across the different realms of urban education—theorizing identity markers in urban education, education in urban schools and communities, thinking intersectionally in teacher education & higher education, educational policies & urban spaces—seeking to better understand each topic using an intersectional lens. Such a collection might serve to conceptually frame or provide methodological tools, or act as a reference point for scholars and educators who are trying to address urban educational issues in light of identities and power. Secondly, we argue that education questions and/or problems beg to be conceptualized and analyzed through more than one identity axis. Policies and practices that do not take into account urban students’ intertwining identity markers risk reproducing patterns of privilege and oppression, perpetuating stereotypes, and failing at the task we care most deeply about: supporting all students’ learning across a holistic range of academic, personal, and justice-oriented outcomes.

Can educational policies and practices address the social justice issues faced in urban schools and communities today? We argue that doing intersectional research and implementing educational policies and practices guided by these frameworks can help improve the “fit.” Particular attention needs to be paid to intersectionality as a lens for educational theory, policy, and practice. As urban educators we would be wise to consider the intertwining of these identity axes in order to better analyze educational issues and engage in teaching, learning, research, and policymaking that are better-tuned to the needs of diverse students, families, and communities.

CONTENTS: Introduction, *Carl A. Grant & Elisabeth Zwiier*. **I. Theorizing Identity Markers in Urban Education** 1. Thinking Intersectionally in Education, *Elisabeth Zwiier & Carl A. Grant*. 2. Empiricism, Perception, Vision: A Nomadology of Tactics in Social Scientific Thought, *Bernadette Baker*. 3. Intersectionality and the production of space: Lefebvre, rhythm analysis and social justice in education, *Pam Christie*. **II. Education in Urban Schools and Communities** 4. Intersectionality and the Status of Black Males: Risk, Resilience and Response, *Pedro Noguera & Tonya Leslie*. 5. Nepantleras in the New Latino Diaspora: Bilingual Adolescents Shaping and Being Shaped in/through Language Practices across Settings, *Mariana Pacheco*. 6. Students of Color in Majority White Schools: A Critical Race Theory Analysis of Race and Gender, *Thandeka Chapman*. 7. De Aquí y de Allá: Latino Borderland Identities, *Lorena Mancilla, Tim Boals & Mariana Castro*. **III. Thinking Intersectionally in Teacher Education & Higher Education** 8. Intersectional Imagination: Arts-based Strategies for Teaching Critical Sociocultural Knowledge, *Amelia Kraehe & Keffrelyn Brown*. 9. Teacher identities and intersectionality: A case study from Aotearoa New Zealand, *Anne Hynds*. 10. Academic Performance and Intersectionality between Atypical Sub-dimensions in Korea, *HeeMin Kim*. 11. Intersectionalities of Difference: Asian Women’s experiences of religion, ‘race’, class and gender in Higher Education in the UK, *Kalwant Bhopal*. **IV. Educational Policies & Urban Spaces** 12. Human Rights, Scholarship, and Action for Change, *Audrey Osler*. 13. “In The End Where Will You Be?”: Place, Culture and Gender in Intercultural and Bilingual Education Practices in a Chuj Maya Town, *Alexandra Allweiss*. 14. An Intersectoral Policy Framework: Technology and Obesity Intersecting on Schoolchildren, *Vonzell Agosto & R.A. Rolle*.



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