

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

Based on interview data, life testimonios, and Chicana feminist theories, *The Chicana/o/x Dream* profiles first-generation, Mexican-descent college students who have overcome adversity by utilizing various forms of cultural capital to power their academic success. While college enrollment rates for Chicana/o/x students have steadily increased over the last decade, this cohort still faces significant barriers to academic achievement, including minimal information about college and limited access to the kind of preparation and advising that will help them get there. As a result, Chicana/o/x students maintain stubbornly low four-year completion rates. Against this backdrop, Gilberto Q. Conchas and Nancy Acevedo address the mechanisms that shape the achievement, aspirations, and expectations of Chicana/o/x students who grew up in marginalized communities and unequal school contexts and share success stories about this growing population of students. Conchas and Acevedo elevate the voices of students at a research university and in the community college sector to reveal important issues and factors impacting and shaping the students' academic journeys. The college-age men and women in the narratives evince hope, resistance, and empowerment in the face of marginalization, anti-immigration sentiment, poverty, and an education system that too often reinforces deficit-minded stereotypes. The authors critique the educational policies and practices that systematically fail to champion Chicana/o/x success and examine the use of community cultural wealth that supports US-born and US immigrant students of Mexican descent to make their achievement possible. In so doing, the authors look toward the future by highlighting the actions that Chicana/o/x students take in creating bridges between K-12 to college and between their communities and higher education. *The Chicana/o/x Dream* helps define the heart and soul of tomorrow's America and elucidates how Chicana/o/x college students maintain hope, enact resistance, and succeed against injustice. The book offers a call to action to K-20 educators and administrators to develop better supports to foster the success of Mexican-descent students.

"Authentic Cariño: Transformative Schooling for Latinx Youth 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 four years of qualitative research, this case study 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. Seeking to nurture students' moral, social, personal, and academic development, the school's robust enactment of authentic cariño yielded engaged learning, civic action, and college-bound graduates ready to be agents of change in their own lives and in their communities"--

Argues for a more valid and democratic approach to assessment and accountability.

"Explores topics relevant to the experience of Latinx/a/o students and professionals in higher education and illustrates key elements that should be considered in the development of varied pathways for success"--

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.

*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.

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?

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*.

First published in 1991. Routledge is an imprint of Taylor & Francis, an informa company.

Ideal for use as a supplementary textbook in a wide range of courses related to special education, this book gives educators a practical framework for cultural reciprocitya process that helps professionals and families examine their own values, respect each other's differences, and collaborate skillfully to benefit children.

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.

*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*

Looks at the academic achievements of low-income African American and Hispanic students.

Drawing on both extensive demographic data and compelling case studies, this book reveals the depths of the educational crisis looming for Latino students, the nation's largest and most rapidly growing minority group.

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. 2018 Zora Neale Hurston/Richard Wright Legacy Award (Nonfiction) Finalist A timely indictment of the corporate takeover of education and the privatization—and profitability—of separate and unequal schools, published at a critical time in the dismantling of public education in America "An astounding look at America's segregated school system, weaving together historical dynamics of race, class, and growing inequality into one concise and commanding story. *Cutting School* puts our schools at the center of the fight for a new commons." —Naomi Klein, author of *No Is Not Enough* and *This Changes Everything* Public schools are among America's greatest achievements in modern history, yet from the earliest days of tax-supported education—today a sector with an estimated budget of over half a billion dollars—there have been intractable tensions tied to race and poverty. Now, in an era characterized by levels of school segregation the country has not seen since the mid-twentieth century, cultural critic and American studies professor Noliwe Rooks provides a trenchant analysis of our separate and unequal schools and argues that profiting from our nation's failure to provide a high-quality education to all children has become a very big business. *Cutting School* deftly traces the financing of segregated education in America, from reconstruction through *Brown v. Board of Education* up to the current controversies around school choice, teacher quality, the school-to-prison pipeline, and more, to elucidate the course we are on today: the wholesale privatization of our schools. Rooks's incisive critique breaks down the fraught landscape of "segrenomics," showing how experimental solutions to the so-called achievement gaps—including charters, vouchers, and cyber schools—rely on, profit from, and ultimately exacerbate disturbingly high levels of racial and economic segregation under the guise of providing equal opportunity. Rooks chronicles the making and unmaking of public education and the disastrous impact of funneling public dollars to private for-profit and nonprofit operations. As the infrastructure crumbles, a number of major U.S. cities are poised to permanently dismantle their public school systems—the very foundation of our multicultural democracy. Yet Rooks finds hope and promise in the inspired individuals and powerful movements fighting to save urban schools. A comprehensive, compelling account of what's truly at stake in the relentless push to deregulate and privatize, *Cutting School* is a *cri de coeur* for all of us to resist educational apartheid in America.

Providing a comprehensive review of rigorous, innovative, and critical scholarship relevant to educational issues which impact Latinos, this Handbook captures the field at this point in time. Its unique purpose and function is to profile the scope and terrain of academic inquiry on Latinos and education. Presenting the most significant and potentially influential work in the field in terms of its contributions to research, to professional practice, and to the emergence of related interdisciplinary studies and theory, the volume is organized around five themes: history, theory, and methodology policies and politics language and culture teaching and learning resources and information. *The Handbook of Latinos and Education* is a must-have resource for educational researchers, graduate students, teacher educators, and the broad spectrum of individuals, groups, agencies, organizations and institutions sharing a common interest in and commitment to the educational issues that impact Latinos.

By any measure of test scores and graduation rates, public schools are failing to educate a large percentage of Chicana/o youth. But despite years of analysis of this failure, no consensus has been reached as to how to realistically address it. Taking a new approach to these issues, Marcos Pizarro goes directly to Chicana/o students in both urban and rural school districts to ask what their school experiences are really like, how teachers and administrators support or thwart their educational aspirations, and how schools could better serve their Chicana/o students. In this accessible, from-the-trenches account of the Chicana/o school experience, Marcos Pizarro makes the case that racial identity formation is the crucial variable in Chicana/o students' success or failure in school. He draws on the insights of students in East Los Angeles and rural Washington State, as well as years of research and activism in public education, to demonstrate that Chicana/o students face the daunting challenge of forming a positive sense of racial identity within an educational system that unintentionally yet consistently holds them to low standards because of their race. From his analysis of this systemic problem, he develops a model for understanding the process of racialization and for empowering Chicana/o students to succeed in school that can be used by teachers, school administrators, parents, community members, and students themselves.

One child in five in America is the child of immigrants, and their numbers increase each year. Very few will return to the country they barely remember. Who are they, and what America do they know? Based on an extraordinary interdisciplinary study that followed 400 newly arrived children from the Caribbean, China, Central America, and Mexico for five years, this book provides a compelling account of the lives, dreams, and frustrations of these youngest immigrants. Richly told portraits of high and low achievers are packed with unexpected ironies. When they arrive, most children are full of optimism and a respect for education. But poor neighborhoods and dull--often dangerous--schools can corrode hopes. The vast majority learn English--but it is the English of video games and the neighborhood, not that of standardized tests. For some of these children, those heading off to college, America promises to be a land of dreams. These lucky ones have often benefited from caring mentors, supportive teachers, or savvy parents. For others, the first five years are marked by disappointments, frustrations, and disenchantment. How can we explain their varied academic journeys? The children of immigrants, here to stay, are the future--and how they adapt will determine the nature of America in the twenty-first century.

Subtractive SchoolingU.S. - Mexican Youth and the Politics of CaringSUNY Press

The well-known and controversial Mexican American studies (MAS) program in Arizona's Tucson Unified School District set out to create an equitable and excellent educational experience for Latino students. *Raza Studies: The Public Option for Educational Revolution* offers the first comprehensive account of this progressive—indeed revolutionary—program by those who created it, implemented it, and have struggled to protect it. Inspired by Paulo Freire's vision for critical pedagogy and Chicano activists of the 1960s, the designers of the program believed their program would encourage academic achievement and engagement by Mexican American students. With chapters by leading scholars, this volume explains how the program used “critically compassionate intellectualism” to help students become “transformative intellectuals” who successfully worked to improve their level of academic achievement, as well as create social change in their schools and communities. Despite its popularity and success inverting the achievement gap, in 2010 Arizona state legislators introduced and passed legislation with the intent of banning MAS or any similar curriculum in public schools. *Raza Studies* is a passionate defense of the program in the face of heated local and national attention. It recounts how one program dared to venture to a world of possibility, hope, and struggle, and offers compelling evidence of success for social justice education programs.

A thoroughly revised and updated edition of the classic text. Focuses on the roles of hope, participation, and change in reforming American schools.

Provides an enhanced sense of what's required to genuinely care for and educate the U.S.–Mexican youth in America.

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.

With numerous examples to supplement her rich theoretical discussion, Nel Noddings builds a compelling philosophical argument for an ethics based on natural caring, as in the care of a mother for her child. In *Caring*—now updated with a new preface and afterword reflecting on the ongoing relevance of the subject matter—the author provides a wide-ranging consideration of whether organizations, which operate at a remove from the caring relationship, can truly be called ethical. She discusses the extent to which we may truly care for plants, animals, or ideas. Finally, she proposes a realignment of education to encourage and reward not just rationality and trained intelligence, but also enhanced sensitivity in moral matters.

"Unless we believe that those who have more are inherently superior to those who have less, we should be troubled by the fact that patterns of achievement are often fairly predictable, particularly with respect to students' race and class." In *Creating the Opportunity to Learn*, Wade Boykin and Pedro Noguera help navigate the turbid waters of evidence-based methodologies and chart a course toward closing (and eliminating) the academic achievement gap. Turning a critical eye to current and recent research, the authors present a comprehensive view of the achievement gap and advocate for strategies that contribute to the success of all children. Boykin and Noguera maintain that it is possible to close the achievement gap by abandoning failed strategies, learning from successful schools, and simply doing more of what the research shows is most effective. Success is founded on equity, but equity involves more than simply ensuring students have equal access to education; equity also entails a focus on outcomes and results. If we want to bring about significant improvements in those outcomes, we have to do more to address the context in which learning takes place. In short, we must create schools where a child's race or class is no longer a predictor for how well he or she might perform.

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.

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

Few problems in education are as pressing as the severe crisis in urban schools. Though educators have tried a wide range of remedies, dismal results persist. This is especially true for low-income youth of color, who drop out of school—and into incarceration—at extremely high rates. The dual calamity of underachievement in schools and violence in many communities across the country is often met with blame and cynicism, and with a host of hurtful and unproductive quick fixes: blaming educators, pitting schools against each other, turning solely to the private sector, and ratcheting up the pressure on teachers and students. But real change will not be possible until we shift our focus from finding fault to developing partnerships, from documenting problems to discovering solutions. *Learning to Liberate* does just that by presenting true and compelling community-based approaches to school reform. Drawing on over three years of ethnographic research, Vajra Watson explores the complicated process of reaching and teaching today's students. She reveals how four nontraditional educators successfully empower young people who have repeatedly been left behind. Using portraiture, a methodology rooted in vivid storytelling, Watson analyzes each educator's specific teaching tactics. Uncovering four distinct pedagogies—of communication, community, compassion, and commitment—she then pulls together their key strategies to create a theoretically grounded framework that is both useful and effective. A poignant, insightful, and practical analysis, *Learning to Liberate* is a timely resource for all educators and youth-serving practitioners who are committed to transforming "at-risk" youth into "at-promise" individuals who put their agency and potential into action in their schools and neighborhoods.

Essays written by the author of *Hunger for Memory* explore such subjects as Cortés's conquest of Mexico and the state of AIDS-ravaged San Francisco and gauge the spiritual and moral landscapes of the United States and Mexico. Reprint.

This highly anticipated second edition of *The Curriculum Studies Reader* retains key features of the successful first edition while incorporating an updated introduction and new, timely essays. Grounded in historical essays, the volume provides context for the growing field of curriculum studies, reflects upon the trends that have dominated the field, and samples the best of current scholarship. This thoughtful combination of essays provides a survey of the field coupled with concrete examples of innovative curriculum, and an examination of contemporary topics like HIV/AIDS education and multicultural education. *Hunger for Memory* is the story of Mexican-American Richard Rodriguez, who begins his schooling in Sacramento, California, knowing just 50 words of English, and concludes his university studies in the stately quiet of the reading room of the British Museum. Here is the poignant journey of a "minority student" who pays the cost of his social assimilation and academic success with a painful alienation — from his past, his parents, his culture — and so describes the high price of "making it" in middle-class America. Provocative in its positions on affirmative action and bilingual education, *Hunger for Memory* is a powerful political statement, a profound study of the importance of language ... and the moving, intimate portrait of a boy struggling to become a man.

Describes how many Latino families are settling in areas where there has been little Latino presence. This *New Latino Diaspora* places pressures on host communities, especially schools. By describing how the challenges of accommodating the Latino newcomers are shared across many states, this book will inspire others to develop more sensitive ways of serving Latino communities.

Working-class girls in Ciudad Juárez grow up in a context marked by violence against women, the devastating effects of drug cartel wars, unresponsive and abusive authorities, and predatory U.S. capitalism: under constantly precarious conditions, these girls are often struggling to shape their lives and realize their aspirations. Juárez native Claudia G. Cervantes-Soon explores the vital role that transformative secondary education can play in promoting self-empowerment and a spirit of resistance to the violence and social injustice these girls encounter. Bringing together the voices of ten female students at Preparatoria Altavista, an innovative urban high school founded in 1968 on social justice principles, Cervantes-Soon offers a nuanced analysis of how students and their teachers together enact a transformative educational philosophy that promotes learning, self-authorship, and hope. Altavista's curriculum is guided by the concept of *autogestión*, a holistic and dialectical approach to individual and collective identity formation rooted in the students' experiences and a critical understanding of their social realities. Through its sensitive ethnography, this book shows how female students actively construct their own meaning of *autogestión* by making choices that they consider liberating and empowering. *Juárez Girls Rising* provides an alternative narrative to popular and often simplistic, sensationalizing, and stigmatizing discourses about those living in this urban borderland. By merging the story of Preparatoria Altavista with the voices of its students, this singular book provides a window into the possibilities and complexities of coming of age during a dystopic era in which youth hold on to their critical hope and cultivate their wisdom even as the options for the future appear to crumble before their eyes.

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.

Provides a coherent framework for preparing teachers to work with a diverse student population.

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.

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

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