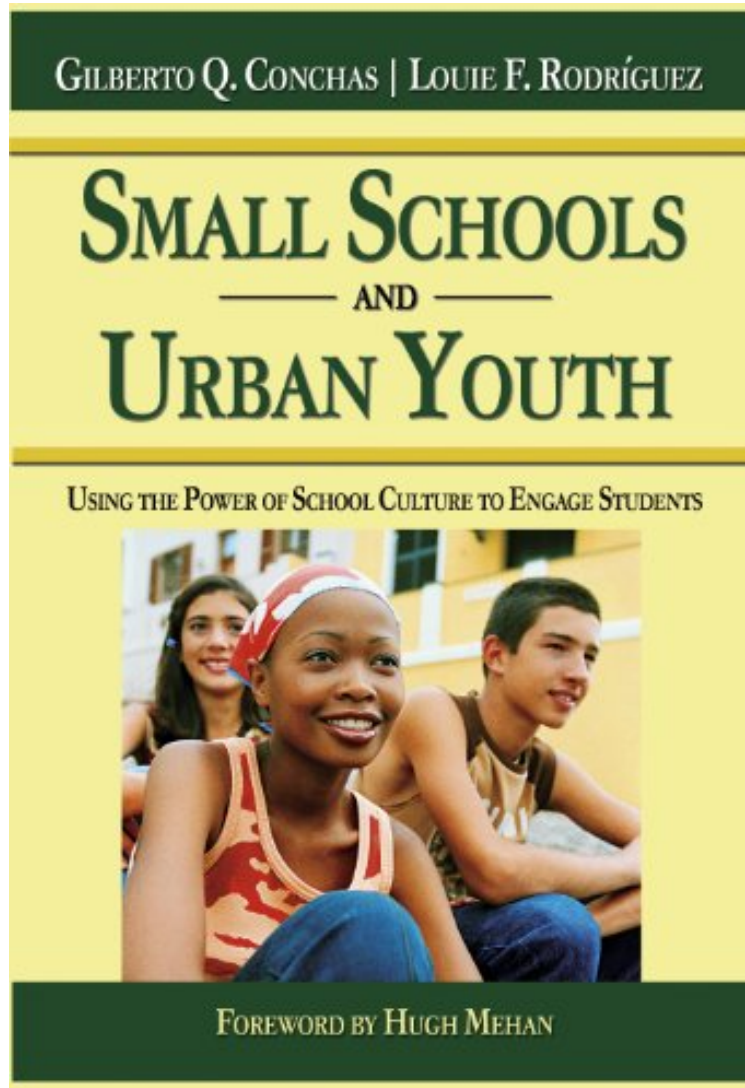


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Small Schools and Urban Youth: Using the Power of School Culture to Engage Students

Gilberto Q. Conchas, Louie F. Rodriguez
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Gilberto Q. Conchas, Louie F. Rodriguez : Small Schools and Urban Youth: Using the Power of School Culture to Engage Students before purchasing it in order to gauge whether or not it would be worth my time, and all praised Small Schools and Urban Youth: Using the Power of School Culture to Engage Students:

1 of 1 people found the following review helpful. Small Schools and Urban Youth Using the Power of School Culture to Engage Students By Gilberto Q. Conchas and Louie F. Rodriguez By arapaho Conchas and Rodriguez study four High School programs, two in Oakland, California and two in Boston, Massachusetts. The authors did a nice job of letting the reader visualize the background of each program. The main premise is not that small schools are the fix to

America's education woes but that they are a starting point. The real change is that of the relationships built between all entities within the school and a culture not of discipline and fear but that of collaboration and mutual respect. Within the book the authors' give a voice to students and what they really want a school to feel like. That is a place that is safe, academically challenging, and where true collaboration between students and teachers take place. The student's themselves say that a small school gives them a greater chance for this to happen. Overall a very nice read and it definitely leads to more questions that need to be researched. 1 of 1 people found the following review helpful. An excellent survey of the cultural and structural features By Midwest Book Review Gilberto Conchas and Louie Rodriguez's *SMALL SCHOOLS AND URBAN YOUTH: USING THE POWER OF SCHOOL CULTURE TO ENGAGE STUDENTS* is an excellent survey of the cultural and structural features of small schools in two major urban cities. This narrowed focus allows for an analysis of school culture and student involvement on a macroscopic level, creating a fine sociological investigation suitable for both education and sociology libraries.

This sociological study examines small learning communities and small schools in two major urban cities and highlights the relationship between school culture, personalization, and student engagement.

"This book is critical for anyone working to change urban schools to effectively serve all students. Too often we succumb to the notion that substantive change is not possible at the high school level, but this book proves how wrong-headed that concept can be. These authors bring the voices of real teachers and real students to the table to demonstrate how small schools focused on relationship building and 'personalization' can perform miracles!" (Lisa D. Delpit, Executive Director and Eminent Scholar 2007-04-12)"Finally, educators leading the movement to smaller high schools have a resource they can draw upon for guidance and direction. This book offers clear, practical advice on how to create small schools that are effective in meeting student needs." (Pedro Noguera, Professor 2007-04-10)"The strengths include the book's readability. The examples are vivid and the students' quotes are powerful. The qualitative research style brings a personal feel that is effective." (Gary Peters, Assistant Professor of Educational Leadership and Research 2007-04-11)"The book reports on an actual research project and presents numerous quotes from students to support the points being made. It provides a good model of data-driven recommendations." (Harold E. Wilson, Professor of Educational Leadership 2007-04-10)"I love the themes of relationships, community, respect, personalization, and small schools." (James L. Drexler, Education Department Chair 2007-04-11)"Relevant, individualized, and an insightful read. This book will be useful for any school system working to develop academies." (Nancy Betler, Teacher Mentor 2007-04-12)"The need for a book on this topic is urgent, and the contributions from the volume are significant. The writing is excellent, the data is engaging, and the conceptualization is insightful, individualistic, and challenging." (Lila Jacobs, Professor and Coordinator)"This book will be a very helpful and needed addition to the research that clearly establishes how large numbers of our students, particularly big-city students, are being systematically lost because of the size and purposelessness of the schools that they are forced to attend. Relationships are critical, and small schools have shown themselves to be most attentive to and proficient at using small size to personalize educational experiences for urban youth." (Rodney Muth, Professor 2007-04-04)"An excellent survey of the cultural and structural features of small schools in two major urban cities. This narrowed focus allows for an analysis of school culture and student involvement on a macroscopic level, creating a fine sociological investigation suitable for both education and sociology libraries." (The Bookwatch, March 2008 2008-04-24)"It is the voice of students in two separate urban centers, Oakland and Boston, that make the book unique. Here, the authors allow students to speak for themselves, and there is honesty in their words that makes the reality surrounding urban school reform resonate in a way that quantitative studies cannot. For anyone wishing a clear and concise introduction to the issues surrounding the restructuring of large urban schools into smaller learning centers, this book is a good place to begin." (CHOICE Magazine, June 2008, Vol. 45(10) 2008-07-11)"Conchas and Rodriguez's work is very encouraging in its suggestion that intentional and relational school cultures have some potential to narrow educational achievement disparities." (Harvard Educational Review, Summer 2008 2008-11-19)"This book is critical for anyone working to change urban schools to effectively serve all students. Too often we succumb to the notion that substantive change is not possible at the high school level, but this book proves how wrong-headed that concept can be. These authors bring the voices of real teachers and real students to the table to demonstrate how small schools focused on relationship building and prime;personalizationprime; can perform miracles!" (Lisa D. Delpit, Executive Director and Eminent Scholar 2007-04-12)"Finally, educators leading the movement to smaller high schools have a resource they can draw upon for guidance and direction. This book offers clear, practical advice on how to create small schools that are effective in meeting student needs." (Pedro Noguera, Professor 2007-04-10)"The strengths include the bookprime;s readability. The examples are vivid and the studentsprime; quotes are powerful. The qualitative research style brings a personal feel that is effective." (Gary Peters, Assistant Professor of Educational Leadership and Research 2007-04-11)"The book reports on an actual research project and presents numerous quotes from students to support the points being made. It provides a good model of data-driven recommendations." (Harold E. Wilson, Professor of Educational Leadership 2007-04-10)"I love the themes of relationships, community, respect,

personalization, and small schools." (James L. Drexler, Education Department Chair 2007-04-11)"Relevant, individualized, and an insightful read. This book will be useful for any school system working to develop academies." (Nancy Betler, Teacher Mentor 2007-04-12)"The need for a book on this topic is urgent, and the contributions from the volume are significant. The writing is excellent, the data is engaging, and the conceptualization is insightful, individualistic, and challenging." (Lila Jacobs, Professor and Coordinator)"This book will be a very helpful and needed addition to the research that clearly establishes how large numbers of our students, particularly big-city students, are being systematically lost because of the size and purposelessness of the schools that they are forced to attend. Relationships are critical, and small schools have shown themselves to be most attentive to and proficient at using small size to personalize educational experiences for urban youth." (Rodney Muth, Professor 2007-04-04)"An excellent survey of the cultural and structural features of small schools in two major urban cities. This narrowed focus allows for an analysis of school culture and student involvement on a macroscopic level, creating a fine sociological investigation suitable for both education and sociology libraries." (The Bookwatch, March 2008 2008-04-24)"It is the voice of students in two separate urban centers, Oakland and Boston, that make the book unique. Here, the authors allow students to speak for themselves, and there is honesty in their words that makes the reality surrounding urban school reform resonate in a way that quantitative studies cannot. For anyone wishing a clear and concise introduction to the issues surrounding the restructuring of large urban schools into smaller learning centers, this book is a good place to begin." (CHOICE Magazine, June 2008, Vol. 45(10) 2008-07-11)"Conchas and Rodriguez's work is very encouraging in its suggestion that intentional and relational school cultures have some potential to narrow educational achievement disparities." (Harvard Educational Review, Summer 2008 2008-11-19)

Author Gilberto Q. Conchas obtained a Ph.D. in sociology from the University of Michigan, Ann Arbor. Currently, he is an Associate Professor of Education at the University of California at Irvine. Dr. Conchas also holds joint appointments in the Chicano/Latino Studies and Sociology Departments. Prior to UCI, he was Assistant Professor of Education at the Harvard University Graduate School of Education. Dr. Conchas's work focuses on inequality with an emphasis on urban schooling systems. His research specifically focuses on the sociocultural processes within the urban school context that structure variations in educational opportunity for low-income immigrant and U.S-born Latino, Asian American, and African American youth. He is the author of *The Color of Success: Race and High-Achieving Urban Youth* (TC Press, 2006). Dr. Conchas teaches courses on theory, policy, and practice about race and urban schooling.

Louie F. Rodriguez obtained a doctorate in education from Harvard University Graduate School of Education. Currently, he is an Assistant Professor in Urban Education and Social Foundations at Florida International University in Miami. He is also a Research Fellow at the Center for Urban Education and Innovation at FIU. While at Harvard, Dr. Rodriguez worked with several urban elementary, middle and high schools and communities as a teacher, consultant, and researcher. He also led several research initiatives examining high school reform, school culture, educational policy, and school dropout. His current research examines the intersection between school reform, educational policy, and school culture, specifically as they relate to preventing or perpetuating student/teacher engagement and dropout. He has several articles under review in academic journals, has published in various education-related magazines, and has presented his work at several national conferences. Dr. Rodriguez teaches courses in urban education, educational policy and theory, and social and cultural foundations in education. Dr. Rodriguez was born and raised in the Chicano communities of San Bernardino, CA.