

# Giving Up on School

Student Dropouts  
and Teacher Burnouts



Margaret Diane LeCompte  
Anthony Gary Dworkin

# Giving Up On School Student Dropouts And Teacher Burnouts

**Margaret Diane LeCompte**



## **Giving Up On School Student Dropouts And Teacher Burnouts:**

Giving Up on School Margaret Diane LeCompte, 1850      Wise and Foolish Virgins Sally Galman, 2012-04-12 Wise and Foolish Virgins White Women at Work in the Feminized World of Primary School Teaching by Sally Campbell Galman asks the question what does it mean for an entire profession to be numerically dominated by white women and what is the relationship between teacher preparation and professional feminization The book tells the story of three very different teacher preparation programs explores the hopes and struggles of the mostly white female students in those programs and opens a window upon the closed world of teacher educators themselves who must straddle multiple worlds and multiple masters With one foot in ancient allegory and the other in contemporary popular culture this text addresses the complex ecologies of gender identity and negotiation between student teachers teacher educators and policy makers against the politicized backdrop of pop culture feminization and the unique contours of homogenization in the emerging elementary teaching force      Resources in Education , 1992      Developing Teachers Chris Day, 2002-01-04 Effective schools or improving schools are fashionable terms in the rhetoric of recent education movements yet the heart of these movements is often more to do with teaching quality than with school practice This book takes a holistic view of teacher development examining the contexts and conditions of teaching school leadership and culture teachers lives and histories change teacher learning competence and expertise and the moral purposes of teaching Day looks at the conditions under which teacher development may be enhanced and brings together research and other information from the UK and overseas      Subtractive Schooling Angela Valenzuela, 1999-10-21 Provides an enhanced sense of what is required to genuinely care for and educate the U S Mexican youth in America      Cultivating and Keeping Committed Special Education Teachers Bonnie S. Billingsley, 2005-03-10 Billingsley highlights the problems that drive many special educators out of teaching and outlines practical recommendations that leaders can use to increase retention      **Urban Schools** Mickey Lauria, Luis F. Mirón, 2005 Urban Schools documents the quality of resistance and identity politics in relation to both the formal and hidden curricula of urban schools their pedagogical practices and their administrative norms and policies Building on the notion that the study of marginality is equally as important as an understanding of the school's structural connections to the wider society Mickey Lauria and Luis F Mir n demonstrate how resistance is much more than a random series of psychological events Indeed within the social context of the formation of racial and ethnic identity in schools in New Orleans Louisiana students acts of resistance alter the ideological structures of schooling      **Educating African Canadians** Keren S. Brathwaite, 1996 This book offers a critical assessment of the experiences of African Canadian students exploring strategies that will serve to enhance their academic success Writing from their respective locations as students parents teachers counsellors professors and researchers the contributors to this collection alert readers to many of the challenges that African Canadians face in the educational system They discuss new initiatives and suggest new directions that might improve the academic success of

Black students Educating African Canadians offers practical suggestions that can enhance the education not only of African Canadian students but of all students An Our Schools Our Selves book      **Chicano Educational Achievement** Elena Aragon de McKissack, 2014-04-23 First published in 2000 This study compares two urban schools based on their ability to provide an effective education for Hispanic students Broderick High School began as an elite Anglo dominated institution and evolved into a school whose student body was 82% Hispanic It is large public and with a history of sporadic racial tension walkouts and a high dropout rate for Hispanic students Escuela Tlatelolco is small private and Chicanocentric Founded in 1970 by Rodolfo Corky Gonzales a leader of the Chicano Civil Rights Movement it was designed to provide Chicano students the opportunity to reinforce pride in their language culture and identity Through interviews of administrators teachers graduates and students at both schools as well as personal observations a significant difference was discovered between the experiences and attitudes of those who attended the public school in the 1960s through 1980s and those who graduated in the 1990s As the public school increased Hispanic administration teaching and operating staff and changed its curriculum to include Hispanic history Hispanic students expressed a greater degree of satisfaction and fulfillment      **Accelerating The Learning Of All Students** Christine Finnan, 2018-03-05 Accelerated learning isn't that just for gifted students Accelerating the Learning of All Students Cultivating Culture Change in Schools Classrooms and Individuals answers that question while providing a vivid description of what happens at the school classroom and individual levels when people attempt to extend efforts to accelerate learning to all students The book begins with a definition of accelerated learning and provides a vivid description of efforts to accelerate the learning of three populations of students those identified as gifted those identified as low achieving and all students The book then examines the assumptions shaping school classroom and individual efforts to accelerate the learning of all students Written by a pair of educators one trained in gifted and talented education and the other in cultural anthropology this book provides teachers parents administrators and researchers with insight into why we continue to fail so many students and how we can cultivate change in schools classrooms and individuals so that all students receive the enriched challenging learning experiences typically reserved only for students identified as gifted      **Modern Approach To Classroom Discipline And Management:** Edwin Earl Felix, 2011-01-25 There are many serious social and economic problems that impact student's behavior Because countless minorities are at risk of behavior problems caused by poverty racism discrimination and other negative conditions special attention needs to be given to the development of programs and strategies to prevent behavioral problems Developmental guidance programs in elementary schools that attend to the needs of all children are effective ways to prevent problems before they begin Experts on poverty and inequality see a role for preschool intervention to help children from disadvantaged backgrounds have a better chance at success when they start elementary and secondary schools Several models have been discussed such as reinforcing and rewarding behaviors and consequences and punishment In order to minimize disruptive behaviors effective classroom management is

the heart of preventing discipline problems Teachers have put in place beginning the first day of school their rules procedures and expectation in order to reduce problems in the classroom A positive classroom climate is also needed to improve student learning and encourage good behavior

**Doing School** Denise Clark Pope, 2008-10-01 This book offers a highly revealing and troubling view of today's high school students and the ways they pursue high grades and success Denise Pope veteran teacher and curriculum expert follows five motivated and successful students through a school year closely shadowing them and engaging them in lengthy reflections on their school experiences What emerges is a double sided picture of school success On the one hand these students work hard in school participate in extracurricular activities serve their communities earn awards and honours and appear to uphold school values But on the other hand they feel that in order to get ahead they must compromise their values and manipulate the system by scheming lying and cheating In short they do school that is they are not really engaged with learning nor can they commit to such values as integrity and community The words and actions of these five students two boys and three girls from diverse ethnic and socioeconomic backgrounds underscore the frustrations of being caught in a grade trap that pins future success to high grades and test scores Their stories raise critical questions that are too important for parents educators and community leaders to ignore Are schools cultivating an environment that promotes intellectual curiosity cooperation and integrity Or are they fostering anxiety deception and hostility Do today's schools inadvertently impede the very values they claim to embrace Is the success that current assessment practices measure the kind of success we want for our children

**Education in the New Latino Diaspora** Stanton E.F. Wortham, Enrique G. Murillo Jr., Edmund T. Hamann, 2001-11-30 The authors describe a new demographic phenomenon the settlement of Latino families in areas of the United States where previously there has been little Latino presence This New Latino Diaspora places pressures on host communities both to develop conceptualizations of Latino newcomers and to provide needed services These pressures are particularly felt in schools in some New Latino Diaspora locations the percentage of Latino students in local public schools has risen from zero to 30 or even 50 percent in less than a decade Latino newcomers of course bring their own language and their own cultural conceptions of parenting education inter ethnic relations and the like Through case studies of Latino Diaspora communities in Georgia North Carolina Maine Colorado Illinois and Indiana the eleven chapters in this volume describe what happens when host community conceptions of and policies toward newcomer Latinos meet Latinos own conceptions The chapters focus particularly on the processes of educational policy formation and implementation processes through which host communities and newcomer Latinos struggle to define themselves and to meet the educational needs and opportunities brought by new Latino students Most schools in the New Latino Diaspora are unsure about what to do with Latino children and their emergent responses are alternately cruel uninformed contradictory and inspirational By describing how the challenges of accommodating the New Latino Diaspora are shared across many sites the authors hope to inspire others to develop more sensitive ways of serving

Latino Diaspora children and families      Teaching in Alternative and Flexible Education Settings Aspa Baroutsis, Glenda McGregor, Martin Mills, Kitty te Riele, 2019-12-18 Alternative and flexible education settings may come in different forms but they generally have in common a focus on young people who have been disengaged from conventional schooling One challenge of these settings therefore is to change the way education is offered in order to better engage these students Much of the onus for this changed approach is on the staff teachers youth workers and other support staff Therefore the purpose of this book is to examine different aspects of the work of staff in these settings Several common threads run through the chapters in this book highlighting core aspects of the work of staff in these settings A strong sense of commitment to working with and for young people from marginalised backgrounds Validation of the relational and emotional nature of education as a fundamentally people centred enterprise The importance of explicit attention to critical reflection on staff members own positionality assumptions and identity Collegiality as a crucially affirming part of school culture for staff These elements are pertinent to educational settings everywhere The chapters in this book serve as a reminder of what really counts for our young people and their schooling The chapters in this book were originally published as a special issue of Teaching Education      *Goals, Goal Structures, and Patterns of Adaptive Learning* Carol Midgley, 2014-04-08 Achievement goal theory has emerged as one of the preeminent approaches to motivation Goals Goal Structures and Patterns of Adaptive Learning presents the findings of a large scale longitudinal study that use goal theory as the lens through which to examine the relation among achievement goals the learning context and students and teachers patterns of cognition affect and behavior These results are integrated within the larger literature on goal theory providing an overview of the research that has been conducted as well as suggestions that goal theory researchers might want to consider Written by scholars who are well known in the field this book provides a comprehensive summary of research related to achievement goal theory one of the preeminent approaches to motivation today presents a detailed overview of research conducted in conjunction with the Patterns of Adaptive Learning Study a decade long multi faceted study employing both quantitative and qualitative methods A description of the development reliability and validity of the Patterns of Adaptive Learning Scales is included These scales are being used by many researchers using achievement goal theory in this country and internationally includes important information about the relevancy of achievement goal theory for an understanding of avoidance behaviors in schools describes the relevancy of achievement goal theory for children who are disaffected from school and schooling and points to the gaps in research on achievement goal theory and provides guidance for future research in the field      **A Race Against Time** James G. Cibulka, William L. Boyd, 2003-03-30 We are in a race against time to save urban children from educational failure and to reform urban school systems before people give up on them The authors examine the effectiveness of three reform approaches systems reform mayoral influence and external state or federal intervention using case studies from seven large cities as well as state and national trends The social and economic transformation of large American cities after World War II

laid the seeds for the crisis in urban education that has festered and grown since the 1950s. Decades of appalling test scores and failure rates and of unsuccessful piecemeal efforts to improve urban education have led the public and policymakers to embrace radical solutions to reform. Three approaches to the reform of urban school governance are discussed and analyzed using data from seven large cities: Baltimore, Boston, Chicago, Los Angeles, Philadelphia, Washington D C, and New York. national trends and a statewide analysis of Maryland's school accountability system. The first approach, systems reform, focuses on improving the governance of urban education by overcoming policy fragmentation through standards for student performance, student assessments, and accountability among other things. Strong mayoral roles offer a second reform approach that largely reverses the Progressive era reforms of the last century, separating schools from city politics. Its supporters believe urban mayors can restore accountability, stability, and political support for urban schools. The third reform approach assumes that external intervention by federal or state authorities is needed to restore accountability and improve system performance.

*Latino High School Graduation* Harriett D. Romo, Toni Falbo, 2010-05-28 While high school drop out rates have steadily declined among white and African American students over the 1970s and 1980s, a constant 35 percent of Latino students continued to quit school before graduation. In this pioneering work, Harriett Romo and Toni Falbo reveal how a group of at-risk Latino students defied the odds and earned a high school diploma. Romo and Falbo tracked the progress of 100 students in Austin, Texas, from 1989 to 1993. Drawing on interviews with the students and their parents, school records, and fieldwork in the schools and communities, the authors identify both the obstacles that caused many students to drop out and the successful strategies that other students and their parents pursued to ensure high school graduation. The authors conclude with seven far-reaching recommendations for changes in the public schools. Sure to provoke debate among all school constituencies, this book will be required reading for school administrators, teachers, parents, legislators, and community leaders.

*Nurturing Pillars of Society* Francis Wing-lin Lee, 2010-11-01 The younger generation, those under the age of 25, account for more than a quarter of Hong Kong's population. A much misunderstood group, these people have special characteristics and needs, and some are particularly vulnerable. Substance abuse among young people is on the rise, and juveniles make up a third of total arrests every year. Extra effort and attention is required of policy makers, educators, and social workers to help this group make a positive contribution to society. This book seeks to promote understanding of Hong Kong's younger generation and offers strategies for working with them and their families towards healthy and productive development. Divided into three parts: youth in general, youth at risk, and young offenders, the book draws on international literature and empirical studies from within Hong Kong. Its focus is on action, always stressing the practical question of how to build a new model for working effectively with them. This book will be essential reading for seasoned professionals as well as undergraduate students in criminology, social policy, and social work, and postgraduates intending to practise in these areas. Francis Wing-lin Lee is an associate professor in the Department of Social Work and Social Administration in the

University of Hong Kong The younger generation today has to face complex and diverse life challenges ranging from dysfunctional family systems unemployment hurdles of social mobility stressful school life and the bombardments of the new social media To help young people cope with these challenges they have to be given opportunities and choices for holistic growth and to acquire independent thinking and global vision This book provides thorough analysis and practical reference for youth workers that can enhance their understanding to work with our young people Christine Fang Chief Executive The Hong Kong Council of Social Service

**Preparing Mathematics and Science Teachers for Diverse Classrooms** Alberto J. Rodriguez, Richard S. Kitchen, 2004-09-22 This book provides a theoretical basis and practical strategies to counter resistance to learning to teach for diversity in culturally and gender inclusive ways and resistance to teaching for understanding using student centered and inquiry based pedagogical approaches Teacher educators from across the United States present rich narratives of their experiences in helping prospective and practicing teachers learn to teach for diversity and for understanding in a variety of mathematics and science contexts Mathematics and science education has been slow to respond to issues of diversity and equity Preparing Mathematics and Science Teachers for Diverse Classrooms Promising Strategies for Transformative Pedagogy helps to begin a network for support and collaboration among teacher educators in science and mathematics who work for multicultural education and equity A unique and much needed contribution this book is an essential resource for teacher educators K 12 teachers who work as student teacher supervisors and cooperating teachers and graduate students in mathematics and science education and a compelling text for science and mathematics methods courses

**Minority Status, Oppositional Culture, & Schooling** John U. Ogbu, 2008-06-30 This book is the definitive and final presentation of John Ogbu's cultural ecological model and the many debates that his work has sparked during the past decade Organized as a dialogue between John Ogbu and the scholarly community Minority Status Oppositional Culture and Schooling is essential reading for anyone interested in the study of the academic achievement gap



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