



Partnering to Prepare Urban Teachers: A Call to Activism

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This book attempts to present both theoretical and practical perspectives on school and university partnerships that focus on the preparation and retention of urban teachers. In particular, the book focuses on (a) theoretical and historical underpinnings of partnering to prepare urban teachers as social activists; (b) stories from the field, explored through the voices and actions of students, families, teacher educators, and preservice and in-service teachers; and (c) a critical analysis of this work. The research presented is situated in urban settings that mirror those across the United States and represents partnerships in Boston, Chicago, Cleveland, Los Angeles, and Wilmington, where school, city, and teacher education communities collaborate to prepare and keep teachers in hard-to-staff, high-needs schools. Case studies included in the text explore multiple perspectives on partnering to prepare urban teachers - including those of urban schoolchildren and their teachers, teacher educators and teachers becoming teacher educators, and parents. Combined, the chapters theoretically and practically detail the layers and conundrums, tribulations and triumphs, contexts and voices of the challenges facing urban teachers, teacher educators, community members, and administrators who work collaboratively to prepare and support teachers as social activists.

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