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Nota di contenuto	1. Self-Studies in Urban Teacher Education: An Introduction -- Part I. Preparing Teacher Educators and Teachers for Urban Education Contexts -- 2. Collectively Caring: Co-Creating a Critical Feminist Community of Justice-Oriented Teacher Educators -- 3. Tourist Teachers and Layers of Colonization: Lessons from New Mexico -- 4. How Do We Praxis? Becoming Teachers of Diverse Learners in Urban Environments -- Part II. Race, Culture, and Urban Teacher Education -- 5. Teaching Black: Common Eyes All See the Same -- 6. Who gets to ask "Does race belong in every course?": Staying in the anguish as White teacher educators -- Part III. The Academic Content Areas and Urban Teacher Education -- 7. A self-study in PreK-4 science teacher preparation: Supporting teacher candidates' professional development and critical consciousness using science as the context -- 8. A Closer Look at Equitable Outcomes: A Self-Study in Urban Mathematics

Teacher Education -- Part IV. Rethinking the Boundaries of Online, Rural, and Urban Teacher Education -- 9. Reimagining My Self-in-Practice: Relational Teacher Education in a Remote Setting -- 10. Not to Simply Intervene, but to Enact the Between: Urban Teacher Education as an Intra-Active Process -- 11. Materiality, Affect, and Diverse Educational Settings: A Collaborative Inquiry Between Urban and Rural Teacher Educators.

Sommario/riassunto

This book critically explores pedagogical activities, policies, and coursework that teacher education programs can provide to more fully prepare teacher candidates and in-service educators for professional practice in urban schools. It illustrates how teacher educators from across the United States are supporting teacher candidates and in-service teachers to possess the knowledge, skills, and dispositions for equity-oriented instructional practices and advocacy for professional engagement in the urban context. Chapters share insider perspectives of urban teacher education on preparing teachers to teach in culturally, linguistically, and socio-economically diverse classrooms. They discuss teacher educators' learning about their own practice in the preparation of teachers for city schools, preparing teacher candidates from rural and suburban contexts to teach in urban settings, and supervising practicing teachers in city classrooms. The volume also focuses on the interplay of cultural and linguistic parity between teacher educators and their preservice/in-service teacher students, implementing learning activities or coursework about teaching in urban schools, and enacting critical pedagogical practices. This book will be beneficial to teacher educators focused on teacher preparation for city classrooms and urban school districts, and researchers seeking to adopt self-study methodology in their own research endeavors.
