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Sommario/riassunto

"When teacher education is located on a university campus, set apart from urban schools and communities, it is easy to overlook the realities and challenges communities face as they struggle toward social, economic, cultural, and racial justice. This book describes how teacher education can become a meaningful part of this work, by re-positioning programs directly into urban schools and communities. Situating their work within the theoretical framework of prioritizing community strengths, each set of authors provides a detailed and nuanced description of a teacher education program re-positioned within an urban school or community. Authors describe the process of developing such a relationship, how the university, school, and community became integrated partners in the program, and the impact on participants. As university-based teacher education has come under increased scrutiny for lack of "real world" relevance, this book showcases programs that have successfully navigated the travails of shifting their base directly into urban schools and communities, with evidence of positive outcomes for all involved"--