

Middle- and Upper-Middle-Class Parent Action for Urban Public Schools: Promise or Paradox?

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Background/Context: Recent trends suggest that middle-class parents may be a growing constituency in urban public schools and districts. Within the burgeoning literature on the middle class in urban public schools, most scholars have focused on parents' goals and orientations and/or the consequences of parented involvement in classroom and school settings. This article broadens the literature's scope through a focus on middle- and upper-middle-class parents' "out-of-school," neighborhood-based engagement. Examining the place-based organizing of a middle- and upper-middle-class neighborhood parents' group, this article highlights the significant influence that parents' work outside classrooms and PTA meetings can have on a local school.

Purpose/Objective/Research Question/Focus of Study: The study examines the ways in which middle- and upper-middle-class parent group investments in urban public schooling may mitigate and/or exacerbate existing patterns of inequality in public education. Specifically, the research focuses on the efforts of a predominantly White neighborhood parent group in a Northern California city to increase neighborhood support for and enrollment in their predominantly African American, Title I local public school.

Research Design: An ethnographic case study research design was utilized, with data obtained from the following sources: participant observation in school and neighborhood meetings and events; semi-structured interviews with parents, teachers, staff, and community members; a prospective parent survey; and school and neighborhood parent group artifacts.

Findings/Results: The data reveal that neighborhood parent group members catalyzed community support for their local public school, attracting other middle- and upper-middle-class parents. The community support that the members engendered, however, ultimately threatened the diversity that many desired in a school for their child and contributed to patterns of inequality in district enrollment linked to race, class, and residence.

Community And Schools Promise And Paradox

Lee Shumow



Community And Schools Promise And Paradox:

Community and Schools Carol Merz, Gail C. Furman, 1997 Recognizing the wide spread need for community today Merz and Furman consider its importance for schools how reforms attempt to create community in schools how other reforms attempt to build relationships between schools and external communities and finally how schools might be more successful in building and maintaining strong personal relationships The authors use classical sociological writings as well as modern communitarian and feminist thought to develop a theory of community They examine what kinds of communities are possible today and which naive notions are apt to lead to nostalgia and failure They point out that many current attempts at community building are counterproductive and lead to greater isolation and impersonal bureaucracy They reveal many paradoxes in the current reform movement particularly attempts at systemic reform which can have many unintended and frustrating consequences Finally based on their theory and an examination of a number of real schools Merz and Furman give concrete suggestions for better school communities

School as Community Gail Furman, 2002-08-29 Addresses the question How can school communities be created and sustained

Education and Community Dianne Gereluk, 2006-02-23 Notions of community are found in almost every educational context from primary schools to HE institutions Given the polemic nature of promoting community in schools and society today this fascinating book uses an interdisciplinary approach of political philosophy and sociology to develop theoretical principles for the promotion of communities and subsequently applies them to the realities of schools and society This book is fully international drawing on examples and references from the UK US and Canada

Promising Practices for Family and Community Involvement during High School Lee Shumow, 2009-06-01 This volume focuses on family and community connections with education during the high school years In comparison to the wealth of attention that has been focused on involving parents with schools during the early childhood and elementary school years less attention has been directed to parents of high school students and fewer educational programs have been developed to forge connections between family community students and educators at the high school level Researchers have found that family and community have a very significant impact on student achievement and on post secondary attainment despite the considerable decline in parental involvement by high school Educators know that family and community factors are important for student success in high school while at the same time they identify working with families and connecting the curriculum to the community as difficult Currently scholars from various fields are involved in conducting research to better understand how schools can best enhance the education of the young through interactions with students families and communities Educational practitioners also are pioneering efforts to involve and serve families as well as to connect with communities in order to enrich the educational environment and enlarge opportunities for students teachers families and community members This volume which will be of interest to both researchers and educators reflects the interdisciplinary nature of the field The contributors were recruited from diverse

fields and workplaces Chapters are organized into two sections to reflect whether the genesis of the work described is from theory and research or from practice and policy Chapters originating from theory and research address adolescent development and family involvement the role of family and community in extracurricular activity participation and the evolution of trust relationships in school community partnership development Chapters originating from practice and policy address transition to high school using the community as a text for learning career education partnerships with businesses post secondary institutions and community organizations as well as state policies and programs that support parental involvement in postsecondary planning The Educational Leadership Challenge Joseph Murphy,2002 Part I of the National Society for the Study of Education s 101st yearbook explores the changing context of educational leadership in the twenty first century through the lenses of school improvement social justice and democratic community Authors discuss topics such as leadership roles for teachers principals and superintendents rethinking professional development for school leaders school improvement processes for building instructional capacity and the evolving role of leadership in education over time

Community Education Journal ,1999 **Jewish Day Schools, Jewish Communities** Alex Pomson,Howard Deitcher,2009-02-01 Cross cultural and genuinely comparative this consideration of Jewish day schools around the world reframes day school research and policy making and offers original insights into faith based schooling and the public good *Community Collaboration in School Improvement* Gina Elizabeth DeShera Rodríguez,2008 **The School Community Journal** ,2005 **The Effects of School Community on Students' Academic Learning Growth** Jung-Ho Yang,2000

Principal Training on the Ground Sandra J. Stein,Liz Gewirtzman,2003 As our nation faces a severe principal shortage the authors offer a detailed overview and explanation of a principal training model that can easily be implemented through school university partnerships **Are Schools Really Like This?** J. Gary Lilyquist,2013-11-21 J Gary Lilyquist synthesizes such innovative concepts as systems thinking mental models effective school research and Deming s theories of management to propose the new Balance Alignment Model a wide ranging approach for fostering school improvement Three case studies demonstrate why schools are not improving and how Lilyquist s model can facilitate student learning **An Examination of Change and Growth in a Community Youth Organization** Marianne Bird,1999 *Journal of School Leadership* ,2002

Educational Leadership and Administration Fenwick W. English,2009 **The Dark Side of School Reform** Jeffrey S. Brooks,2006 The Dark Side of School Reform directly engages some of the more difficult aspects of working as an educator in a public school This book investigates what it means to teach lead and live during times of ongoing and intense change and offers insights which might help committed professionals better serve the needs of students as they seek to implement their own reforms in the ever shifting organizations public schools have become Features _ **The School and Community Relations** Don Bagin,Donald R. Gallagher,Edward Hampton Moore,2008 Well researched and applied this best selling text provides school officials the how and the why for effective communication with their staff and the community to improve

school quality and student learning Chapters are sequenced so that the student can learn how to establish a public community relations program that will be effective with every audience a school administrator will encounter The authors continue to teach research and work extensively with school administrators and this experience allows them to provide sound advice that is field tested and successful The Connections Project Amy Lynn Damrow,1998 *Building Authentic Communities Within Schools* Yǒng-t'aek Kang,2006 **Good Intentions are Not Enough** Carolyn M. Shields,2003 A manual designed to raise the awareness of all concerned citizens about how to develop schools with diverse populations There are stories about practitioners and schools across the USA Canada and the South Pacific along with theories and practical ideas for both teachers and administrators

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