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Adolescent Perceptions of Diversity within Educational and Social Settings: Implications of Race and Social Class

Aaron A. Baker and Sheneka M. Williams, Vanderbilt University
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Increasing numbers of federal court decisions have lifted desegregation orders; consequently, elaborate student re-assignment plans are replacing court ordered racial balancing. Magnet schools, as a means for racial and economic integration, are crucial for enhancing equity in growing numbers of urban districts. Therefore, the quality of integration in magnet schools should be of interest to parents, educators, and policymakers. Using qualitative data attained through 14 in-depth student interviews and 10 hours of classroom observations, the authors explored middle school students' perceptions of community in a racially and socially diverse magnet school. While most students attest to the importance of diversity, our single-case study reveals that most students do not interact across racial lines, nor do they recount friendships across social class. Thus, our analysis shows that while students value diversity, few capitalize on opportunities to engage meaningful relationships across race and social class.

The Influence of the Teacher and Parent on the Academic Achievement of African American Students

Bruce B. Douglas, Colorado State University
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This study examines the influence of the teacher and parent on the academic achievement of African American students. The participants were African American students enrolled in a public high school in northern Colorado. Quantitative data was collected and analyzed to determine the influence of teachers and parents on the academic achievement level of African American students. The results of the data analysis indicate that African American female students are encouraged to achieve in school more by their teachers than African American male students. The results also revealed that parents and teachers both play a vital role in the success of African American students in the classroom.

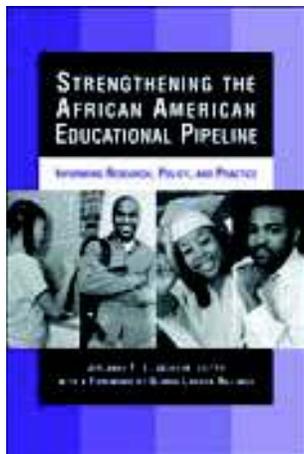
Enduring Postsecondary Divides: Gendered, Racialized, and Privileged Differences in Predisposition Influences and Aspirations

Baranda J. Fermin, Michigan State University

PAGE 38

Despite the removal of institutional barriers, persistent gaps still remain in postsecondary participation among groups of U. S. youth, current National Center for Education Statistics (2005) comparisons indicate that gender, racial-ethnic identification, and privilege continuously contribute to these enduring divides. In an effort to further elucidate traditional choice models, this study investigates the differences in predisposition influences among students of different gender, racial-ethnic background, and levels of privilege. The investigation illuminated the difference in predisposition influences among these groups that potentially bear differential postsecondary participation and education aspirations. The findings highlight some implications these enduring difference have for the methods by which schools, communities, and U. S. society as a whole assist students' transition from secondary to postsecondary education.

**Strengthening the African American
Educational Pipeline
Informing Research, Policy, and Practice**



Jerlando F. L. Jackson - Editor
Gloria Ladson-Billings - Foreword

Focusing on pre-K–12 schools, higher education, and social influences, this book examines the following question: What systemic set of strategies is necessary to improve the conditions for African Americans throughout the educational pipeline?

“This book is a must read for all policy agents responsible for making decisions in reference to African Americans in education and will surely emerge as the seminal piece on this topic.” — Congresswoman Gwendolynne S. Moore, 4th District of Wisconsin

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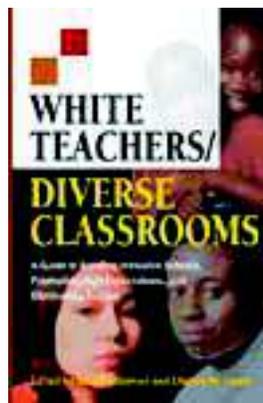
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**White Teachers / Diverse Classrooms
A Guide to Building Inclusive Schools, Promoting
High Expectations, and Eliminating Racism**

Julie Landsman - Editor
Chance W. Lewis - Editor

This book encourages reflection and self-examination, calls for understanding how students can achieve and expecting the most from them. It demonstrates what’s involved in terms of recognizing often-unconscious biases, confronting institutional racism where it occurs, surmounting stereotyping, adopting culturally relevant teaching, connecting with parents and the community, and integrating diversity in all activities.

“The amazing thing about the book is that these authors wrote separately from one another, from different locales, yet there are common themes that all 20 hit on for building inclusive school communities and eliminating the monster racism from that place we wish could be a safe haven for every boy and girl....This is a very good book for teachers to put on their shelves; I recommend its use at the university level as a teaching tool as well.”
-- Henry C. Griffith, Sr., Dublin, OH, City Schools ,
Multicultural Review



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