

## INDEX



### A

- African American immersion schools, 3
- Ahlquist, R., 143
- Amove, R., 111
- Anderson, M., 10
- Angelou, M., 139
- Appearance and self-esteem of teachers, 39–40
- Apple, M., 87
- Artists, teachers as, 45–48
- Assimilationist teaching behaviors, 24, 25, 38, 60, 89
- At-risk children: behaviors toward, 23–24, 26; as negative term, 9–10
- Au, K., 12, 18

### B

- Baraka, A., 159
- Bay Area Writing Project, 115–116
- Behavior patterns of teachers, 23–28
- Bell, D., 6, 142
- Bennett, W., 153
- Bloom, A., 86
- Board of Education, Brown vs., 2
- Book of the Month Club, 124–125
- Boyd, C. D., 117
- Brown vs. Board of Education, 2
- Bush, G., 120

### C

- Cartwright, M., 155
- Charlie Pippin*, 117–119
- Chavez, C., 88
- Chicago Mastery Learning Reading Program, 11
- Clifton, L., 88
- Closing of the American Mind, The*, 86
- Coaches, teachers as, 26–28
- Coerr, E., 119
- Cohen, E., 8
- Collins, M., 27
- Community involvement and culturally relevant teachers, 41–45
- Community of learners, encouraging, 74–76
- Competence of students, 134
- Conductors, teachers as, 26–27
- Connectedness with each student, 72–74
- Connection to wider communities, 52–56
- Cooperative learning, 65, 76–78
- Critical view of knowledge, 99–102
- Cuban, L., 9, 10
- Cultural appropriateness, 18
- Cultural Literacy*, 86
- Cultural relevance, notion of, 19–20
- Cultural synchronization, 19

- Culturally relevant school, vision of, 149–156
- Culturally relevant teaching:  
 aim of, 25; basics of, 34–58;  
 conceptions of knowledge and, 88–110; general description of, 28–29; literacy and, 111–128; math instruction and, 128–131; opportunities for observation of, 147–148; social relations and, 59–83
- Cummins, J., 12
- Custodians, teachers as, 24
- D**
- deCastell, S., 112
- Delpit, L., 34, 89
- Desegregation in schools, impact of, 6–7
- Devereaux, J., 41–43, 44, 51, 69–71, 99–100, 113, 121–128, 131, 135, 136, 140
- Dorsey-Gaines, C., 19
- Dreamkeepers: brief snapshots of new, 157–176; hope and, 176–177; in original study, vii–x
- Dreeben, R., 59
- Dropout rate, high school, 2
- Du Bois, W.E.B., 1, 5
- Dupree, P., 38–41, 42, 51, 65, 77, 95, 106, 107, 141
- Dysconscious racism, 35
- E**
- Economic and social realities for African Americans, 2
- Effective teaching for African Americans, study of, 13–15
- Erickson, F., 17
- Escalante, J., 27
- Excellence, as complex standard, 106–109
- Extended self, 75
- F**
- Ferdman, B., 112
- Fleming, J., 5
- Foster, H., 39
- G**
- Gadsden, V., 112
- Gates, H. L., 175
- General contractors, teachers as, 23, 24
- Giovanni, N., 88
- Girl Scouts, 41, 70, 122
- Giroux, H., 15, 18
- Graff, G., 86
- Graff, H., 111
- Grant, C., 142
- Greenfield, E., 88
- H**
- Hale-Benson, J., 19
- Hammer, M. C., 90
- Hansberry, L., 159
- Harris, E., 49, 50–52, 68–69, 97, 141
- Hawkins, C., 139, 140
- Hilliard, P., 56–57, 67, 71, 74–75, 88–92, 96
- Hirsch, E. D., 86, 87
- Historically black colleges and universities (HBCUs), 5–6
- Hollins, E. R., 11
- Home culture, honoring students', 151–152
- Hughes, L., 1, 111
- I**
- Immersion in African American culture for teacher candidates, 146–147
- Immersion schools, African American, 3
- Instructional scaffolding, 134–135
- Irvine, J., 19

**J**

Jackson, J., 88  
 Jackson, K., 87  
 Jackson, P., 59  
 Joel (from the Bible), 157  
 Jordan, C., 12, 18

**K**

King, M. L., 33, 55–56  
 King Herod, 17  
 Knowledge: culturally relevant  
   conceptions of, 88, 89;  
   educational debate over, 85–88; as  
   evolutionary process, 88–99  
 Kozol, J., 139, 140  
 Kuhn, T., 85

**L**

Leacock, S., vii  
 Lewis, A., 43–44, 45, 55–56, 75–76,  
   79, 92–94, 95–96, 99, 113–121,  
   131, 134, 135, 136, 143  
 Lipman, P., 142  
 Literacy: basal-text techniques for,  
   121–126; focus on, 111–113;  
   revival, 113–121; tenets of literacy  
   programs, 126–128  
 Lomotey, K., 6  
 Luke, A., 112

**M**

Mandela, N., 55, 56  
 Marsalis, W., 171  
 Marshall, T., 2  
 Math instruction in culturally  
   relevant classroom, 128–131  
 Matthew (the apostle), 17  
 McKay, N., 175–176  
 McLaren, P., 18  
 Mohatt, G., 17  
 Moses, B., 175  
 Motivating teachers,  
   142–149

**P**

Paley, V. G., 34  
 Parks, R., 65, 66  
 Passion for knowledge, 102–104  
 Pedagogy, view of, 15  
 Permanence of racism, 142  
 Personal appearance, importance of,  
   39–40  
 Psychological safety, 79

**R**

Racism: dysconscious, 35;  
   permanence of, 142; shielding  
   students against, 152–153  
 Referral agents, 24  
 Rist, R., 64  
 Robeson, P., 10  
 Rossi, M., 53–55, 72–74, 97, 100–101,  
   104–105, 128–131, 132, 134, 135,  
   136, 141

**S**

*Sadako and the Thousand Paper  
 Cranes*, 119  
 Sandberg, C., 154  
 Schlesinger, A., 87  
 School, vision of a culturally  
   relevant, 149–156  
 School desegregation laws, impact  
   of, 6–7  
 Schools for African Americans:  
   new call for, 1, 2; reasons for, 3–5;  
   special schooling or separate,  
   7–13  
 Secada, W., 142  
 Segregation and immersion  
   schools, 3  
 Self-determination, educational,  
   150–151  
 Self-esteem and culturally relevant  
   practices, 37–41  
 Shakespeare, W., 86  
 Shalala, D., 176

- Shulman, L., 29, 103  
 Simon, R., 15  
 Sizer, T., 153  
 Skills, development of necessary, 104–106  
 Social relations: beyond classroom, 67–71; in community of learners, 74–76; conclusions on, 82–84; connectedness with each student, 72–74; cooperative learning and, 76–78; culturally relevant versus assimilationist, 60–64; teacher-student relationship, 66–67  
 Spindler, G., 48  
 Staley, J., 6  
 Statistics, poor education, 1–2  
 Steptoe, J., 100  
 Student teacher's experience (Alex Walsh), lessons from, 131–136  
 Student teaching assignments, longer, 148–149  
 Students: believing in, 48–52; building community with, 41–45; as community of learners, 74–76; connecting between wider communities with, 52–56; digging knowledge out of, 56–58; tracking of, 64–66  
 Students' home culture, honoring, 151–152  
 Study of effective teaching for African Americans, 13–15  
 Success of all students, belief in, 48–52  
 Sunday school, 68–69
- T**  
 Taylor, D., 19  
 Teachers: behavior patterns of, 23–28; motivating, 142–149; new dreamkeepers, 157–176; perceptions of students and, 20–29; power and responsibility of, 139–142; quality and qualifications, of, 8, 9; reasons for becoming, 102–103; self-esteem of, 37–41; in study, 29–32  
 Teaching, culturally relevant: aim of, 25; basics of, 34–58; conceptions of knowledge and, 88–110; general description of, 28–29; literacy and, 111–128; math instruction and, 128–131; opportunities for observation of, 147–148; social relations and, 59–83  
 Teaching for African Americans, study of effective, 13–15  
 Tracking of students, 64–66  
 Tutors, teachers as, 23, 24
- V**  
 Valentine, P., 45–48, 66, 79–82, 106, 107–108, 141  
 Values clarification, 79–82  
 Villegas, A., 18  
 Vision of a culturally relevant school, 149–156
- W**  
 Walker, A., 86  
 Ward, D. T., 159  
 West, C., 177  
 Wilson, A., 159  
 Winfield, L., 23, 25  
 Winston, G., 49–50, 76–77, 78, 95, 105–106, 142