

[Home](#) > Taxonomy term

AUTHORING NEW NARRATIVES WITH YOUTH AT THE INTERSECTION OF THE ARTS AND JUSTICE [1]

[Featured Article](#) [2]

Lalitha Vasudevan, Daniel Stageman, Kristine Rodriguez, Eric Fernandez, and E. Gabriel Dattatreyan

[Read more](#) [1]

FORGED IN THE CRUCIBLES OF DIFFERENCE: BUILDING DISCORDANT COMMUNITIES [3]

[Featured Article](#) [2]

Colette Cann and Eric DeMeulenaere

[Read more](#) [3]

PATTERNS OF EXCLUSIONARY DISCIPLINE BY SCHOOL TYPOLOGY, ETHNICITY, AND THEIR INTERACTION [4]

[Featured Article](#) [2]

Amity Noltemeyer and Caven S. Mcloughlin

[Read more](#) [4]

SCHOOL-COMMUNITY PARTNERSHIPS AND COMMUNITY-BASED EDUCATION: A CASE STUDY OF A NOVICE PROGRAM [5]

[Featured Article](#) [2]

Anna Gahl Cole

[Read more](#) [5]

ARISE TO THE CHALLENGE: PARTNERING WITH URBAN YOUTH TO IMPROVE EDUCATIONAL RESEARCH AND LEARNING [6]

[Featured Article](#) [2]

Tara M. Brown

[Read more](#) [6]

BUILDING LOCAL CAPACITY TO BRING ARTS EDUCATION TO ALL CHILDREN: LESSONS LEARNED FROM THE FIRST HALF OF THE FORD FOUNDATION'S NATIONAL DEMONSTRATION [7]

[Featured Article](#) [2]

Gertrude Spilka and Meg Long

[Read more](#) [7]

RE-PLACING THE ARTS IN ELEMENTARY SCHOOL CURRICULA: AN INTERDISCIPLINARY, COLLABORATIVE ACTION RESEARCH PROJECT [8]

[Featured Article](#) [2]

Allen Trent and Jorge-Ayn Riley

[Read more](#) [8]

WOMEN'S WELL-BEING INITIATIVE: CREATING, PRACTICING, AND SHARING A BORDER PEDAGOGY FOR YOUTH [9]

[Featured Article](#) [2]

Sheri Hardee and Amanda Reyelt

[Read more](#) [9]

HOME-SCHOOL CONFLICTS AND BARRIERS TO THE ACADEMIC ACHIEVEMENT OF CHILDREN OF LATIN AMERICAN IMMIGRANTS [10]

[Featured Article](#) [2]

Carolyn Sattin Bajaj

[Read more](#) [10]

HISTORICAL IDENTITY DEVELOPMENT PATTERNS AND CONTEMPORARY MULTICULTURAL IDENTITY IN FIRST, SECOND AND THIRD GENERATION COUNSELING STUDENTS [11]

[Featured Article](#) [2]

Nola Butler Byrd

[Read more](#) [11]

MORE THAN A LEAST RESTRICTIVE ENVIRONMENT: LIVING UP TO THE CIVIL COVENANT IN BUILDING INCLUSIVE SCHOOLS [12]

[Featured Article](#) [2]

Ellen Skilton-Sylvester and Graciela Slesaransky-Poe

[Read more](#) [12]

PATHWAYS TO SOCIAL JUSTICE: URBAN TEACHERS' USES OF CULTURALLY RELEVANT PEDAGOGY AS A CONDUIT FOR TEACHING FOR SOCIAL JUSTICE [13]

[Featured Article](#) [2]

Jennifer Esposito and Ayanna N. Swain

[Read more](#) [13]

SCHOOL SAFETY UNDER NCLB'S UNSAFE SCHOOL CHOICE OPTION [14]

[Featured Article](#) [2]

Bill Gastic and Josephine Ann Gasiewski

[Read more](#) [14]

WAITING FOR A MIRACLE: WHY SCHOOLS CAN'T SOLVE OUR PROBLEMS AND HOW WE CAN [15]

[Featured Article](#) [2]

James P. Comer, M.D., M.P.H. [16]

Maurice Falk Professor of Child Psychiatry

Yale University School of Medicine - Yale Child Study Center

[Read more](#) [15]

RACE AND SCHOOL DESEGREGATION: CONTEMPORARY LEGAL AND EDUCATIONAL ISSUES [17]

[Featured Article](#) [2]

Edgar G. Epps, Ph.D. [18]

*Marshall Field IV Professor of Urban Education Emeritus, The University of Chicago, and
Professor, Educational Policy and Community Studies, The University of Wisconsin, Milwaukee*

[Read more](#) [17]

TEACHING YOUNG CHILDREN WELL: IMPLICATIONS FOR 21ST CENTURY EDUCATIONAL POLICIES [19]

[Featured Article](#) [2]

Barbara Bowman, Ph.D. [20]

President and Co-Founder of the Erikson Institute for Advanced Study in Child Development, Chicago, IL

[Read more](#) [19]

A LIFE OF TEACHING: REFLECTIONS FROM TEACHERS IN AN INQUIRY GROUP [21]

[Featured Article](#) [2]

Sonia Nieto, Sonie Felix, and Karen Gelzinis [22]

[Read more](#) [21]

THE CONCEPT OF EDUCATIONAL SOVEREIGNTY FRIDAY EVENING KEYNOTE ADDRESS AT THE 2002 ETHNOGRAPHY IN EDUCATION RESEARCH FORUM [23]

[Featured Article](#) [2]

Luis Moll [24]

[Read more](#) [23]

A DIALOGUE ACROSS TIME, SPACE, AND PERSPECTIVE SATURDAY EVENING CONVERSATION BETWEEN KRIS GUTIÉRREZ AND RAY MCDERMOTT AT THE 2002 ETHNOGRAPHY IN EDUCATION RESEARCH FORUM, MODERATED BY DR. NANCY H. HORNBERGER OF THE UNIVERSITY OF PENNSYLVANIA [25]

[Featured Article](#) [2]

Kris Gutiérrez and Ray McDermott[26]

[Read more](#) [25]

LOSING, FINDING, AND MAKING SPACE FOR ACTIVISM THROUGH LITERACY PERFORMANCES AND IDENTITY WORK [27]

[Featured Article](#) [2]

Mollie V. Blackburn [28]

[Read more](#) [27]

THE INTERACTIVE EFFECTS OF RACE AND CLASS IN EDUCATIONAL

THE INTERACTIVE EFFECTS OF RACE AND CLASS IN EDUCATIONAL RESEARCH: THEORETICAL INSIGHTS FROM THE WORK OF PIERRE BOURDIEU [29]

[Featured Article \[2\]](#)

[Erin McNamara Horvat \[30\]](#)

[Read more \[29\]](#)

CRITICAL CIVIC ENGAGEMENT AMONG URBAN YOUTH [31]

[Featured Article \[2\]](#)

[Ben Kirshner, Karen Strobel, and María Fernández \[32\]](#)

[Read more \[31\]](#)

SUPPORTING NEW EDUCATORS TO TEACH FOR SOCIAL JUSTICE: THE CRITICAL INQUIRY PROJECT MODEL [33]

[Featured Article \[2\]](#)

[Bree Picower \[34\]](#)

[Read more \[33\]](#)

SUPPORTING NEW VISIONS FOR SOCIAL JUSTICE TEACHING: THE POTENTIAL FOR PROFESSIONAL DEVELOPMENT NETWORKS [35]

[Featured Article \[2\]](#)

[Anne Burns Thomas \[36\]](#)

[Read more \[35\]](#)

FOSTERING GENDER EQUITY IN SCHOOLS THROUGH REFLECTIVE PROFESSIONAL DEVELOPMENT: A CRITICAL ANALYSIS OF TEACHER PERSPECTIVES [37]

[Featured Article \[2\]](#)

[Ila Deshmukh Towery \[38\]](#)

[Read more \[37\]](#)

EXAMINING THE EMBEDDED ASSUMPTIONS OF TEACHING FOR SOCIAL JUSTICE IN A SECONDARY URBAN SCHOOL: A CASE-STUDY [39]

[Featured Article \[2\]](#)

[David Lee Carlson \[40\]](#)

[Read more \[39\]](#)

TEACHING UNDER FIRE [41]

[Featured Article \[2\]](#)

[Sigal Ben-Porath \[42\]](#)

[Read more \[41\]](#)

“...STILL THEY CONTINUE TEACHING.” [43]

[Featured Article \[2\]](#)

[Dean Brooks \[44\]](#)

[Read more](#) [43]

BRIDGING TROUBLED WATERS: PRINCIPLES FOR TEACHING IN TIMES OF CRISIS [45]

[Featured Article](#) [2]

[Kevin Michael Foster](#) [46]

[Read more](#) [45]

TEACHING FOR SOCIAL JUSTICE (SEE ACCOMPANYING PRESENTATION FOR COMPLETE CHARTS*) [47]

[Featured Article](#) [2]

Dr. Linda Darling-Hammond

Charles E. Ducommun Professor of Teaching and Teacher Education

Stanford University

[Read more](#) [47]

WHAT SHALL I TELL MY CHILDREN WHO ARE BLACK? AN OVERVIEW OF PARENT EDUCATION RESEARCH DURING THE CIVIL RIGHTS ERA AND BEYOND [48]

[Featured Article](#) [2]

[Diana T. Slaughter-Defoe](#) [49], Ph.D.

Clayton Professor of Urban Education

Graduate School of Education

University of Pennsylvania

[Read more](#) [48]

GENDER EQUITY PROGRAMS IN URBAN EDUCATION: REDEFINING RELATIONSHIPS BETWEEN FUNDING AND EVALUATION [50]

[Featured Article](#) [2]

[Alice Ginsberg](#) [51]

[Read more](#) [50]

USING SOCIOTRANSFORMATIVE CONSTRUCTIVISM (STC) TO UNEARTH GENDER IDENTITY DISCOURSES IN UPPER ELEMENTARY SCHOOLS¹ [52]

[Featured Article](#) [2]

[Alberto J. Rodriguez](#) and [Cathy Zozakiewicz](#) [53]

[Read more](#) [52]

DO UNIVERSITIES HAVE A ROLE IN MANAGING PUBLIC SCHOOLS: LESSONS FROM THE PENN PARTNERSHIP SCHOOLS [54]

[Featured Article](#) [2]

[Nancy Streim](#) and [Jeanne Vissa](#) [55]

[Read more](#) [54]

SCHOOL REFORM ON THE INSIDE: TEACHER AGENCY AT ONE

PHILADELPHIA MIDDLE SCHOOL [56]

[Featured Article \[2\]](#)

[Tricia Niesz \[57\]](#)

[Read more \[56\]](#)

REGIONAL COLLEGE-GOING PATTERNS OF PHILADELPHIA PUBLIC HIGH SCHOOL GRADUATES: THE ROLE OF HIGH SCHOOL CURRICULUM [58]

[Featured Article \[2\]](#)

[Benjamin Herold \[59\]](#)

[Read more \[58\]](#)

THE LANGUAGE WE CRY IN: BLACK LANGUAGE PRACTICE AT A POST-DESEGREGATED URBAN HIGH SCHOOL [60]

[Featured Article \[2\]](#)

[Garrett Albert Duncan and Ryonnel Jackson \[61\]](#)

[Read more \[60\]](#)

LESS TESTS, MORE REDRESS: IMPROVING MINORITY AND LOW INCOME STUDENTS' EDUCATIONAL ACCESS IN THE POST-BROWN ERA [62]

[Featured Article \[2\]](#)

[Jennifer E. Obidah, Christina A. Christie, and Patricia McDonough \[63\]](#)

[Read more \[62\]](#)

SCHOOLS EXAMINE TEST DATA TO GUIDE PLANS FOR WHAT TO TEACH [64]

[Featured Article \[2\]](#)

[Suzanne \(Sukey\) Blanc and Jolley Bruce Christman \[65\]](#)

[Read more \[64\]](#)

EDUCATION LAW IS TOUGHER ON DIVERSE SCHOOLS [66]

[Featured Article \[2\]](#)

[Paul Socolar \[67\]](#)

[Read more \[66\]](#)

"MAKING AYP: THE GAME" [68]

[Featured Article \[2\]](#)

[Benjamin Herold and Brian Lathrop \[69\]](#)

[Read more \[68\]](#)

KIDS ON THE MOVE: THE EFFECTS OF STUDENT MOBILITY ON NCLB SCHOOL ACCOUNTABILITY RATINGS [70]

[Featured Article \[2\]](#)

[Virginia L. Rhodes \[71\]](#)

[Read more \[70\]](#)

CHANGING THE SUBJECT: BUILDING CRITICAL AND COMPASSIONATE COMMUNITIES IN ENGLISH AND ENGLISH EDUCATION CLASSROOMS [72]

[Featured Article \[2\]](#)

[Deborah Bieler \[73\]](#)

[Read more \[72\]](#)

TEACHING TO MAKE A DIFFERENCE: ADVICE TO NEW TEACHERS FROM TEACHERS WHO'VE BEEN THERE [74]

[Featured Article \[2\]](#)

[Editors and editorial associates of *Rethinking Schools Online* \[75\]](#)

[Read more \[74\]](#)

PHILADELPHIA SCHOOL DISTRICT DECONSTRUCTION – A CASE REQUIRING CONSIDERATION [76]

[Featured Article \[2\]](#)

[James H. Lytle](#)

[Read more \[76\]](#)

SCHOOL CLOSINGS IN PHILADELPHIA [77]

[Featured Article \[2\]](#)

[James Jack & John Sludden, Research for Action](#)

[Read more \[77\]](#)

HOW STUDENTS ARE LEADING US: YOUTH ORGANIZING AND THE FIGHT FOR PUBLIC EDUCATION IN PHILADELPHIA [78]

[Featured Article \[2\]](#)

[Jerusha Conner \(Villanova\) & Sonia Rosen \(University of Pennsylvania\)](#)

[Read more \[78\]](#)

THOUGHTS ON THE POWER AND PROMISE OF PARENT ORGANIZING [79]

[Featured Article \[2\]](#)

[Rand Quinn, University of Pennsylvania & Nicole Mittenfelner Carl, University of Pennsylvania](#)

[Read more \[79\]](#)

THE TRANSFORMATIVE POWER OF TAKING AN INQUIRY STANCE ON PRACTICE: PRACTITIONER RESEARCH AS NARRATIVE AND COUNTER-NARRATIVE [80]

[Featured Article \[2\]](#)

[Sharon M. Ravitch, Ph.D., *University of Pennsylvania Graduate School of Education*](#)

[Read more \[80\]](#)

A RACIO-ECONOMIC ANALYSIS OF TEACH FOR AMERICA: COUNTERSTORIES OF TFA TEACHERS OF COLOR [81]

[Featured Article \[2\]](#)

[Yvette V. Lapayese, Ph.D., *Loyola Marymount University*](#)

[Read more](#) [81]

EMERGENT UNDERSTANDINGS: MULTILINGUAL FOURTH GRADE STUDENTS GENERATING CLOSE READING AND MULTIMODAL RESPONSES TO GLOBAL AND INFORMATIONAL TEXTS [82]

[Featured Article](#) [2]

Dr. Michelle Medlin Hasty, *Lipscomb University*

Dr. Jeanne Gilliam Fain, *Lipscomb University*

[Read more](#) [82]

MULTIMODALITY, ETHNODRAMA, AND THE PREPARATION OF PRE-SERVICE TEACHERS OF WRITING [83]

[Featured Article](#) [2]

Sarah Hobson, Ph.D., *SUNY Cortland*

[Read more](#) [83]

USING SOCIAL MEDIA IN TEACHER PREPARATION PROGRAMS: TWITTER AS A MEANS TO CREATE SOCIAL PRESENCE [84]

[Featured Article](#) [2]

Lorena R. Munoz, Ed.D. candidate, *Florida International University*

Cynthia Pellegrini-Lafont, Ed.D. candidate, *Florida International University*

Elizabeth Cramer, Ph.D., *Florida International University*

[Read more](#) [84]

REWRITING THE SCRIPT: MULTIPLE MODALITIES IN A HIGH SCHOOL HUMANITIES CLASSROOM [85]

[Featured Article](#) [2]

Joshua Block, *Science Leadership Academy*

[Read more](#) [85]

INTEGRATING AESTHETIC EDUCATION TO NURTURE LITERACY DEVELOPMENT [86]

[Featured Article](#) [2]

Jeanne Peloso, Ph.D., *Lehman College, City University of New York*

[Read more](#) [86]

“IN THE SWELL OF WANDERING WORDS”: THE ARTS AS A VEHICLE FOR YOUTH AND EDUCATORS’ INQUIRIES INTO THE HOLOCAUST MEMOIR NIGHT [87]

[Featured Article](#) [2]

Rob Simon and the Teaching to Learn Project:

Ashley Bailey, Jason Brennan, Antonino Calarco, Kevin Clarke, Will Edwards, Catherine Fujiwara, Amir Kalan, Julia Kruja, Emily

[Read more](#) [87]

“WHO HAS FAMILY BUSINESS?” EXPLORING THE ROLE OF EMPATHY IN STUDENT-TEACHER INTERACTIONS [88]

[Featured Article](#) [2]

Chezare A. Warren, Ph.D., *Michigan State University*

Susan Lessner, M.Ed., *Thornton Fractional School District (Calumet, IL)*

[Read more](#) [88]

SIMPLE JUSTICE OR COMPLEX INJUSTICE?: AMERICAN RACIAL DYNAMICS AND THE IRONIES OF BROWN AND GRUTTER [89]

[Featured Article](#) [2]

Vinay Harpalani, Ph.D. *University of Pennsylvania*

[Read more](#) [89]

THE SIMPSONS AND THE SAVIOR TEACHER/DEFICIT PARENT IN POPULAR CULTURE [90]

[Featured Article](#) [2]

Rowan Shafer

Simon Fraser University

[Read more](#) [90]

SYMBOLIC VIOLENCE: SCHOOL-IMPOSED LABELING IN A “NO-EXCUSES” CHARTER SCHOOL [91]

[Featured Article](#) [2]

L. Trenton S. Marsh

University of Michigan

[Read more](#) [91]

WE ARE NOT EVEN POST-COLONIAL YET!: ARCHETYPES IN THE MASTER NARRATIVE OF U.S. HISTORY TEXTBOOKS [92]

[Featured Article](#) [2]

Jenice L. View

George Mason University

Akashi Kaul

George Mason University

Andrea Guiden

George Mason University

[Read more](#) [92]

SOCIAL COMPETENCE IN URBAN ALTERNATIVE SCHOOLS [93]

[Featured Article](#) [2]

Aaron Perzigian

Western Washington University

[Read more \[93\]](#)

CONFRONTING MANDATED CURRICULUM: BEING A TRANSGRESSIVE TEACHER AND MEETING THE NEEDS OF OUR URBAN LEARNERS [94]

[Featured Article \[2\]](#)

Aimee Myers

Texas Woman's University

[Read more \[94\]](#)

BLACK FEMALE TEACHERS ON TEACHER PREPARATION AND RETENTION [95]

[Featured Article \[2\]](#)

Dr. Abiola Farinde-Wu

Assistant Professor of Urban Education, Department of Leadership in Education in the College of Education at the University of Massachusetts Boston

Dr. Aaron J. Griffen, Ph.D.

Director of Diversity, Equity and Inclusion, DSST Public Schools in Denver, Colorado; Adjunct Professor

Dr. Jemimah L. Young

Department of Teaching and Learning in the College of Education at the University of Iowa Assistant Professor

[Read more \[95\]](#)

EQUITY GAPS FOR STUDENTS WITH DISABILITIES [96]

[Featured Article \[2\]](#)

Katie Pak, University of Pennsylvania Graduate School of Education

Arianna Parsons, University of Pennsylvania Graduate School of Education

[Read more \[96\]](#)

WHAT'S GOING RIGHT? LANGUAGE PLAY AND BILINGUAL IDENTITIES IN A PREDOMINANTLY AFRICAN AMERICAN DUAL-LANGUAGE CLASSROOM [97]

[Featured Article \[2\]](#)

Nina Cross, University of Pennsylvania Graduate School of Education Graduate

[Read more \[97\]](#)

BLACK LIVES MATTER, INTERSECTIONALITY, AND LGBTQ RIGHTS NOW [98]

[Featured Article \[2\]](#)

Monique Perry, Ph.D. Student, University of Pennsylvania Graduate School of Education

[Read more \[98\]](#)

THE VOICE OF ASIAN AMERICAN YOUTH: WHAT GOES UNTOLD [99]

[Featured Article \[2\]](#)

Owen Setiawan, Class of 2023, Central High School

[Read more \[99\]](#)

BEYOND WORDS: REIMAGINING EDUCATION THROUGH ART AND ACTIVISM

[100]

[Featured Article](#) [2]

Bethany Monea, University of Pennsylvania; Joselyn Andrade,* George Mason University; Perla I. Gonzalez,* Northern Virginia Community College; Mikaela Pozo,* George Mason University

*student co-authors listed alphabetically

[Read more](#) [100]

VOICE(S) OF A BLACK MAN [101]

[Featured Article](#) [2]

N. Will Anyu

[Read more](#) [101]

EMBODIED LEARNING AND COMMUNITY RESILIENCE [102]

[Featured Article](#) [2]

OreOluwa Badaki, Ph.D. Candidate at the University of Pennsylvania

[Read more](#) [102]

RE-IMAGINING PROFESSIONAL LEARNING IN A TIME OF SOCIAL ISOLATION: STORYTELLING AS A TOOL FOR HEALING AND PROFESSIONAL GROWTH [103]

[Featured Article](#) [2]

Laura Colket, St.George's University, Grenada, West Indies

[Read more](#) [103]

RECKONING: WHAT DOES IT MEAN TO LOOK FORWARD AND BACK TOGETHER AS CRITICAL EDUCATORS [104]

[Featured Article](#) [2]

Chloe Kannan (Penn GSE) and Andy Malone (UVA)

[Read more](#) [104]

LEADER TO LEADERS: AN INDIGENOUS SCHOOL LEADER'S ADVICE THROUGH STORYTELLING ABOUT GRIEF AND COVID-19 [105]

[Featured Article](#) [2]

Sia Elle Brown, Doctoral Student, University of Pennsylvania

[Read more](#) [105]

FINDING HOPE, HEALING AND LIBERATION BEYOND COVID-19 WITHIN A CONTEXT OF CAPTIVITY AND CARCERality [106]

[Featured Article](#) [2]

Dr. Iván Rosales Montes, Public School Principal, San José, California

Laura Peynado Castro, Public Middle School Principal, New York, New York

[Read more](#) [106]

FLUX LEADERSHIP: LEADING FOR JUSTICE AND PEACE IN & BEYOND

COVID-19 [107]

[Featured Article \[2\]](#)

Sharon M. Ravitch, Ph.D., University of Pennsylvania Graduate School of Education

[Read more \[107\]](#)

GENDER INCLUSION IN EDUCATIONAL RESEARCH, PRACTICE, AND POLICY: TRANSITIONING YOUR VOCABULARY [108]

[Featured Article \[2\]](#)

Lena Ravitch (with proud aunt, Sharon Ravitch)

Philadelphia, PA

[Read more \[108\]](#)

FLUX PEDAGOGY FOR EQUITABLE AND HUMANIZING EDUCATION [109]

[Featured Article \[2\]](#)

Sharon M. Ravitch, Ph.D.

University of Pennsylvania Graduate School of Education

[Read more \[109\]](#)

POR LOS MÍOS: MOTHERS PURSUING EDUCATIONAL JUSTICE FOR THEIR CHILDREN PRE AND DURING COVID [110]

[Featured Article \[2\]](#)

Astrid N. Sambolin Morales

University of Pennsylvania

[Read more \[110\]](#)

WE CONTAIN MULTITUDES: CALLING IN YOUTH-FOCUSED RESEARCHERS [111]

[Featured Article \[2\]](#)

Lev Burstein, *Science Leadership Academy, Philadelphia, PA*

Liyam Yaghoobzadeh, *Edgemont Senior High School, Edgemont, NY*

[Read more \[111\]](#)

INTENT VS. IMPACT: ANALYZING & REFORMING PROBLEMS WITHIN SCHOOL CURRICULUM [112]

[Featured Article \[2\]](#)

Quinn Luong - 12th Grade

The Haverford School; Haverford, PA

[Read more \[112\]](#)

RADICAL SELF-CARE FOR EDUCATORS THROUGH RADICAL STUDENT CHECK-INS [113]

[Featured Article \[2\]](#)

William N. Thomas, IV

Philadelphia, PA

[Read more \[113\]](#)

RESEARCH REPRESENTATION IN FLUX: COVID AS CHRYSALIS [114]

Featured Article [2]

Ari R. Burstein

Freshman, University of Pennsylvania

[Read more \[114\]](#)

[Report accessibility issues and request help](#)

Copyright 2025 The University of Pennsylvania Graduate School of Education's Online Urban Education Journal

Source URL: <https://urbanedjournal.gse.upenn.edu/category/article-category/featured-article>

Links

[1] <https://urbanedjournal.gse.upenn.edu/archive/volume-7-issue-1-summer-2010/authoring-new-narratives-youth-intersection-arts-and-justice> [2] <https://urbanedjournal.gse.upenn.edu/category/article-category/featured-article> [3] <https://urbanedjournal.gse.upenn.edu/archive/volume-7-issue-1-summer-2010/forged-crucibles-difference-building-discordant-communities> [4] <https://urbanedjournal.gse.upenn.edu/archive/volume-7-issue-1-summer-2010/patterns-exclusionary-discipline-school-typology-ethnicity-and-> [5] <https://urbanedjournal.gse.upenn.edu/archive/volume-7-issue-1-summer-2010/school-community-partnerships-and-community-based-education-cas> [6] <https://urbanedjournal.gse.upenn.edu/archive/volume-7-issue-1-summer-2010/arise-challenge-partnering-urban-youth-improve-educational-rese> [7] <https://urbanedjournal.gse.upenn.edu/archive/volume-6-issue-2-fall-2009/building-local-capacity-bring-arts-education-all-children-lessons> [8] <https://urbanedjournal.gse.upenn.edu/archive/volume-6-issue-2-fall-2009/re-placing-arts-elementary-school-curricula-interdisciplinary-col> [9] <https://urbanedjournal.gse.upenn.edu/archive/volume-6-issue-2-fall-2009/womens-well-being-initiative-creating-practicing-and-sharing-bord> [10] <https://urbanedjournal.gse.upenn.edu/archive/volume-6-issue-1-spring-2009/home-school-conflicts-and-barriers-academic-achievement-childre> [11] <https://urbanedjournal.gse.upenn.edu/archive/volume-6-issue-1-spring-2009/historical-identity-development-patterns-and-contemporary-multi> [12] <https://urbanedjournal.gse.upenn.edu/archive/volume-6-issue-1-spring-2009/more-least-restrictive-environment-living-civil-covenant-buildi> [13] <https://urbanedjournal.gse.upenn.edu/archive/volume-6-issue-1-spring-2009/pathways-social-justice-urban-teachers-uses-culturally-relevant> [14] <https://urbanedjournal.gse.upenn.edu/archive/volume-5-issue-2-spring-2008/school-safety-under-nclb%E2%80%9999s-unsafe-school-choice-option> [15] <https://urbanedjournal.gse.upenn.edu/archive/volume-1-issue-1-spring-2002/waiting-miracle-why-schools-cant-solve-our-problems-and-how-we-> [16] <http://wal6098.gse.upenn.edu/urbaned/archive/Issue1/FeatureArticles/article0002bio.html> [17] <https://urbanedjournal.gse.upenn.edu/archive/volume-1-issue-1-spring-2002/race-and-school-desegregation-contemporary-legal-and-educationa> [18] <http://wal6098.gse.upenn.edu/urbaned/archive/Issue1/FeatureArticles/article0003bio.html> [19] <https://urbanedjournal.gse.upenn.edu/archive/volume-1-issue-1-spring-2002/teaching-young-children-well-implications-21st-century-educatio> [20] <http://wal6098.gse.upenn.edu/urbaned/archive/Issue1/FeatureArticles/article0001bio.html> [21] <https://urbanedjournal.gse.upenn.edu/archive/volume-1-issue-2-fall-2002/life-teaching-reflections-teachers-inquiry-group> [22] <http://wal6098.gse.upenn.edu/urbaned/archive/Unsorted%20Archives/articles/article0005bio.html> [23] <https://urbanedjournal.gse.upenn.edu/archive/volume-1-issue-2-fall-2002/concept-educational-sovereignty-friday-evening-keynote-address-20> [24] <http://wal6098.gse.upenn.edu/urbaned/archive/Issue2/articles/article0007bio.html> [25] <https://urbanedjournal.gse.upenn.edu/archive/volume-1-issue-2-fall-2002/dialogue-across-time-space-and-perspective-saturday-evening-conve> [26] <http://wal6098.gse.upenn.edu/urbaned/archive/Issue2/articles/article0006bio.html> [27] <https://urbanedjournal.gse.upenn.edu/archive/volume-2-issue-1-spring-2003/losing-finding-and-making-space-activism-through-literacy-perfo> [28] <http://wal6098.gse.upenn.edu/urbaned/archive/Issue3/articles/article0008bio.html> [29] <https://urbanedjournal.gse.upenn.edu/archive/volume-2-issue-1-spring-2003/interactive-effects-race-and-class-educational-research-theoret> [30] <http://wal6098.gse.upenn.edu/urbaned/archive/Unsorted%20Archives/articles/article0009bio.html> [31] <https://urbanedjournal.gse.upenn.edu/archive/volume-2-issue-1-spring-2003/critical-civic-engagement-among-urban-youth> [32] <http://wal6098.gse.upenn.edu/urbaned/archive/Unsorted%20Archives/articles/article0010bio.html> [33] <https://urbanedjournal.gse.upenn.edu/node/147> [34] http://wal6098.gse.upenn.edu/urbaned/articles/article0035_bio.html [35] <https://urbanedjournal.gse.upenn.edu/archive/volume-5-issue-1-spring-2007/supporting-new-visions-social-justice-teaching-potential-profes> [36] http://wal6098.gse.upenn.edu/urbaned/articles/article0031_bio.html [37] <https://urbanedjournal.gse.upenn.edu/node/149> [38] http://wal6098.gse.upenn.edu/urbaned/articles/article0032_bio.html [39] <https://urbanedjournal.gse.upenn.edu/node/150> [40] http://wal6098.gse.upenn.edu/urbaned/articles/article0033_bio.html [41] <https://urbanedjournal.gse.upenn.edu/node/161> [42] http://wal6098.gse.upenn.edu/urbaned/articles/article0026_bio.html [43] <https://urbanedjournal.gse.upenn.edu/node/162> [44] http://wal6098.gse.upenn.edu/urbaned/articles/article0027_bio.html [45] <https://urbanedjournal.gse.upenn.edu/node/163> [46] http://wal6098.gse.upenn.edu/urbaned/articles/article0028_bio.html [47] <https://urbanedjournal.gse.upenn.edu/node/164> [48] <https://urbanedjournal.gse.upenn.edu/node/165> [49] http://wal6098.gse.upenn.edu/urbaned/clayton_dsd_bio.html [50] <https://urbanedjournal.gse.upenn.edu/node/168> [51] http://wal6098.gse.upenn.edu/urbaned/archive/vol3issue2/articles/article0016_bio.htm [52] <https://urbanedjournal.gse.upenn.edu/node/169> [53] http://wal6098.gse.upenn.edu/urbaned/archive/vol3issue2/articles/article0017_bio.htm [54] <https://urbanedjournal.gse.upenn.edu/archive/volume-2-issue-2-fall-2003/do-universities-have-role-managing-public-schools->

<http://wal6098.gse.upenn.edu/urbaned/archive/Unsorted%20Archives/articles/article0011bio.html> [55] <https://urbanedjournal.gse.upenn.edu/archive/volume-2-issue-2-fall-2003/school-reform-inside-teacher-agency-one-philadelphia-middle-schoo> [56] <http://wal6098.gse.upenn.edu/urbaned/archive/Unsorted%20Archives/articles/article0012bio.html> [57] <https://urbanedjournal.gse.upenn.edu/archive/volume-2-issue-2-fall-2003/regional-college-going-patterns-philadelphia-public-high-school-g> [58] <http://wal6098.gse.upenn.edu/urbaned/archive/Unsorted%20Archives/articles/article0013bio.html> [59] <https://urbanedjournal.gse.upenn.edu/archive/volume-3-issue-1-fall-2004/language-we-cry-black-language-practice-post-desegregated-urban-h> [60] <http://wal6098.gse.upenn.edu/urbaned/archive/vol3issue1/articles/article0014bio.html> [61] <https://urbanedjournal.gse.upenn.edu/archive/volume-3-issue-1-fall-2004/less-tests-more-redress-improving-minority-and-low-income-student> [62] <http://wal6098.gse.upenn.edu/urbaned/archive/vol3issue1/articles/article0015bio.html> [63] <https://urbanedjournal.gse.upenn.edu/archive/volume-3-issue-3-spring-2005/schools-examine-test-data-guide-plans-what-teach> [64] http://wal6098.gse.upenn.edu/urbaned/articles/article0019_bio.html [65] <https://urbanedjournal.gse.upenn.edu/archive/volume-3-issue-3-spring-2005/education-law-tougher-diverse-schools> [66] http://wal6098.gse.upenn.edu/urbaned/articles/article0018_bio.html [67] <https://urbanedjournal.gse.upenn.edu/archive/volume-3-issue-3-spring-2005/making-ayp-game> [68] http://www.urbanedjournal.org/articles/article0021_bio.html [69] <https://urbanedjournal.gse.upenn.edu/archive/volume-3-issue-3-spring-2005/kids-move-effects-student-mobility-nclb-school-accountability-r> [70] http://www.urbanedjournal.org/articles/article0020_bio.html [71] <https://urbanedjournal.gse.upenn.edu/archive/volume-4-issue-1-spring-2006/changing-subject-building-critical-and-compassionate-communitie> [72] http://wal6098.gse.upenn.edu/urbaned/articles/article0024_bio.html [73] <https://urbanedjournal.gse.upenn.edu/archive/volume-4-issue-1-spring-2006/teaching-make-difference-advice-new-teachers-teachers-whove-bee> [74] http://wal6098.gse.upenn.edu/urbaned/articles/article0023_bio.html [75] <https://urbanedjournal.gse.upenn.edu/archive/volume-10-issue-1-summer-2013/philadelphia-school-district-deconstruction-%E2%80%93-case-requiring-c> [76] <https://urbanedjournal.gse.upenn.edu/archive/volume-10-issue-1-summer-2013/school-closings-philadelphia> [77] <https://urbanedjournal.gse.upenn.edu/archive/volume-10-issue-1-summer-2013/how-students-are-leading-us-youth-organizing-and-fight-public-> [78] <https://urbanedjournal.gse.upenn.edu/archive/volume-10-issue-1-summer-2013/thoughts-power-and-promise-parent-organizing> [79] <https://urbanedjournal.gse.upenn.edu/archive/volume-11-issue-1-winter-2014/transformational-power-taking-inquiry-stance-practice-practition> [80] <https://urbanedjournal.gse.upenn.edu/archive/volume-11-issue-1-winter-2014/racio-economic-analysis-teach-america-counterstories-tfa-teach> [81] <https://urbanedjournal.gse.upenn.edu/archive/volume-11-issue-2-summer-2014/emergent-understandings-multilingual-fourth-grade-students-gen> [82] <https://urbanedjournal.gse.upenn.edu/archive/volume-11-issue-2-summer-2014/multimodality-ethnodrama-and-preparation-pre-service-teachers-> [83] <https://urbanedjournal.gse.upenn.edu/archive/volume-11-issue-2-summer-2014/using-social-media-teacher-preparation-programs-twitter-means-> [84] <https://urbanedjournal.gse.upenn.edu/archive/volume-11-issue-2-summer-2014/rewriting-script-multiple-modalities-high-school-humanities-cl> [85] <https://urbanedjournal.gse.upenn.edu/archive/volume-11-issue-2-summer-2014/integrating-aesthetic-education-nurture-literacy-development> [86] <https://urbanedjournal.gse.upenn.edu/archive/volume-11-issue-2-summer-2014/%E2%80%93swell-wandering-words%E2%80%9Darts-vehicle-youth-and-educators%E2%80%99-ing> [87] <https://urbanedjournal.gse.upenn.edu/archive/volume-11-issue-2-summer-2014/%E2%80%9Cwho-has-family-business%E2%80%9D-exploring-role-empathy-student-teach> [88] <https://urbanedjournal.gse.upenn.edu/archive/volume-3-issue-1-fall-2004/simple-justice-or-complex-injustice-american-racial-dynamics-and-> [89] <https://urbanedjournal.gse.upenn.edu/archive/volume-15-issue-1-summer-2018/simpsons-and-savior-teacherdeficit-parent-popular-culture> [90] <https://urbanedjournal.gse.upenn.edu/volume-15-issue-1-summer-2018/symbolic-violence-school-imposed-labeling-%E2%80%9Cno-excuses%E2%80%9D-charter-school> [91] <https://urbanedjournal.gse.upenn.edu/volume-15-issue-1-summer-2018/we-are-not-even-post-colonial-yet-archetypes-master-narrative-us> [92] <https://urbanedjournal.gse.upenn.edu/volume-15-issue-1-summer-2018/social-competence-urban-alternative-schools> [93] <https://urbanedjournal.gse.upenn.edu/archive/volume-16-issue-1-spring-2019/confronting-mandated-curriculum-being-transgressive-teacher-and> [94] <https://urbanedjournal.gse.upenn.edu/archive/volume-16-issue-1-spring-2019/black-female-teachers-teacher-preparation-and-retention> [95] <https://urbanedjournal.gse.upenn.edu/volume-17-spring-2020/equity-gaps-students-disabilities> [96] <https://urbanedjournal.gse.upenn.edu/volume-17-spring-2020/what%E2%80%99s-going-right-language-play-and-bilingual-identities-predominantly> [97] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/black-lives-matter-intersectionality-and-lgbtq-rights-now> [98] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/voice-asian-american-youth-what-goes-untold> [99] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/beyond-words-reimagining-education-through-art-and-activism> [100] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/voices-black-man> [101] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/embodied-learning-and-community-resilience> [102] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/re-imagining-professional-learning-time-social-isolation> [103] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/reckoning-what-does-it-mean-look-forward-and-back-together> [104] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/leader-leaders-indigenous-school-leader%E2%80%99s-advice-through> [105] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/finding-hope-healing-and-liberation-beyond-covid-19-within> [106] <https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-1-fall-2020/flux-leadership-leading-justice-and-peace-beyond-covid-19> [107] <https://urbanedjournal.gse.upenn.edu/archive/volume-19-issue-2-spring-2022/gender-inclusion-educational-research-practice-and-policy> [108] <https://urbanedjournal.gse.upenn.edu/archive/volume-19-issue-2-spring-2022/flux-pedagogy-equitable-and-humanizing-education> [109] <https://urbanedjournal.gse.upenn.edu/archive/volume-19-issue-2-spring-2022/por-los-m%C3%ADos-mothers-pursuing-educational-justice-their> [110] <https://urbanedjournal.gse.upenn.edu/archive/volume-19-issue-2-spring-2022/we-contain-multitudes-calling-youth-focused-researchers> [111] <https://urbanedjournal.gse.upenn.edu/archive/volume-19-issue-2-spring-2022/we-contain-multitudes-calling-youth-focused-researchers> [112]

<https://urbanedjournal.gse.upenn.edu/archive/volume-19-issue-2-spring-2022/intent-vs-impact-analyzing-reforming-problems-within-school> [113] <https://urbanedjournal.gse.upenn.edu/archive/volume-19-issue-2-spring-2022/radical-self-care-educators-through-radical-student-check-ins> [114] <https://urbanedjournal.gse.upenn.edu/archive/volume-19-issue-2-spring-2022/research-representation-flux-covid-chrysalis>