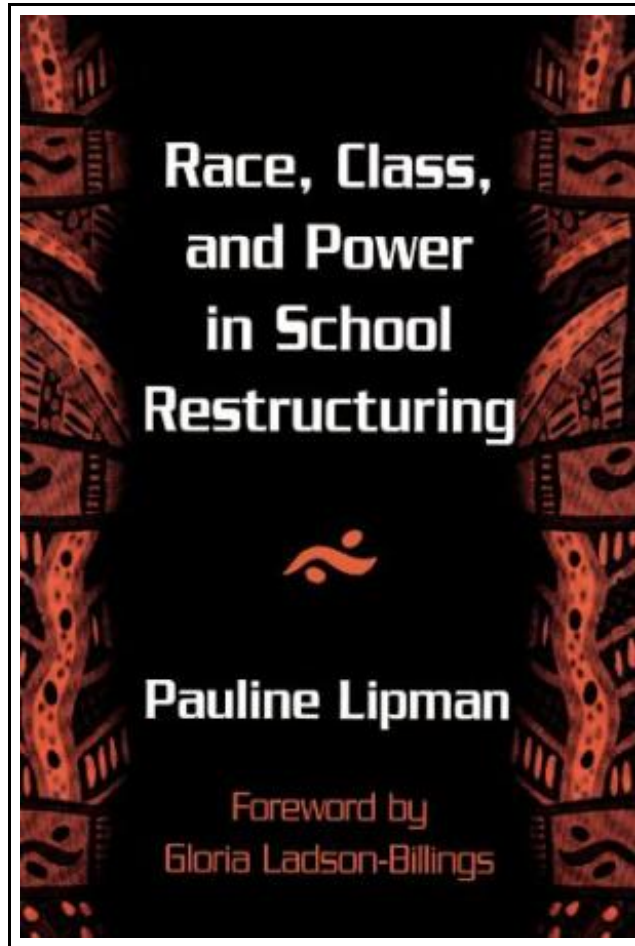


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State University of New York Press. Paperback. Book Condition: New. Paperback. 356 pages. Dimensions: 8.9in. x 5.8in. x 0.6in. Explores the intersection of two central issues in American education: school reform through restructuring and alienation from school of many children of color. A tough look at the impact of teachers and administrators beliefs and practices. This book challenges common assumptions about the efficacy of teacher collaboration, empowerment, and professional development to improve the educational experiences of low-achieving African American students without engaging the political and ideological contexts in which reforms take place. Written in a clear, engaging style, the book tells the story of two restructuring junior high schools in a single district, and how teachers ideologies and race, class, and power contradictions in the schools, school district, and city shaped outcomes. Although the book is a critique of restructuring, powerful portraits of teachers who create culturally responsive and empowering educational experiences demonstrate the potential to reform educational practices and policies for African American students and suggest a direction for transforming schools. Lipmans study is a methodological gem that makes apparent the strengths of an ethnographic approach to research. *International Journal of Qualitative Studies in Education* This book moves the field beyond the current limitations in perspectives on (and explanations for) African American student achievement and its relationship to teacher empowerment and efficacy. As a teacher educator in the field of multicultural education, I will utilize this book in a foundations course both as an example of the breadthdepth with which teachers need to be aware of the lives of students (and their own cultures as professionals) and as an exemplary study of school restructuring processes and conditions. -- Cynthia B. Dillard, The Ohio State University I really enjoyed reading this book. It is a compelling study of the impact teachers attitudes to...



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