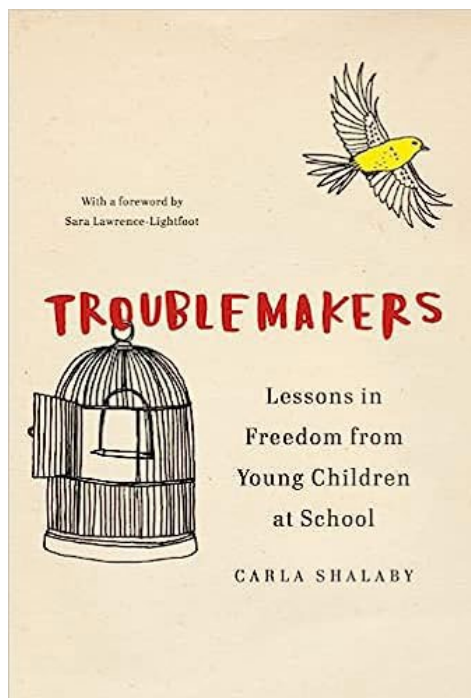




Teachers and School Leaders: Here's What to Read Next

In this issue, we recommend three books for your summer reading list. [UNC Center for Urban Education](#) (CUE) faculty explain why you should make time for these books in between your beach reads.

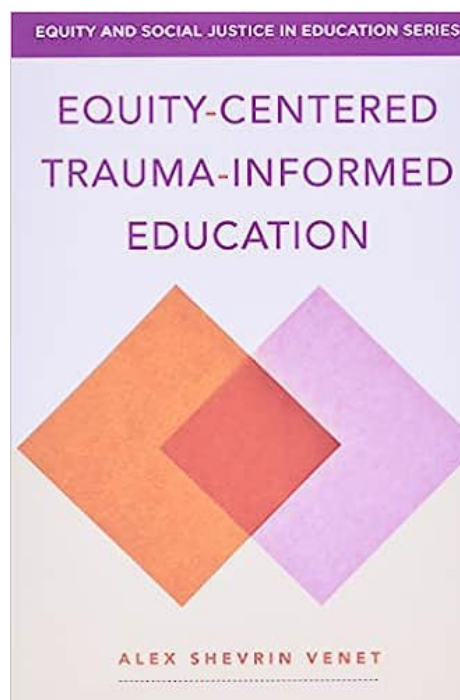


Gaining Perspective on “Problem” Students

CUE Assistant Director Joanna Ross recommends [Troublemakers: Lessons in Freedom from Young Children at School](#) by Carla Shalaby.

Summary: A former elementary school teacher explores the everyday lives of four young so-called problem children and challenges the ways we identify and understand them. Instead of punishing and medicating the “troublemakers,” Shalaby recommends we transform the nature of our institutions, systems, and structures.

Why Ross recommends it: “This book is a wonderful reminder of the uniqueness each student brings into the classroom. There are endless possibilities for how to engage and motivate students who approach school differently. Teaching is a difficult job, but it is also the most rewarding. Troublemakers is a great reminder of why we do what we do.



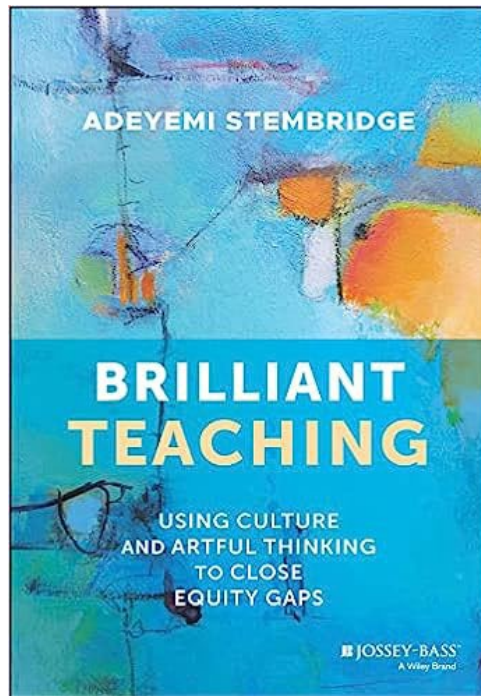
Changing How We Look at the Causes of Trauma

CUE Director Dr. Rosanne Fulton recommends [Equity-Focused Trauma-Informed Education](#) by Alex Shevrin Venet.

Summary: Venet argues that schools often heighten inequities and cause harm when implementing trauma-informed practices that are not based in educational equity. The author offers practical action steps that teachers and school leaders can take to make shifts in practice, pedagogy, and policy from any starting point. It's not an easy or fast process, but transformation is possible.

Why Fulton recommends it: “Research findings indicate that people of color often experience trauma more regularly and at deeper levels than White people. Throughout her book, Venet presents ways in which educators can end oppression (that can cause trauma) in our schools.”

A special note of gratitude to UNC's College of Education and Behavioral Sciences Dean, Jared Stallones, and UNC Professor Anne Davidson for their leadership of UNC's book study group.



Incorporating Students' Culture into Learning

CUE Professor Sandy Mason recommends [*Brilliant Teaching: Using Culture and Artful Thinking to Close Equity Gaps*](#) by Dr. Adeyemi Stemberidge.

Summary: Stemberidge offers ways to create meaningful learning opportunities for vulnerable students, empathize with and respond to your students in a way that engages and empowers them, embrace artful thinking, and integrate culture into your approach to equity. "There is no simple algorithm for teaching in a 21st century classroom," Stemberidge said in reference to this book, "but there is a frame of mind that allows us to design learning experiences that invite students to draw on their cultural fluencies for rigorous thinking."

Why Mason recommends it: "In his first book, [*Culturally Responsive Education in the Classroom*](#), Dr. Stemberidge discussed the six themes of culturally responsive education: engagement, cultural identity, relationships, vulnerability, assets, and rigor. In his second book, he provides specific examples and advice for teachers who strive to be brilliant for the sake of all students. We are fortunate to benefit from his expertise."

Thinking about Becoming a Teacher?

We are enrolling new students for the fall 2023 semester. Call Dr. Rosanne Fulton, Director, UNC Center for Urban Education, at 303-637-4334 or [email](#) for more information.

Watch our [short video](#) to learn more about the CUE teacher-preparation program.



[Center for Urban Education](#)

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