



Questioning Assumptions and Challenging Perceptions: Becoming an Effective Teacher in Urban Environments

Connie L. Schaffer, Meg White, Corine Meredith Brown

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For a moment, consider “*you don’t know what you don’t know*”. What individuals know about urban schools is often based on assumptions and perceptions. It is important for individuals to examine these assumptions and perceptions of urban schools and the students who attend them.

While many textbooks support how teachers should teach students in urban settings, this book asserts individuals can be effective teachers in these settings only if they first develop an understanding urban schools and the students who attend them. As readers progress through the chapters, they will realize *they don’t know what they don’t know*.

Within a framework of cognitive dissonance, readers will continuously examine and reexamine their personal beliefs and perceptions. Readers will also investigate new information and varied perspectives related to urban schools. When readers finish this book, they will be on their way to becoming effective teachers in urban environments.

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