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[Becoming Teachers of Inner-city Students - Life Histories ...](#)

[Becoming Teachers of Inner-City Students](#) offers a detailed and fascinating examination of identifications, concepts, and contexts that emerged from the stories of White teachers committed to inner-city schools. Jupp's research and the stories on which it is based make visible the complex nature, the existing contradictions, and the messy space of inner-city teaching and learning and of [Becoming Teachers of Inner-City Students](#).

[Becoming Teachers of Inner-City Students: Identification Creativity and Curriculum Wisdom of Committed White Male Teachers](#) James C. Jupp1 and G. Patrick Slattery, Jr.2 **Abstract** Broadly speaking, this reflection approaches the on-going concern of capacitating an overwhelmingly White teaching profession for effectively teaching inner-city students attending de facto segregated schools. Using [Becoming Teachers of Inner-city Students - Springer](#) [Becoming Teachers of Inner-city Students: Life Histories and Teacher Stories of Committed White Teachers](#) is an instruction on how to keep the experiment on the workbench.

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[Becoming Teachers of Inner-city Students](#) takes on the continuing challenges of White teachers in increasingly de facto re-segregated schools of the present. Drawing on the author's eighteen years of experience as a classroom teacher and his research on White teachers of inner-city students, [Becoming Teachers](#) provides key discussions on professional identity for preservice teachers, professional educators, and researchers interested in diversity education or urban education. [Driving at](#)

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Jupp's *Becoming Teachers of Inner-city Students* offers a fresh understanding for those who are looking for new ways to understand teachers' lives and professional identities. -- Patrick Slattery, Professor of Curriculum, Texas A&M University "Jupp does the hard work, here, of understanding where we have been in conceptualizing the racial identities of White teachers."

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Becoming Teachers of Inner-city Students : James C. Jupp ...

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Table of contents. 1. Introduction James C. Jupp. 2. Capacitating Concepts James C. Jupp. 3. Race-Visible Professional Identifications James C. Jupp. 4. On White Double-Consciousness

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Becoming Teachers demonstrate again and again that in teaching the personal is political, professional knowledges are forged in practice , and overall that becoming a professional teacher is a process that draws on one's experiences and inner-most convictions .

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