

Contents

INTRODUCTION	1
Doris A. Santoro and Lizabeth Cain	
Part 1 Pedagogical Principles	
1 THE CHICAGO TEACHERS UNION'S REJECTION OF THE COMMON CORE	19
<i>A Case History of Teacher Resistance</i>	
Michelle Strater Gunderson	
2 PRINCIPLED RESISTANCE TO SYSTEM MANDATES AMONG EARLY-CAREER TEACHERS	35
Clive Beck, Clare Kosnik, Judy Caulfield, and Yiola Cleovoulou	
3 RESISTING NO-EXCUSES CULTURE AS A BLACK MALE TEACHER	53
<i>Valuing Critical Thinking and Relationships over Compliance</i>	
Randy R. Miller, Sr.	
4 WORKING THE SYSTEM	69
<i>Teacher Resistance in a Context of Compliance</i>	
Alisun Thompson and Lucinda Pease-Alvarez	
Part 2 Professional Principles	
5 THE UNITED TEACHERS OF NEW ORLEANS STRIKE OF 1990	87
Emma Long	

6	PROFESSIONAL PREPARATION	103
	<i>Principled Responses to an Ethos of Privatization in Teacher Education</i>	
	Margaret Smith Crocco	
7	BUILDING FOUNDATIONS FOR PRINCIPLED RESISTANCE	123
	Tom Meyer, Christine McCartney, and Jacqueline Hesse	
8	TEACHER RESISTANCE	139
	<i>Personal or Professional?</i>	
	Jocelyn Weeda	
Part 3 Democratic Principles		
9	DEDICATED, BELOVED, AND DISMISSED	157
	<i>Teachers as Public Intellectuals in New York City Public Schools of the 1950s</i>	
	Lizabeth Cain	
10	STAKING A CLAIM IN MAD RIVER	171
	<i>Advancing Civil Rights for Queer America</i>	
	Karen Graves and Margaret A. Nash	
11	TEACHING AND LEADING AS A PRINCIPLED ACT	187
	<i>How Ethel T. Overby Built Foot Soldiers of the Civil Rights Movement, 1910–1957</i>	
	Adah Ward Randolph and Dwan V. Robinson	
12	TWEETING TO TRANSGRESS	203
	<i>Teachers on Twitter as Principled Resisters</i>	
	Jessica Hochman, Doris A. Santoro, and Stephen Houser	
13	NAVIGATING DILEMMAS IN A DEMOCRACY	223
	Lizabeth Cain and Doris A. Santoro	
	<i>Notes</i>	233
	<i>About the Editors</i>	257
	<i>About the Contributors</i>	259
	<i>Index</i>	265