Star Teachers: the Ideology and Best Practice of Effective Teachers of Diverse Children and Youth in Poverty


“Martin Haberman... Your Milwaukee Intern Program became the basis of the National Teacher Corps under President Johnson. During five decades you have served as an advisor on alternative certification programs to universities, cities, states, and the nation. Indeed, no one has developed more teacher education programs or exerted a broader impact on teacher preparation than you--- and you have brought a special passion to seeking the most effective ways of selecting and preparing teachers who can work successfully with diverse, low-income children in city schools.”

NACCTEP conference attendees will be able to purchase this book during the conference for a reduced rate of $20; that is $10 off the retail price.

The Haberman Educational Foundation is pleased to disseminate the work of this distinguished educator. The Foundation has had a remarkable impact in the last 10 years and their efforts are making an impact in school districts nationally for those who are searching for better ways to find the “Star” teachers and “Star” principals that Dr. Haberman refers to in his notable research.

The Foundation’s vision is a future in which all children and youth of America will have a competent teacher and the effective school leaders they deserve. The Foundation believes that this can be accomplished by having school leaders and educators embrace the research of Martin Haberman.

Enjoy reading the Foundation’s first publication!

Visit the Haberman Educational Foundation for additional information. [http://www.habermanfoundation.org/](http://www.habermanfoundation.org/)
Once again, Martin Haberman has made yet another mark for the teaching profession. In his new book, *Teacher Talk, When Teachers Face Themselves*, the focus is directed towards solutions for managing disruptive student behaviors while engaging the class in meaningful learning activities. His ongoing research for the last decade has presented multiple declarations regarding the absolute need for understanding the dilemmas that teachers face.

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Included in the book are statements and words never forgotten from principals and school leaders that contributed to the dialogue. This dynamic publication is a must read for new as well as experienced educators.

Every teacher faces the constant problem of having to devote time and energy to students whose misbehavior wastes class time. The students who are cooperating have the right to learn and should not have their time and their teacher’s attention constantly focused on those seeking to prevent the class from learning. There is a limit to how much time and energy teachers can spend on disruptors and problem students without wasting the time of the entire class. The teacher’s primary responsibility is to the majority of the students and to maintaining a learning classroom environment for cooperative students to do their work.

In many cases, the way teachers talk with students escalates typical classroom misbehaviors into serious disruptions. Teachers need specific help in de-escalating classroom interruptions. This book demonstrates the specific teacher talk that can help teachers cut-off potentially time consuming problems with disruptive students and carry on the work of teaching and learning. The book also contains a guide for coaches and mentors to help teachers learn the strategies of de-escalation.

Visit the Haberman Educational Foundation for additional information.  