

Creating Equitable Classrooms Through Action Research

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recognizing the importance of race class gender culture and ability the authors provide a window into the difficulties that professional educators grapple with as they face the challenge of teaching all children this text is both authentic and practical and it demystifies the issues of equity that pervade today s classrooms diane yendol hoppey associate professor university of florida gainsville action research of this caliber on the subject of equity is critically needed for all children to have access to the same level of rigor and high standards this is a must read for districts that really want to turn action research into action that affects student learning terry morganti fisher director of professional development austin independent school district tx utilize the power of action research to narrow the achievement gap despite the best intentions of reform efforts educational inequity continues to exist in public schools creating equitable classrooms through action research confronts this challenge head on and shows educators how they can use action research to both raise student achievement and strengthen instructional leadership ideal for both a first time action research endeavor or one already in progress this practical guidebook helps practitioners formulate specific research questions collect and analyze data and communicate their findings educators will discover ten action research studies on narrowing the achievement gap guidelines for implementing an action research project that supports culturally relevant instruction authentic examples for discussion and reflection invaluable for school district leaders teachers professional development schools and

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in the road to equity the five c s to construct an equitable classroom author kayren gray identifies the issue and implements solutions to create inspiring results in your classroom utilize the road map to equitable outcomes through my interpretation of maslow s hierarchy of needs as a reference point moving through each level to reach self actualization or in our case a more equitable classroom each chapter is a story and a stop along the road with application and reflection to embark on your journey towards educational equity to close the gap and change the narrative the detours in my own life were the driving forces that led to a desire and mission to ensure educational equity there were more tolls and exits i had to prepare for while i observed others using cruise control and others being fortunate enough to take the hov lane those moments in life that set me back or directed me to an exit in order to refuel changed a little piece of me sometimes for the better but sometimes for the worse those unexpected detours were my north star shaping my experiences to prepare me to deliver a message that hopes to inspire you to do what you can to close the gap in fact if we all do what we can little or much it s more than we would see accomplished if we all did nothing at all and that s why this is so important to me k 12 stakeholders will learn to confront bias and understand barriers to learning create opportunities to build relationships collaborate through curriculum lessons and practices commit to building confidence and a growth mindset celebrate diversity and inclusion to achieve a more equitable classroom

winner of am p excel bronze award your students my students our students explores the hard truths of current special education practice and outlines five essential disruptions to the status quo authors lee ann jung nancy frey douglas fisher and julie kroener show you how to establish a school culture that champions equity and inclusion rethink the long standing structure of least restrictive environment and the resulting service delivery leverage the strengths of all educators to provide appropriate support and challenge collaborate on the delivery of instruction and intervention honor the aspirations of each student and plan accordingly to realize authentic and equitable inclusion we must relentlessly and collectively pursue change this book written not for special educators or general educators but for all educators addresses the challenges maps out the solutions and provides tools and inspiration for the work ahead real life examples of empowerment and success illustrate just what s possible when educators commit to the belief that every student belongs to all of us and all students deserve learning experiences that will equip them to live full and rewarding lives

this volume will provide educators with an understanding of challenges associated with equity and inclusion at higher education institutions globally and with evidence based strategies for addressing the challenges associated with implementing equity and inclusion

teaching for inclusion shows how educators navigate the competing demands of everyday practice with examples from urban suburban elementary and secondary schools the author offers eight guiding principles that can be used to advance an inclusive pedagogy these principles permit teachers to both acknowledge and draw from the conditions within which they work even as they uphold their commitments to equitable schooling for students from historically marginalized groups particularly students with disabilities situated in the everyday realities of classrooms that often include mandated testing requirements and accountability policies this book addresses multiple dimensions of inclusive practice including curricular decisionmaking the grammar of schooling the status of family communities and the demands of professional roles book features values teachers as contributors to the field of inclusive education rather than technicians implementing given concepts offers ways of thinking about inclusive practices that educators can adapt to their own school contexts captures the real dilemmas faced by classroom teachers as they implement recommended practices incorporates a range of perspectives including educators students and families naraian offers a close look at exactly how teachers manage many of the things that make pursuing teaching for inclusion so hard messy and contested from the foreword by dianne l ferguson professor and director of program improvement and accreditation at chapman university offers a cohesive understanding on what it takes to advance inclusive practice at the ground level in classrooms and in schools marleen c pugach professor emerita university of wisconsin milwaukee

examines the function and role of school libraries and computer labs considers how these resources are used differently than intended because they have been organization based rather than client based

practical in approach this text focuses on how both pre service and experienced teachers can demonstrate the attributes acquire the competencies and meet the standards essential to effective teaching the framework for the text is the teacher competency profile chapter by chapter the essential knowledge and skills for effective teaching are presented each chapter contains recent research and best practice information with respect to the theme discussed this is followed within each chapter with guidelines for teaching practical approaches to information extensive examples cases and activities the sequential framework guides the pre service student s professional development from basic teaching approaches to sophisticated strategies methods and skills by identifying the essential competencies of teaching and providing guidelines for meeting professional standards this text is also of value for use in seminars workshops and professional reading by practicing teachers

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