

Get Free Creating Equitable  
Classrooms Through Action  
Research

## *Creating Equitable Classrooms Through Action Research*

Concerned with pedagogy and the learning achievement of both girls and boys, this book examines international trends in subject performance throughout schooling and looks critically at a range of interventions in difference contexts and countries, all aimed at enhancing equity in schools and higher education institutions.;

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The book argues that pedagogy can not be isolated from the overarching gender-education system. What can be done, it claims, is that teachers can be provided with a range of pedagogic strategies which can be used to make education, as it is experienced by students and reflected in their achievements, more just. When it comes to the hard work of reconstructing our schools into places where every student has the opportunity to succeed, Mirko Chardin and Katie

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Novak are absolutely convinced that teachers should serve as our primary architects. And by “teachers” they mean legions of teachers working in close collaboration. After all, it’s teachers who design students’ learning experiences, who build student relationships . . . who ultimately have the power to change the trajectory of our students’ lives. Equity by Design is intended to serve as a blueprint for teachers to alter the all-too-predictable outcomes

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for our historically underserved students. A first of its kind resource, the book makes the critical link between social justice and Universal Design for Learning (UDL) so that we can equip students (and teachers, too) with the will, skill, and collective capacity to enact positive change. Inside you'll find: Concrete strategies for designing and delivering a culturally responsive, sustainable, and equitable framework for all students Rich examples, case studies, and

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implementation spotlights of educators, students (including Parkland survivors), and programs that have embraced a social justice imperative Evidence-based application of best practices for UDL to create more inclusive and equitable classrooms A flexible format to facilitate use with individual teachers, teacher teams, and as the basis for whole-school implementation “Every student,” Mirko and Katie insist, “deserves the opportunity to be successful regardless of

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their zip code, the color of their skin, the language they speak, their sexual and/or gender identity, and whether or not they have a disability.” Consider Equity by Design a critical first step forward in providing that all-important opportunity. “Our calling is to drop our egos, commit to removing barriers, and treat our learners with the unequivocal respect and dignity they deserve.”

~Mirko Chardin and Katie Novak

Equity is key to

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eliminating achievement gaps This first volume of a four-book series outlines a simple, yet powerful approach to creating the expectations, rigor, relevancy, and relationships necessary for any child to succeed. Equity 101 describes school systems that have changed their climate, culture, and practices to foster high levels of achievement. Best-selling author Curtis Linton introduces the three essential characteristics of equity: Clear expectations for closing

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the achievement gap

Commitment to rigorous curriculum Relationships that promote learning Readers will have access to online videos that are keyed to central concepts of the series.

Advance equity by learning to crack the system's codes We must act now, using what we already know, to advance equity and raise the achievement of every student. With three decades of leading equity work across the country, George S. Perry Jr. issues a call to action for educational



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leaders who are willing to fight the fight for equity for all students. School and district leaders will encounter roadblocks as they enact systemic change, but Equity Warriors introduces practical, realistic, and strategic approaches for navigating those barriers. Equity Warriors equips education leaders with the moves they can make today to achieve the vision that every student becomes a high achiever by Providing real school and district examples of systemic equity efforts

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Demonstrating the parallel work that school and district teams must do to achieve and sustain systemic change Cracking the codes in the domains of politics, diplomacy, and warfare to achieve the equity agenda. Equity Warriors is a must read for leaders at all levels of the system who have chosen to be in this fight and are ready to do what it takes to make the system work for all students.

Equity in the Classroom  
A Districtwide Approach to  
Staff and Student Learning

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Delivering on the Power and Promise of UDL

The SAGE Handbook of Educational Action Research

Courageous Conversations About Race

The True Costs of College Research, Action, and Change

Harness the power of classroom data with the bestselling, updated guide to professional learning through inquiry and analysis. In this third edition of the renowned approach to teacher inquiry and data analysis, the authors add forward-thinking substance to their methods of formulating action research questions, collecting and analyzing data, and

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creating lasting solutions. In addition to illustrative real-life examples and practical exercises, new features include: An expanded data analysis chapter that introduces formative data analysis and its role in teacher research. Techniques for using inquiry to effectively implement Common Core State Standards. A brand-new chapter on ethical issues in teacher research. *Creating Safe, Equitable, Engaging Schools* brings together the collective wisdom of more than thirty experts from a variety of fields to show how school leaders can create communities that support the social, emotional, and academic needs of all students. It offers an essential guide for making sense

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of the myriad frameworks, resources, and tools available to create a continuous improvement system. Filled with recommendations gleaned from research and ongoing work in every US state and territory, this book is a critical resource for understanding and adopting evidence-based practices and making programmatic decisions to ensure the ideal conditions for learning, growth, and development. "Creating Safe, Equitable, Engaging Schools is an essential read for teachers, principals, district leaders, and organizations that work with schools to create challenging and supportive environments for all students." --Paul Cruz, superintendent, Austin

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Independent School District

"Osher and colleagues not only connect the dots between big ideas--deeper learning, trauma, social and emotional learning, evidence-based programs, comprehensive community planning--but they model the continuous improvement approach in the way ideas are ordered across and within the chapters. This is a masterful volume: comprehensive, accessible, and way overdue."

--Karen J. Pittman, cofounder, president and CEO, The Forum for Youth Investment "This book provides a very usable road map for creating safe, healthy, equitable, and caring schools. The editors and contributors successfully integrate research,

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practice, and policy to help educators develop and implement effective and sustainable models to nurture caring schools that all children and educators deserve."

--Mark T. Greenberg, Bennett Chair of Prevention Research, Pennsylvania State University  
David Osher is vice president and an institute fellow at American Institutes for Research. Deborah Moroney is a managing director at American Institutes for Research and is director of the youth development and supportive learning environments practice area. Sandra Williamson is a vice president for policy, practice, and systems change at American Institutes for Research.  
"An introduction to action research in Catholic schools

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through the specific lens of community and spirituality, including original research from Catholic school leaders"--Provided by publisher.

Examining the achievement gap through the prism of race, this comprehensive text explains the need for candid, courageous conversations about race so that educators may understand why performance inequity persists, and learn how they can develop a curriculum that promotes true academic parity. To help guide policy analysis and instructional reform, the authors present a systemwide plan for transforming schools and districts. Only when educators have established both a language and a process for addressing the intersection of



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race and achievement will they be able to restructure their schools in ways which improve student performance and fulfill the promise that every child has a right to learn regardless of their race, culture, or class. Book jacket.

Teacher Professional Learning in an Age of Compliance

Creating Equitable Services for the Gifted: Protocols for Identification, Implementation, and Evaluation

Creating Schools That Students Deserve

Transforming Student Teachers, Transforming My Self

Inquiry as Stance

From Equity Insights to Action

The Action Research Guidebook

In this long-awaited sequel to

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Inside/Outside: Teacher Research and Knowledge, two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change. In their new book, the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts. They call for practitioner researchers in local settings across the United States and across the world to ally their work with others, as part of larger social and intellectual movements for social change and social justice.

Given the importance of the

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development of intellectualism and the need to ensure equity and access to learning experiences, educators at all levels must be aware of research-based protocols to identify, serve, and evaluate programs for diverse gifted learners. It is essential to understand how gifted education can increase equity in identification practices for historically underrepresented groups, what the specific curricular opportunities are that must be provided to learners to develop gifted programs, and what the key considerations are to the design and implementation of authentic and equitable programs for gifted learners. Creating Equitable Services for the Gifted: Protocols for Identification,

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Implementation, and Evaluation curates cutting-edge protocols in the field of gifted education related to the areas of equitable identification, implementation of services, and programmatic assessment. These protocols seek to initiate discussion and critical discourse regarding diverse gifted learners among higher education faculty, state department personnel, district administrators, and classroom teachers. Covering topics such as digital differentiation, equitable assessment, and STEM education, this text is ideal for teacher education programs, preparation programs, university degree programs, university credential programs, certificate programs,

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faculty, graduate students, state departments of education, superintendents, coordinators, administrators, teachers, professors, academicians, and researchers. Excellence Through Equity is an inspiring look at how real-world educators are creating schools where all students are able to thrive. In these schools, educators understand that equity is not about treating all children the same. They are deeply committed to ensuring that each student receives what he or she individually needs to develop their full potential and succeed. To help educators with what can at times be a difficult and challenging journey, Blankstein and Noguera frame the

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book with five guiding principles of Courageous Leadership: Getting to your core Making organizational meaning Ensuring constancy and consistency of purpose Facing the facts and your fears Building sustainable relationships. They further emphasize that the practices are grounded in three important areas of research that are too often disregarded: (1) child development, (2) neuroscience, and (3) environmental influences on child development and learning. You'll hear from Carol Corbett Burris, Michael Fullan, Marcus J. Newsome, Paul Reville, Susan Szachowicz, and other bold practitioners and visionary thinkers who share compelling and

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actionable ideas, strategies, and experiences for closing the achievement gap in your classrooms and school. Ensuring that all students receive an education that cultivates their talents and potential is in all our common interest. As Andy Hargreaves writes in the coda: "The opportunity for all Americans is to articulate and believe in an inspiring vision of educational change that is about what the next generation of America and Americans should become, not about a target or ranking that the nation should attain." From the Foreword by Archbishop Desmond Tutu: "Letting go of a system of winners and losers in favor of what is proposed in this book is a

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courageous leap forward that we all must take together. Let this bold, practical book be a guide; and may you travel into this new exciting vista, in which every child can succeed."

The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population.

Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement



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when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.

Using Equity Audits to Create  
Equitable and Excellent Schools  
Equity 101- The Equity Framework  
International Perspectives on Equity  
and Inclusion  
Equity by Design  
A Comprehensive, Evidence-Based

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Approach to Supporting Students  
A Next-Generation Model for Equity,  
Pedagogy, and School  
Transformation

The Reflective Educator's Guide to  
Classroom Research : Learning to  
Teach and Teaching to Learn  
Through Practitioner Inquiry  
Principals can harness  
the power of action  
research for their own  
professional  
development. This book  
provides guidance on  
developing questions,  
collecting data, and  
sharing results.

Help a culture of equity  
grow and thrive in your

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School! This second book in the groundbreaking Equity 101 series takes on the cultures we come from and the culture we foster in our schools. When diversity is the norm, how do we create an equitable culture where everyone succeeds? Your path starts with increasing educators' cultural competency, overcoming institutionalized factors that limit achievement, and implementing equitable practices that ensure

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individualized support for all students.

Resources include: Real-life success stories to use as models Chapter-specific implementation exercises that take you from ideas to action A dedicated online community for professional support Empower black boys to dream, believe, achieve Schools that routinely fail Black boys are not extraordinary. In fact, they are all-too ordinary. If we are to succeed in positively

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shifting outcomes for Black boys and young men, we must first change the way school is “done.” That’s where the eight in ten teachers who are White women fit in . . . and this urgently needed resource is written specifically for them as a way to help them understand, respect and connect with all of their students. So much more than a call to call to action—but that, too!—The Guide for White Women Who Teach Black Boys brings

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together research, activities, personal stories, and video interviews to help us all embrace the deep realities and thrilling potential of this crucial American task. With Eddie, Ali, and Marguerite as your mentors, you will learn how to: Develop learning environments that help Black boys feel a sense of belonging, nurturance, challenge, and love at school Change school culture so that Black boys can show

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up in the wholeness of their selves Overcome your unconscious bias and forge authentic connections with your Black male students If you are a teacher who is afraid to talk about race, that's okay. Fear is a normal human emotion and racial competence is a skill that can be learned. We promise that reading this extraordinary guide will be a life-changing first step forward . . . for both you and the students you serve.

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About the Authors Dr. Eddie Moore, Jr., has pursued and achieved success in academia, business, diversity, leadership, and community service. In 1996, he started America & MOORE, LLC to provide comprehensive diversity, privilege, and leadership trainings/workshops. Dr. Moore is recognized as one of the nation's top motivational speakers and educators, especially for his work with students K-16. Dr.



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Moore is the Founder/Program Director for the White Privilege Conference, one of the top national and international conferences for participants who want to move beyond dialogue and into action around issues of diversity, power, privilege, and leadership. Ali Michael, Ph.D., is the co-founder and director of the Race Institute for K-12 Educators, and the author of *Raising Race Questions: Whiteness,*

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Inquiry, and Education, winner of the 2017 Society of Professors of Education Outstanding Book Award. She is co-editor of the bestselling *Everyday White People Confront Racial and Social Injustice* and sits on the editorial board of the journal, *Whiteness and Education*. Dr. Michael teaches in the mid-career doctoral program at the University of Pennsylvania's Graduate School of Education, as

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well as the Graduate Counseling Program at Arcadia University. Dr. Marguerite W. Penick-Parks currently serves as Chair of Educational Leadership and Policy at the University of Wisconsin, Oshkosh. Her work centers on issues of power, privilege, and oppression in relationship to issues of curriculum with a special emphasis on the incorporation of quality literature in K-12 classrooms. She appears in the movie, "Mirrors

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of Privilege: Making Whiteness Visible,” by the World Trust Organization. Her most recent work includes a joint article on creating safe spaces for discussing White privilege with preservice teachers. This book helps districts define, develop, and implement a systematic approach to districtwide professional development. Its award-winning inquiry model challenges participants

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to take control of their own learning.

The Principal as Action Researcher

Protocols for

Identification,

Implementation, and

Evaluation

Creating Equitable

Classrooms Through

Action Research

Gender in the Political

Science Classroom

Towards Effective

Pedagogy for Girls and

Boys

Mind the Gap

Using Equity Audits in

the Classroom to Reach

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## and Teach All Students

Learn how to implement a sustainable school or district action research program that promotes educational equity, helps close the achievement gap, and strengthens instructional leadership. *Creating Capacity for Learning and Equity in Schools* provides a comprehensive guide for aspiring and practicing leaders to strengthen their capacity to create high levels of learning and equity. Chapters explore key theories and research, provide resources for developing personal and organizational leadership

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capacity, and guide leaders through a reflective process to help them link theory and practice. Hooper and Bernhardt's model for excellence and equity provides a pathway for educators to create and sustain learning communities in schools. Exploring three leadership approaches—Instructional, Adaptive, and Transformational—this textbook prepares and develops leaders to engage school communities through effective instructional leadership, data-informed decision-making, and a vision for learning and equity for all. Special

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Features: Theory to Practice (T2P) Framework—A series of structured exercises help readers review and reflect on existing organizational practices and develop new action plans. Case Studies—Encourage individual reflection and collective discussion on key leadership scenarios. Examples in Action—Challenge readers to analyze new connections and leadership processes. A companion website—Includes additional resources and tools for instructors to facilitate activities in the classroom.

This book examines the true costs of attendance faced by low- and moderate-income



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students on four public college campuses, and the consequences of these costs on students' academic pathways and their social, financial, health, and emotional well-being. The authors' exploration of the true costs of academics, living expenses, and student services leads them to conclude that current college policies and practices do not support low-income and otherwise marginalized students' well-being or success. To counter this, they suggest that reform efforts should begin by asking value-based questions about the goals of public higher education, and

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end by crafting class-responsive policies. They propose three tools that policymakers can use to do this work, and steps that every person can take to revitalize public support for public education, equity-producing policies, and democratic participation in the public arena.

Powerful tools for facilitating teachers' professional development and optimizing school improvement efforts!

Combining professional learning communities (PLCs) and action research, this step-by-step guide provides coaches, workshop leaders, and staff developers with

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strategies, activities, and tools to develop inquiry-oriented PLCs. The authors present essential elements of a healthy PLC, case studies of inquiry-based PLCs, and lessons learned for improving coaching practices. Sample projects and reflection prompts will help readers: Organize, assess, and maintain high-functioning, inquiry-oriented PLCs Facilitate the development of study questions Enable PLC members to develop, analyze, and share research results Lead successful renewal and reform efforts

A Guide for ensuring inclusion and equity in

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education

The New Learning Commons  
where Learners Win!

Towards an Inclusive  
Curriculum

Creating Safe, Equitable,  
Engaging Schools

Leading With Passion and  
Knowledge

Leaders Reshaping Catholic  
Schools

Strategies for Fostering  
Inclusive Classrooms in  
Higher Education

***Think of yourself as an  
educational architect By tapping  
into the power of action research,  
you can improve overall student  
performance, eliminate  
achievement gaps, and enhance  
your own efficacy and morale. In  
the third edition of this***

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**bestselling guidebook, you'll find: New insights on how to use reflective practice, qualitative and quantitative methods, and culturally responsive teaching to improve the success of all students A field-tested, four-stage action research process to lead you from brainstorming to breakthrough Illustrative examples, charts, handouts, worksheets, and sample action research reports to demystify and simplify the action research process**

**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.**

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***Use the power of equity audits to help eliminate achievement gaps and educational bias! Grounded solidly in theory and the use of data, this resource provides practical, easy-to-implement strategies for effectively using equity audits to ensure a high-quality education for all students, regardless of socio-economic class. Readers will discover how to increase equity awareness at school and district levels and remedy inequalities in teacher quality, program design, and student achievement by using: A set of “inequity indicators” for evaluating schools, generating essential data, and identifying problem areas Nine skill sets for improved equity-oriented teaching Charts, graphs, and***

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***support materials that can be customized for specific settings***  
***Gender in the Political Science Classroom looks at the roles gender plays in teaching and learning in the traditionally male-dominated field of political science. The contributors to this collection bring a new perspective to investigations of gender issues in the political behavior literature and feminist pedagogy by uniting them with the Scholarship of Teaching and Learning (SoTL). The volume offers a balance between the theoretical and the practical, and includes discussions of issues such as curriculum, class participation, service learning, doctoral dissertations, and professional placements. The***

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**contributors reveal the discipline of political science as a source of continuing gender-based inequities, but also as a potential site for transformative pedagogy and partnerships that are mindful of gender. While the contributors focus on the discipline of political science, their findings about gender in higher education are relevant to SoTL practitioners, other social-science disciplines, and the academy at large.**

**A Field Guide for Achieving  
Equity in Schools**

**School Leaders Who Are Making  
Equity a Reality**

**Immediate Results from the  
Lessons of High-poverty, High-  
success Schools**

**Creating Capacity for Learning  
and Equity in Schools**



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***Seeking Integrity in Teacher  
Education***

***The Guide for White Women Who  
Teach Black Boys***

***Teaching Language as Action in  
the ELA Classroom***

"Based on the best-selling *The Reflective Educator's Guide to Classroom Research*, Second Edition, this guide gives staff developers the tools they need to facilitate book study groups, seminars, and professional development events focused on practitioner inquiry. An effective form of professional development, teacher inquiry has the potential to inform any aspect of classroom practice across subject areas and grade levels. For discussion topics that include differentiated

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instruction, working with English language learners, Response to Intervention, this facilitator's resource makes it easy to lead participants through a step-by-step process that covers: formulating a research question; collaborating with others; collecting data; analyzing data; writing and presenting classroom research; and assessing the quality of the work."--BOOK JACKET.

Your Greatest Assets are Right Before Your Eyes: Your Multilingual Learners! Equity for multilingual learners (MLLs) means that students' cultural and linguistic identities, backgrounds, and experiences are recognized as valued, rich sources of knowledge

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and their academic, linguistic, literacy, and social–emotional growth is ensured to the fullest potential. This ready-to-use guide offers practical, classroom-level strategies for educators seeking thoughtful, research-informed, and accessible information on how to champion equity for MLLs in a post-COVID era. Focused on the deliberate daily actions that all teachers of multilingual learners can take, this resource guide captures a compelling advocacy framework for culturally and linguistically responsive equity work, including Authentic examples of how educators understand and support MLLs through an equity lens Student portraits of multilingual

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learners' experiences Accessible answers to essential how-to questions Robust professional learning activities Access to print and online resources for additional information Thoughtful probes throughout the guide help teachers develop student agency and foster pathways in their own practice and communication with multilingual learners.

Examines systemic issues contributing to inequities in early childhood, with ways faculty, teachers, administrators, and policymakers can work to disrupt them.

Radically reimagine our ways of being, learning, and doing  
Education can be transformed if we

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eradicate our fixation on big data like standardized test scores as the supreme measure of equity and learning. Instead of the focus being on "fixing" and "filling" academic gaps, we must envision and rebuild the system from the student up—with classrooms, schools and systems built around students' brilliance, cultural wealth, and intellectual potential. Street data reminds us that what is measurable is not the same as what is valuable and that data can be humanizing, liberatory and healing. By breaking down street data fundamentals: what it is, how to gather it, and how it can complement other forms of data to guide a school or district's equity journey, Safir and Dugan

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offer an actionable framework for school transformation. Written for educators and policymakers, this book

- Offers fresh ideas and innovative tools to apply immediately
- Provides an asset-based model to help educators look for what's right in our students and communities instead of seeking what's wrong
- Explores a different application of data, from its capacity to help us diagnose root causes of inequity, to its potential to transform learning, and its power to reshape adult culture

Now is the time to take an antiracist stance, interrogate our assumptions about knowledge, measurement, and what really matters when it comes to educating young people.

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The Reflective Educator's Guide to  
Classroom Research

What It Is, Why It Matters, and How  
It Can Transform Schools and  
Classrooms

Facilitator's Guide

Achieving Equity and Excellence

Instructional, Adaptive, and  
Transformational Leadership

Learning to Teach and Teaching to

Learn Through Practitioner Inquiry

Culturally Responsive Teaching

*"In Achieving Equity and*

*Excellence: Immediate*

*Results From the Lessons of*

*High-Poverty, High-Success*

*Schools, author Douglas*

*Reeves provides a*

*methodology for change*

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*based upon identifying, recording, and replicating positive results in the readers' schools and communities. Dr. Reeves notes the need for immediate results and programs that are proven to work within readers' communities, as well as the urgent desire that educators have to create a more just and equitable system for their students. As such, this book serves as a research-backed guide for readers who wish to see their students make dramatic improvements in school in a*



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*single semester. Readers will study the mindset of high-poverty, high-success schools and the research that this mindset is founded on. Then, they will see how this mindset translates into a methodology of action for change that is based primarily in daily decisions that the readers will make for the benefit of their students. Through this book, readers will not only realize that a more equitable and just system is possible in their school, but also learn the mindset and practices necessary to make these*

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*changes a reality"--  
Teacher Professional  
Learning in an Age of  
Compliance: Mind the Gap  
examines ways in which  
practice-based inquiry in  
educational settings, in a  
number of different  
countries and contexts, can  
transcend current ways of  
working and thinking such  
that authentic professional  
learning is the result. The  
authors contend that  
education policy, under  
pressure from a number of  
quarters, is retreating into a  
standardized, audited, and  
backward-looking arena,*

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*with the advances of more progressive educational philosophy being rolled back. In an age where practitioner inquiry and action research have often been 'hijacked' for the purposes of broad-based policy implementation, this book offers a rationale for reclaiming the critical edge so fundamental to inquiry-based professional learning. It examines the potential of inquiry-based forms of teacher professional learning to contribute to the growth of professional knowledge for and about*

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*teachers' work. The authors intend that the book will assist in building new forms of professional knowledge that go beyond the current compliance model - engineered from less enduring materials - to inform a new model with its foundations in a strong ethical and moral framework. They also believe that this new model, if implemented, will help to reverse today's conservative educational trends and make teacher professional development a force for genuine progress once*

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*again. They have consciously moved away from the celebratory tone of much of the academic reporting of teacher professional learning, adopting instead a genuinely critical edge. In covering a wide range of policies and practices from across the international spectrum, they have allowed themselves the freedom to engage in serious epistemological arguments about the nature of professional knowledge, as well as how it is constructed and employed.*

*In this book, a teacher*

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*educator examines her practice as a way of learning about teaching as well as challenging teacher education. It is about how one teacher educator sought to transform the perspectives of her student teachers, in order to better prepare them to teach diverse populations of students, while challenging her own beliefs about how best to do that. The author seeks integrity in her practice, defined as her ability to enact what she teaches preservice teachers to do. In particular, this*

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*book is a self-study that contributes to understanding the broader question: How much can one affect and change the discourse within education when one also inhabits the characteristics that are privileged by the institution? The teacher education literature supports the need to study this type of self-reflection. Other researchers have pointed out that the role of teacher educators' cultural identities in reforming education has been largely ignored in the literature. This book offers a*

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*unique perspective on the  
analogous relationship  
involved when a teacher  
educator teaches teachers  
how to examine the impact  
of their own identities on  
their teaching while  
examining that herself.*

*“Joe Feldman shows us how  
we can use grading to help  
students become the leaders  
of their own learning and lift  
the veil on how to succeed. .*

*. . This must-have book will  
help teachers learn to  
implement improved, equity-  
focused grading for impact.”*

*--Zaretta Hammond, Author  
of Culturally Responsive*



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*Teaching & The Brain Crack  
open the grading  
conversation Here at  
last—and none too soon—is  
a resource that delivers the  
research base, tools, and  
courage to tackle one of the  
most challenging and  
emotionally charged  
conversations in today's  
schools: our inconsistent  
grading practices and the  
ways they can inadvertently  
perpetuate the achievement  
and opportunity gaps among  
our students. With Grading  
for Equity, Joe Feldman cuts  
to the core of the  
conversation, revealing how*

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*grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, Grading for Equity provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or*

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*deny opportunity, control students, and endorse a “fixed mindset” about students’ academic potential—practices that are still in place a century later*

*A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a “true north” orientation toward equitable grading practices*

*Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of*

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*effectiveness Reflection  
tools for facilitating  
individual or group  
engagement and  
understanding As Joe writes,  
“Grading practices are a  
mirror not just for students,  
but for us as their teachers.”  
Each one of us should start  
by asking, “What do my  
grading practices say about  
who I am and what I  
believe?” Then, let’s make  
the choice to do things  
differently . . . with Grading  
for Equity as a dog-eared  
reference.*

*Theory, Research, and  
Practice*

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*Practitioner Research for  
the Next Generation  
Coaching Inquiry-Oriented  
Learning Communities  
Grading for Equity  
Street Data  
Inquiry  
Equity 101: Culture*

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. This handbook presents and critiques predominant and emergent traditions of Educational Action

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Research internationally. Now a prominent methodology, Educational Action Research is well suited to exploring, developing and sustaining change processes both in classrooms and whole organisations such as schools, Departments of Education, and many segments of universities. The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field. It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities. The Editors provide an introduction and conclusion, as well as an opening chapter which charts

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the historical development of action research and provides an analysis of its underlying theories. The handbook is organized into four sections, each beginning with a short introduction: - Action research methodology: diversity of rationales and practices - Professional: Knowledge production, staff development, and the status of educators - Personal: Self-awareness, development and identity - Political: Popular knowledge, difference, and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels, as well as school leaders and administrators. Susan Noffke is Associate Professor of Curriculum & Instruction at the University of

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Illinois - Urbana/Champaign and co-editor with R.B. Stevenson of Educational Action Research (Teachers College Press, 1995). She taught at the primary school level for a decade, and has led masters and doctoral level courses in action research for the past 20 years. She continues to work with many collaborative projects with schools and school districts. Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University, UK. She is a founder editor of the Educational Action Research journal and has been a coordinator of the Collaborative Action Research Network (CARN) for many years. She is co-editor of Research Methods in the Social



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Sciences (SAGE: 2005) and author of Action Research: a Methodology for Change and Development (Open University Press: 2006).

Raise your equity quotient and learn new strategies for reaching students that will raise achievement for all children, including those with diverse needs.

This report takes a pragmatic look at equality, equity and inclusion in curriculum. It examines how curriculum can be adapted to meet specific needs of diverse learners, particularly vulnerable students. It also features a range of strategies which countries use to design curriculum, so that no student will be left behind.

Every Child, Every Classroom,

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## Research

Every Day

Critical Strategies for Teaching  
Multilingual Learners

Adapting Curriculum to Bridge  
Equity Gaps Towards an Inclusive  
Curriculum

Excellence Through Equity

A Process for Pursuing Equity and  
Excellence in Education

Equity Warriors

The Reflective Educator's Guide to  
Professional Development

This book explores English language arts instruction from the perspective of language as "social actions" that students and teachers enact with and toward one another to create supportive, trusting relations between students and teachers, and among students as peers. Departing from a code-based view of language as a set of systems or

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structures, the perspective of languaging as social actions takes up language as emotive, embodied, and inseparable from the intellectual life of the classroom.

Through extensive classroom examples, the book demonstrates how elementary and secondary ELA teachers can apply a languaging perspective. Beach and Beauchemin employ pedagogical cases and activities to illustrate how to enhance students' engagement in open-ended discussions, responses to literature, writing for audiences, drama activities, and online interactions. The authors also offer methods for fostering students' self-reflection to improve their sense of agency associated with enhancing relations in face-to-face, rhetorical, and online contexts.

Urban school superintendents face unprecedented challenges. They must ensure that all students achieve a high

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level of performance despite a lack of resources, the intractable problems of race and poverty, a chaotic governance structure, and the often conflicting demands of teachers, parents, unions, and the community. This important book, edited by the co-directors of the prestigious Harvard Urban Superintendents Program (USP), explores the ways in which superintendents can make a difference in the lives of each child, every day, by being knowledgeable about and driven by what happens in the classroom. The editors and distinguished contributors cover a wide range of vital topics that superintendents face from the day they are hired to the day they retire, such as how superintendents can most effectively communicate their vision, plan strategically, institute instructional reform, engage the community, and

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allocate resources. The book is filled with illustrative examples of well-known superintendents who are trailblazing new means to achieve educational fairness for all children and are changing the landscape of urban school systems today. In addition, *Every Child, Every Classroom, Every Day* highlights the Urban Superintendents Program's Leadership Framework, which is designed to aid administrators and educators in decision making and achieving equity. An ancillary CD containing teaching notes and exhibits is also included (in the print edition only) as an aid to teachers who wish to scaffold material discussed in the text. Note: CD-ROM/DVD and other supplementary materials are not included as part of eBook file. These materials will be made available for download upon purchase of the digital edition Co-published with

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## Research

Education Week and the American  
Association of School Administrators.

Advancing Equity and Embracing  
Diversity in Early Childhood Education:

Elevating Voices and Actions

Reinventing School Libraries and

Computer Labs

Five Principles of Courageous

Leadership to Guide Achievement for

Every Student