Deb Preuss is also a fifth-grade teacher at North Glendale Elementary School and a colleague of Laura's. In this science lesson, she uses pendulums as an introduction to science inquiry. Once again, students are engaged, doing higher level thinking, and sharing with others—Deb makes sure of that!

Pendulums: An Introduction to Science Inquiry

Deb Preuss

Objectives/Standards Using National Academy of Sciences Framework (Three Dimensions)

Dimension 1—Scientific and Engineering Practices

3. Planning and Carrying Out Investigations—students will plan an investigation of how to change the number of swings on a pendulum.

Dimension 2—Crosscutting Concepts

2. Cause and Effect—students will decide what changes to the pendulum affect the number of swings.

Dimension 3—Core Ideas

Physical Sciences 2—Motion and Stability: Forces and interactions—students will generalize the relationship between the length of the pendulum and the number of swings.

Vocabulary/Previous Knowledge

Testable question, hypothesis, manipulated variable, responding variable, controlled variable, data, conclusion

Materials Needed per Student

- Ten large paperclips
- One unsharpened pencil
- Eraser tips
- Three washers
- Masking tape
- Paper and pencil for notes and data recording

Hook

Build it and they will come! Have a pendulum ready for display (five paper clips linked together with a washer attached to the bottom). Slide the top paperclip onto the pencil and make sure it swings freely. Attach the eraser tip to the end. Have the students build their own from the display—it's very simple and takes just a few minutes. Be sure to give a little time for them to play! After a few minutes, have them attach the pendulums to the side of their desks or table. Six inches of the pencil should be on the desk with the eraser tip pointing out and fastened with masking tape. This will be considered the standard pendulum system.

Discussion

Yesterday we discussed some of the parts and processes of science investigations and today we are going to apply that learning to a real investigation. Ask students about the terms and ideas that were discussed and record them for the class to see. Ask them to be thinking of those ideas and terms as we go through the first activity.

Activity 1

As a class you will see how many times the pendulum swings in ten seconds. Using your standard pendulum system, you will all do trials simultaneously to establish some base data.

Demonstrate the following: Hold the washer at the end of the pendulum even with the table surface—the paperclips should be taut, not sagging. This will be called a zero degree release point. Set a timer for ten seconds. As you release the pendulum start the timer and count the number of times the pendulum swings back toward you for ten seconds. This is the counting system everyone will use. As a class do three to five trials. The number of swings should be fairly consistent among the group. If the pendulum hits something or is interfered with, that trial is not valid. Calculate the average number of swings from all of the valid trials.

Discussion

Students share their data and discuss why it is similar. What pieces of the standard pendulum system caused the results to be so similar? List ideas on the board. Answers should be weight (washer), release point, number of paperclips (length), amount of pencil sticking out from the desk, and so on. These are the possible manipulative variables.

Activity 2

Structure a class investigation. Choose one of the possible manipulative variables mentioned above (I usually choose weight). Model how to compose a testable question. Does changing the weight on a pendulum affect the number of swings it makes? Remind the students that testable questions must include the manipulative (weight) and responding variables (swings). Have students discuss their predictions about this question. Then compose a hypothesis: If I increase the weight on a pendulum, the number of swings will decrease. A hypothesis must be more specific and make a prediction about the outcome.

Now add the two other washers on the pendulum. Conduct three to five trials, record the data, and find the average.

Discussion

Ask the class how those trials were the same as the standard pendulum system and record:

- Same number of paper clips
- Same release point
- Same pencil
- Same length hanging off the desk
- Same amount of time
- Same way of counting

- Ask the students what kind of variables those are? (Controlled)
- Ask what changed in the experiment? (Weight—the number of washers)
- What kind of variable is that? (Manipulative)
- Ask what they are measuring? (Swings)
- What kind of variable is that? (Responding)

Now discuss the results of the trials. The number of swings should have remained the same. What can you conclude from this trial? (Weight does not change the number of swings.) In other words, is there a cause and effect relationship? No, weight does not cause any change.

Activity 3

Students choose and design their investigation. It is important that they only make one change from the standard pendulum system in order to conduct a fair test. They need to record their testable question, hypothesis, and variables on a sheet of paper, along with their data and conclusion based on the results. Have timers on hand for the trials, as students will need them at different times.

Assessment

Observe the students as they discuss and plan their investigations, making sure that the testable question mentions a manipulative and responding variable and the hypothesis makes a prediction.

Do students conduct trials accurately? Are the controlled variables evident? Is the data accurate? Does the data support the conclusion? Does the conclusion mention a cause and effect relationship or lack thereof?

Collect the notes from the investigation to help identify the need for ongoing instruction and practice.

Extensions

If you could do your investigation again, what would you do differently? Why?

Do you think your results would hold true for any pendulum, even if it were made with different materials?

Look into the history of pendulums. Who invented the pendulum and what are its uses? Can you think of a new use for a pendulum?

What instructional strategies does Deb use to engage? Which culturally responsive strategies does she use throughout the lesson?

❖   ❖   ❖

Barb Swalina, a first-grade teacher at North Glendale Elementary, is a warm, loving teacher who makes each first-grade student feel at home. She uses writing throughout her curriculum and shares this writing lesson with us. She asks, "How do we get first graders to learn to love writing?" Barb does it through this lesson and others like it. Students work at the highest levels of thinking: they are creating, and their creations are published for the families, so she is connecting to the community.

Publishing Student Poetry Books

Barb Swalina

Common Core State Standards, Language Arts

1.W.5; 1.W.6; 1.SL.4; 1.SL.5; 1.SL.6; 1.L.2; 1.L.5; 1.L.6

Common Core Standards–Crosswalk to Missouri GLEs/CLEs for English Language Arts			
Writing Standards Grade 1			
CCR Anchor Standards	*Grade-Specific Standard*	*Missouri GLE Alignment*	*Explanation*
Production and Distribution of Writing			
5.	**W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**W.1A.1.a, d, e** Follow a writing process to (a) brainstorm and record ideas in written form, (d) revise writing to clarify meaning and enhance descriptions (such as describing words, relevant details), (e) edit for conventions with assistance.	**W.1A.1.a, d, e** Direct alignment
6.	**W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	**ICTL5A.1** Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos).	**ICTL5A.1/ ICTL1B.1/ W.1A.1** Aligns to multiple GLEs
		ICTL1B.1 Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work.	
		W.1A.1.a–e Follow a writing process to (a) brainstorm and record ideas in written form, (b) generate a draft in written form on student-selected topic, (c) reread writing, (d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details), (e) edit for conventions with assistance.	

First Grade Report Card Scoring Guide Rubrics for Poetry Writing			
Communicates Ideas: All Units			
Beginning	*Approaching*	*Meeting*	*Surpassing*
I need reminders to communicate relevant ideas.	I occasionally communicate some relevant ideas in a meaningful way but may misinterpret various styles and genres.	I can communicate relevant ideas in a meaningful way using various styles and genres (e.g., nonfiction, poetry, letters, and stories).	I consistently communicate ideas in a meaningful way by using writing craft and mentor authors in various styles and genres.
Develops Personal Voice: All Units			
Beginning	*Approaching*	*Meeting*	*Surpassing*
I need reminders to show creativity or personal engagement with my topic. I am unaware of my audience.	I occasionally show creativity or personal engagement with my topic. My style may be awkward and audience may or may not be considered.	I can show creativity or personal engagement with my topic. I am aware of my audience.	I consistently show creativity or personal engagement with my topic. I am aware of my audience and adapt my writing style accordingly.
Explores Elements of Poetry: Unit 6			
Beginning	*Approaching*	*Meeting*	*Surpassing*
I need reminders to explore word choice to visualize and act out poems. I contribute to shared poems.	I occasionally explore word choice to visualize and act out poems. I contribute to shared poems.	I can explore word choice to visualize and act out poems. I contribute to shared poems.	I consistently explore word choice to visualize and act out poems. I consistently contribute to shared poems and I can independently write my poems.

In our school district, each grade level has curriculum-based reading and writing programs. In first grade, we teach and assess our students on various genres of writing, including poetry units of study.

In Unit 6 of *Being a Writer: Exploring Words Through Poetry*

- Students hear, visualize and act out poems.
- Students write shared and individual poems.
- Students get ideas by listening to one another.

One of my favorite things about teaching writing is publishing my students' stories, regardless of which genre I teach. (I have accomplished this with my second, third, fourth, and, most recently, first graders.)

Writing is a process, and so is this lesson from start to finish. It is a project that takes a village! On the evening of our open house (at the beginning of the school year) I solicit parent participation in many classroom activities. For writing I ask parent volunteers to

- Construct book covers using the discontinued wallpaper samples from local paint stores, colorful duct tape, and recycled cardboard.
- Assist the students with editing and using word processing to type the second draft of their writing during writer's workshop on Fridays.
- Publish the students' stories I e-mail to them.
- And sew the books.

Book Cover Instructions

1. Cut cardboard into two 5½-inch × 8-inch pieces.

2. Cut wallpaper into two 8-inch × 10-inch pieces.

3. Rubber-cement cardboard to the center of each wallpaper piece.

4. Cut off corners of wallpaper just at edge of cardboard.

5. Fold paper edges over cardboard and tape with transparent book tape.

6. Use duct tape (comes in many colors and patterns) to tape the two cardboard pieces together, leaving ¼ inch between the two pieces.

Sewing Instructions

Use an 8½-inch piece of construction paper as the base and place the pages of the story in order. On a sewing machine, sew the story to the center (space) of the cardboard cover. Once the story is sewn to the piece of construction paper, the construction paper can now be rubber-cemented into the constructed cardboard booklet.

Publishing Instructions

1. Open file in Microsoft Word or WordPerfect.

2. Save file as another name (or add *edit* to the end of the original file).

3. Format the story to two columns.

4. Do File, Page, Setup and change the layout to Landscape.

5. Print the story.

6. Mark the story up into section numbers.

7. Choose an appropriate template per number of sections.

8. Cut and paste sections per the template.

9. Save the file and print.

Printing Instructions

Short Book (Ten Sections or Less)

1. Print Pages 1 to 3 first.

2. Put the pages in order with Page 1 on top, Page 2 second, and so on.

3. Put pages back in the printer tray.

4. Print Pages 4 to 6. (If using WordPerfect, select the box to "Print in Reverse Order" if the option is available.)

5. Put pages in order and fold like a book.

Long Book (Eleven to Eighteen Sections)

1. Print Pages 1 to 5 first.

2. Put pages in order with Page 1 on top, Page 2 second, and so on.

3. Put pages back in the printer tray.

4. Print Pages 6 to 10. (If using WordPerfect, select the box to "Print in Reverse Order" if the option is available.)

5. Put the pages in order and fold like a book.

It is truly a rewarding process when a child can create a piece of writing, get it edited, use word processing to type it, choose from a plethora of book covers, illustrate the pages, and then share the published piece with his or her peers!

Sample of a First Grader's Pattern Poetry

I Am BIG!

by Zoe Silkwood

My dog Yaz is big, but not as big as his brother Orr.

Orr is big, but I am bigger.

I am big, but not as big as my dad.

My dad is big, but not as big as a hippo.

A hippo is big, but not as big as an elephant.

An elephant is big, but not as big as a bus.

A bus is big, but not as big as a whale.

A whale is big, but not as big as the ocean.

The ocean is big, but not as big as the earth.

The earth is big, but not as big as the sun.

The sun is big, but not as big as the solar system.

What is bigger than the solar system?

Space!

After Zoe shared her published book with the class, many of her peers were inspired to write their own patterned poetry book!

Drawn and written by Zoe.

**What instructional strategies does Barb use throughout the lesson?
What culturally responsive, standards-based strategies does Barb use?**

❖   ❖   ❖

LESSONS FROM MIDDLE SCHOOL TEACHERS

I met Tracey during a workshop, and she ran with the ideas presented. In this chapter, she shares a lesson plan she uses in Business Information Management and Concepts of Engineering and Technology in the Career and Technical Education department at Maurine Cain Middle School. She is the chair of the department. She begins by describing her principal, Jason L. Johnston, and follows with her lesson.

Jason L. Johnston, my principal, is an administrator who cares about educating every child and ensuring his staff has the required support and materials. Our campus is a place where he guides us to ensure all students are mastering objectives. He models challenges to his staff's thought process to create effective facilitators of education for our students. He has established nets of educational safety around each student at our school, as we have an effective response to intervention system and professional learning community. Lessons must be designed so that students receive work that is both engaging and challenging.

International Business Project

Tracey M. Black

Envision a classroom where students are authentically engaged in the learning process. They ask each other questions and perform effective research to investigate the answers. This international business project is designed for my students to perform at higher levels of learning in a fun and safe environment. This project empowers and inspires my students to get involved in making the economic world around them a better place. They just love this project as they take ownership of becoming successful entrepreneurs. I enjoy watching them use twenty-first century learning skills such as effective problem solving, listening skills, teamwork, critical thinking, collaboration, creativity, innovation, and communication as they prepare for the global economy. This project helps set the stage for students as they are, in reality, preparing to compete in the global economy. This project creates a win-win for all students and facilitators of learning.

Summary of Lesson

As our economists, politicians, and business persons engage in discussions of the U.S. economy, our students can become knowledgeable on options of helping to enhance our economy. The international business project provides students with a real-world opportunity to implement personal and interpersonal skills, as well as apply business letter-writing skills, calculating costs, and multimedia presentation skills as they engage in business internationally. They collaborate in teams of two or three students and choose from a list of countries to form partnerships for international business that will enhance the economy of the United States. A foreign country can only be chosen once in all classes. Many students are unaware of how international business influences the U.S. economy. After a country is chosen, each group begins the research process. They receive rubrics to keep them informed of requirements and deadlines. This project allows the students to learn marketing and business strategies of different countries. They prepare professional business presentations, and about 95 percent of students tend to be authentically engaged in this project and create well-planned businesses. Some examples of the companies they have created are bakeries in France, technology centers in Japan, a telecommunications company in Finland, and travel agencies in China. The students are required to dress in business attire when they make their presentations.

Project Planning Form				
Name of Project	*International Business Project*		*Duration: 4 weeks*	
Class(es)	*BIM*		*Semester: 2*	
Content/Curriculum Areas to partner with	social studies, English, accounting, career portals, marketing			
Project Idea (investigation, scenario, problem, challenge, issue, and so on)	Students will create a business in the United States and form a foreign partnership to enhance their business.			
Entry Event (grabber) to launch inquiry and spark curiosity	(*Goonies* scene: teaches taking risks) Movie that grabs attention relating to project: Teacher created.			
The Driving Question, problem or challenge statement or issue	What are the benefits of international business for the U.S. economy in the twenty-first century?			
Content and Skills Standards addressed	130.114 10 (A,B,C); 11 (A) i, ii; (B); 12 (A,B,C)			

		T	P		T	P
Partnership for P21 Skills to be taught (T) and practiced (P): Check all that apply.	Critical Thinking/ Problem Solving			Social Literacy and Cross/ Multicultural Literacy		
	Communication (oral and written)			Productivity and Accountability		
	ICT Literacy			Leadership and Responsibility		
	Collaboration			Financial, Economic and Entrepreneurial Literacy		
	Information Literacy			Civic Literacy		
	Flexibility and Adaptability			Health Literacy		
	Initiative and Self-Direction					

(Continued)

(Continued)

			Presentation Audience
Student Work	Major group product(s):	Business plan, multimedia presentation	Class
			School
			Community experts
	Major individual product(s):	Persuasive Essay	Web
			Other

Assessment and Reflection	**Rubric**(s) I'll use (check all that apply)	Collaboration		Content Knowledge	
		Critical Thinking		CTE Competencies	
		Oral Communication		Physical Education skills	
		Written Communication		Physical Education skills	
		Visual and Performing Arts (multimedia presentation)			
	Other **assessments, benchmarks,** and **checkpoints** (check all that apply)	Quizzes/tests		Practice presentations	
		Self-evaluations		Notes	
		Peer evaluations		Checklists	
		Online tests/exams		Concept maps	
	Reflections	Survey		Focus group	
		Discussion		Learning plan	
		Journal write/learning log			

Resources	On-site personnel	Principal, counselors, teachers
	Technical (equipment)	Flip cameras, computers with Internet access, printer
	Community resources	Rockwall Business Education Council (RBEC)
	Material resources	Economic magazines
	Online resources	BLS.gov, Businessweek.com CIA World Factbook (theodora.com), BEA.gov

What instructional strategies does Tracey use throughout the project? What culturally responsive, standards-based strategies did you find?

_____

_____

_____

❖   ❖   ❖

Heather, a colleague of Tracey's and Jason's at Maurine Cain Middle School, engages her students in middle school science class by giving them a real task to complete. This lesson involves collaboration and higher level thinking skills.

Roller Coaster Project

Heather Ross

Part 1: Design and Build a Model Roller Coaster

Objectives

- Create and build a model roller coaster that can be used in student experiments.
- Differentiate between speed, velocity, and acceleration by determining the speed, velocity, and acceleration of different points on a model roller coaster created by a student.

Follow These Guidelines

1. The roller coaster must be reasonable and successful.

2. Passenger safety in the "cars" (simulated by marbles of varying sizes) is most important. It cannot come off the track!

3. The roller coaster should be attached to a neatly cut piece of cardboard or foam board (not poster board).

4. Record the exact length of track used to construct the roller coaster. Make a sign that displays the total length of the track. *This is very important!*

5. The roller coaster is constructed using only approved materials. The track should be made of cardstock and the support beams should be made of cardstock or Popsicle sticks.

6. Make up a unique name for your roller coaster and create a marquee sign and attach it to the board or coaster.

7. Give a name to two important or interesting features, like curves, hills, and loops. Put a small sign at these locations on your coaster. (Partners must complete four signs.)

8. Have an attached starting gate at the beginning of the coaster.

9. Have an attached ending gate at the end of your coaster to safely catch the car.

10. The roller coaster must have at least two 90° turns. (Partners must have four.)

11. The roller coaster must have at least two 180° turns. (Partners must have four.)

12. The roller coaster must have at least one full loop. (Partners must have two.)

13. The roller-coaster ride must last for at least fifteen seconds from starting gate to ending gate. (Partners' ride must last for at least twenty-five seconds.)

14. Identify and *label* on the roller coaster the following physics concepts:

    a. Calculate the average speed of your roller coaster:

$$\text{Speed} = \frac{\text{The total length of the track in centimeters}}{\text{The time it takes a marble to complete the coaster in seconds}}$$

    b. Choose five different sections of track and calculate the speed of the marble as it travels through these sections (cm/s). (Partners are responsible for ten speeds.)

       i. You will always start the marble at the very beginning, but you will only time the section that you are measuring. (This is kind of tricky. You will need to do it a few times to get it right—please see me if you do not understand.)

    c. Choose five different sections of the track and determine the velocity of the marble as it travels through these sections (cm/s + the direction). (Partners are responsible for ten velocities.)

    d. Label five sections of the track that demonstrate acceleration. Label the points with the specific type of acceleration (speeding up, slowing down, starting, stopping, turning). (Partners are responsible for ten accelerations.)

Extra Credit

You can receive ten bonus points for creating a project that makes me say WOW (in a good way). Think creative themes, extreme numbers of special features (such as loops), extra large or long, unique uses of roller-coaster pieces, and so on.

Note: Remember your coaster is made out of paper; it will not respond well to moisture. Please think about this when you are bringing your project to school.

Part 2: Conducting the Experiment and Collecting Data

Objective

Determine if mass affects the average speed of a roller-coaster ride by completing an experimental investigation using the model roller coasters.

Question

How does the number of passengers affect the speed of a roller coaster?

After your roller coaster is built, you will be given three marbles of different masses. These marbles will represent the increased number of passengers in the roller-coaster cars.

Read all of the following directions carefully. Ask yourself these questions:

- What am I trying to find out?
- How will I measure what I find out?
- How will I record what I measure?

Your experiment will be titled "The Effect of Mass on Average Roller Coaster Speed."

Create an ExD *before* you begin the experiment. Look back in your IAN to remind yourself about the parts of an ExD. Make sure to include

- Your hypothesis in the "If . . . then:" format. (How the independent variable (IV) affects the dependent variable (IV))
- Identify the IV, DV, control, number of trials, and constants.
- Your data table should include the following measurements or calculations for each of the marbles: mass, distance, time, average time, average distance, and average speed. Your data table should have space for three trials for time.
- Sketch of what the experiment will look like.

Materials
- Three different marbles
- Triple beam balance
- Roller coaster
- Timer

Procedure for Testing Your Hypothesis

1. Measure the mass of each of the marbles. Record the data on your data table.

2. Begin with the marble with the lowest mass.

3. Place the marble at the starting point on your roller coaster.

4. At the moment that the marble is released from the starting point, start the timer. Stop the timer when the marble reaches the end point.

5. Record the data in your data table.

6. Repeat Steps 4 through 6 for a total of three trials.

7. Repeat Steps 4 through 7 with each marble.

8. Use the average time and average distance traveled for each marble to calculate the average speed.

Note: Do not count trials that are incomplete because the marble falls off or does not move down the entire track.

What instructional strategies does Heather use throughout this project? What culturally responsive, standards-based strategies does she use?

❖   ❖   ❖

Kim James is math department head at Maurine Cain Middle School and a colleague to Tracey and Heather. She really knows how to connect student interests to her curriculum. Kim shares why she designed "The Car Project" and how she implements it in her middle school math classes.

How Much Does a Car Really Cost?

Kim James

Let's face it, students today must feel some sort of reasoning behind everything that they do when it comes to education. One of the projects that I use in my classroom every year takes a "rite of passage" for many soon-to-be-high school students and puts it into a realistic format—buying a car. "The Car Project," as my students have come to call it, allows middle school students to get the real-world perspective of all of the expenses involved in buying a car and allows them to take ownership of the main aspect in the project, choosing their car. Students are completely engaged throughout this project because, once they have chosen the car they want to purchase, they are invested in the outcome. They truly want to see the final outcome and actually care about the accuracy more than the teacher. Parents become involved as well in discussing savings plans with their students. Students are working within the three upper levels of Bloom's taxonomy throughout the project as they apply the standards of percentages and proportions, analyze the data they gather, and then synthesize their findings into a proposal for the purchase of their new car. Each year that I assign this project, I have so many students walk away with not only the understanding of the materials that will be tested, but with a new understanding of life concepts.

Project Planning Form		
Name of Project	*How much does a car really cost?*	*Duration: 1 Week*
Class(es)	*Eight Grade Math—Regular and Pre-AP*	*Semester: 1*
Content/Curriculum areas to partner with	Math and BIM	
Project Idea (investigation, scenario, problem, challenge, issue, and so on)	Students will choose a car that piques their interest, yet is reasonable to purchase. They will research the actual cost of the simple interest loan needed including taxes, title, license, and interest. They will determine their monthly payments on the loan and additional expenses that it will take to maintain the car, such as insurance and gas. Students also will calculate the commission earned by the salesperson.	
Entry Event (grabber) to launch inquiry and spark curiosity	Teacher presents a slide show of different cars and then polls students to get their thoughts on what it would cost to own and drive a car.	

(Continued)

(Continued)

The driving question, problem or challenge statement or issue	How much does it really cost to own a car?
Content and Skills Standards addressed	8.1(B)—select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships. 8.2(B)—use appropriate operations to solve problems involving rational numbers in problem situations. 8.3(B)—estimate and find solutions to application problems involving percentages and other proportional relationships such as similarity and rates. 8.14(A)—identify and apply mathematics to everyday experiences, to activities in and outside the school, with other disciplines and with other mathematical topics. 8.14(B)—use problem-solving model that incorporates understanding the problem, carrying out the plan and evaluating the plan for reasonableness. 8.14(D)—select tools such as real objects, manipulatives, paper and pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.

		T	P		T	P
Partnership for P21 skills to be taught (T) and practiced (P): Check all that apply.	Critical Thinking/ Problem Solving		•	Social Literacy and Cross/ Multicultural Literacy		
	Communication (oral and written)		•	Productivity and Accountability		•
	ICT Literacy			Leadership and Responsibility	□	
	Collaboration	□		Financial, Economic and Entrepreneurial Literacy	•□	
	Information Literacy	□		Civic Literacy		
	Flexibility and Adaptability	•□		Health Literacy		
	Initiative and Self-Direction		•			

				Presentation Audience	
Student Work	Major individual product(s):	Written proposal and multimedia presentation		Class	X
				School	X
	Major group product(s):			Community Experts	X
				Other	X

Assessment and Reflection	Rubric(s) I'll use (check all that apply)	Collaboration	•	Content Knowledge	•
		Critical Thinking	•	CTE Competencies	•
		Oral Communication	•	Physical Education skills	
		Written Communication	•	Physical Education skills	
		Visual and Performing Arts (multimedia presentation)	•		
	Other **assessments, benchmarks,** and **checkpoints** (check all that apply)	Quizzes/tests	•	Practice presentations	•
		Self-evaluations	•	Notes	
		Peer evaluations		Checklists	•
		Online tests/exams		Concept maps	
	Reflections	Survey		Focus group	
		Discussion	•	Learning plan	
		Journal write/ learning log	•		
Resources	On-site personnel	Principal, counselors, teachers			
	Technical (equipment)	Computers with Internet access and printers			
	Community resources	Local car dealerships, with explanation on calculating title, taxes, and license, examples			
	Material resources	Pen and papers, calculators			
	Online resources	Tax guides			

What instructional strategies does Kim use during the car project? What culturally responsive, standards-based strategies does she use?

_____

_____

_____

❖ ❖ ❖

HIGH SCHOOL LESSONS

The following lessons are from high school teachers in the West Contra Costa Unified School District in Richmond, California. The administrators in these high schools are committed to equity. They work tirelessly to support their teachers with professional development that offers them culturally responsive instructional strategies. A cadre of teachers at the schools have been engaged for the past three years learning culturally responsive instruction and doing peer observations in an effort to learn from their colleagues and share best practices. Teachers also have the opportunity to participate in Saturday workshops focusing on culturally responsive, standards-based instruction. Although all the administrators are committed to this work, I have to give a shout-out to the ones I worked especially closely with over the past few years: Terri Ishmael, Sue Kahn, Reggie Marsh, and Jessica Smith-Kennan. In addition, I must acknowledge the other administrators, department heads, instructional coaches, teachers, and other educators who continue the challenging work in this district to improve instruction for all students.

Tiffany Holliday is a young, dedicated educator who teaches English at Pinole Valley High School and is also Lead Teacher of the Health Careers Academy at her school. This lesson, taught in her English class, prepares students for career readiness and college preparation.

Work Ready—College Ready—Life Ready

Tiffany Holliday

Subject: English 3, Day 2B: Work Readiness Skills—Time Management Skills	**Essential Question for This Unit:** What is fitness?
Time: 42 minutes (Advocacy Class)	**Goals/Objectives (from Stage 1 of UbD):** Students will be able to . . . • Identify which work readiness skills they need to develop and practice more by reading attributes of ten skills • Explain how they will improve on a particular work readiness skill this week by writing goals for themselves
Materials • Equipment • Laptop • Projector • Remote control	**Lesson Activities** • Lesson Springboard • Each student will get a copy of the work readiness skills survey and they will rate themselves on each of the ten skills.
Resources • Forty copies of work readiness skills survey and worksheet • Student reflection journals • Access to work readiness poll	**Lesson Development** Direct Instruction: Work Readiness Skills As a class we will review each of the ten skills and take an informal survey of the class about how they rated themselves on each of the skills. We will discuss examples and non-examples of each skill to gain a better understanding of what these skills look like at school or in the workplace.
Prior Student Learning: (Stage 2 of UbD Template)	**Interactive Survey** Using Poll Everywhere, students will text their vote to the number given to determine which of the ten work readiness skills they need to work on the most (wherever they rated themselves the lowest). Before students take the poll, I will ask the class what their predictions are for which skill they think the class needs to work on the most. The poll can be accessed at http://www.poleverywhere.com. We will then discuss the results and reactions that students have—were their predictions correct?

(Continued)

(Continued)

Homework: Work on achieving time management goals this week	**Goal Setting** During this first week of our project, students will focus on improving their time management skills. They will work on the second page of their work readiness skills handout, where they will describe where they currently rate with this skill and what about their behavior demonstrates that level of skill, and write a goal for themselves around time management for this week. I will provide them with an example.
	Lesson Closure Students will share with me and with each other what their goals are for the week.
	Possible Prior Student Misconceptions (if applicable) Regardless of which skill comes up as the one to work on most as a class, this week we will work on time management skills. UPDATE: It just so happened that the skill they rated themselves as needing to work on the most was time management!
	Student Assessment Artifacts (from Stage 2 of UbD Template) Student artifact: work readiness skills worksheet
	Variations and Extensions "Hired/Fired" Cards—Students will receive a "hired" or "fired" card based on their work throughout the day. Whoever has a "hired" card at the end of the day will earn extra points. Watch clips of TV shows (fiction or reality) where the setting is a workplace. They can look for positive and negative examples of the skill we are currently focusing on.

Monday: The work readiness skill I am working on this week is _____.

For this skill, I rated myself as _____.

By Friday I hope to rate myself as: _____.

1. Why do you think this skill is considered a "work readiness skill"?

2. What does it look like when someone is very good at this skill? What would a person who is very good at this skill do at school or work?

3. What does it look like when someone is very bad at this skill?

4. In order to improve on this work readiness skill this week, I will:

    A. _____
    _____

    B. _____
    _____

    C. _____
    _____

Friday: I now rate myself as _____ for
this week's work readiness skill.

1. Did you meet this week's goal for work readiness skills? Why or why not?

2. What can you do to continue being good at or improving on this goal in the future?

Work-Ready/Essential Skills

Keith Archuleta

In today's knowledge and innovation-based economy, the skills necessary for success in the workplace have converged with those needed for success in college. These are the work-ready/essential skills most identified by employers that students must develop to be ready after high school graduation to enter the workforce *and* to successfully transition to college. *They are skills for life.*

1. Communication

I pay attention to instructions; listen and observe; articulate thoughts and ideas clearly and effectively in written form; speak clearly, assertively, and decisively with appropriate speed, inflection, and volume; and use technology appropriately to communicate.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

2. Information Management

I seek out, locate, and organize information; read to understand and evaluate information for quality of content, validity, credibility, and relevance; reference sources of information appropriately; and ask probing and clarifying questions if I don't understand.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

3. Quantitative Reasoning

I use quantitative reasoning to describe, analyze, and solve problems; perform basic mathematical computations quickly and accurately; and use applied math and/or data to develop possible strategies and solutions.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

4. Technology

I select and use appropriate technology to accomplish tasks; apply technology skills to problem solving; use computer programs such as Word, Excel, and PowerPoint easily; and can quickly access information from reliable sources online.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

5. Initiative/Self-Direction/Resourcefulness

I listen actively and seek out necessary information and the means to solve problems and get things done; take initiative and can work independently as needed; am open to learning; actively seek out new knowledge and skills; and monitor my learning needs.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

(Continued)

(Continued)

6. Critical Thinking and Problem Solving

I think about how to describe and analyze both the symptoms and the causes of problems; use cost/benefit analysis to determine the advisability of a course of action and make effective decisions; make judgments and evaluate alternatives based on evidence and previous findings; and use knowledge, facts, and data to generate workable solutions.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

7. Professionalism and Ethics

I am punctual and manage time effectively; set goals and prioritize tasks; bring tasks and projects to completion; demonstrate integrity and ethical behavior; act reliably with others in mind; learn from my mistakes and take responsibility for my actions.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

8. Workplace Context and Culture

I understand workplace culture, etiquette, and practices and know how to navigate in organizations; understand how to build, use, and maintain a professional network of relationships and the role such a network plays in personal and professional success; pay attention to detail, dress appropriately on the job, and understand the value of rules that protect the health and safety of others.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

9. Creativity and Innovation

I demonstrate originality and inventiveness; communicate new ideas to others; and integrate knowledge across different disciplines.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

10. Collaboration

I build collaborative relationships with colleagues and customers; consider others' time and ideas to be valuable and can work within a team, contributing appropriately to the team effort; motivate and support others; resolve conflicts and negotiate reasonable solutions; foster mutual respect, understanding, and cooperation; learn from and work collaboratively with individuals representing diverse cultures and ethnicities, ages, gender, religions, lifestyles, and viewpoints; and use technology to support collaboration.

| I Need Some Help | I'm Working on It | I'm OK | I'm Pretty Good! | I'm AWESOME at This! |

SUGGESTIONS FOR STUDENTS

- ✓ Take classes that emphasize these skills.
- ✓ Document the acquisition of these skills in a portfolio throughout high school.
- ✓ As you gain these skills, include them on your resume.
- ✓ Describe the skills you have gained on your college and job applications.

From Archuleta (n.d.). Used with permission from Keith Archuleta, President, Emerald HPC International, LLC.

While doing this, we focused on one skill for just one week at a time. Ideally, I think the skill should be focused on for maybe a month at a time to give students a real opportunity to improve on the skill. If you have questions or wish to contact me, you may do so at hollidayteacher@gmail.com.

What instructional strategies does Tiffany use during this project? What culturally responsive, standards-based strategies does she use?

❖   ❖   ❖

Cecilia Distefano is a Spanish teacher at Kennedy High School. She tried something new this year that worked well, and she wanted to share it with us. Even though this is high school Spanish, this web idea would work in most grade levels and across most content disciplines.

Five-Paragraph Essay

Cecilia Distefano

Teacher Name : Distefano	Date: 3/14 to 3/22
Course Name: Spanish 1	
Lesson Topic/Function: Present information, conceptual ideas to the audience of (readers) on a variety of topics.	Goal: SWBAT: write extended sentences by using a web to brainstorm adjectives or other descriptive words and phrases. SWBAT: write a five-paragraph essay by brainstorming extended topic sentence, four detail sentences, and a concluding sentence. SWBAT: write a title and a reflection for their five-paragraph essay by analyzing (Bloom's Taxonomy) and synthesizing.
Standard Addressed: Stage I: Standard 1.1: Students address discrete elements of daily life.	ESLR Addressed: G: Set goals, develop and utilize a plan to achieve these goals (with guided practice). E: Use concise, logical language coherently.

Assessment

Students are assessed according to the rubric provided and the quality of their work. They also will be assessed when I get back in the classroom by writing a paragraph on their own in class. Students may use their reference vocabulary portfolio.

Research-Based Strategies Used: Marzano's essential 9: Explicit instruction; Bloom's taxonomy

Lesson Plan Note and Reflection

Planning

I had to prepare a lesson plan for my substitute to be able to carry out while I was away from class in a two-week period (for coordination of WASC visit).

I decided to do a project: My students would write a five-paragraph essay from one's personal point of view or about another person regarding things that one does in everyday life. And they had to be able to do it almost independently so the sub would not go crazy.

Student Assessment: Informal

Before my leave, students had practiced answering personal questions. Most students know to answer in complete sentences by now. But the sentences tend to rely on easy ideas (I like X, I do X) and be very repetitive with vocabulary.

Thinking about Marzano's teaching strategy of explicit instruction, I showed students how to write more interesting sentences with a web graphic organizer.

I showed students how to brainstorm ideas by answering questions (what, how, who, when, etc.). We listed and used prepositions in order to form adverbial clauses (in the room, under the table, on the chair, with my friend). We practiced with a graphic organizer. We also went at the problem backward by having students label ready-made sentence parts (subject and verb) and clauses responding to the question-labels who, what, where, when, how, etc.

We also have been working all quarter on being cognizant of the difference between two types of basic Spanish sentences. (Indirect sentences like "Me gusta + infinitive verb + subject" and "Soy + adjective.")

The Project

I left two big chart papers detailing the first phase of the project, with a clear rubric. Students were told what would be considered A, B, or C work.

Scaffolding for Paragraphs

After working on extending sentences, students had to make a paragraph. A rubric with instructions showed students how to first brainstorm a topic sentence and then the detail sentences. And finally how to write a concluding sentence (a question or a comment on the subject of the paragraph) (see Appendix E).

Afterward, students received the actual project guidelines, a five-paragraph essay, complete with a title and a reflection. Finally, students are required to write a reflection on the process of writing the five paragraphs.

Student Assessment: Formal

As part of their end of the quarter assessment, students will have to write a paragraph. They may use their reference folders, but they have to write a paragraph on their own in class, using the same procedures.

Reflection

The care I had to take in detailing instructions and writing rubrics (and explaining it to the substitute, who is an effective teacher in her own right) produced some of the best individual work I have seen all year. I arrived at the final product after reviewing each night the work students were doing and handing in. I returned the work to the classroom each day with feedback either to the substitute or recognizing the great work the students were doing.

What instructional strategies does Cecilia use? What culturally responsive, standards-based strategies does she use?

_____

_____

_____

❖　❖　❖

Maricris Cruzat is one of the most exciting math teachers I have observed. Her classroom is always filled with students (often more than forty) working together in groups and collaborating on projects. Her freshman algebra class, consisting of many students who have failed the class in the past, is taught in a format where students must depend on each other for problem solving. Students are expected to present to the entire class from the front of the room, showing their work on a document reader as groups check their answers. Students stay on and are kept on task due to the group makeup of the class and the expectations for their success. Notice how Ms. Cruzat has a *community component* in her project as well as collaboration and problem solving.

Math Multimedia Project

Maricris Cruzat

Common Core Math Standards

F.IF.7; S.MD.1; S.MD.2; S.MD.5; F.IF.9; F.BF.1; F.BF.3; AS.SE.1; AS.SE.3; S.CP.4; S.MD.6; S.MD.7; N.Q.1; N.Q.2; N.Q.3

Objective

The purpose of this project is to create a multimedia presentation that will highlight or showcase various math concepts or issues related to math *and relevant to the community.* The project must be *informative, relevant, and engaging.*

Examples

- Tracking Urban Lions (http://science.kqed.org/quest/video/tracking-urban-lions/)
- Restoration of the San Joaquin River Slideshow (http://science.kqed.org/quest/video/web-extra-restoration-of-the-san-joaquin-river-slideshow/)

Media Format

The project can be presented in the following formats:

- Audio
- Slideshow
- Video

Mechanics for the Project

1. Collaboration and teamwork will be the driving force behind this project. Each team consists of three or four students. You will be allowed to choose your own members (choice) for this project since it will involve meetings outside classroom time.

2. This project aim is to inspire your group to explore, experiment, and create an effective media presentation communicating your ideas to your audience. This is a two or three minute media presentation. In order to be successful, there will be four phases for this project that will follow a given timeline.

   A. **Planning Time:** Determining what resources are accessible to your group, how much time is available, and what you want to illustrate. Find time to read the tools in pdf format for your guide.

      Output: Story Board

   B. **Media Planning Tool Kit**
      - Tools: Writing a script
      - Media-making resources slideshow
      - Media-making video resources
      - Choosing your media content, equipment, and format
      - Interview techniques

   C. **Producing:** Taking photos, shooting video, recording sound, editing clips, and working with materials

      Output: Proof of photos, preliminary video, and interview saved on a flash drive to show that you have begun the project

   D. **Presentation/Publishing:** Showing the finished product, uploading content to the Web, exporting media files, and demonstrating learning.

      Output: Actual project on a flash drive presentation will be on _____.

3. The tools for the project are anything that is available to your group. There are many sophisticated, powerful, and expensive tools on the market, but perhaps surprisingly, there are also many less sophisticated yet still powerful hardware and software options, and many are free. Interestingly, the final media projects tend to be of similar quality whether they are created by the free or the expensive tools. Most people end up using a combination of both.

4. You will be given one day of access to the library computers during class time. If you need more time, you are expected to make the necessary arrangements outside class time.

5. You will be graded based on the following components:

   A. Introduction—10 points

   B. Delivery—15 points

   C. Technical Production—20 points

   D. Images and Graphics—20 points

   E. Content—20 points

   F. Group Collaboration and Individual Contribution—15 points

A more detailed rubric will be provided for each group in order to have a clear set of expectations for each component. This is worth 100 points, and the final project is due on _____.

What instructional strategies does Maricris use in this lesson? What culturally responsive, standards-based strategies does she use?

_____

_____

_____

❖　❖　❖

Michele Lamons-Raiford teaches English and American Sign Language (ASL) at Pinole Valley High School, in addition to presenting workshops in the area of professional development. Michele is forceful, passionate, engaging, and smart. Students flock to her classes. The following lessons demonstrate her use of collaborative, interactive instruction to engage high school students and support academic achievement.

Beginning American Sign Language Bull Game/Numbers Exercise

Michele Lamons-Raiford

Date: 2011–2012
Class/Subject: ASL 1 (Grades 9–12)
Title of Lesson: Beginning American Sign Language Bull Game/Numbers Exercise

Length of Lesson

One class period, or about 55 minutes

Content Area Objectives/Standards

Student will be able to

- Acquire a basic functional vocabulary in American Sign Language. (WCCUSD—Course of Study—Course Outline—Performance Objectives 2.1.15)
- Demonstrate the content components of the numbers 1 to 100. (3.1.4)
- Increase speed in signing numbers.

Computer Functions

Student should be able to use the American Sign Language Browser Web site (http://commtechlab.msu.edu/sites/aslweb/browser.htm) to look up the correct ASL numbers as necessary.

Materials Needed

Class set of hardcopy photos of ASL numbers 1 to 100. (Use handouts from textbook.)

Problem Specification

- Students need to apply their knowledge of the Internet.
- Students go to a Web site and search for the video examples of ASL numbers as necessary.

Hook (Approx. Five Minutes)

Activities Before Using the Computer

Students become engaged with the lesson through the use of *collaboration.* Students gather into groups of three or four and practice with each other on the signing of ASL numbers 1 to 100. (The teacher may choose to pair struggling signers with more advanced ones.)

Discussion (Debrief) (Approx. Five Minutes)

Supporting Activity

Students switch groups. Students practice as well as test each other.

Activity 1 (Approx. Five Minutes)

Activities While Using Computer
Allow students to use the computer to look up video demonstrations of the numbers at their leisure. (Some students may feel more comfortable looking up things themselves rather than asking for help.)

Mini Lecture/Model (Approx. Ten Minutes)

1. Have everyone gather into a large circle along the walls of the room.

2. Explain the bull game: You must sign the numbers 1 to 100 but leave out anything that has a seven in it. If you come to that number, you must sign "bull" or else you are "out" and must sit down.

3. The teacher starts going around the room and speaking the numbers, helping those who are struggling or who forget and sign 7, 17, 27, and so on.

4. Caution that anyone who falls in the seventies (numbers 70 to 79) must be very careful to pay attention. (The teacher may choose to put a struggling signer next to an advanced signer who can silently help.)

5. After at least one practice round, the teacher advises that this is a *silent* game and that if you get lost, you must sign "again" or "slower" to the person next to you to make sure you do not get "out." Talking and laughing also constitutes an "out."

6. A bag of healthy snacks (e.g., fruit gummy bears, granola) can act as rewards (incentives) for whoever is left standing.

Activity 2 (Approx. Fifteen to Twenty Minutes)

1. The teacher begins the game, reiterating that it is a silent game.

2. The teacher may provide limited help to students but encourage help to silently come from their peers.

3. The ultimate authority in determining who is "out" is the teacher.

4. The teacher times this first game to keep a record of how the class speed improves. (Later, there will be competitions where classes compete against each other for faster times.)

Discussion (Debrief) (Approx. Five Minutes)

Supporting Activity

The teacher asks for volunteers to communicate their frustrations with trying to remember numbers, paying attention to where they were in the game, or trying to improve their speed.

Data Manipulation and Presentation of Results

Students are encouraged to find other signing Web sites or online ASL dictionaries that will help in the memorization or practice of ASL numbers.

Evaluation Methods

Students will be individually and privately tested on their numbers after the fifth week of school. They must be able to sign the numbers 1 to 25 in twenty seconds. The time may be adjusted and modified as necessary, but *all* students must show an improvement in sign speed two weeks later.

Review/Summary (Approx. Five Minutes)

Supporting Activity

The teacher explains the importance of studying ASL numbers and the difference between ASL numbers, other sign systems, and English.

Homework Assignment

Activities After Using the Computer

Each student will be encouraged to study at home or with partners outside of class and be reminded of the impending individual ASL numbers test.

Assessment of Student Learning During and After Class

- Did students acquire a basic functional vocabulary in ASL?
- Could the students demonstrate the content components of the numbers 1 to 100?
- Were the students able to increase their speed of signing numbers?
- Could the students apply their knowledge of the Internet and go to a Web site and search for the video examples of ASL numbers as necessary?

English-Language Arts Content Standards for California Public Schools

Grades 11–12, Reading

2.0 Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

National Education Technology Standards

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (a, b, and c)

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. (a, b, c, and d)

What instructional strategies does Michele use? What culturally responsive, standards based-strategies does she use?

_____

_____

_____

❖　❖　❖

Music as Poetry

Michele Lamons-Raiford

Date: 2011–2012
Class/Subject: AP LIT (Grades 11–12)
Title of Lesson: Music as Poetry

Length of Lesson

One class period, or about fifty-five minutes

Content Area Objectives/Standards

Student will be able to
- Apply prior knowledge and experience to a variety of music.
- Recognize themes and motifs in music lyrics.
- Define and practice the application of literary or poetic devices.

Materials Needed

- Class set of music lyric handouts from a variety of musical genres
- Class set of poetic devices handouts
- CDs or burned compilations of a variety of music from different genres

Hook

Students will become engaged with the activity through the use of a quick-write, a short burst of writing based on the following questions.

Topic

Do you think of music as poetry? How and why? Does your answer only pertain to a certain type of music? What is your favorite genre (type) of music? Do you consider yourself to be eclectic (varied or diverse) in your musical preferences?

Discussion (Debrief)

Have students get into groups of three or four and share their answers. Or implement an "idea wave," randomly selecting students or asking for volunteers to share their quickwrites. Teachers also may wish to further engage students by asking them to think about which artists they find to be the *most* poetic and why. Teachers may wish to enter into the hook as well and share their own personal musical preferences. This would work the best if the teacher's musical preferences were eclectic, if the teacher was open-minded, and if he or she were "up" on some of the latest and current music.

Mini Lecture

1. Explain the concept of music as poetry.

2. Create an eclectic, open-minded, and safe learning environment so that the discussion of hip-hop/rap, R&B, rock, alternative, reggae, pop, jazz, and top forty can be readily accepted as another tool to explore literary themes, poetic devices, and ways in which to understand and practice the application of literary and poetic devices. Mandate a climate of respect of differing opinions and ideas.

3. Review literary and poetic devices.

Activity 1

1. Pick a song from hip-hop/rap, R&B, rock, alternative, reggae, pop, jazz, or top forty (or another genre) with no profanity, no blatant sexuality, an array of literary and poetic devices, and possibly different interpretations that can be drawn from the content.

2. Model this first activity by playing the song, reviewing the lyrics with the students afterwards, pointing out literary and poetic devices, and discussing possible themes.

Discussion (Debrief)

Have the students introduce a theme they see in the song and support it with lyrical references. Or have them gather into groups of three or four and share how they might be able to analyze a contemporary song that they like the same way.

Activity 2

1. The students should receive lyrics from another song (of a different genre).

2. The students should have the literary and poetic devices handout next to the lyrics so that as they listen to the song they can reference which lyrics may exemplify which literary or poetic devices.

3. The students also should look for a theme that may readily lend itself to the song.

Discussion (Debrief)

Have students gather into groups of three or four and share their ideas about the song, compare literary and poetic devices and themes, and eventually come back together as a larger group to share, discuss, agree, and sometimes disagree as a class.

Assessment of Student Learning During and After Class

- Could students effectively apply prior knowledge and experience to reading music lyrics?

- Did the students recognize themes and motifs in music lyrics?
- Did the students successfully define and practice the application of literary or poetic devices?

English-Language Arts Content Standards for California Public Schools

Reading, Grades 11–12

3.0. Literary Response and Analysis

3.2. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

❖   ❖   ❖

CULTURALLY RESPONSIVE STRATEGIES

These lessons from a variety of teachers share commonalities that support culturally responsive and standards-based instruction. For the most part, the lessons shared have the following characteristics:

- Student centered and inquiry based or project oriented
- Aligned with standards
- Prepare students for career readiness and college
- Use higher level thinking
- Students work in groups
- Incorporate Differentiated Instruction (DI)
- Keep students in the general classroom, working at Tier I of RTI
- Make all students visible through teacher-student interaction and peer interaction
- Respectful of learning time and space

What instructional strategies does Michele use? What culturally responsive, standards based-strategies does she use?

_____

_____

_____

❖   ❖   ❖

This chapter illustrates how teachers can incorporate culturally responsive strategies into the lessons already designed for their classroom use. After you design your lessons, either by yourself or ideally with your professional learning group, examine them to see how many culturally responsive practices are embedded and what others you can add. All of these women are diligent, passionate teachers who have devoted their lives to children. What can you take away from this chapter?

_____

_____

_____

_____

The final chapters focus on a call to action and ask you to step outside your comfort zone and work for personal and social change. The next chapter offers several models for student groups at all levels. Consider a model that might work at your school.

Which lessons offer possibilities for you to use in the classroom?

_____

_____

_____

PART IV

A Call to Action

- Writing a Racial History
- Answering Reflective Questions

- Reading the Narratives
- Considering Experiences and Perspectives of Others
- Developing Empathy

Looking Inside Ourselves

Listening to and Learning From Others

Call to Action

Integrating New Knowledge

- Encouraging and Challenging Students, Colleagues, and Administration to Join in Building Cultural Proficiency

- Combining Knowedge and Skills to Implement New Classroom Strategies

Interracial Model of Mutual Respect
Developed by Bonnie M. Davis, PhD,
and Kim Anderson, MSW, LCSW, ATR-BC. © 2010
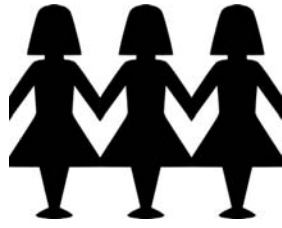
17
A Call to Action

*Sponsoring Academic Student
Support Groups*

Students need to interact with other students who look like them and face similar challenges. Student support groups based on ethnicity or racial identity offer that. In this chapter, several educators share the models they use to provide this for their culturally diverse students. In addition to these individuals who have started student support groups, many schools, universities, public agencies, and churches are supporting students' academic achievement through tutoring and leadership programs. You can find out about these by calling local agencies, school districts, and churches. For example, a school in St. Louis County uses Washington University students as tutors for their after-school program. The university students volunteer, and the middle school students have both a mentor and a tutor. It is a win-win situation.

A high school in a neighboring district implemented a mentoring program where the African American high school students travel weekly to two elementary schools in the district to mentor the fifth-grade African American students. The students volunteer their time, and the feedback is tremendous. An unexpected positive effect has been the *improvement in the academic achievement of the high school students.* They said they had to do better in order to be good examples for their mentees.

The following are several models created by educators for the students in their schools.

HIGH SCHOOL

The African American Academic Achievement Club: The 4 As

Researching the work of Banks (1994), Kunjufu (1988), and others, my colleagues and I organized an academic club at a high school that met weekly to support student achievement. We proposed a model for a school club that

would give external rewards to high school girls for their improved academic achievement. We received a district grant to fund the club following a study of the academic achievement gap between African American students and other students at this high school. The sponsors' goal was for the girls to make As, so we created a name that included As: the African American Academic Achievement Club (AAAA), or the 4 As.

After receiving the grant, we invited all the African American high school girls to join. During the previous year, I had developed a relationship with five girls with whom I met weekly. Each Tuesday morning they met for twenty minutes before the first class of the day. Mainly, they knew they could count on me to be there, and if they ran into trouble at school, they knew they could come to me for support. These girls were the first to join, so they helped put up flyers throughout the school, announcing the new academic achievement club. Just seeing the flyers with "African American" and "Academic Achievement" on the same poster prompted some educators to make positive comments to the sponsors about the idea of the group.

The girls met weekly after school for approximately thirty minutes, and those who could not make the afterschool meetings met for twenty minutes before school in one sponsor's room. The focus was solely on improving their grades. At the end of the first quarter of the school year, there was dramatic improvement in the girls' grades. No girl's grade had fallen, and most had significant improvement in their overall grade point average. The improvement continued throughout the year, and more and more girls joined the club. By the end of the year, nearly every African American girl in the school was a member.

A club for the boys also existed, and its model was based on a coaching model where the boys met in the sponsor's room each morning and huddled and set goals, much like players on a team. This group was called the American Black Achievers (ABA). Because of the expertise of the male sponsor, he used a model that was a better fit for the boys.

Each sponsor has different strengths, and each club has different strengths. The sponsors stressed academics, because we believed that if the girls achieved B and A averages, they would begin to see themselves differently and the staff would view them differently. School behaviors would change—if they had been previously negative—when the girls began to experience academic success.

We explicitly taught and modeled what the girls had to do if they wanted to make Bs and As in the highly competitive, college prep school in which they found themselves. Most of these girls were taking part in the St. Louis Voluntary Desegregation Program, and they lived in the city of St. Louis. They traveled daily to this affluent district where resident students had years of sibling models; parents and older siblings often had attended Ivy League schools. Resources were available to support most of their educational needs, including such things as weekly tutors to organize them, Kumon math, ACT/SAT prep classes, and so on.

On the other hand, these girls needed to learn the hidden rules of this district, choose the best course of study, learn how to study most effectively, develop relationships with staff and students who could support their efforts, and withstand negative peer pressure. They were told that they needed to do approximately three

hours of homework a night, as well as eliminating most, if not all, phone use and television during the week. The club brought in speakers, role models, other teachers, and anyone else who would encourage the girls to succeed. The girls ran the meetings and had individual responsibilities within the club; they did the attendance and much of the paperwork—it was their club.

At the end of the first semester, a popular television personality came to the awards ceremony to speak to the club and to distribute the rewards to the girls. She posed for a picture with each girl. The superintendent, the assistant superintendent, the principal, and the assistant principal attended, showing the girls and the staff that this club was important. A poignant moment occurred when a Black parent said that this was the first time she had come to the school for something positive rather than punitive regarding her child. The parents were so proud and turned out in large numbers. Teachers who had complained that Black parents didn't come to school functions now saw them proudly attending a celebratory function for their children. Eventually the club dropped its use of external rewards, and the girls continued because they wanted the support and camaraderie that the club offered them.

After the first semester, teachers began commenting about the "improved attitudes" of the "Black girls." These comments, along with proof of the improved grade point averages and the girls' attitudes toward schoolwork, made this club a success.

The 4 As club model can improve student achievement and change beliefs about student abilities. The model can function also as a staff development tool, because it forces staff to confront their attitudes about minority achievement, and, hopefully, to examine teaching practices. The club can and does work for the following reasons:

- It has a single focus—academic achievement.
- It offers concrete rewards in its first year for academic achievement.
- It meets weekly or more often.
- It teaches students how to study.
- It teaches students the hidden rules of the school culture.
- It teaches students the expectations that staff has for honor roll students.
- It reinforces academic achievement with ceremony and recognition.
- It continually reinforces participants' perceptions of themselves as academic achievers.
- It stresses to its participants that they will attend college and offers college visits.
- It offers tutorial assistance and other necessary support for participants to achieve academic excellence.
- It evolves differently in each setting, depending on its sponsors and members.
- It receives support for its sponsors through staff support and networking.
- It has sponsors who are willing to take risks while risking the criticism of their colleagues.
- It has sponsors who are willing to make mistakes, learn from the students, and grow professionally.

An academic achievement group, such as the 4 As club, is but one strategy to improve the academic achievement of diverse learners, but it is a powerful strategy because it can change belief systems. It says to diverse learners that, yes, they are capable and they can achieve academically. And it says to the staff that, yes, these students are capable and they can achieve academically.

How might an academic achievement group work in your school setting?

_____

_____

_____

I met Graig Meyer at a national conference more than ten years ago, and we have become close colleagues, collaborating around issues of social justice, especially pertaining to racial identity. Below Graig describes the Blue Ribbon Mentor-Advocate program.

Blue Ribbon Mentor-Advocate Program

Graig Meyer

What does it take to make sure every single student is successful? What do they need as individuals? What do their families need? What does the system need to do?

My goal is to answer those questions for every student in the Blue Ribbon Mentor-Advocate (BRMA) program. As the program's coordinator for fourteen years, I've seen 95 percent of our students graduate from high school and 100 percent of those graduates go on to college. We've learned a lot of answers to those questions, but the only real answer is that every student needs something different.

We have learned that the most powerful transformation you can make in most students' lives is to help develop their individual strengths and interests. We take on some challenges with intervention strategies as necessary, but our real goal is to help every student figure out his or her singular gifts and foster those so that they become a pedestal for future success.

We know you have to start early and stick with it. Students enter our program in the fourth grade and we keep working with them all the way through college. Volunteer mentors provide our primary support for the students, and we've learned that the duration of a mentoring relationship is the strongest predictor of its impact. Some kids might have a couple of mentors during their time in our program, but more than 60 percent have had the same mentor the whole way through. It's not just the students who benefit from these relationships either. Mentors report just as high a level of benefit as our students, and I truly believe that the whole community is better because of these bonds across lines of age, class, and race difference.

Many efforts at various tutoring programs have taught us that no amount of academic help outside of school is as good as having a good learning experience

inside school. That's why we train all of our mentors and parents to work together on school advocacy tasks like going to parent-teacher conferences. While they're doing that, we're taking on systemic advocacy initiatives to create better support for our students and all of those who are like our students.

We have seen time and again that our students thrive when they have access to cultural enrichment, summer learning experiences, college exposure, and leadership development. They have so much untapped potential and I'm reenergized every time one of our activities with a group of students lights a few sparks amongst them.

There is one thing that I have learned which almost all of our program participants already know. When working with People of Color, you've got to deal with the issue of race. As a White man, I have spent years in a listening and learning position to understand how our families want their race and culture to be strengths for their children. I've learned to follow the lead of our students when they talk about the impediments they face because of institutionalized racism. Perhaps most importantly, I've learned not to be scared. They're not. And they can't afford for me to be. For every student to be successful, I have to be courageous enough to fight for racial equity.

More Information on the Program

Blue Ribbon Mentor-Advocate Provides Local Students Quality Comprehensive Support

The Blue Ribbon Mentor-Advocate program is the flagship mentoring program of the Chapel Hill–Carrboro City Schools, working to increase student achievement and reduce the achievement gap. The program relies on the relationship between mentor-advocates and students as the foundation for providing a variety of individualized student supports. BRMA students benefit from mentoring, advocacy, tutoring, enrichment opportunities, leadership development, and college scholarships. Mentor-advocates help determine a student's strengths and interests, and the program tries to provide support that will help develop those to their full potential. Over the program's fourteen-year history, 95 percent of student participants have graduated from high school, with 100 percent of those students enrolling in institutions of higher education.

History

The Chapel Hill-Carrboro City Schools have a strategic focus on improving the achievement of African-American and Latino students. These students have not performed to the same level as their White and Asian peers in our schools. In 1994, the Blue Ribbon Task Force on the Achievement of African-American Students made a recommendation that the school district sponsor a mentoring program to provide assistance to some of these students. In 1995, Blue Ribbon Mentor-Advocate was launched in response to that recommendation. BRMA continues to be one of the district's many efforts to support these students as they progress through our schools.

(Continued)

(Continued)

Program Logistics

The role of the BRMA program is to provide students with the adult support they need to attain their personal and academic potential. The mentor-advocate plays a dual role, establishing a meaningful relationship with a young person as well as promoting the child's success in school by working as an advocate in conjunction with the child's family and school personnel.

Children are carefully selected for the program because of their ability to benefit from the increased support it offers. The neediest students are not necessarily chosen to participate.

Rather, students who are chosen have shown particular promise, perhaps in the form of motivation, citizenship, academic ability, or determination. Students must also show a desire for additional interaction with adults, and their families must be willing to support the program through involvement with the mentor. Students enter the program in fourth grade, and we continue to support them through graduation from high school and enrollment in postsecondary education.

Likewise, adult volunteers are carefully selected to serve as mentors. Volunteers make a two-year, two hour minimum per week commitment to a child. All volunteers must attend preservice training and make regular reports to the program on the progress of their match. In exchange, the program offers volunteers multiple forms of support to enhance their effectiveness as a mentor.

Student Services Provided

Mentoring—The one-on-one relationship is the fundamental component of the program. The mentor exposes the child to new experiences while also helping the student pursue his or her interests and talents.

Advocacy—Mentors and parents collaborate to support their student by working within the school and community to develop and utilize resources that support the student's success.

Tutoring—Students have the opportunity to receive tutoring in community-based, evening tutorials. Tutorial sessions include peer support, college exposure, and creative learning activities.

Social and Cultural Enrichment—The program sponsors social and cultural events for mentors and mentees. Scholarship funds are also used to provide opportunities for student engagement in activities such as summer camps, arts lessons, and athletic leagues.

College and Career Exposure—Students are provided with regular opportunities to explore options for attending college and pursuing the career of their choice. BRMA sponsors college tours, workshops, and assistance through the college application and enrollment process. Mentors provide students with individualized guidance throughout a student's time in the program.

Parental Involvement—BRMA provides direct support to parents through individualized assistance intended to support their child's success in school.

Youth Leadership Institute—The Blue Ribbon Youth Leadership Institute operates a leadership summer camp and year-round service club that encourages students to develop their leadership skills through service-learning activities. This program serves more students than just those who are officially part of BRMA.

Scholarships—BRMA provides scholarship funds for students who wish to pursue postsecondary education.

The Haidt Scholars fund is an endowed scholarship that aids in paying the tuition of a student attending a four-year college or university. The Sponsor a Scholar fund uses community donations to assist students who wish to attend any type of postsecondary educational institution.

Donations/Gift Giving

Another way BRMA provides to students is through monetary investment in secondary education. These funds are raised though the Sponsor a Scholar initiative. The goal of Sponsor a Scholar is to raise $500 for each of the eight years a child is enrolled in the Blue Ribbon Mentor-Advocate program. Of that amount, half is invested for postsecondary study and the other half for enrichment experiences.

BRMA maintains support from the community because of the local social-justice centered ethos. Chapel Hill has built a reputation as being a leader in North Carolina on social, economic, and environmental issues. The Town Council has introduced programs to holistically address issues of sustainability through social equity, economic vitality, and environmental protection. Programs like BRMA, seeking to give back to members of the community, gain community buy-in as a result.

For more information on the program, visit www.blueribbonmentors.org.

❖ ❖ ❖

MIDDLE SCHOOL

Dorothy Kelly puts students first. When she became the only Administrator of Color in a middle school, she knew she needed to do something to support the Students of Color who were the racial minority in the school. Here she describes the student support groups she started at the school.

Dorothy Kelly, whose racial history and "A Day in the Life" are found in Chapters 3 and 5, shares the school support groups she founded for middle school students.

The Kids in Cooperation and Future Focus Programs

Dorothy Kelly

I believe students should have opportunities to connect with one another and learn how to be leaders in a safe environment. This belief became a source of strength to me when I served as an assistant principal at Washington Junior High School in a suburban school district south of St. Louis City. The district partici-pated in a desegregation program called the Voluntary Student Transfer (VST) program. This program allowed African American students from St. Louis City to attend the suburban St. Louis County schools. The results of desegregation and/ or integration did not always leave the St. Louis City children with a sense of security in knowing that they belonged in the schools they attended. Over the years while I was a teacher and later an administrator, many African American students expressed their feelings of discontent to me. They believed they were not liked by people at the schools they volunteered to attend. Some students wanted to go back to their home schools.

The principal, Mike McGough, and I were concerned that our African American students did not have "real" connections to the school or to their peers. While African American students rode the same buses to school every day, they usu-ally did not live in the same neighborhoods, and this resulted in neighborhood clashes because they either belonged to rival gangs or did not associate with one another outside of the school day. The phenomenon of not associating with their peers was pervasive among the high to mid-level achievers. Although they did their schoolwork, they were not distinguished as individuals or as a group of achievers. Further adding to that group's isolation was tracking in math and literacy classes. When the high-achieving African American students were placed in advanced classes, they were usually the only African American student in that class. They did not go home with White students after school, participate in sleepovers, or get invited to parties on the weekends, although they spent most of their days with these students. As an administrator, I knew the results of tracking could be isolation, but observing and experiencing a whole population of children being ignored or not seen as worthy peers was disheartening. The principal and I sensed that the African American students were not as tolerant of each other as we knew they should be and they were not perceived as significant peers by their White classmates. This was perhaps the most agonizing part of our school culture and had to be eradicated.

To me the answer was simple: let's create a fun program for them to partici-pate in! To reach our goals I decided that I needed a hook and an interesting activity for them to do. Previously, Dr. Bonnie Davis had sponsored an aca-demic club for the African American girls at a neighboring high school, and it was very successful. She generated positive feedback and the girls expressed that they felt more connected to their school as a result of being in the club. However, the idea of academics being the focus was not the direction I initially wanted to take. I was leaning more toward a "team" type activity or event with a culminating experience for them to accomplish. Once I gained a following, I would drop the academics on them! So Kids in Control (KIC) was launched as a drill/dance team.

Kids in Control Program

We started with the name, Kids in Control, and it morphed into Kids in Cooperation, because the culture among the African American students seemed to change over the years—less conflict, more cooperation. Activities for the Kids in Cooperation (KIC) club were centered around practicing dance/drill routines and participating in career field trips.

The structure of the club for the first year was a combination of seventh and eighth girls and boys. The following year the club was only open to eighth graders. This was part of building the image of "something special" to the seventh graders: "When I get to eighth grade I can join KIC." This marketing strategy worked, because the second year more students were on board. In order to pull off what we planned, cooperation was paramount, and the truly dedicated leaders knew this. I considered all students leaders; however, as I observed and interacted with them over time, I identified the co-captains of the drill team. I supported them with consensus-building skills and how to develop a capacity for tolerance. My idea was to encourage them to become models of cooperation and tolerance, teaching students how to get along when you do not agree without resorting to name calling, degrading others, or fighting. Eligibility requirements for the KIC program: eighth-grade student, 2.5 or above GPA, and no out-of-school suspensions for violence or illegal acts. Activities include: weekly meetings and practices; fund raising for snacks, team T-shirts, supplies, and bus costs; design dance/drill team T-shirts; be a dancer or part of the technical crew for the annual performance; and participate in two career-oriented field trips per year.

The KIC program became an established program at our school and became culturally diverse. Membership included African American, Latina, and White girls. Students, parents, and teachers looked forward to our performances at school spirit assemblies.

Future Focus Program

A second club was launched three years later—it was called Future Focus—which incorporated an academic component and introduced a peer-tutoring model to the students. Both programs offered leadership development activities such as goal setting, decision making, social and study skills, career-oriented field trips, fund raising, and hosting guest speakers.

The main goals of the Future Focus program were to connect with high-achieving African American students and move the average achievers to higher levels in their daily work by establishing academic goals and achieving those goals through peer tutoring. The membership of this club included African American students who were achieving a 2.5 and/or basic level to advance level on their state tests. The club was named Future Focus because I wanted students to understand that they had control over their futures. Activities included peer tutoring and career field trips. Again, we were attempting to develop a culture of leadership and self-advocacy among the students. Once eighth graders were functioning under the established norms and demonstrated full commitment, then at the beginning of second semester the seventh-grade students were brought on board. Students set academic goals at the first meeting and again at the beginning of each quarter. Their goals were to increase and/or maintain

(Continued)

(Continued)

a particular grade in a class. The choice was C or above; C− or lower goals were not allowed. Occasionally the school counselors and Volunteer Student Transfer counselors would visit our meetings and speak about the achievement gap, high school life, or social skills. However, the "meat and potatoes" of our meetings was peer tutoring. Everyone would bring their text books, assignments, and supplies. They would group together by expertise; then participants would tutor their peers that needed help. Perhaps the most rewarding aspect of the Future Focus club was observing them peer teach. They were talking like their teachers, demonstrating how to solve equations or write grammatically correct paragraphs. Students would scold or praise to motivate their tutee.

Eligibility requirements for the Future Focus program: eighth-grade students (all year), seventh-grade students (second semester), 2.5 or above GPA, basic or above results on state achievement assessment, and no out-of-school suspension for violence or illegal acts. Activities included two weekly meetings, goal setting, volunteering as a peer tutor, and participation in two field trips.

The main goals with the KIC and Future Focus programs were to develop leadership skills within and among the students. Second, but just as powerful, was for the students to develop connections to Washington Junior High School beyond the classroom. We wanted the African American students to remember something fun and important about their junior high years. We wanted them to learn to view themselves in a positive light. For all participants, leadership would mean learning to build consensus, tolerance of peers, practicing self-control, and strengthening the capacity to persevere. My role was more of a facilitator than a director, and the principal's role was one of a motivator. I believe the students accepted our guidance for two reasons: they knew we cared about them and that we were on a mission for them.

Overall, I believe the KIC and Future Focus programs were successful because they fulfilled a need among an isolated group of students. Once these two clubs were established, our school culture changed. Other staff members got on board: the librarian filmed our performances; the FACS teacher provided use of the lab to design T-shirts (no one was ever allowed to use FACS room after school); the school counselors attended our meetings; the secretaries helped with paperwork; and some teachers volunteered to supervise field trips. Of course we met challenges, mainly funds. Programs could not receive funds if they were racially exclusive. Our club was not billed as racially exclusive, but it appeared to be, even after other ethnicities joined us, so no funding came our way. So we had to raise funds to pay for T-shirts, supplies, snacks, and buses for our field trips. Lack of school funding actually benefited us, because the students sold candy—they loved doing it and it taught them budgeting skills, too. The principal and I simply saw this as yet another function of leadership—figure out how to overcome setbacks.

The KIC and Future Focus students became noticed and distinguished for being leaders. The results of the end-of-the-year program evaluations were always positive, especially when students were asked if they thought belonging to KIC and Future Focus was beneficial to them. Past members would come to meetings and performances. Overwhelmingly, students reported that they liked the clubs and felt more connected to Washington Junior High School, and they also said KIC and Future Focus clubs made them feel important.

❖   ❖   ❖

Tracey Black was inspired by learning about the 4 As during a summer professional development held in her district in Rockwall, Texas. She decided, with the support of her principal, to start an academic achievement club for the girls in her school based on the 4 As. Tracey's group includes African American and Hispanic students.

Sisters of Class

Tracey Black

My interest in starting Sisters of Class began with a spark from Jason Johnston, my principal. After attending a diversity workshop with Dr. Bonnie Davis, he and I had a conversation that centered on whether we were doing enough to reach all students. After careful thought, I shared the idea of Sisters of Class with him, and he supported the idea from day one. I wanted to form an academic group that was founded on the values of excellence, integrity, and service. The group is comprised of girls of various ethnic groups and open to all girls, even though the mission of Sisters of Class seeks to empower African-American girls through increased academic achievement while creating opportunities to serve school and community. The vision of Sisters of Class is to inspire African American girls to excel in academic achievement and social responsibility through school and community service and interactive workshops that focus on college and career readiness, twenty-first century leadership skills, interpersonal skills, and character building.

I looked at grades and test scores of the student population and wanted to aid in helping all students, especially African American females. Since I am African American, I felt that I could positively impact their academic performance as well as social. When I was a student in elementary, middle, and high school, there was a majority Caucasian student population. It was easy for me and my other African American friends to just camouflage ourselves and just try to blend in with everyone else and not draw too much attention. Therefore, I felt that Sisters of Class could be a place where all girls could feel welcome and be a part of paving the way for the continued success of all girls.

We have weekly meetings in the mornings on Thursdays for thirty minutes and rap sessions after school. The morning meetings are designed to have workshops on various topics, such as study skills, math skills, writing skills, leadership skills, healthy living, etc.

In a reflective paragraph written by one of the Sisters of Class members, who is also African American, she shares that she is very shy but feels that she has found a group where she can really find herself. She has learned how to study and gain better skills in math. I was touched when I read her reflection, and other girls who share similar stories. I continue to feel the positive results with this group as so many colleagues and other Rockwall School District staff members show support.

Sisters of Class

Front row left to right: Domanique King, Devynn King, Kayli Lusk. Back row left to right: Tracey Black (sponsor), Cecil Ene, Kajol Maheshwari, Michelle Perez, Nayeli Rodriguez, Kim Lusk (parent), Hilina Tesfaye (cosponsor).

Photo by Kimberly Henderson.

December 19, 2011
Dear Parent or Guardian:

It is my pleasure to inform you of a new group, Sisters of Class, forming at Cain Middle School that promotes the success of our students. Sisters of Class (SOC) seeks to empower African American girls through increased academic achievement while creating opportunities to serve school and community and is open to all girls.

Ms. Hilina Tesfaye and I, with the support of our principal, Mr. Johnston, would like to invite you and your daughter to be a part of SOC. The founding values of SOC are integrity, excellence, and service. We will hold weekly meetings to encourage these young ladies to continue to excel in the classroom, create service opportunities, as well as providing mentoring. The group will work with high school students as well as adult mentors to gain a full understanding of the skills necessary to build a foundation of success.

The vision of Sisters of Class is to inspire African American females to excel in academic achievement and social responsibility through school and community service and interactive workshops that focus on college and career readiness, twenty-first century leadership skills, interpersonal skills, and character building. If you would like your child to be part of Sisters of Class, please send me an e-mail with the following information:

- Student Name
- Parent/Guardian Name

- Telephone and E-mail
- One Interest Your Student Has

The launch of Sisters of Class will be held on Thursday, January 19, at 8:00 a.m. Afterwards, we will collaborate with the students and decide which day for weekly meeting works best. If you have any questions, please do not hesitate to contact me. We look forward to working with your daughter. Happy Holidays!

Sincerely,
Tracey Black
CTE Department Chair
Maurine Cain Middle School

Tracey includes her officer descriptions below.

Sisters of Class Officers

Position Descriptions

All members are expected to demonstrate good leadership traits on campus and maintain good academic and behavioral standards.

President

The president's responsibilities include:

- Supervise and coordinate Sisters of Class activities.
- Call and preside over regular and special meetings.
- Serve as a key liaison with the school administration, faculty, staff, and other organizations.
- Oversee the responsibilities of all officers.
- Collaborate with school sponsor to plan meeting agenda and field trips.

Vice President

The vice president's responsibilities include:

- Preside over the Sisters of Class meetings in the absence of the president.
- Serve as a resource for the campus organizations.
- Assume the duties of the president on an interim basis if the president is unable to complete her term.

Secretary

The secretary's responsibilities include:

- Give notice of the Sisters of Class meetings (journalism class).
- Take meeting minutes.
- Maintain a permanent attendance record of all Sisters of Class meetings.

(Continued)

(Continued)

Historian

The *historian's* responsibilities include:

- Take photographs at group events.
- Maintain a photo album for the group.
- Create a history log of the group activities (idea: create a monthly newsletter).

Write an essay that describes why you will be a great candidate for the position of your choice. Turn in your essay to Ms. Black by Friday, February 17.

Upcoming Event: Step Into Black History Program

Featuring Our Cain Middle School Step Team

Date: February 28, 2012
Time: 6:30 to 7:30 p.m.
Where: Cain Cafeteria

Tracey recently launched her Sisters of Class. The group picture is from a college visit, and Sisters of Class has many more events planned for the future.

❖ ❖ ❖

ELEMENTARY SCHOOL

At the elementary level, Roberta McWoods and Damian Pritchard, two teachers at North Glendale Elementary School in the Kirkwood School District, started student support groups at a school that is predominately White and in which most of the Students of Color come to the school from a different part of town.

Sista Club

Roberta McWoods

Literacy Specialist Roberta McWoods established the Sista Girl club in 2003. The goal of the club is to support girls who need additional support in developing

their social skills, self-esteem, and social/emotional concerns (i.e., respect, respon-sibility, cooperation, diversity, and literacy). A group of girls from Grades 1 through 5 meet weekly during their lunch recess, working on a variety of activities from literacy, hands-on projects, field trips, and conflict resolution. Guest speakers have been brought in as role models to help support the goals that were being taught. The Brotherman Group was established in 2005 to assist with the boys needing the same reinforcement. Both groups (SGBM) were involved in similar activities that helped support them as students. The clubs take field trips to a Cardinals baseball game, a television station, Katherine Dunham Exhibits, Chase Park Plaza Hotel, Cheesecake Factory, Kirkwood Park, and the Girl-Talk/Girl-Power (fifth grade girls only) Conference at the University of Missouri/St. Louis. Basketball, cheerleading, and beauty clinics were also held at the school. Guest speakers over the years have included Chief Justice of the Missouri Supreme Court Ronnie White, former Rams player Mike Jones, and a host of other speakers.

The success of the group at North Glendale has prompted other elementary schools in Kirkwood to form a Sista Girl group. This year we created the first annual Girl Power Conference, and fifty Girls, ten from each of the five elementary schools, participated in a half day of sessions that included an African American Kirkwood police officer who addressed bullying, a skin-care class by an African American Mary Kay consultant, and dance instruction. The emphasis of the Conference was to Celebrate the Beauty Within. *The success of this conference makes this an annual event in the Kirkwood School District.*

The Brotherman Group

Damian Pritchard

The Brotherman Group's intent was to match up boys with male teachers in the building. The group started out with mostly (but not all) African American and Latino boys who did not have a strong positive male role model in their lives. These boys were also having trouble at school—some academically and some with behavior issues. Within a short time, the group was expanded to include any boy who was having trouble at school, including students who struggled socially. This year the group is about 50 percent African American boys and 49 percent White boys and 1 percent Latino (however, 100 percent of the African American boys in fifth grade are in the group, and only a small percentage of the white boys).

The success of the group for me is being able to build a positive relationship with the boys by meeting once a week. I really try to really listen to the students and address the topics that are on their minds. We also address issues that are brought up by other teachers in the school. However, the bases for our weekly meetings are driven by the boys. Issues that almost always come up are home-work, friendship, sportsmanship, and issues with teachers.

Recently I met with just the African American boys and we discussed race. I have addressed race with the Brotherman Group every year. It is an honor to be a part of these conversations. Listening to ten- and eleven-year-old boys talk

(Continued)

(Continued)

so insightfully about race, and explain so many things to me, are some of the most powerful experiences I have had as an educator. I know how much I have learned, but I also feel that these conversations have a powerful effect on the boys. It seems to me that after we have one of our great conversations, the boys seem to be walking a little more proudly down the hall and sitting a little taller in class. The power of having a White teacher (me) listen without judgment, without dominating the conversation, and really wanting to learn and understand, gives the boys something that is so valuable.

Three fifth-grade Males of Color from the group expressed what they liked about the group:

Shelby   "It helps you with concentrating and focusing on your work. Mr. Pritchard talks to us about learning."

Arvell   "It teaches us how to act in school and outside of school."

Jerry   "It is making me a better student and teaching me to pay more attention and not talk while the teacher is teaching."

The girls and boys look forward to their weekly lessons in the club.

❖   ❖   ❖

Barb Swalina, first grade teacher at North Glendale Elementary School, continues academic student support services with the Believing is Seeing Tutoring Program.

Believing Is Seeing Tutoring Program

Barb Swalina

In 2008, North Glendale Elementary in the Kirkwood School District began participating in the Believing Is Seeing Tutoring Program, a program begun by Robinson Elementary, to connect primarily to Students of Color who live across town in Meacham Park, a historically Black area. Our goals are to provide one-on-one academic and social support while nurturing relationships between our elementary students and local high school students, senior volunteers, teacher assistants, and teachers in a safe and supportive environment. Each year we have been able to secure more tutors and therefore, invite more students to participate. Initially, we began with twelve students, and this past year we had twenty students in the program.

Our principal and teachers identify children who would most benefit by being included in the program. Once a week, tutors work with students on homework (math, reading, spelling, or anything else) the child's classroom teacher assigned.

After completion of homework, students work out of carefully selected and designed reading and math activity books based on their individual Tungsten test results and other concepts in which students need additional support.

At 5 p.m. students are given choices. They may play math, word, or strategy board and card games.

At the end of the academic school year, we hold a picnic for both schools in Meacham Park and invite all students and their families who have participated in the program. We truly feel that our program has helped our students become more successful academically and socially. Furthermore, the Believing Is Seeing Tutoring Program has allowed us, White educators, to become visible members within the community in which our students live.

❖　❖　❖

In this chapter, you learned several models created by educators (nearly all full-time classroom teachers) in their districts for their students. These educators truly heed the call to action and realize it in their lives. You may contact any of these educators for more information. Please send your e-mail requests to a4achievement@earthlink.net, and I will make sure you receive a reply. These student groups, elementary through high school, focus on academic achievement and leadership.

How do these groups support student success?

_____

_____

_____

What steps can you take to create a student support group in your school?

_____

_____

_____

❖　❖　❖

The final chapter is just for you: how do you take care of yourself? Learn strategies to keep yourself at the peak of wellness in your body and your mind.

SUGGESTED READINGS

Peters, Stephen G. *Inspired to Learn: Why We Must Give Children Hope* (Marietta, GA: Rising Sun, 2001).

Wynn, Mychal. *Empowering African-American Males to Succeed: A Ten-Step Approach for Parents and Teachers* (Marietta, GA: Rising Sun, 1992).
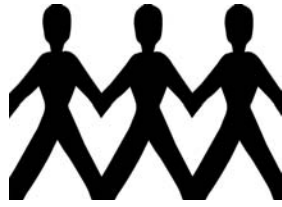
18

A Call to Action

Taking Care of Yourself

Teaching is hard. I don't care what color, ethnicity, racial identity, gender, or age your students are. It is exhausting. What follows are some of the things I learned from others and figured out myself to stay in sound physical, mental, and emotional health. This doesn't mean I was always successful, but that speaks to the need for the suggestions listed in this chapter. These are for teachers of any color who teach students of any color. They are shared to make your life easier. Enjoy!

As one reader shared, "I wish I'd read this chapter twenty years ago." I hope you feel the same.

Since you made it this far in the book, you are confronting your own fears as you take the journey to learn what you *don't know you don't know* about yourself and cultural others. Parker Palmer (1998), in his great book, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life,* says:

> If we embrace diversity, we find ourselves on the doorstep of our next fear: fear of the conflict that will ensue when divergent truths meet. . . . If we peel back our fear of conflict, we find . . . the fear of losing identity. Many of us are so deeply identified with our ideas that when we have a competitive encounter, we risk losing more than the debate: we risk losing our sense of self. (p. 38)

In order not to lose your sense of self, you must care for your *self.* It may seem peculiar to name taking care of yourself as a *call to action,* yet unless you take care of yourself, you cannot retain your sense of self and you cannot take care of others. Self-care is not a "New Age, touchy-feely" concept; it is a necessity. Therefore, self-care is critical to your well-being and to the well-being of your students.

How do you take care of yourself?

_____

_____

_____

In this chapter, clinical social worker and expressive arts psychotherapist Kim L. Anderson shares suggestions for self-care.

The Importance of Self-Care to Teacher Well-Being and Student Success

Kim L. Anderson, MSW, LCSW, ATR-BC

Educators have always made up a sizable portion of my clientele. School-age children have made up another large portion. From this vantage point, I am privy to the internal struggles of each. Teachers tell me they are overwhelmed with tasks that have nothing to do with teaching. They have little leeway in their work. Assigned curriculum and test scores take up much of their time. Common core standards are beginning to pose further challenges.

Children tell me they don't like going to school. They feel their teachers are mean or don't pay attention to them. They often say things like, "Ms. Johnson looks mad all the time," or "Mr. Beason frowns a lot and sometimes raises his voice." In their own way, students are often aware these are signs of stress. As children will do, they are fearful they have caused their teachers to be frustrated, angry, or tired. In some instances students do contribute to teacher stress, but more often both teachers and students are verbalizing a recognition that things are out of balance and teachers need to "get a break," as my young client Walton puts it. "Mrs. Renner should do yoga like my mom," he says. Pointing to his brow, he tells me, "She's getting that same line on her forehead as Mom has—you know—the worry line."

I am a big believer in the adage Physician heal thyself, or in my profession, Helper help herself. Many years ago, I discovered that our own self-care is imperative to the quality of our personal life and the satisfaction of our professional work. I began to share this with other clinicians, and in the past few years, I have begun to share it with other helping professionals, educators among them. In Culturally Considerate School Counseling: Helping Without Bias *(2010), I wrote:*

> *Individual circumstances such as illness, family matters, or a death are profound and spillage into our work is inevitable. Occupational circumstances such as changes in job or school policies, conflicts within the work environment, or the challenge of dual relationships naturally affect our work performance. Global circumstances (significant historic or political events, natural disasters, war) may intrude upon our professional space without time to prepare.*

Health is a personal issue but when illness causes visible symptoms, absenteeism, or affects work performance, we must recognize our limitations and adjust for them. Family matters are equally personal. Problems with personal relationships, children, aging parents, or issues such as a spouse's job loss or military deployment ride with us to work each day. Certainly supervisors, administrators, and some co-workers need to be apprised of situations which may require attention during ordinary work days or a temporary leave of absence, but finding a truthful, yet boundaried and balanced way of sharing personal information is important to privacy and comfort levels. Global circumstances seem to reach into our lives and into our schools at unprecedented rates these days. Some inspire hope and change; others arouse fear and anguish. (pp. 142–143)

Norma Day-Vines writes, "We have no recourse but to mine our reservoirs of wellness, even in the midst of tragedy. The seemingly impossible juxtaposition of two diametrically opposed states (wellness midst tragedy and adversity), will likely lead to the journey toward healing and wholeness" (Day-Vines & Holcomb-McCoy, 2007).

Self-care is fundamental to caring for others. Those of us in the position of influencing the lives of others—especially the delicate lives of children—are obligated to pursue our own wellness (Anderson, 2010). I originally created Inward Bound for clients as a "road map to wellness" which inserts simple wholistic practices for mind, body, psyche, and spirit into daily life. It has become a TripTix for anyone who needs to get away from habits and hindrances which may be interfering with personal balance or professional effectiveness. These new behaviors and routines might feel awkward, irritating, or time-consuming at first, but in time, they can become second nature. Practices such as writing sunrise pages; setting a daily intention; establishing a food plan; incorporating movement into each day; including affirmations; writing twilight pages; identifying gifts of gratitude; centering before bedtime; connecting with family and friends; expanding education, vocation, or avocation; creating something; nurturing something; recreation; helping others and giving back; defining a spiritual practice; and connecting with nature contribute to overall health, well-being, and balance.

In taking care of ourselves, we not only model good practices for our students, but we benefit from the clarity of thought and attitude self-care provides. Basic principles of personal growth can be the best way to begin our transition from cultural carelessness to cultural consciousness and integrate new knowledge and practices. By changing how we feel inwardly, we also change how we think and feel outwardly. Diminishing biases about our own abilities gives way to alleviating bias toward others (Anderson & Davis, 2012).

Kim offers us a pathway for wholistic self-care. Below I bring it back to the classroom. While in the classroom, teaching five or six classes a day, I needed concrete strategies to help me make it through the day and be the best I could be for all students.

Consider the strategies that speak to you; you know yourself better than anyone else. Perhaps students never "drive you crazy" and you don't get stressed in the classroom. But I did, so I offer what worked for me in the suggestions below.

HOW-TO STRATEGIES FOR WELLNESS ON THE DAYS YOU TEACH

- Begin the day with a form of meditation and setting intention. This can be meditation, prayer, walking, running, sitting still, and thinking. At the end of your sitting or walking meditation, set your intention for the day, such as "Today I get to teach poetry, and it is for you, my students. Please let me do the best I can do to support student learners in engaging with these poems and growing from them."
- Use an inspirational book to begin your day: a religious book, a book of poetry, an inspirational book. Consider *Teaching With Fire: Poetry That Sustains the Courage to Teach* (Intrator & Scribner, 2003). Just reading a couple of minutes of inspiration can gird us for the day.
- Keep stimulants to a minimum. Have a cup of coffee or tea if you choose, but don't drink coffee all day. I used to and was so wired I drove my students crazy. Ultimately, I realized the caffeine had to go, and I switched to decaf and lived happily ever after.
- Wear comfortable clothing. I love style and fashion, so this doesn't mean you have to be frumpy; however, clothing should caress you, not bind you (this includes shoes!).
- Eat every two hours. Consider a healthy snack every couple of hours. This can be organic carrots you keep in a bag on your desk or (since we're teachers) an apple or a slice of cheese. If you keep your blood sugar stable through frequent eating, you won't get that light-headed, "I think I'm going to faint because you're driving me crazy" feeling.
- Take a break during your break! Come on, put your stuff down, go outside and take ten deep breaths, scream (silently) if you want, wave your arms, jump a little, and walk a little more; take a break during your break!
- During lunch, sit with friends and decompress. But don't ignore others. Take a few moments and stop and say hi to Mr. Grump and Ms. Isolation. And by the way, say hi to the substitute that everyone ignores and the consultant and literacy coach who work in the school that few acknowledge. You might even consider inviting these folks to join your special group.
- Smile.
- Drink water (but, of course, not too much since you don't get bathroom breaks when you want them).
- Laugh. Consider asking for a student volunteer to be the "laughter person" for the week. This person is ready with a joke (appropriate) when you call on them.
- At the beginning of each class, set your intention—a positive one. Look for positive behaviors from your most challenging students—you might be surprised, they might reciprocate with some.
- Walk around during class. Proximity is one of the most powerful learning strategies you can use, and it does a body good, too!

- Use music in your classroom, play it in your car, and listen to it at home. Music elevates moods and calms us, depending on which music you choose.
- Between class, deep breaths, then to your door to welcome students. Of course, you have to find a restroom sometime. Take care of your body first so you can take care of all the bodies that will be coming through the door.
- Keep a journal. When stress really got to me when I was teaching in middle school, I kept a journal and had the students stop for journal breaks while I did the same. Stopping and writing for five minutes was a great "cool down."
- Plan rewards for yourself. Bring a one-ounce piece of dark chocolate each day and gift it to yourself at your lowest point of the day. I always needed it about 2:00 p.m. Yum.
- Think through your homework policy. Are you giving homework that truly supports practice, learning, and growth? If not, throw it out—that way you won't be spending time grading it. (You don't have to throw out all homework, but assess whether what you're assigning is really worth doing—I found assigning thirty pages a night to read in a self-selected novel worked well.)
- Think through all your instructional processes. What can go? What needs to stay? Reflect on and really get to know what and why you are doing things. This knowledge can lower stress.
- Ask for help. If, due to a personal problem, you need to see a professional, do so.
- Ask for help. Use your professional learning group as a resource. Ask your colleagues for help. Don't try to do everything yourself.
- Celebrate yourself and others. Celebrate successes, birthdays, awards, and so on. Celebrate as often as you can—you deserve it.
- Create crazy rituals with your team or favorite colleagues. Wear the same colors, become characters in your discipline, create a special handshake or cheer—anything to liven it up and make it fun!
- When you leave school, leave school! Try to do something completely different for a few hours: go to a gym, take a walk, read a book, knit, cook, clean—anything but school. Try your hardest to get as much work done on site so at the end of the school day, you have a life.
- Always have a long-term goal. Consider working on an advanced degree, running a marathon, or planning a major trip. Keep your mind focused outside the classroom as well as inside it.
- End your day with a healthy meal, stretching, relaxation, and a good night's sleep. Before you drift off, assess your day, citing what you are grateful for, and go to sleep thinking positive thoughts. Consider doing "yoga" in your mind as you drift off to sleep. Imagine you are in the poses as you do them. Or if you are not into that, count sheep, pray, or think happy, calming thoughts.

My personal secret is walking. Throughout my life, walking has provided me with a daily meditation and time for solitude in which to think and create.

My best lesson ideas stem from thoughts I have while walking. Stress leaves my body with each step I take. Nature bestows sun, humidity, heat, cold, rain, and snow. I notice and enjoy and am grateful for the seasons. There is no need for diets; walking miles a day keeps the metabolism moving and burns extra calories while offering a special private "spa" period each day.

How do you stay well? Fortunately, there are so many good books, periodicals, and Web sites that address wellness that you can find what you're looking for with the touch of your fingers. One of these resources is Allen N. Mendler, one of my favorite authors on discipline, who writes about wellness in his 2012 book, *When Teaching Gets Tough: Smart Ways to Reclaim Your Game.* He gives a myriad of exercises to practice (pp. 150–178) to destress and "reclaim our game"—teaching. So put yourself first, and remember what my mother always said: "Your health comes first." She is so right—unless you are healthy and feel good both inside and outside, you can't reach and teach the smiling (or not smiling) children who walk through your door.

What strategies from the list above will you consider integrating into your teaching life?

❖   ❖   ❖

SUGGESTED READINGS

Intrator, Sam M., and Megan Scribner, editors. *Teaching With Fire: Poetry That Sustains the Courage to Teach* (Bainbridge Island, WA: Center for Teacher Formation, 2003).
Palmer, Parker. *The Courage to Teach* (San Francisco: Jossey-Bass, 1998).
Mendler, Allen N. *When Teaching Gets Tough: Smart Ways to Reclaim Your Game* (Alexandria, VA: ASCD, 2012).

FINAL THOUGHTS

Mark Nepo, a cancer survivor and author of *The Book of Awakening: Having the Life You Want by Being Present to the Life You Have,* writes, "So many times we suppose ourselves out of existence, imagining that if we speak our heart we will be rejected or ignored" (2011, p. 121). His words seem poignant and particularly relevant to thousands of White women teachers who inhabit today's classrooms. Even though today's women are told to speak out and share their truths, there are often still repercussions for doing so, resulting in too many teachers staying silent. Our Children of Color, too, encounter challenges and are often silenced when they speak their heart (and our Colleagues of Color

might be ignored or ostracized when they do). This silencing undergirds a continuance of oppression. So the question must be, how do we create a culture where every voice is respected and given the opportunity to be heard without fear of reprisals? How do we create a culture where each of us is allowed to speak our heart and receive the respect we deserve? Hopefully, this book gives you some tools to do that.

In the beginning of the book, we read that the journey to creating this culture begins with the self, knowing and understanding your own cultural lens and understanding what respect "looks like" to persons of other cultures. Throughout the next chapters, you listened to and learned about others from cultures both familiar and unfamiliar. Then we examined school culture and strategies for creating positive cultures and building relationships with colleagues, students, and their families. You found numerous lessons aligned to the CCSS and to the cornerstones of culturally responsive instruction to connect with culturally diverse learners. Finally, the "Call to Action" section of the book gives you ways to act. Sometimes, it is our own practice we need to question; if so, ask your students and colleagues what you need to change or do and listen to their responses. In this section, there are descriptions of several student groups and tutoring you might consider for your call to action. And finally, this section ends with actions you can take for your own well-being, underscoring the idea that if you do not take care of yourself, you cannot be there to support and teach others.

The next time you think you see injustice and you just want to question a practice at your school site or in your community, remember Mark Nepo's words and do not "suppose yourself out of existence." Instead, speak from your heart. In *Teaching With Fire: Poetry That Sustains the Courage to Teach*, Sam Intrator (2003) writes that "meaningful and enduring change cannot happen without individuals convening in community to speak to those potent hopes and concerns that live in the center of our hearts and minds" (p. 207). When we speak from our hearts, telling our truths, others respond. They sense our authenticity; they share responses to assuage our ignorance; and they support us as we continue our journey to learn "what we don't know we don't know." We have learned that convening in community with our colleagues to examine what is important for all students is the catalyst for whole school change. Hopefully, this book gave you one of many tools for doing that. Thank you for sharing this book journey with me.

Please consider the final reflection questions below.

You've finished the book. What are your thoughts? What worked for you? What did not work? What will you take with you into your classroom and implement?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Final thought: Do something nice for yourself tonight!

References and Resources

Abel-Fattah, R. (2010). *Where the streets had a name.* New York: Scholastic.

Adams, J. Q., & Strother-Adams, P. (2001). *Dealing with diversity.* Dubuque, IA: Kendall/Hunt.

Al Abdullah, R., & DiPucchio, K. (2010). *The sandwich swap.* New York: Hyperion Books.

Alexander, F. (1997). *Mother Goose on the Rio Grande.* Chicago: Passport Books.

Allen, D. W., & LeBlanc, A. C. (2005). *Collaborative peer coaching that improves instruction: The 2+2 performance appraisal model.* Thousand Oaks, CA: Corwin.

Allen, J. (1999). *Words, words words: Teaching vocabulary in grades 4–12.* York, ME: Stenhouse.

Allen, R. (2002). *Impact teaching.* New York: Allyn & Bacon.

Allington, R. L., & McGill-Franzen, A. (1990). Children with reading problems: How we wrongfully classify them and fail to teach many to read. In *Early reading difficulties: Their misclassification and treatment as learning disabilities* (ERS Research Digest, pp. 4–10). Arlington, VA: Educational Research Service.

American Anthropological Association. (1998). *American Anthropological Association statement on "race."* Arlington, VA: American Anthropological Association. Retrieved from http://www.aaanet.org/stmts/racepp.htm

Anderson, K. L. (2010). *Culturally considerate school counseling: Helping without bias.* Thousand Oaks, CA: Corwin.

Anderson, K. L., & Davis, B. M. (2012). *Creating culturally considerate schools: Educating without bias.* Thousand Oaks, CA: Corwin.

Applebee, A., & Langer, J. A. (1987). *How writing shapes thinking: A study of teaching and learning.* Urbana, IL: National Council of Teachers of English.

Archuleta, K. (n.d.). *Work ready/essential skills.* Unpublished worksheet used in professional trainings. Antioch, CA: Emerald HPC International, LLC (emeraldconsulting.com).

Arthur, J. (2000). *Invisible sojourners: African immigrant diaspora in the United States.* Westport, CT: Praeger.

Artiles, A. J., & Ortiz, A. A. (Eds.). (2002). *English language learners with special education needs: Identification, assessment, and instruction.* Washington, DC: Center for Applied Linguistics.

Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents.* Portsmouth, NH: Boynton/Cook.

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Boynton/Cook.

Avioli, J., & Davis, B. M. (1994). *Literature of migration and immigration: An anthology of curriculum guides for novels, short stories, poetry, biography and drama.* St. Louis, MO: International Education Consortium.

Bailey, B. (2000). *Conscious discipline: 7 basic skills for brain smart classroom management.* Oviedo, FL: Loving Guidance.

Banks, J. (1994). *Multiethnic education: Theory and practice* (3rd ed.). Needham, MA: Allyn & Bacon.

Barr, R., & Parrett, W. (2003). *Saving our students, saving our schools.* Glenview, IL: Pearson Professional Development.

Barringer, H. R., Takeuchi, D. T., & Xenos, P. (1990). Education, occupational prestige, and income of Asian Americans. *Sociology of Education, 63*(1), 27–34.

Beam, C. (2011). *I am J.* Boston: Little, Brown Books for Young Readers.

Beers, K. (2003). *When kids can't read: What teachers can do.* Portsmouth, NH: Heinemann.

Bernal, G., Sáez, E., & Galloza-Carrero, A. (2009). Evidence-based approaches to working with Latino youth and families. In F. A. Villarruel, G. Carlo, J. M. Grau, M. Azmitia, N. J. Cabrera, & T. J. Chahin (Eds.), *Handbook of U.S. Latino psychology: Developmental and community-based perspectives* (pp. 309–328). Thousand Oaks, CA: Sage.

Bishop, J. (2003). *Goal setting for students.* St. Louis, MO: Accent on Success.

Blankstein, A. M. (2004). *Failure is not an option: Six principles that guide student achievement in high-performing schools.* Thousand Oaks, CA: Corwin.

Blankstein, A. M. (2011). *The answer is in the room: How effective schools scale up student success.* Thousand Oaks, CA: Corwin.

Bomer, R. (1995). *Time for meaning: Crafting literate lives in middle and high school.* Portsmouth, NH: Heinemann.

Booth, C. (2011). *Bronxwood.* New York: Scholastic/Push.

Boykin, A. W., & Bailey, C. T. (2000). *The role of cultural factors in school relevant cognitive functioning* (Report No. 43). Baltimore: Center for Research on the Education of Students Placed at Risk.

Brough, J., Bergman, S., & Holt, L. (2006). *Teach me, I dare you!* Larchmont, NY: Eye On Education.

Brown, D. F. (2002). *Becoming a successful urban teacher.* Portsmouth, NH: Heinemann.

Brown, D. S. (1994). *Books for a small planet: A multicultural-intercultural bibliography for young English language learners.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

Brown v. Board of Education. 347 U.S. 483 (1954) (USSC+).

Burke, J. (1999a). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession.* Portsmouth, NH: Boynton/Cook.

Burke, J. (1999b). *I hear America reading: Why we read, what we read.* Portsmouth, NH: Heinemann.

Burke, J. (2000). *Reading reminders: Tools, tips, and techniques.* Portsmouth, NH: Boynton/Cook.

Burke, J. (2001). *Illuminating texts: How to teach students to read the world.* Portsmouth, NH: Heinemann.

Burke, J. (2003). *Writing reminders: Tools, tips, and techniques.* Portsmouth, NH: Heinemann.

Burke, K. (2010). *Balanced assessment: From formative to summative.* Bloomington, IN: Solution Tree.

Caine, R. N., & Caine, G. (1997). *Unleashing the power of perceptual change: The potential of brain-based teaching.* Alexandria, VA: ASCD.

Calderón, M. E., & Minaya-Rowe, L. (2011). *Preventing long-term ELs: Transforming schools to meet core standards.* Thousand Oaks, CA: Corwin.

Calkins, L. (1986). *The art of teaching writing.* Portsmouth, NH: Heinemann.

Calkins, L., Montgomery, K., & Santman, D. (1998). *A teacher's guide to standardized reading tests: Knowledge is power.* Portsmouth, NH: Heinemann.

Cameron, J. (1992). *The artist's way: A spiritual path to higher creativity.* New York: Putnam.

Carbo, M. (1994). Sharply increasing the reading ability of potential dropouts. In R. C. Morris (Ed.), *Using what we know about at-risk youth: Lessons from the field* (pp. 129–138). Lancaster, PA: Technomic.

Card, O. S. (1985). *Ender's game.* New York: Tom Doherty.

Carlson, G. R., & Sherrill, A. (1988). *Voices of readers: How we come to love books.* Urbana, IL: National Council of Teachers of English.

Carlson, L. (Ed.). (1994). *Cool salsa: Bilingual poems on growing up Latino in the United States.* New York: Henry Holt.

Carnegie Corporation of New York. (1998). *Turning points: Preparing American youth for the 21st century.* Retrieved from http://carnegie.org/publications/search-publications/?word=Globalizing+American+Studies=project

Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success.* New York: Carnegie Corporation of New York.

Chall, J. S., & Curtis, M. E. (1992). Teaching the disabled or below-average reader. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (2nd ed., pp. 253–276). Newark, DE: International Reading Association.

Chambers, A. (1985). *Booktalk.* London: Bodley Head.

Chayil, E. (2010). *Hush.* New York: Walker.

Christenbury, L. (1994). *Making the journey: Being and becoming a teacher of English language arts.* Portsmouth, NH: Boynton/Cook.

Cisneros, S. (1984). *The house on Mango Street.* New York: Random House.

Cisneros, S. (1991). *Woman Hollering Creek and other stories.* New York: Random House.

Cisneros, S. (1994). *La casa en Mango Street. Traducido por Elena Poniatowska.* New York: Random House.

Cofer, J. O. (1995). *An island like you.* New York: Penguin.

Cohen, D., & Francisco, D. (2004). *Si, se puede!/Yes, we can!* El Paso, TX: Cinco Puntos Press.

Cole, R. (Ed.). (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners.* Alexandria, VA: ASCD.

Cole, R. (2001). *More strategies for educating everybody's children.* Alexandria, VA: ASCD.

College Board's National Task Force on Minority Achievement. (1999). *Reaching the top: A report of the national task force on minority high achievement.* New York: Author.

Collins, K. (2004). *Growing readers: Units of study in the primary classroom.* Portland, ME: Stenhouse.

Compton-Lilly, C. (2004). *Confronting racism, poverty, and power: Classroom strategies to change the world.* Portsmouth, NH: Heinemann.

Covey, S. R. (1989). *The seven habits of highly effective people.* New York: Simon & Schuster.

Crawford, J. (2012). *Aligning your curriculum to the common core state standards.* Thousand Oaks, CA: Corwin.

Cross, G. (2011). *Where I belong.* New York: Holiday House.

Crow Dog, M. (1990). *Lakota woman.* New York: Grove Weidenfeld.

Csikszentmihalyi, M. (1991). *Flow: The psychology of optimal experience.* New York: HarperPerennial.

Culham, R. (2003). *6+1 traits of writing.* Portland, OR: Northwest Regional Educational Laboratory.

Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing.* New York: Longman.

Cunningham, P., & Allington, R. (1999). *Classrooms that work: They can all read and write.* New York: Longman.

Daniels, H., & Bizar, M. (2005). *Teaching the best practices way: Methods that matter, K–12.* Portland, ME: Stenhouse.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work.* San Francisco: Jossey-Bass.

Davidson, J., & Koppenhaver, D. (1993). *Adolescent literacy: What works and why.* New York: Garland.

Davis, B. M. (1988). *A rationale for the reconstruction of the American literary canon* (Unpublished dissertation). St. Louis University, St. Louis, MO.

Davis, B. M. (1989). Feminizing the English curriculum: An international perspective. *English Journal, 78*(6), 45–49.

Davis, B. M. (Ed.). (1990). *Freedom rising: Viewer guide to video production.* St. Louis, MO: Voluntary Interdistrict Council.

Davis, B. M. (1994). A cultural safari: Dispelling myths and creating connections through multicultural and international education. *English Journal, 83*(2), 24–26.

Davis, B. M. (1996). Writing across the ages: A working writer's workshop. *English Journal, 85*(1), 37–39.

Davis, B. M. (1999). Women in Faulkner's novels. In Robert W. Hamblin & Charles Peek (Eds.), *A William Faulkner encyclopedia* (pp. 439–442). Westport, CT: Greenwood Press.

Davis, B. M. (2006). *How to teach students who don't look like you: Culturally relevant teaching strategies.* Thousand Oaks, CA: Corwin.

Davis, B. M. (2007). *How to coach teachers who don't think like you: Coaching literacy across the content areas.* Thousand Oaks, CA: Corwin.

Davis, B. M. (2009). *The biracial and multiracial student experience: A journey to racial literacy.* Thousand Oaks, CA: Corwin.

Day-Vines, N. L., & Holcomb-McCoy, C. (2007). Wellness among African American counselors. *Journal of Humanistic Counseling, Education and Development, 46*(1), 82–97.

Delgado, R., & Stefancic, J. (Eds.). (1997). *Critical white studies: Looking behind the mirror.* Philadelphia: Temple University Press.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom.* New York: New Press.

Delpit, L. (1997). Ebonics and cultural responsive instruction. *Rethinking Schools: An Urban Educational Journal, 12*(1), 6–7.

Delpit, L. (2012). *"Multiplication is for white people": Raising expectations for other people's children.* New York, NY: The New Press.

Dickens, H., & Churches, A. (2012). *Apps for learning: 40 best iPad/iPod Touch/iPhone apps for high school classrooms.* Thousand Oaks, CA: Corwin.

Dodge, L., & Whaley, L. (1993). *Weaving in the women: Transforming the high school English curriculum.* Portsmouth, NH: Boynton/Cook.

Dornan, R., Rosen, L. M., & Wilson, M. (1997). *Multiple voices, multiple texts: Reading in the secondary content areas.* Portsmouth, NH: Boynton/Cook.

Dotson-Blake, K. R., Foster, V. A., & Gressard, C. F. (2009). Ending the silence of the Mexican immigrant voice in public education: Creating culturally inclusive family-school-community partnerships. *Professional School Counseling, 12*(3), 230–240.

Draper, S. (1994). *Tears of a tiger.* New York: Simon & Schuster.

Draper, S. (1997). *Forged by fire.* New York: Simon & Schuster.

Dreschler, F. (2011). *Being Wendy.* New York: Grosset & Dunlap.

Dweck, C. S. (2006). *Mindset: The new psychology of success.* New York: Ballantine Books.

Ecroyd, C. A. (1991). Motivating students through reading aloud. *English Journal, 80*(6), 76–78.

Educational Research Service. (1999). *Reading at the middle and high school levels: Building active readers across the curriculum.* Arlington, VA: Educational Research Service.

Edwardson, D. D. (2011). *My name is not easy.* Tarrytown, NY: Marshall Cavendish.

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America.* New York: Henry Holt.

Ellison, R. (1952). *Invisible man.* New York: Random House.

Estrella, A. (2012). Seeing a bright future. *Educational Leadership, 69*(7), 94.

Fielding, L. C., & Pearson, P. D. (1994). Reading comprehension: What works. *Educational Leadership, 52*(5), 62–68.

Fisher, D., Frey, N., & Rothenberg, C. (2011). *Implementing RTI with English learners.* Bloomington, IN: Solution Tree.

Fleischman, P. (1997). *Seedfolks.* New York: HarperTrophy.

Fleischman, P. (1998). *Whirligig.* New York: Henry Holt.

Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook.* Portsmouth, NH: Heinemann.

Fletcher, R., & Portalupi, J. (1998). *Craft lessons: Teaching writing K–8.* York, ME: Stenhouse.

Fountas, I. C., & Pinnell, G. S. (2001). *Guiding readers and writers, Grades 3–6: Teaching comprehension, genre, and content literacy.* Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K–8.* Portsmouth, NH: Heinemann.

Fox, M. (2001). *Reading magic: Why reading aloud to our children will change their lives forever.* New York: Harcourt.

Fox, M. (2006). *Whoever you are.* San Anselmo, CA: Sandpiper.

Freedman, S. W., Simons, E. R., Kalnin, J. S., Casareno, A., & M-Class Teams. (1999). *Inside city schools: Investigating literacy in multicultural classrooms.* Urbana, IL: National Council of Teachers of English.

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniv. ed.). New York: Continuum.

Freire, P. (2003). *From risk to opportunity: Fulfilling the educational needs of Hispanic Americans in the 21st century* (Final report of the president's advisory commission on educational excellence for Hispanic Americans). Retrieved from http://www.YesICan.gov/paceea/finalreport.pdf

Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts, 4–12.* Portland, ME: Stenhouse.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* New York: Basic Books.

Gates, H. L., Jr. (1992). *Loose canons: Notes on the culture wars.* New York: Oxford University Press.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice.* New York: Teachers College Press.

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development.* Cambridge, MA: Harvard University Press.

Ginsberg, M. B., & Wlodkowski, R. J. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse learners.* San Francisco: Jossey-Bass.

Giroux, H. A. (1997). *Pedagogy and the politics of hope: Theory, culture, and schooling.* Boulder, CO: Westview.

Glasser, W. A. (1990). *Quality school: Managing students without coercion.* New York: HarperCollins.

Goldenberg, C., & Coleman, R. (2010). *Promoting academic achievement among English learners: A guide to the research.* Thousand Oaks, CA: Corwin.

Golding, W. (1959). *Lord of the flies.* New York: Perigee Books.

Goleman, D. (1995). *Emotional intelligence.* New York: Bantam.

Gollnick, D. M., & Chinn, P. C. (2012). *Multicultural education in a pluralistic society: (9th ed.).* Upper Saddle River, NJ: Pearson.

Gonzalez, M. L., Huerta-Macias, A., & Tinajero, J. V. (1998). *Educating Latino students: A guide to successful practice.* Lancaster, PA: Technomic.

Graves, D. H. (1989). *Experiment with fiction.* Portsmouth, NH: Heinemann.

Graves, D. H. (2002). *Testing is not teaching: What should count in education.* Portsmouth, NH: Heinemann.

Gregory, G., & Chapman, C. (2002). *Differentiated instructional strategies: One size doesn't fit all.* Thousand Oaks, CA: Corwin.

Gruwell, E. (1999). *The freedom writers diary: How a teacher and 150 teens used writing to change themselves and the world around them.* New York: Doubleday.

Haberman, M. (1995). *STAR teachers of children in poverty.* West Lafayette, IN: Kappa Delta Pi Biennial.

Haddix, M. P. (1998). *Among the hidden.* New York: Simon & Schuster.

Hale, J. (2001). *Learning while black: Creating educational excellence for African-American children.* Baltimore: Johns Hopkins University Press.

Hale-Benson, J. E. (1986). *Black children: Their roots, culture, and learning styles* (Rev. ed.). Baltimore: Johns Hopkins University Press.

Hamanaka, S. (1999). *All the colors of the earth.* New York: HarperCollins.

Hanley, M. S., & Noblit, G. (2009). *Cultural responsiveness, racial identity and academic success: A review of literature.* A paper prepared for the Heinz Endowments. Retrieved May 15, 2012, http://www.heinz.org/programs_cms.aspx?SectionID=233

Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in Grades 3–8.* Portland, ME: Stenhouse.

Haycock, K. (2001). Closing the achievement gap. *Educational Leadership, 58*(6), 6–11.

Haycock, K., & Hanushek, E. A. (2010). An effective teacher in every classroom. *Education Next, 10*(3). Retrieved from http://educationnext.org/an-effective-teacher-in-every-classroom/

Hayes Jacobs, H. (2006). *Active literacy across the curriculum: Strategies for reading, writing, speaking, and listening.* Larchmont, NY: Eye On Education.

Hede, M. (2009). *Hispanic vs. Latino.* Retrieved from http://www.hispanic-culture-online.com/hispanic-vs-latino.html

Henze, R., Katz, A., Norte, E., Sather, S., & Walker, E. (2002). *Leading for diversity: How school leaders promote positive interethnic relations.* Thousand Oaks, CA: Corwin.

Hicks, T. (2009). *The digital writing workshop.* Portsmouth, NH: Heinemann.

Hill, J. D., & Flynn, K. M. (2006). *Classroom instruction that works with English language learners.* Alexandria, VA: ASCD.

Hiller, A. (Director). (1984). *Teachers* [Motion picture]. United States: MGM/United Artists.

Hinojosa, R. (1987). *This migrant earth.* Houston, TX: Arte Publico Press.

Hoffman, M. (1991). *Amazing Grace.* New York: Dial.

Hofstede, G. (1991). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Holly, M. L. (1989). *Writing to grow: Keeping a personal-professional journal.* Portsmouth, NH: Heinemann.

Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners.* Thousand Oaks, CA: Corwin.

Hooks, B. (2004). *Skin again.* New York: Jump at the Sun.

Howard, G. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools.* New York: Teachers College Press.

Hoyt, L. (1999). *Revisit, reflect, retell: Strategies for improving reading comprehension.* Portsmouth, NH: Heinemann.

Hoyt, L. (2000). *Snapshots: Literacy minilessons up close.* Portsmouth, NH: Heinemann.

Humes, K. R., Jones, N. A., & Ramirez, R. R. (2011). *Overview of race and Hispanic origin: 2010.* Washington, DC: U.S. Census Bureau. Retrieved from http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf

Hunt, I., & Pucci, A. J. (1964). *Across five Aprils.* Chicago: Follett.

Hutchins, D. J., Greenfeld, M. D., Epstein, J. L., Sanders, M. G., & Galindo, C. L. (2012). *Multicultural partnerships: Involve all families.* Larchmont, NY: Eye On Education.

Intrator, S. M., & Scribner, M. (Eds.). (2003). *Teaching with fire: Poetry that sustains the courage to teach.* Thousand Oaks, CA: Corwin.

Jago, C. (2002). *Cohesive writing: Why concept is not enough.* Portsmouth, NH: Heinemann.

Jensen, E. (1998). *Teaching with the brain in mind.* Alexandria, VA: ASCD.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it.* Alexandria, VA: ASCD.

Jimenez, F. (1998). *The circuit.* Albuquerque: University of New Mexico Press.

Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools.* Thousand Oaks, CA: Corwin.

Johnson, R. S., & La Salle, R. A. (2010). *Data strategies to uncover and eliminate hidden inequities: The wallpaper effect.* Thousand Oaks, CA: Corwin.

Jones, N. A., & Smith, A. S. (2001). *U.S. Census Bureau: The two or more races population: 2000.* (Census 2000 Brief Series C2KBR/0I-6, 2001). Washington, DC: U.S. Census Bureau. Retrieved from http://www.census.gov/prod/2001pubs/c2kbroi-6.pdf

Katz, K. (2002). *The colors of us.* New York: Henry Holt.

Keene, E. O., & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop.* Portsmouth, NH: Heinemann.

Kiang, P. N., & Kaplan, J. (1994). Where do we stand? Views of racial conflict by Vietnamese American high-school students in a black and white context. *Urban Review, 26*(20), 95–119.

Killens, J. O., & Ward, J. W., Jr. (Eds.). (1992). *Black southern voices: An anthology of fiction, poetry, drama, nonfiction, and critical essays.* New York: Penguin.

Kindler, A. (2002). *Survey of the states' limited English proficient students and available educational programs and services, 2000–01 summary report.* Washington, DC: U.S. Department of Education.

Kingsolver, B. (1988). *The bean trees.* New York: Harper Perennial.

Koppelman, S. (1996). *Women in the trees: U.S. women's short stories about battering & resistance, 1839–1994.* Boston: Beacon Press.

Kozol, J. (1991). *Savage inequalities.* New York: Crown.

Krogness, M. M. (1995). *Just teach me, Mrs. K: Talking, reading, and writing with resistant adolescent learners.* Portsmouth, NH: Heinemann.

Kunjufu, J. (1988). *To be popular or smart: The black peer group.* Chicago: African-American Images.

Kuperminc, G. P., Wilkins, N. J., Roche, C., & Alvarez-Jimenez, A. (2009). Risk, resilience, and positive development among Latino youth. In F. A. Villarruel, G. Carlo, J. M. Grau, M. Azmitia, N. Cabrera, & T. J. Chahin (Eds.), *Handbook of U.S. Latino psychology: Developmental and community-based perspectives* (pp. 213–234). Thousand Oaks, CA: Sage.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children.* San Francisco: Jossey-Bass.

Landsman, J. (2001). *A white teacher talks about race.* Lanham, MD: Scarecrow Press.

Lane, B. (1993). *After the end: Teaching and learning creative revision.* Portsmouth, NH: Heinemann.

Langer, J. (1995). *Envisioning literature: Literary understanding and literature instruction.* New York: Teachers College Press.

Lee, S. J. (1996). *Unraveling the "model minority" stereotype: Listening to Asian American youth.* New York: Teachers College Press.

Levine, M. (2002). *A mind at a time: America's top learning expert shows how every child can succeed.* New York: Simon & Schuster.

Levy, J. (2005). *Alley oops.* Brooklyn, NY: Flashlight Press.

Lindsey, R. B., Nuri Robins, K., & Terrell, R. D. (2003). *Cultural proficiency: A manual for school leaders.* Thousand Oaks, CA: Corwin.

Lindsey, R. B., Roberts, L. M., & CampbellJones, F. (2005). *The culturally proficient school: An implementation guide for school leaders.* Thousand Oaks, CA: Corwin.

Linton, C. (2011). *Equity 101: The equity framework.* Thousand Oaks, CA: Corwin.

Linton, C., & Davis, B. (2012). *Equity 101: Culture.* Thousand Oaks, CA: Corwin.

Lombard, J. (2006). *Drita, my homegirl.* New York: Putnam Juvenile.

Long, E. (2011). *Chamelia.* New York: Little, Brown Books for Young Readers.

Long, M., & Richards, J. (Eds.). (1987). *Methodology in TESOL: A book of readings.* Boston: Heinle & Heinle.

Macrorie, K. (1984). *Writing to be read.* Upper Montclair, NJ: Boynton/Cook.

Malcolm X & Haley, A. (1973). *The autobiography of Malcolm X.* New York: Ballantine Books.

Martinez, V. (1998). *Parrot in the oven: Mi vida.* New York: HarperTrophy.

Marzano, R. (2003). *Classroom management that works.* Alexandria, VA: ASCD.

Marzano, R. (2004). *Building background knowledge for academic achievement.* Alexandria, VA: ASCD.

Marzano, R., & Kendall, J. S. (1997). *Content knowledge: A compendium of standards and benchmarks for K–12 education* (2nd ed.). Alexandria, VA: ASCD.

Marzano, R., & Pickering, D. J. (2011). *The highly engaged classroom.* Bloomington, IN: Marzano Research Laboratory.

Marzano, R., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: ASCD.

Mathis, S. B. (1986). *The hundred penny box.* New York: Viking.

McCall, G. G. (2011). *Under the mesquite.* New York: Lee & Low Books.

McEwan, E. K. (2002). *Ten traits of highly effective teachers: How to hire, coach, and mentor successful teachers.* Thousand Oaks, CA: Corwin.

McEwan-Adkins, E. K. (2010). *40 reading strategies for K–6 students: Research-based support for RTI.* Bloomington, IN: Solution Tree.

McIntosh, P. (1998). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In M. L. Andersen & P. Hill-Collins (Eds.), *Race, class, and gender: An anthology* (pp. 70–81). Wellesley, MA: Wellesley College Center for Research for Women.

McIntyre, A. (1997). *Making meaning of whiteness: Exploring racial identity with white teachers.* New York: State University of New York Press.

McIntyre, E., Hulan, N., & Layne, V. (2011). *Reading instruction for diverse classrooms.* New York: Guilford Press.

McKinley, J. (2010). *Raising black students' achievement through culturally responsive teaching.* Alexandria, VA: ASCD.

McKissack, P., & McKissack, F. (1999). *Black hands, white sails: The story of African-American whalers.* New York: Scholastic.

Medina, J. (1999). *My name is Jorge on both sides of the river.* Honesdale, PA: Boyds Mills Press.

Mehrabian, A. (1990). *Silent messages: Implicit communication of emotions and attitudes.* New York: Wadsworth.

Mendler, A. N. (2012). *When teaching gets tough: Smart ways to reclaim your game.* Alexandria, VA: ASCD.

Morrison, T. (1987). *The song of Solomon.* New York: Penguin.

Morrow, L. M., Rueda, R., & Lapp, D. (2010). *Handbook on literacy and diversity.* New York: Guildford Press.

Moss, P. (2010). *One of us.* Gardner, ME: Tilbury House.

Mowry, J. (1992). *Way past cool.* New York: Farrar, Straus & Giroux.

Muhammad, A. (2009). *Transforming school culture: How to overcome staff division.* Bloomington, IN: Solution Tree.

Murray, D. (1985). *A writer teaches writing.* Boston: Houghton Mifflin.

Murray, D. (1990). *Shoptalk: Learning to write with writers.* Portsmouth, NH: Boynton/Cook.

Myers, J. (2000). *Afraid of the dark: What whites and blacks need to know about each other.* Chicago: Lawrence Hill.

Myers, W. D. (1988). *Fast Sam, cool Clyde & stuff.* New York: Viking Press.

Myers, W. D. (1990). *Scorpions.* New York: HarperTrophy.

Myers, W. D. (1991). *Fallen angels.* New York: Scholastic.

Myers, W. D. (1996). *The glory field.* New York: Scholastic.

Myers, W. D. (1998). *Slam.* New York: Scholastic.

Myers, W. D. (1999). *Monster.* New York: HarperCollins.

National Center for Education Statistics. (2000). *NAEP trends in academic achievement.* Washington, DC: U.S. Department of Education.

National Council of Teachers of English/International Reading Association. (1994). *Standards for the assessment of reading and writing.* Urbana, IL: National Council of Teachers of English.

Nepo, M. (2011). *The book of awakening: Having the life you want by being present to the life you have.* San Francisco: Conari Press.

Nieto, S. (1996). *Affirming diversity: The sociopolitical context of multicultural education* (2nd ed.). White Plains, NY: Longman.

Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). Reading, MA: Addison Wesley.

Noguera, P. A., & Akom, A. (2000). The opportunity gap. *The Wilson Quarterly, 24*(3), 86–87.

Nuri Robins, K., Lindsey, R. B., Lindsey, D. B., & Terrell, R. D. (2002). *Culturally proficient instruction: A guide for people who teach.* Thousand Oaks, CA: Corwin.

Nuri Robins, K., Lindsey, R. B., Lindsey, D. B., & Terrell, R. D. (2012) *Culturally proficient instruction: A guide for people who teach* (3rd ed.). Thousand Oaks, CA: Corwin.

O'Brien, T. (1990). *The things they carried.* Boston: Houghton Mifflin.

Odean, K. (2002). *Great books for girls: More than 600 books to inspire today's girls and tomorrow's women.* New York: Random House.

Ogbu, John. (1991). Immigrant and involuntary minorities in comparative perspective. In J. Ogbu & M. Gibson (Eds.), *Minority status and schooling* (pp. 184–204). New York: Garland.

Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *Reading Teacher, 39*(6), 564–570.

Okorafor, N. (2011). *Akata witch.* New York: Penguin Group/Viking.

Paley, G. (1979). *White teacher.* Cambridge, MA: Harvard University Press.

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life.* San Francisco: Jossey-Bass.

Papalewis, R., & Fortune, R. (2002). *Leadership on purpose: Promising practices for African American and Hispanic students.* Thousand Oaks, CA: Corwin.

Parr, T. (2009). *It's okay to be different.* New York: Little, Brown Books for Young Readers.

Paulsen, G. (1995). *Nightjohn.* New York: Laurel Leaf.

Paulsen, G. (1999). *Sarny.* New York: Laurel Leaf.

Pearson, D. P., Rohler, L. R., Dole, J. S., & Duffy, G. G. (1992). Developing expertise in reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has*

to say about reading instruction (2nd ed., pp. 145–199). Newark, DE: International Reading Association.

Perera, A. (2011). *Guantanamo boy.* Park Ridge, IL: Albert Whitman.

Peters, S. G. (2001). *Inspired to learn: Why we must give children hope.* Marietta, GA: Rising Sun.

Pollock, J. E. (2012). *Feedback: The hinge that joins teaching and learning.* Thousand Oaks, CA: Corwin.

Pollock, M. (2008). *Everyday antiracism: Getting real about race in school.* New York: New Press.

Portalupi, J., & Fletcher, R. (2001). *Nonfiction craft lessons: Teaching information writing K–8.* Portland, ME: Stenhouse.

Raschka, C. (1998). *Yo! Yes?* New York: Scholastic.

Ratekin, N., Simpson, M., Alvermann, D. E., & Dishner, E. K. (1985). Why teachers resist content reading instruction. *Journal of Reading, 28*(5), 432–437.

Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results.* Alexandria, VA: ASCD.

Reglin, G. (1995). *Achievement for African-American students: Strategies for the diverse classroom.* Bloomington, IN: National Education Service.

Rico, G. L. (1983). *Writing the natural way: Using right-brain techniques to release your expressive powers.* Los Angeles: J. P. Tarcher.

Rief, L. (1992). *Seeking diversity: Language arts with adolescents.* Portsmouth, NH: Heinemann.

Rief, L. (1998). *Vision and voice: Extending the literacy spectrum.* Portsmouth, NH: Heinemann.

Robb, L., Nauman, A., & Ogle, D. (2002). *Reader's handbook: A student guide for reading and learning.* Wilmington, MA: Great Source.

Rockquemore, K., & Laszloffy, T. (2005). *Raising biracial children.* Lanham, MD: Rowman & Littlefield.

Rodriguez, E. R., & Bellanca, J. A. (2007). *What is it about me you can't teach: An instructional guide for the urban educator* (2nd Ed.). Thousand Oaks, CA: Corwin.

Rodriguez, L. (1993). *Always running.* Willimantic, CT: Curbstone Press.

Romano, T. (1987). *Clearing the way: Working with teenage writers.* Portsmouth, NH: Heinemann.

Rong, X. L., & Preissle, J. (2009). *Educating immigrant students in the 21st century: What educators need to know* (2nd ed.). Thousand Oaks, CA: Corwin.

Rosenblatt, L. (1995). *Literature as exploration* (5th ed.). New York: Modern Language Association of America.

Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban school. *Youth and Society, 35*(4), 420–451.

Rotner, S., & Kelly, S. (2009). *Shades of people.* New York: Holiday House.

Routman, R. (2000). *Conversation: Strategies for teaching, learning, and evaluating.* Portsmouth, NH: Heinemann.

Sachar, L. (1998). *Holes.* New York: Farrar, Straus & Giroux.

Saifer, S., Edwards, K., Ellis, D., Ko, L., & Stuczynski, A. (2011). *Culturally responsive standards-based teaching: Classroom to community and back* (2nd ed.). Thousand Oaks, CA: Corwin.

Santa, C. M. (1988). Changing teacher behavior in content reading through collaborative research. In S. J. Samuels & P. D. Pearson (Eds.), *Changing school reading programs: Principles and case studies* (pp. 185–206). Newark, DE: International Reading Association.

Schreck, M. K. (2009). *Transformers: Creative teachers for the 21st century.* Thousand Oaks, CA: Corwin.

Schreck, M. K. (2011). *You've got to reach them to teach them: Hard facts about the soft skills of student engagement.* Bloomington, IN: Solution Tree.

Senge, P. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education.* New York: Doubleday-Currency.

Shange, N. (1985). *Betsey Brown.* New York: Picador.

Sherman, C. W. (1994). *Sisterfire: Black womanist fiction and poetry.* New York: HarperPerennial.

Short, D. J., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners.* Washington, DC: Alliance for Excellent Education.

Silven, M., & Vauras, M. (1992). Improving reading through thinking aloud. *Learning and Instruction, 2*(2), 69–88.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences.* Alexandria, VA: ASCD.

Singham, M. (1998). The canary in the mine: The achievement gap between black and white students. *Kappan, 80*(1), 9–15.

Singleton, G. (2003, August). *De-institutionalizing racism.* Workshop for Cooperating School Districts, University of Missouri, St. Louis.

Singleton, G. E., & Linton, C. (2006). *Courageous conversations about race: A field guide for creating equity in schools.* Thousand Oaks, CA: Corwin.

Sleeter, C. (1996). *Multicultural education as social activism.* Albany: State University of New York Press.

Soto, G. (1991). *A summer life.* New York: Laurel Leaf.

Soto, G. (1992a). *Living up the street.* New York: Laurel Leaf.

Soto, G. (1992b). *Taking sides.* New York: Harcourt.

Soto, G. (1993). *Pieces of the heart: New Chicano fiction.* New York: Chronicle.

Soto, G. (1995). *New and selected poems.* New York: Chronicle.

Soto, G. (1997). *Junior college.* New York: Chronicle.

Soto, G. (1999). *Buried onions.* New York: HarperTrophy.

Soto-Hinman, I., & Hetzel, J. (2009). *The literacy gaps: Bridge-building strategies for English language learners and standard English learners.* Thousand Oaks, CA: Corwin.

Sousa, D. (2001). *How the brain learns.* Thousand Oaks, CA: Corwin.

Spinelli, J. (2000). *Stargirl.* New York: Random House.

Steele, C. (1999). Thin ice: "Stereotype threat" and black college students. *Atlantic Monthly, 284*(2), 44–47, 50–54.

Stone, R. (2002). *Best practices for high school classrooms: What award-winning secondary teachers do.* Thousand Oaks, CA: Corwin.

Sylwester, R. (2000). *A biological brain in a cultural classroom: Applying biological research to classroom management.* Thousand Oaks, CA: Corwin.

Tannen, D. (1990). *You just don't understand: Men and women in conversation.* New York: Ballantine.

Tate, M. L. (2003). *Worksheets don't grow dendrites: Instructional strategies that engage the brain.* Thousand Oaks, CA: Corwin.

Tate, M. L. (2004). *"Sit and get" won't grow dendrites: 20 professional learning strategies that engage the adult brain.* Thousand Oaks, CA: Corwin.

Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books.

Taylor, K., & Walton, S. (1998). *Children at the center: A workshop approach to standardized test preparation, K–8.* Portsmouth, NH: Heinemann.

Terrell, R., & Lindsey, R. (2009). *Culturally proficient leadership: The personal journey begins within.* Thousand Oaks, CA: Corwin.

Thompson, G. L. (2010). *The power of one: How you can help or harm African American students.* Thousand Oaks, CA: Corwin.

Thornton, Y. S. (1995). *The ditchdigger's daughters: A black family's astonishing success story.* New York: Penguin.

Tileston, D. W. (2004). *What every teacher should know about diverse learners.* Thousand Oaks, CA: Corwin.

Tileston, D. W. (2011). *Closing the RTI gap: Why poverty and culture count.* Alexandria, VA: Solution Tree.

Tileston, D. W., & Darling, S. K. (2008). *Why culture counts: Teaching children of poverty.* Bloomington, IN: Solution Tree.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: ASCD.

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching.* Alexandria, VA: ASCD.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers.* Portland, ME: Stenhouse.

Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, Grades 6–12.* Portland, ME: Stenhouse.

Trueman, T. (2000). *Stuck in neutral.* New York: HarperCollins.

Trumbull, E., & Rothstein-Fisch, C. (2008). *Managing diverse classrooms: How to build on students' cultural strengths.* Alexandria, VA: ASCD.

Tsujimoto, J. (2001). *Lighting fires: How the passionate teacher engages adolescent writers.* Portsmouth, NH: Heinemann.

Tyler, M. (2005). *The skin you live in.* Chicago: Chicago Children's Museum.

U.S. Census Bureau. (2010). *Poverty tables—families.* Washington, DC: U.S. Census Bureau. Retrieved from http://www.census.gov/hhes/www/poverty/data/historical/families.html

U.S. Census Bureau, Ethnicity and Ancestry Branch Population Division. (2006). *Hispanics in the United States.* Washington, DC: U.S. Census Bureau. Retrieved from www.census.gov/population/www/socdemo/hispanic/reports.html

Veljkovic, P., & Schwartz, A. J. (Eds.). (2001). *Writing from the heart: Young people share their wisdom.* Philadelphia: Templeton Foundation Press.

Viadero, D. (2000, May 1). Bridging the gap. *Education Week Teacher, 2*(8), 30. Retrieved from http://www.edweek.org/tm/articles/2000/05/01/08blacks1.h11.html

Villarruel, F. A., Carlo, G., Grau, J. M., Azmitia, M., Cabrera, N. J., & Chahin, T. J. (Eds.). (2009). *Handbook of U.S. Latino psychology: Developmental and community-based perspectives.* Thousand Oaks, CA: Sage.

Vygotsky, L. (1994). *Thought and language* (A. Kosulin, Trans. & Ed.). Cambridge: MIT Press.

Walker, A. (1983). *In search of our mother's gardens.* New York: Harcourt Brace Jovanovich.

Ward, J. (Ed.). (1997). *Trouble the water: 250 years of African-American poetry.* New York: Putnam.

Wiggins, G., & McTighe, J. (1998). *Understanding by design.* Alexandria, VA: ASCD.

Wilhelm, J. D. (1995). *"You gotta be the book": Teaching engaged and reflective reading with adolescents.* New York: Teachers College Press.

Williams, B. (Ed.). (1996). *Closing the achievement gap: A vision for changing beliefs and practices.* Alexandria, VA: ASCD.

Williams, L. (2002). *It's the little things: The everyday interactions that anger, annoy, and divide the races.* New York: Harcourt.

Wong, H. K., & Wong, R. T. (1998). *The first day of school: How to be an effective teacher* (Rev. ed.). Mountain View, CA: Harry K. Wong.

Woodbury, J. (1997). No more rules! Simplify your discipline plan with these five statements. *Learning, 26*(3), 25–27.

Wynn, M. (1992). *Empowering African-American males to succeed: A ten-step approach for parents and teachers.* Marietta, GA: Rising Sun.

Zack, N. (2002). *Philosophy of science and race.* New York: Routledge.

Zeni, J., Krater, J., & Cason, N. D. (1994). *Mirror images: Teaching writing in black and white.* (Action research from the Webster Groves Writing Project). Portsmouth, NH: Heinemann.

Index