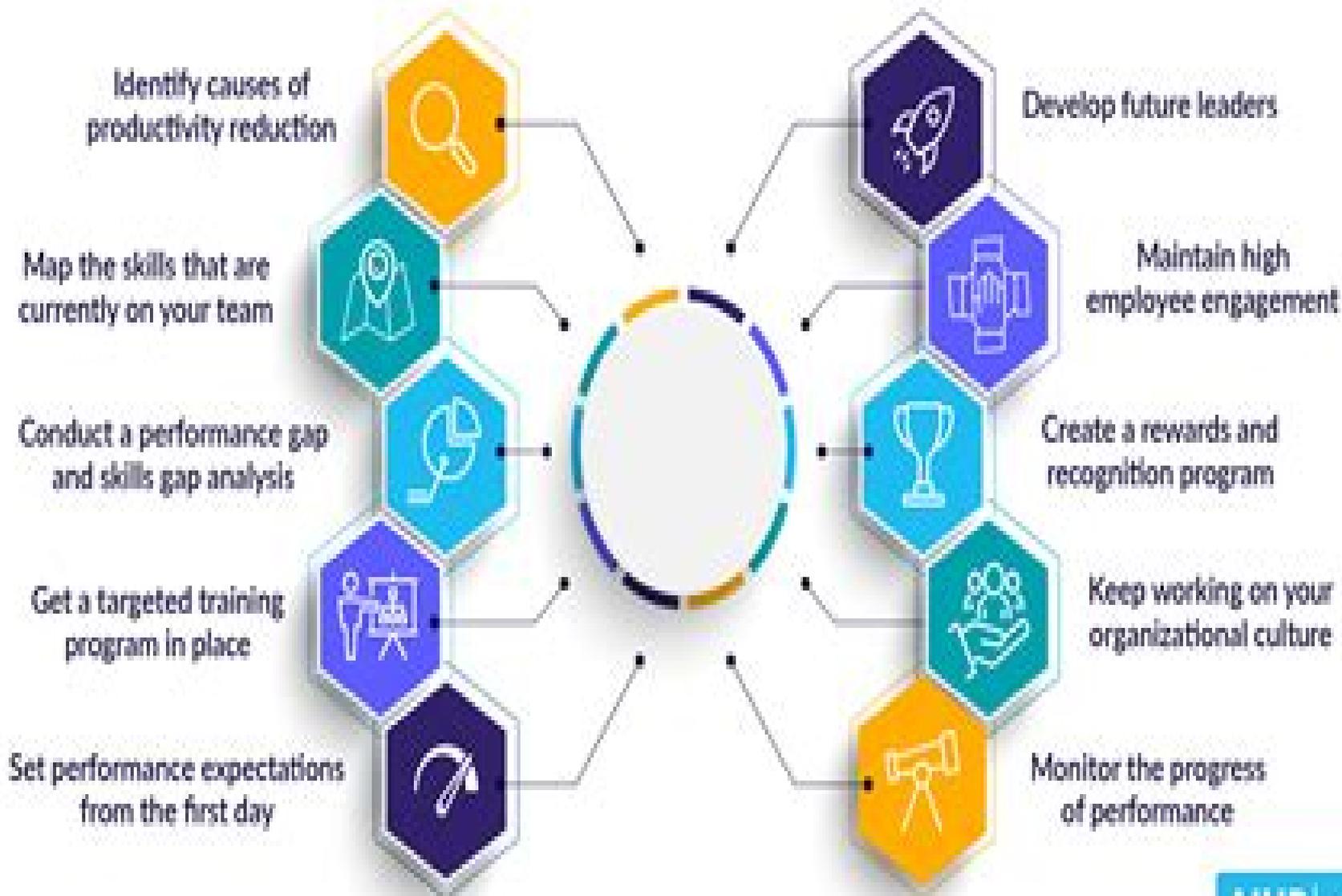


Closing a Performance Gap



Closing The Learning Gap

Carolyn J. Kelley, James J. Shaw



Closing The Learning Gap:

Strategies for Closing the Learning Gap Mike Hughes, Andy Vass, 2001-08-01 The practical companion to the highly successful *Closing the Learning Gap* **Closing the Learning Gap** Mike Hughes, 1999 [Strategies for Closing the Learning Gap](#) Mike Hughes, 2004 *Learning First!* Carolyn J. Kelley, James J. Shaw, 2009-08-11 With the spotlight on schools and the achievement of subgroups of students educators need to read this book and reflect on the guiding questions Then we need to take the challenge and do what we know is right so we are doubling student performance and closing achievement gaps Leslie Standerfer Principal Estrella Foothills High School Goodyear AZ This text is the product of considerable research and disciplined reflection on closing the student achievement gap in schools unquestionably the most important challenge facing schools The book offers a wealth of well illustrated advice about how to address this challenge and should be required reading for every principal and superintendent Kenneth Leithwood Professor of Educational Leadership and Policy Ontario Institute for Studies in Education University of Toronto The keys to closing achievement gaps from principals who have been there What does it take to reach across cultural and socioeconomic barriers to bridge student achievement gaps Drawing on five years of nationwide research the authors present Learning First an integrated schoolwide framework of collaborative leadership that helps school leaders advance learning for all students Using case examples that illustrate how Learning First works in action and providing worksheets checklists and rubrics to support implementation the book shows principals how to apply this field tested model to four critical dimensions of leadership Advancing equity and excellence in student learning Developing teachers instructional capacity Managing and aligning resources Building and engaging community Learning First offers an approach that strengthens principals leadership skills delineates shared goals for professional communities and helps educators keep their eyes on the prize closing the achievement gap in their schools

Closing the Opportunity Gap Prudence L. Carter, Kevin G. Welner, 2013-04-26 *Closing the Opportunity Gap* offers accessible research based essays written by leading experts who highlight the disparities that exist in our public schools for the opportunity to learn instead of test scores and outcomes They focus on how policy decisions and broader circumstances conspire to cumulatively create the opportunity gap that leads inexorably to the academic achievement gaps that have become so stark *50 Ways to Close the Achievement Gap* Carolyn J. Downey, Betty E. Steffy, William K. Poston, Jr., Fenwick W. English, 2008-09-26 Clear updated guidelines for increasing academic performance and providing educational equity for all students This revised guide outlines 50 strategies for developing high performing schools Emphasizing educational parity for all students the book is organized around six standards Teach a well crafted focused valid and clear curriculum Align assessments programs and instructional resources with curriculum Promote student equality and equity Focus on mastery learning and effective teaching strategies Provide resources for establishing curriculum expectations monitoring and accountability Institute effective district and school planning staff development and resource allocation to create a quality

learning environment

Closing the Achievement Gap Belinda Williams, 1996 Chapters in this book based on the efforts of the Urban Education National Network Task Force define the nature of obstacles to the academic performance of urban students and identify, validate, and disseminate a knowledge base of theory and practice to inform decision making about urban schools. The chapters are: 1 The Nature of the Achievement Gap: The Call for a Vision To Guide Change, Belinda Williams; 2 Bridging the Achievement Gap in Urban Schools: Reducing Educational Segregation and Advancing Resilience Promoting Strategies, Margaret C. Wang and John A. Kovach; 3 Cultural Values in Learning and Education, Patricia Marks Greenfield, Catherine Raeff, and Blanca Quiroz; 4 Educating Teachers To Close the Achievement Gap: Issues of Pedagogy, Knowledge, and Teacher Preparation, Kenneth M. Zeichner; 5 Closing the Achievement Gap: Opportunity To Learn, Standards, and Assessment, Floraline Ingram Stevens; 6 Fostering Resiliency in Urban Schools, Bonnie Benard; 7 Teacher Engagement and Real Reform in Urban Schools, Karen Seashore Louis and Betsy Ann Smith; and 8 A Social Vision for Urban Education: Focused, Comprehensive, and Integrated Change, Belinda Williams. An appendix lists the Regional Educational Laboratories. Most chapters contain references. Contains one figure.

Narrowing the Achievement Gap Thomas Timar, Julie Maxwell-Jolly, 2012 Closing persistent gaps in educational outcomes between different groups of students has been a central goal of educational policy for the past forty years. The commitment to close existing achievement gaps poses an unprecedented challenge to policy makers, school leaders, and teachers alike since the causes of those gaps are multiple and complex. For that reason, no single set of policy prescriptions, no matter how well crafted and managed, is likely to be successful. While there is no ready road map for policy makers, the press for solutions is acute. The chapters examine the conditions both in and out of school that lead to achievement gaps. However, this book also explores measures for addressing these gaps, measures that individually and in concert will prove crucial to any meaningful effort to alleviate these profound disparities. School performance by black and Latino students has climbed markedly by a full grade level over the past two generations. Yet achievement disparities relative to whites have narrowed only slightly, perpetuating a grand canyon of a gap that divides America. This volume replays an instructive history, pinpointing what hasn't worked and then carves a path forward to build schools that narrow disparities inside classrooms, showing how educators, families, and community activists are pulling together. Each chapter builds from hard evidence, not hopeful rhetoric. It's a must read for those dedicated to uniting our society, an endeavor in which we all have a stake. Bruce Fuller, professor of education and public policy, University of California, Berkeley. An important book by wise authors who have learned the hard way that federal policies to address underachievement in education are failing. Although no one can offer a quick fix for America's educational problems, this incisive book offers promising and realistic measures for helping children who are poor and often racially and linguistically isolated. The authors provide a thoughtful set of alternatives to failed federal policies that have not and cannot address the pernicious achievement gaps that endanger our democracy. David C. Berliner, Regents Professor Emeritus, Arizona State University.

University This book is essential reading for policy makers researchers and educators concerned with closing achievement gaps in American schools It provides a novel examination of the issues and important new directions for moving us forward

Amanda Datnow professor of education University of California San Diego Thomas B Timar is a professor and the executive director of the Center for Applied Policy in Education at the University of California Davis School of Education Julie Maxell Jolly is a senior researcher and the managing director of the Center for Applied Policy in Education at the University of California Davis School of Education

Creating the Opportunity to Learn A. Wade Boykin, Pedro Noguera, 2011 Explore why some schools are making more progress than others so you can focus on what works and build the capacity of high performance high poverty schools

Raising the Bar and Closing the Gap Richard DuFour, Rebecca DuFour, 2010-04-01 This expansion of *Whatever It Takes* sharpens the focus on the pyramid of interventions strategy The authors examine case studies of schools and districts across North America to illustrate how PLC at Work™ is a sustainable and transferable process that ensures struggling students get the support they need to achieve They address how to enrich and extend the learning of proficient students and explain how PLC intervention processes align with RTI legislation

Closing the Attitude Gap Baruti Kafele, 2013-08-12 In this inspiring and thought provoking follow up to his 2009 best seller *Motivating Black Males to Achieve in School and in Life* Baruti Kafele makes the case that the attitude gap that often affects underperforming students can only be closed if educators first help students develop the will to strive for excellence According to Kafele educators can achieve remarkable results by focusing on five key areas The teacher's attitude toward students The teacher's relationship with students The teacher's compassion for students The learning environment The cultural relevance of instruction Replete with practical strategies and illustrative anecdotes drawn from the author's 20 plus years as a teacher and principal in inner city schools *Closing the Attitude Gap* offers a wealth of lessons and valuable insights that educators at all levels can use to fire up their students passion to learn

Closing the Achievement Gap in America Dr. Jesse J. Hargrove, 2011-07-22 This book reveals how this new generation of learners the Deuce Millennium Generation DMG began their journey from Pre kindergarten at the start of the new millennium in fall 2001 to their middle school years This generation has endured the societal effects of the post 9 11 years for almost ten years yet the author asserts that they will be the best and the brightest He contends that the recent educational training delivered by highly skilled Teacher Training Institutions will contribute to an increase in students knowledge and performance on high stakes measures of assessments over the years The book acknowledges that accreditation is a key factor that plays an important role in the student achievement process This book is a primary source for understanding how the achievement gap in America can be closed The author contends that this scholarly work is the first comprehensive book written on the subject He engages the audiences in issues that are thought provoking and makes the case that the historical social and public education processes have a profound impact on the learning outcomes of students in American schools It is easy to understand why the author puts a

name and a face on this new generation of learners The book reveals a clear picture concerning who this generation is and what effects will occur to them if the signs of the times are not reversed This book should be read and used by all Teacher Training Institutions teachers parents and decision makers who are interested in Closing the Achievement Gap in America The gap issue is a national imperative **Closing the Gap** Regina Schaffer,Nicol R. Howard,Sarah Thomas,2019-04-10 Three experts on equity and technology offer concrete evidence based strategies for classroom teachers to move toward digital equity in K12 settings Closing the Gap is an ISTE book series designed to reflect the contributions of multiple stakeholders seeking to ensure that digital equity is achieved on campuses in classrooms and throughout education In this series authors Nicol R Howard Sarah Thomas and Regina Schaffer offer historical and philosophical insights while exploring challenges and solutions unique to teacher preparation programs pre service and in service teachers and instructional coaches The second title in the Closing the Gap series this book includes Examination of digital equity and the problem of practice for teachers and coaches Strategies for connecting the ISTE Educator and Student Standards to practice Discussion of key challenges facing teachers in today s classrooms such as access connectivity limited resources digital divide and the homework gap Research based vignettes from teachers who have encountered and conquered some of the challenges addressed in the book and from edtech coaches who have implemented equity centered innovative professional development This book helps teachers address the challenges of teaching in the digital age providing positive examples and recommendations for achieving digital equity in their classroom communities Audience K 12 educators teacher educators education leaders *Closing the Educational Achievement Gap for Students With Learning Disabilities* Nyemba, Florence,Chitiyo, Rufaro Audrey,2023-10-04 Recently there has been a growing demand for diversity and inclusion in schools worldwide to ensure effective learning for every student Efforts have been made to support teachers in promoting diversity in classrooms but research shows that students with learning disabilities LD including autism spectrum disorder neurodevelopmental disabilities dyslexia and executive dysfunction still struggle to keep up despite having individualized education programs IEPs These students are not receiving the necessary support they need to learn effectively in the classroom leaving them behind and often completely unprepared for their futures When intersectional statistics are taken into account students who have a learning disability and are among minority ethnic groups have even lower rates of earning a diploma than their counterparts Changes in the educational system must be made to close this learning chasm and create a more equitable learning environment Closing the Educational Achievement Gap for Students With Learning Disabilities increases awareness of the issue of inequalities in education for students with learning disabilities through improved training programs for teachers recommendations for policy changes and development of new strategies to close the gap between these students and their classmates The goal of this book is to educate and empower educators researchers and policymakers on how they can help students with learning disabilities thrive academically and emotionally It examines the

barriers that prevent teachers from effectively providing instruction to these students This book covers topics such as achievement gaps student centered approaches and culturally responsive teaching and is ideal for educators professionals researchers special education professionals speech and occupational therapists disability service providers intervention strategists psychologists parents and local communities

Don't Count Me Out! A GUIDE TO BETTER GRADES AND TEST SCORES PRE K -12TH Barbara Dianis,2013-02-01 Daily modern media documents the educational crisis society is facing Every day over 7 000 school age teenagers decides to become high school dropouts Shockingly in America where public education is free over 1 300 000 struggling students annually fail to complete their high school education Education is rapidly deteriorating Therefore questions are asked in the media Blame is placed on teachers students parents community and economics but solutions are few Don t Count Me Out contains two books within one book Book 1 details informational secrets and strategies to help children or teenager reach their highest scholastic potential Book 2 takes the reader from Pre K to 12th and early college years detailing in depth scholastic solutions to make academic success possible for those who struggle in one or all subjects areas Within the pages are years of proven educational secrets and solutions that have transformed children and teenagers into academic winners and achievers

Language Diversity, School Learning, and Closing Achievement Gaps National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Committee on the Role of Language in School Learning: Implications for Closing the Achievement Gap,2010-08-26 The Workshop on the Role of Language in School Learning Implications for Closing the Achievement Gap was held to explore three questions What is known about the conditions that affect language development What are the effects of early language development on school achievement What instructional approaches help students meet school demands for language and reading comprehension Of particular interest was the degree to which group differences in school achievement might be attributed to language differences and whether language related instruction might help to close gaps in achievement by helping students cope with language intensive subject matter especially after the 3rd grade The workshop provided a forum for researchers and practitioners to review and discuss relevant research findings from varied perspectives The disciplines and professions represented included language development child development cognitive psychology linguistics reading educationally disadvantaged student populations literacy in content areas math science social studies and teacher education The aim of the meeting was not to reach consensus or provide recommendations but rather to offer expert insight into the issues that surround the study of language academic learning and achievement gaps and to gather varied viewpoints on what available research findings might imply for future research and practice This book summarizes and synthesizes two days of workshop presentations and discussion

The Culturally Proficient School Randall B. Lindsey,Laraine M. Roberts,Franklin CampbellJones,2013-06-12 The groundbreaking guide to cultural proficiency in schools updated to meet today s challenges The first edition of The Culturally Proficient School opened new dialogue about diversity and cultural dignity that had an

immediate impact on educators becoming the go to resource for ideas about how to serve all students equitably This second edition incorporates reader feedback and up to date research on closing access and achievement gaps delivering a guide to cultural proficiency that is more relevant accessible and effective than ever New content includes Instructive vignettes that reflect contemporary truths about educational diversity and moral leadership Emphasis on skills development including the art and science of conversation A conceptual framework that makes clear the first steps to take towards a more culturally proficient school The face of educational diversity is changing Now more than ever this book is the key to mastering the challenges and opportunities it presents In *The Culturally Proficient School* the authors take the reader on a journey of personal reflection and capacity building This authentic examination of our assumptions and practices creates a necessary healthy tension to move from simply learning to changing our practices in schools In a nutshell an educational leader can take this book and create a learning community that aligns the work of adults around a commitment to creating a culturally proficient school that benefits each student Jeff Ronneberg Superintendent Spring Lake Park Schools MN **Creating a Safe Learning Environment While Closing the Achievement Gap...** Larry Balduff,2014 *Learning First!* Carolyn J. Kelley,James J. Shaw,2009-08-11 Combine this research based collaborative framework with four critical dimensions of leadership to advance equity and excellence in student learning and close student achievement gaps in your school

Request Budget Colorado. Department of Education,2002

Reviewing **Closing The Learning Gap**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Closing The Learning Gap**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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