

Rethinking Our Classrooms Volume 1 Teaching For Equity And Justice

Donalyn Miller says she has yet to meet a child she couldn't turn into a reader. No matter how far behind Miller's students might be when they reach her 6th grade classroom, they end up reading an average of 40 to 50 books a year. Miller's unconventional approach dispenses with drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. The book includes a dynamite list of recommended "kid lit" that helps parents and teachers find the books that students really like to read.

Winner of the Grawemeyer Award in Education "The best book on high school dynamics I have ever read." —Jay Mathews, Washington Post "A hopeful, easy-to-read narrative on what the best teachers do and what deep, engaging learning looks like for students. Grab this text if you're looking for a celebration of what's possible in American schools." —Edutopia "A must-read for anyone interested in the fate of the American high school." —Linda Darling-Hammond, President and CEO, Learning Policy Institute What would it take to transform our high schools into places capable of supporting deep learning for students across a wide range of aptitudes and interests? To find out, Jal Mehta and Sarah Fine spent hundreds of hours observing and talking to teachers and students in and out of the classroom at thirty of the country's most innovative schools. To their dismay, they discovered that deeper learning is more often the exception than the rule. And yet they found pockets of powerful learning at almost every school, often in extracurriculars but also in a few mold-breaking academic courses. So what must schools do to achieve the integrations that support deep learning: rigor with joy, precision with play, mastery with identity and creativity? In *Search of Deeper Learning* takes a deep dive into the state of our schools and lays out an inspiring new vision for American education.

This new and expanded edition collects the best articles dealing with race and culture in the classroom that have appeared in *Rethinking Schools* magazine. With more than 100 pages of new materials, *Rethinking Multicultural Education* demonstrates a powerful vision of anti-racist, social justice education. Practical, rich in story, and analytically sharp! Book Review 1: "If you are an educator, student, activist, or parent striving for educational equality and liberation, *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice* will empower and inspire you to make a positive change in your community." -- Curtis Acosta, Former teacher, Tucson Mexican American Studies Program; Founder, Acosta Latino Learning Partnership Book Review 2: "*Rethinking Multicultural Education* is both thoughtful and timely. As the nation and our schools become more complex on every dimension—race, ethnicity, class, gender, ability, sexuality, immigrant status—teachers need theory and practice to help guide and inform their curriculum and their pedagogy. This is the resource teachers at every level have been looking for." -- Gloria Ladson-Billings, Professor & Dept. Chair, Kellner Family Chair in Urban Education, University of Wisconsin-Madison and author of *Dreamkeepers: Successful Teachers of African American Children* Book Review 3: "*Rethinking Multicultural Education* is an essential text as we name the schools we deserve, and struggle to bring them to life in classrooms across the land." -- William Ayers, teacher, activist, award-winning education writer, and Distinguished Professor of Education and Senior University Scholar at the University of Illinois at Chicago (retired)

Dilemmas surrounding the role for religious beliefs and experiences permeate the school lives of teachers and teacher educators. Inspired by the need for teachers and students to more fully understand such dilemmas, this book examines the relationship between religion and teaching/learning in a democratic society. Written for pre-service and in-service teachers, it will engage readers in thinking about how their own religious backgrounds affect their teaching; how students' religious backgrounds influence their learning; how common experiences of school and classroom life privilege some religions at the expense of others; and how students can better understand diverse religious beliefs and interact with people from other backgrounds. The focus is specifically on classroom issues related to religious understandings and experiences of teachers and students, and the implications of those for developing democratic citizens. Grounded in both research and personal experience, each chapter provides thought-provoking evidence related to the role of religion in schools and society and asks readers to consider the consequences of varied ways of responding to the dilemmas posed.

Teaching is a lifelong challenge, but the first few years in the classroom are typically a teacher's hardest. This expanded collection of writings and reflections offers practical guidance on how to navigate the school system, form rewarding relationships with colleagues, and connect in meaningful ways with students and families from all cultures and backgrounds.

Today's classrooms reimagined If you're looking for a book on how to "control" your students, this isn't it! Instead, this is a book on what classroom learning could be if we aspire to co-create more culturally responsive and equitable environments—environments that are safe, affirming, learner-centered, intellectually challenging, and engaging. If we create the kind of places where our students want to be . . . A critically important resource for teachers and administrators alike, "*These Kids Are Out of Control*" details the specific practices, tools, beliefs, dispositions, and mindsets that are essential to better serving the complex needs of our diverse learners, especially our marginalized students. Gain expert insight on: What it means to be culturally responsive in today's classroom environments, even in schools at large How to decide what to teach, understand the curriculum, build relationships in and outside of school, and assess student development and learning The four best practices for building a classroom culture that is both nurturing and rigorous, and where all students are seen, heard, and respected Alternatives to punitive disciplinary action that too often sustains the cradle-to-prison pipeline Classroom "management" takes care of itself when you engage students, help them see links and alignment of the curriculum to their lives, build on and from student identity and culture, and recognize the many ways instructional practices can shift. "*These Kids Are Out of Control*" is your opportunity to get started right away!

A People's Curriculum for the Earth is a collection of articles, role plays, simulations, stories, poems, and graphics to help breathe life into teaching about the environmental crisis. The book features some of the best articles from Rethinking Schools magazine alongside classroom-friendly readings on climate change, energy, water, food, and pollution—as well as on people who are working to make things better. A People's Curriculum for the Earth has the breadth and depth of Rethinking Globalization: Teaching for Justice in an Unjust World, one of the most popular books we've published. At a time when it's becoming increasingly obvious that life on Earth is at risk, here is a resource that helps students see what's wrong and imagine solutions. Praise for A People's Curriculum for the Earth "To really confront the climate crisis, we need to think differently, build differently, and teach differently. A People's Curriculum for the Earth is an educator's toolkit for our times." — Naomi Klein, author of *The Shock Doctrine* and *This Changes Everything: Capitalism vs. the Climate* "This volume is a marvelous example of justice in ALL facets of our lives—civil, social, educational, economic, and yes, environmental. Bravo to the Rethinking Schools team for pulling this collection together and making us think more holistically about what we mean when we talk about justice." — Gloria Ladson-Billings, Kellner Family Chair in Urban Education, University of Wisconsin-Madison "Bigelow and Swinehart have created a critical resource for today's young people about humanity's responsibility for the Earth. This book can engender the shift in perspective so needed at this point on the clock of the universe." — Gregory Smith, Professor of Education, Lewis & Clark College, co-author with David Sobel of *Place- and Community-based Education in Schools*

"Teaching About the Wars breaks the curricular silence on the U.S. military engagement in Afghanistan and the Middle East. Even though the United States has been at war continuously since just after 9/11, sometimes it seems that our schools have forgotten. This collection of insightful articles and hands-on lessons shows that teachers have found ways to prompt their students to think critically about big issues. Here is the best writing from Rethinking Schools magazine on war and peace in the 21st century." -- Publisher's website.

Teach is a concise introduction to education that challenges students' preconceived notions of teaching in order to transform them into reflective practitioners. Empathizing with the difficulties students face as they move from the college classroom to their own classrooms, revered author Janice Koch invites readers to both reflect on their own dispositions for teaching and look outside of themselves to the demands of the profession, making the philosophy of teaching and learning accessible and relevant. The Fourth Edition emphasizes the changing student population and the role of technology and globalization in the field, while also including the Interstate Teacher Assessment and Support Consortium (InTASC) standards correlating with each chapter's content. With the guidance of this supportive text, students will gain vital exposure by engaging with professional standards from the very start of their career. This title is accompanied by a complete teaching and learning package. Contact your SAGE representative to request a demo. Digital Option / Courseware SAGE Vantage is an intuitive digital platform that delivers this text's content and course materials in a learning experience that offers auto-graded assignments and interactive multimedia tools, all carefully designed to ignite student engagement and drive critical thinking. Built with you and your students in mind, it offers simple course set-up and enables students to better prepare for class. Assignable Video with Assessment Assignable video (available with SAGE Vantage) is tied to learning objectives and curated exclusively for this text to bring concepts to life. Watch a sample video now. LMS Cartridge (formerly known as SAGE Coursepacks): Import this title's instructor resources into your school's learning management system (LMS) and save time. Don't use an LMS? You can still access all of the same online resources for this title via the password-protected Instructor Resource Site. Learn more.

For students to become college-ready writers, they must be exposed to writing throughout the school day, not just in English class. This practical book shows teachers in all subject areas how to meet the Common Core State Standards and make writing come alive in the classroom. Award-winning educator Heather Wolpert-Gawron provides effective and exciting ideas for teaching argument writing, informational writing, project-based writing, and writing with technology. Each chapter is filled with strategies, prompts, and rubrics you can use immediately. Special Features: A variety of writing strategies that work in any subject area Tips for developing meaningful prompts Diagrams and templates that you can use with your students Rubrics for assessing writing, as well as ideas for having students create their own rubrics Samples of student work in different formats Ideas for teaching students to break the Google homepage habit and conduct effective research Cross-curricular writing assignments for science, history, ELA, electives, and PE Suggestions for teaching summary writing, an essential academic skill Ideas for staff professional development on Common Core writing

A collection of essays in which leading scholars explore the new realities of writing instruction in the twenty-first century, discussing how new advances in technology have influenced the field and describing new strategies for connecting with learners at all levels.

Although institutions of higher education have recognized the need for preparing their graduates for a digitalized, global workplace, these efforts have been sporadic, individualized, and varied from discipline to discipline. Nevertheless, over the past 10 years, trends such as "double classrooms," "inverted classrooms," and "collaborative online international learning" (COIL) have gained traction at universities across the globe. With the emergence of the COVID-19 pandemic in 2020, efforts to engage students in the use of digital tools and virtual collaborative teamwork increased tenfold. Creative and innovative virtual learning environments (VLEs) have emerged, and instructors have used them to connect with their students much more frequently. The holistic nature of virtual learning, its impact on employability, and the development of global citizenry have become prime areas of research amongst the digital education landscape. Now more than ever, it is essential to look at virtual learning environments and how they can be used to prepare students and employees for the opportunities and challenges of a global, digital workplace. *Developments in Virtual Learning Environments and the Global Workplace* provides readers with a rationale and tool kit for facilitating virtual learning in a wide variety of contexts in response to the opportunities and challenges presented by the digital global workplace. This book covers virtual learning practices, the value of virtual learning for professionals and employers, and the best practices in online learning in different settings. Additionally, the chapters dive into the future perspectives and trends within virtual learning environments and the creation/evaluation of virtual learning strategies. These insights range from diverse countries, education levels, industry sectors, and academic disciplines, making this book a comprehensive research tool. This book will greatly benefit e-learning and instructional designers, university senior managers, university staff responsible for mobility and exchange, researchers, professionals responsible for organizational development and further education, human resource directors, global company executives, managers, practitioners, stakeholders, academicians, and students looking for information on how virtual learning environments are preparing students for the global workplace.

The debate over whether class size matters for teaching and learning is one of the most enduring, and aggressive, in education research. Teachers often insist that small classes benefit their work. But many experts argue that evidence from research shows class size has little impact on pupil outcomes, so does not matter, and this dominant view has informed policymaking internationally. Here, the lead researchers on the world's biggest study into class size effects present a counter-argument. Through detailed analysis of the complex relations involved in the classroom they reveal the mechanisms that support teachers' experience, and conclude that class size matters very much indeed.

Drawing on 20 years of systematic classroom observations, surveys of practitioners, detailed case studies and extensive reviews of research, Peter Blatchford and Anthony Russell contend that common ways of researching the impact of class size are limited and sometimes misguided. While class size may have no direct effect on pupil outcomes, it has, they say, significant force through interconnections with classroom processes. In describing these connections, the book opens up the everyday world of the classroom and shows that the influence of class size is everywhere. It impacts on teaching, grouping practices and classroom management, the quality of peer relations, tasks given to pupils, and on the time teachers have for marking, assessments and understanding the strengths and challenges for individual pupils. From their analysis, the authors develop a new social pedagogical model of how class size influences work, and identify policy conclusions and implications for teachers and schools.

Rethinking Columbus: the next 500 years, edited by Bill Bigelow and Bob Peterson is a resource guide for teachers and community activists which includes 90 essays, poems, short stories, interviews, historical vignettes, and lesson plans that re-evaluate the legacy of Columbus. For more than a year now, we educators have been tested and tested again. We've been stretched, we've been pulled, we've been put through the wringer. But now it's time to "rebound." It's time to bounce back, come back better, and benefit from the many lessons learned to reignite engagement, accelerate learning, and move forward with fresh optimism and better systems for schooling. Enter Doug Fisher, Nancy Frey, Dominique Smith, and John Hattie, whose Distance Learning Playbooks have supported more than a half million educators across pandemic teaching and who are here now to advise you on this next, absolutely critical leg of our ongoing journey. Complete with tools and strategies, prompts and exercises, Rebound: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools will help you Address the collective traumas we have experienced during the pandemic and rebuild our sense of agency and self, so that we can attribute student success to both teachers' and students' efforts Evaluate what we have learned about remote teaching and learning to determine what to carry forward and what to leave behind Shift the narrative from learning loss to "learning leaps" and implement instructional and assessment practices that ensure our students reclaim lost knowledge, build skills, develop agency, and accelerate gains Redefine classrooms, learning experiences, the ways schools operate, and the very idea of schooling itself "The greatest travesty that can arise for schools after 2020/21," Doug, Nancy, Dominique, and John write, "is to rush back to the old normal, and learn nothing, or little, about what worked well. That's why this book has focused on rebounding, and taking the opportunity to create an even better schooling system, one that serves even more students, and focuses more on what matters most." "Let's agree not to reduce the impact that our expectations have on students' learning. What if we talk about learning leaps instead of learning loss? What if we identify where students are in their learning and identify critical content that they must learn now to accelerate their performance in the future? And what if we raise our expectations for students rather than lower them?" -Douglas Fisher, Nancy Frey, Dominique Smith, and John Hattie

Our understanding of inclusive education, and how we can support learners in these settings, is evolving every day. Individual Education Plans (IEPs), however, have not evolved from their historical roots as a deficit-based framework applied only in self-contained special-education settings. IEPs still typically emphasize what students can't do instead of highlighting strengths, building competencies and relying on student and family voices to lead the conversation. All for One tells the story of how some teachers, a couple of school districts and many families, came together to change the IEP narrative and design a plan for learning that meets the needs of one individual student, with the goal of increasing the places where students can be meaningfully included.

In this collection of articles, teachers bring students' home languages into their classrooms-from powerful bilingual social justice curriculum to strategies for honoring students' languages in schools that do not have bilingual programs. Bilingual educators and advocates share how they work to keep equity at the center and build solidarity between diverse communities. Teachers and students speak to the tragedy of languages loss, but also about inspiring work to defend and expand bilingual programs. Book jacket.

Give students the power of language by using the inspiring ideas in this very readable book.

The ability to effectively communicate in a globalized world shapes the economic, social, and democratic implications for the future of P-12 students. Digitally mediated communication in an inclusive classroom increases a student's familiarity and comfortability with multiple types of media used in a wider technological culture. However, there is a need for research that explores the larger context and methodologies of participatory literacy in a digital educational space.

Participatory Literacy Practices for P-12 Classrooms in the Digital Age is an essential collection of innovative research on the methods and applications of integrating digital content into a learning environment to support inclusive classroom designs. While highlighting topics such as game-based learning, coding education, and multimodal narratives, this book is ideally designed for practicing instructors, pre-service teachers, professional development coordinators, instructional facilitators, curriculum designers, academicians, and researchers seeking interdisciplinary coverage on how participatory literacies enhance a student's ability to both contribute to the class and engage in opportunities beyond the classroom. Presents a collection of essays and practical advice, including lesson plans and activities, to promote writing in all aspects of the curriculum.

Readings, resources, lesson plans, and reproducible student handouts aimed at teaching students to question the traditional ideas and images that interfere with social justice and community building.

Essays, previously published in somewhat different form by Milkweed Editions, Minneapolis.

Rethinking Our Classrooms Teaching for Equity and Justice Rethinking Schools

Race and Higher Education shares solutions for addressing increasingly diverse student bodies. These teaching strategies are designed to meet and exceed learning objectives in K-12 classrooms.

Written for new teachers, this guide to multicultural education presents interdisciplinary content through primary source material and vignettes of actual teachers and students. Providing an in-depth focus in key areas as well as a broad overview, Christine Bennett aims to help prepare teachers who are informed and caring advocates for students from all cultural, racial, socioeconomic, linguistic, and national backgrounds.

After a powerful webinar that included educators from ten cities explaining the many incredible actions they took in support of the national Black Lives Matter at School week of action, Denisha Jones, contacted Jesse Hagopian to propose that they collect these stories in a book. Black Lives Matter at School succinctly generalizes lessons from successful challenges to institutional racism that have been won through the BLM at School movement. This is a book that can inspire many hundreds or thousands of more educators to join the BLM at School movement.

Presents a collection of lessons and activities for teaching American history for students in middle school and high school.

A little girl and her canine assistant set out to make the most magnificent thing. But after much hard work, the end result is not

what the girl had in mind. Frustrated, she quits. Her assistant suggests a long walk, and as they walk, it slowly becomes clear what the girl needs to do to succeed. A charming story that will give kids the most magnificent thing: perspective!

Presents lessons and activities covering the topics of social justice and globalization.

Words matter. Every day in schools, language is used—whether in the classroom, in a student-teacher meeting, or by principals, guidance counselors, or other school professionals—implying, intentionally or not, that some subset of students have little potential. As a result, countless students “underachieve,” others become disengaged, and, ultimately, we all lose. Mica Pollock, editor of *Everyday Antiracism*—the progressive teacher’s must-have resource—now turns to what it takes for those working in schools to match their speech to their values, giving all students an equal opportunity to thrive. By juxtaposing common scenarios with useful exercises, concrete actions, and resources, *Schooltalk* describes how the devil is in the oft-dismissed details: the tossed-off remark to a student or parent about the community in which she lives; the way groups—based on race, ability, and income—are discussed in faculty meetings about test scores and data; the assumptions and communication breakdowns between counselors, teachers, and other staff that cause kids to fall needlessly through the cracks; or the deflating comment to a young person about her college or career prospects. *Schooltalk* will empower educators of every ilk, revealing to them an incredibly effective tool at their disposal to support the success of all students every day: their words.

As part of a growing nationwide movement to bring Ethnic Studies into K-12 classrooms, *Rethinking Ethnic Studies* brings together many of the leading teachers, activists, and scholars in this movement to offer examples of Ethnic Studies frameworks, classroom practices, and organizing at the school, district, and statewide levels. Built around core themes of indigeneity, colonization, anti-racism, and activism, *Rethinking Ethnic Studies* offers vital resources for educators committed to the ongoing struggle for racial justice in our schools.

Twenty-first century classrooms are diverse in nature and everchanging. Students enter classrooms with many experiences, both positive and negative, that influence and affect their ability to learn. More specifically, children who have experienced trauma often struggle socially, emotionally, and academically. Unfortunately, many educators are not adequately trained to identify the signs of trauma in children. In fact, they may misinterpret the outward behavioral manifestations of trauma as other conduct disorders.

Strategies and Methods for Implementing Trauma-Informed Pedagogy is a critical reference book that helps teachers and administrators identify manifestations of trauma in children and explain the characteristics and classroom interventions and resources that can aid educators in supporting students who have experienced trauma. This text explains the effects of trauma and the ways in which it manifests in children, explores resources and community options to support children who have experienced trauma, presents strategies to help students who have experienced trauma to learn in the classroom, and teaches the management of behaviors in positive ways to cultivate a community of learners. Covering topics such as positive behavioral interventions and supports (PBIS), racial trauma, and student classroom behavior, this text is essential for classroom teachers, teachers in training, school counselors, school psychologists, preservice teachers, administrators, researchers, and academicians.

This volume investigates how teaching practices can address the changing status of literature in the French classroom. Focusing on how women writing in French are changing the face of French Studies, opening the canon to not only new approaches to gender but to genre, expanding interdisciplinary studies and aiding scholars to rethink the teaching of literature, each chapter provides concrete strategies useful to a wide variety of classrooms and institutional contexts. Essays address how to bring French Studies and women’s and gender studies into the twenty-first century through intersections of autobiography, gender issues and technology; ways to introduce beginning and intermediate students to the rich diversity of women writing in French; strategies for teaching postcolonial writing and literary theory; and interdisciplinary approaches to expand our student audiences in the United States, Canada, or abroad. In short, revisiting how we teach, why we teach, and what we teach through the prism of women’s texts and lives while raising issues that affect cisgender women of the Hexagon, queer and other-gendered women, immigrants and residents of the postcolony attracts more openly diverse students. Whether new to the profession or seasoned educators, faculty will find new ideas to invigorate and diversify their pedagogical approaches.

The original edition of *Rethinking Our Classrooms*, published in 1994, sold more than 175,000 copies and has been used by teachers and teacher educators throughout the United States and the world. This new edition contains some of the best classroom writing we’ve published over the past five years, along with the most popular articles from the original edition, completely updated resource sections, and a new “Beyond the Classroom” chapter. There are new essays on science and environmental education, immigration and language, military recruitment, early childhood education, teaching about the world through mathematics, and gay and lesbian issues. Nowhere is the connection between critical teaching and effective classroom practice clearer or more accessible. A great resource for new and veteran K-12 teachers, as well as teacher education and staff development programs.

Rethinking Elementary Education collects the finest writing about elementary school life and learning from 25 years of *Rethinking Schools* magazine. The articles in this collection offer practical insights about how to integrate the teaching of content with a social justice lens, seek wisdom from students and their families, and navigate stifling tests and mandates. Teachers and parents will find both inspiration and hope in these pages.

Black students' bodies and minds are under attack. We're fighting back. From the north to the south, corporate curriculum lies to our students, conceals pain and injustice, masks racism, and demeans our Black students. But it’s not only the curriculum that is traumatizing students.

A collection of articles from *Rethinking Schools* magazine.

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