

Playing Favorites

Gifted Education and the
Disruption of Community



Mara Sapon-Shevin

foreword by
Jeannie Oakes & Martin Lipton

Playing Favorites Gifted Education The

**John Hattie, Douglas Fisher, Nancy
Frey, Linda M. Gojak, Sara Delano
Moore, William Mellman**



Playing Favorites Gifted Education The:

Playing Favorites Mara Sapon-Shevin, 1994-01-01 *Playing Favorites* examines the ways in which gifted education disrupts the classroom community deskills regular classroom teachers limits their ability and willingness to meet individual needs and impairs the creation of a climate of inclusion and acceptance of difference Sapon Shevin shows here that current models of gifted education are elitist and meritocratic treating some children not just differently than others but better and that in large urban districts gifted education programs are often racist as well By creating and funding gifted programs the author contends schools engage in a form of educational triage serving those children for whom inadequate programming and educational failure would not be acceptable while maintaining the status quo for the majority of the school population This book provides support for teachers parents and administrators who have found themselves caught in the struggle of insuring an appropriate education for some children without sacrificing the good of all Incorporating the words of teachers parents and students as well as related research and theory this book analyzes the relationship between diversity community and social justice Sapon Shevin challenges the reader to reconsider ways in which schools can meet individual educational needs while preserving communities of learners as well as the commitment to the education of all children Finally the book extends the challenge and assurance that we need not choose between quality education for some and mediocre education for all

Charting A New Course in Gifted Education Anne L. Corn, 2017-09-29 Highlighting the work of 17 distinguished national authors this special issue suggests a new course for the field of gifted education one that emphasizes the individual and suggests that the focus of gifted education be dynamic and contextual From legal perspectives to changing concepts of giftedness talent and assesment from using new technologies to identify differences in brain structures to using new research paradigms to reveal the nature of giftedness from compelling reasons for early intervention to tailoring opportunities for college ready gifed persons this two part issues of PJE exposes new dimensions along which paths between previously held beliefs and practices and new courses for thought and action can be forged A parental perspective is also included

Rethinking Our Classrooms Rethinking Schools, Ltd. Milwaukee, WI., 2001 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

[Rethinking Our Classrooms, Volume 2](#), 2001

The Art of Educational Leadership Fenwick W. English, 2007-08-14 English successfully challenges the established educational community to rethink the current state of research on school leadership in the social sciences The inclusion of theory discourse and stories of recognized leaders followed by chapter learning extensions that include key concepts movie recommendations and prompted reflective journaling makes this book a most valuable resource for the educational leadership community H J Bultinck CHOICE *The Art of Educational Leadership* provides one of the most complete examinations of leadership that I have encountered I admire the way it urges students to think and reflect The format allows individual learners to focus on

those materials that best fit their learning style while the numerous presentations of a single topic through the different modalities strengthens the learning This text is a fresh new look at leadership Louise L MacKay East Tennessee State University Fenwick W English returns to themes of leadership he explored in more than 20 earlier books and dozens of presentation to educator audiences He favors re centering educational leadership in the humanities rather than acting on the recommendation of the business literature and he emphasizes the use of films as a way to humanize leadership concepts THE SCHOOL ADMINISTRATOR Excellent cogent analysis of key concepts of leadership are presented in a reader friendly style Saul B Grossman Temple University Moves beyond established notions of leadership to recognize that effective leading is about drama and performance artistry The Art of Educational Leadership Balancing Performance and Accountability stresses the human side of leadership No other text on this topic demonstrates so ably the importance of artistry in leadership in a field that has been lopsidedly dominated by concepts informed by science Presenting the idea that leadership is an art this book Exemplifies a balance between the science and the art of educational leadership The real improvement of practice is rooted in the art of application which is about context and represents the key to leadership practice Connects content material to self discovery Exercises at the end of each chapter include creating a personal reflective journal to engage the reader in and reflect upon theories and practices presented in the book Films are suggested for viewing to illustrate the interaction between context culture decisions and outcomes Portrays multicultural leadership in action Biography boxes throughout the book share how multicultural educational and political leaders who have been recognized as expert practitioners learned the art of leadership in the public arena This is the first book in educational leadership to sketch out a balance between the science and the art of the field The text illustrates how performance and practice represent the art while the delineation of the skills and conceptual models represent the science

Curriculum and Pedagogy in Inclusive Education Melanie Nind,Jonathan Rix,Kieron Sheehy,Katy Simmons,2013-10-18 While activists politicians and policy makers grapple with the big picture teachers and learners are making inclusion happen in their day to day lives This unique text shows the importance and reality of curriculum and pedagogy in developing inclusive practice in a range of settings Bringing together an exemplary collection of key articles this Reader provides ways of thinking about inclusive curricula and pedagogy as starting points for possible action as well as illustrating how teachers can get education right or wrong for diverse learners depending on the pedagogical decisions they make discussing the role of the ordinary special and inclusive pedagogy showing examples of teaching that elicits genuine participation and active learning providing case studies and lessons from learners about what makes good teaching for them Curriculum and Pedagogy in Inclusive Education will be inspirational reading for anyone with an interest in making inclusion happen

Emerging Trends In Inclusive Education K. Sharma And B.C. Mahapatra,2007 In Indian context Reimagining School Integration Jennifer B. Ayscue,2024-08-01 Since the peak of school desegregation in the late 1980s schools across the nation have been resegregating such that schools are now

as segregated as they were during the late 1960s Segregation is systematically linked to unequal educational opportunities and outcomes while integration when well structured is associated with numerous short term and long term academic and social benefits for individuals and society In a time when public education is under attack and our nation is deeply divided along the lines of race class and politics the potential of integration to create more equitable educational opportunities and outcomes for individual students as well as greater social cohesion for our democratic pluralistic society is more important than ever Seventy years after the Supreme Court s landmark Brown v Board of Education decision ruled that segregated schools are inherently unequal this book reimagines what integration is and could be in our nation s current context of racial and political polarization the expansion of unregulated choice in public education and an increasingly diverse multiracial public school enrollment Through an exploration of research and policy this book develops a new conceptualization of integration by describing the contemporary drivers of segregation and recommending strategies to create a more equitable meaningful equal status form of educational integration for the future This book is a valuable resource for policymakers scholars educators and concerned citizens who are invested in learning about one way to help create a more equitable and just education system

Beyond Silenced Voices Lois Weis, 1993-01-01 This book addresses race class and gender in education in the United States It debates the issues of institutionalized power and privilege and the policies discourses and practices that silence powerless groups At the center of the silence are the most critical and powerful voices of all children and adolescents with their relentless desire to be heard and to survive Weis and Fine go beyond examining policies discourse and practices to call up the voices of young people who have been expelled from the centers of their schools and our culture to speak as interpreters of adolescent culture among them lesbian and gay students who have been assaulted in their schools adolescent women burying their political and personal resistances the moment their bodies fill out young men and women struggling for identities amid the radically transforming conditions of late twentieth century capitalism and Native American college students almost wholly excluded from the academic conversation

Testing Hispanic Students in the United States Richard A. Figueroa, 2000

Cultural Diversity and Education James A. Banks, 2015-12-22 Now available in paperback the sixth edition of this definitive text provides students a strong background in the conceptual theoretical and philosophical issues in multicultural education from a leading authority and scholarly leader of the field James A Banks In the opening chapter author Banks presents his well known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated He then provides an overview on preparing students to function as effective citizens in a global world discusses the dimensions history and goals of multicultural education presents the conceptual philosophical and research issues related to education and diversity examines the issues involved in curriculum and teaching looks at gender equity disability giftedness and language diversity and focuses on intergroup relations and principles for teaching and learning This new edition incorporates new concepts

theories research and developments in the field of multicultural education and features A new Chapter 5 Increasing Student Academic Achievement Paradigms and Explanations provides important explanations for the achievement gap and suggests ways that educators can work to close it A new Chapter 7 Researching Race Culture and Difference explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science A new Chapter 14 Principles for Teaching and Learning in a Multicultural Society contains research based guidelines for reforming teaching and the school in order to increase the academic achievement and social development of students from diverse racial ethnic cultural language and gender groups A new Appendix Essential Principles Checklist designed to help educators determine the extent to which practices within their schools colleges and universities are consistent with the research based findings described in the book

Conversations with Educational Leaders Anne Turnbaugh Lockwood,1997-01-01 Educational leaders speak out in their own words stimulating accessible provocative on contemporary and controversial topics that range from differing attitudes on diversity to the debate over character education to arguments about education reform

Epistemologies of Ignorance in Education Erik Malewski,Nathalia Jaramillo,2011-03-01 Epistemologies of Ignorance provide educators a distinct epistemological view on questions of marginalization oppression relations of power and dominance difference philosophy and even death among our youth The authors of this edited collection challenge the ambivalence ignorance found in the construction of curriculum teaching practices research guidelines and policy mandates in our schools Further ignorance is also considered a necessary by product of knowledge production In this sense the authors explore not only issues of complicity but also issues of oppression in spite of educators liberatory intentions While this is the first systematic effort to transfer epistemologies of ignorance to the educational scene this movement has its roots in race class gender and sexuality studies particularly the work of Charles Mills Eve Kosofsky Sedgwick Shannon Sullivan and Nancy Tuana It is our unequivocal belief that while this is transformative and powerful scholarship the study of ignorance remains understudied and under theorized in education scholarship from curriculum studies and cultural foundations to science education and educational psychology This collection highlights without apology why this dangerous state of affairs cannot continue

Because We Can Change the World Mara Sapon-Shevin,2010-06-28 Because We Can Change the World is a powerful antidote to the bullying intolerance and exclusion that are all too commonplace in our schools Through helpful insights practical strategies and a powerful vision grounded in social justice this book gives teachers the inspiration and hope they need to carry on Sonia Nieto Professor Emerita of Language Literacy and Culture University of Massachusetts Amherst I have personally seen classroom cultures completely transformed as a result of using the techniques in this book If you don't already use this book to promote community collaboration and inclusion in your school do it immediately so students can learn that inclusion is more than a place or a policy it is a commitment to acceptance an honoring of difference and as Sapon Shevin so eloquently reminds us a belief that we just might change the world Paula Kluth Educational Consultant Change the

world one classroom at a time It is impossible for most students to achieve academically if they do not feel safe supported welcomed and accepted By structuring democratic classrooms as models of diversity cooperation and inclusion teachers can help children learn skills and values that lay a foundation for good citizenship and will make a differences in their lives now and in the future Mara Sapon Shevin provides a unique vision of elementary classrooms that allow all children to experience academic success This long awaited new edition of a highly acclaimed book Calls on all educators to create diverse inclusive classrooms and promote social justice Discusses the barriers to creating cooperative classrooms and how they can be overcome Includes activities songs and children s literature that promote acceptance and understanding Includes new Reframing Our Work sections with reflective questions that help readers examine their own beliefs and teaching practices With updated resources and a stronger emphasis on differentiated instruction Because We Can Change the World gives teachers the vision courage and strategies to make the world a better place starting with their own classrooms *Learning Power* Jeannie Oakes,John Rogers,2006-04-24 In cities across the nation low income African American and Latino parents hope their children s education will bring a better life But their schools typically are overcrowded ill equipped and shamefully under staffed This work offers a radical approach to school reform that stresses grassroots public activism **Visible Learning for Mathematics, Grades K-12** John Hattie,Douglas Fisher,Nancy Frey,Linda M. Gojak,Sara Delano Moore,William Mellman,2016-09-15 Rich tasks collaborative work number talks problem based learning direct instruction with so many possible approaches how do we know which ones work the best In Visible Learning for Mathematics six acclaimed educators assert it s not about which one it s about when and show you how to design high impact instruction so all students demonstrate more than a year s worth of mathematics learning for a year spent in school That s a high bar but with the amazing K 12 framework here you choose the right approach at the right time depending upon where learners are within three phases of learning surface deep and transfer This results in visible learning because the effect is tangible The framework is forged out of current research in mathematics combined with John Hattie s synthesis of more than 15 years of education research involving 300 million students Chapter by chapter and equipped with video clips planning tools rubrics and templates you get the inside track on which instructional strategies to use at each phase of the learning cycle Surface learning phase When through carefully constructed experiences students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings Deep learning phase When through the solving of rich high cognitive tasks and rigorous discussion students make connections among conceptual ideas form mathematical generalizations and apply and practice procedural skills with fluency Transfer phase When students can independently think through more complex mathematics and can plan investigate and elaborate as they apply what they know to new mathematical situations To equip students for higher level mathematics learning we have to be clear about where students are where they need to go and what it looks like when they get there Visible Learning for Math brings about

powerful precision teaching for K 12 through intentionally designed guided collaborative and independent learning

Contemporary Issues in Learning and Teaching Margery McMahon, Christine Forde, Margaret Martin, 2010-11-15

Contemporary Issues in Learning and Teaching looks at current issues across the three key areas of policy learning and practice It will help you to think critically on your Education course and to make connections between the processes of learning and the practicalities of teaching The book addresses key issues in primary secondary and special education and includes examples from all four countries of the UK The contributors reflect on current thinking and policy surrounding learning and teaching and what it means to be a teacher today Looking at the practice of teaching in a wider context allows you to explore some of the issues you will face and the evolving expectations of your role in a policy led environment The book focuses on core areas of debate including education across different contexts and settings teaching in an inclusive environment Continuing Professional Development CPD for practitioners Each chapter follows the same accessible format They contain case studies and vignettes providing examples and scenarios for discussion introduction and summary boxes listing key issues and concepts explored in the chapter key questions for discussion reflection and further reading This essential text will be ideal for undergraduate and postgraduate courses including BEd BA degrees initial teacher training courses and Masters in Education programmes All editors and contributors are based in the Faculty of Education at Glasgow University UK

Visible Learning for Literacy, Grades K-12 Douglas Fisher, Nancy Frey, John Hattie, 2016-03-29 Ensure students demonstrate more than a year's worth of learning during a school year Renowned literacy experts Douglas Fisher and Nancy Frey work with John Hattie to apply his 15 years of research identifying instructional routines that have the biggest impact on student learning to literacy practices These practices are visible because their purpose is clear they are implemented at the right moment in a student's learning and their effect is tangible Through dozens of classroom scenarios learn how to use the right approach at the right time for surface deep and transfer learning and which routines are most effective at each phase of learning

Visible Learning for Science, Grades K-12 John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2018-02-15 In the best science classrooms teachers see learning through the eyes of their students and students view themselves as explorers But with so many instructional approaches to choose from inquiry laboratory project based learning discovery learning which is most effective for student success In Visible Learning for Science the authors reveal that it's not which strategy but when and plot a vital K 12 framework for choosing the right approach at the right time depending on where students are within the three phases of learning surface deep and transfer Synthesizing state of the art science instruction and assessment with over fifteen years of John Hattie's cornerstone educational research this framework for maximum learning spans the range of topics in the life and physical sciences Employing classroom examples from all grade levels the authors empower teachers to plan develop and implement high impact instruction for each phase of the learning cycle Surface learning when through precise approaches students explore science concepts and skills that give way

to a deeper exploration of scientific inquiry Deep learning when students engage with data and evidence to uncover relationships between concepts students think metacognitively and use knowledge to plan investigate and articulate generalizations about scientific connections Transfer learning when students apply knowledge of scientific principles processes and relationships to novel contexts and are able to discern and innovate to solve complex problems Visible Learning for Science opens the door to maximum impact science teaching so that students demonstrate more than a year s worth of learning for a year spent in school *Resources in Education* ,1994-12

Whispering the Strategies of Language: An Emotional Journey through **Playing Favorites Gifted Education The**

In a digitally-driven earth wherever screens reign supreme and immediate communication drowns out the subtleties of language, the profound secrets and psychological subtleties concealed within phrases usually go unheard. Yet, located within the pages of **Playing Favorites Gifted Education The** a fascinating literary treasure pulsating with fresh emotions, lies an extraordinary quest waiting to be undertaken. Written by a skilled wordsmith, that charming opus attracts viewers on an introspective trip, softly unraveling the veiled truths and profound influence resonating within ab muscles fabric of every word. Within the psychological depths with this touching evaluation, we can embark upon a heartfelt exploration of the book is core subjects, dissect its interesting writing style, and yield to the powerful resonance it evokes strong within the recesses of readers hearts.

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