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Creating The Opportunity To Learn: Moving From Research To Practice To Close The Achievement Gap



Synopsis

Unless we believe that those who have more are inherently superior to those who have less, we should be troubled by the fact that patterns of achievement are often fairly predictable, particularly with respect to students race and class. In *Creating the Opportunity to Learn*, Wade Boykin and Pedro Noguera help navigate the turbid waters of evidence-based methodologies and chart a course toward closing (and eliminating) the academic achievement gap. Turning a critical eye to current and recent research, the authors present a comprehensive view of the achievement gap and advocate for strategies that contribute to the success of all children. Boykin and Noguera maintain that it is possible to close the achievement gap by abandoning failed strategies, learning from successful schools, and simply doing more of what the research shows is most effective. Success is founded on equity, but equity involves more than simply ensuring students have equal access to education; equity also entails a focus on outcomes and results. If we want to bring about significant improvements in those outcomes, we have to do more to address the context in which learning takes place. In short, we must create schools where a child's race or class is no longer a predictor for how well he or she might perform.

Book Information

Paperback: 231 pages

Publisher: Association for Supervision & Curriculum Development; 1st Ed. edition (September 9, 2011)

Language: English

ISBN-10: 1416613064

ISBN-13: 978-1416613060

Product Dimensions: 6 x 0.6 x 8.9 inches

Shipping Weight: 12 ounces (View shipping rates and policies)

Average Customer Review: 4.4 out of 5 stars 13 customer reviews

Best Sellers Rank: #37,965 in Books (See Top 100 in Books) #37 in Books > Textbooks > Education > Curriculum & Instruction #40 in Books > Textbooks > Education > Educational Philosophy #66 in Books > Textbooks > Education > Administration

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A. Wade Boykin is a professor and director of the graduate program in the Department of Psychology at Howard University. He is also the executive director of the Capstone Institute at Howard University. Pedro Noguera is an internationally recognized thought leader on addressing issues of equity and diversity in public schools. He is the Peter L. Agnew Professor at New York University's Steinhardt School of Education, the executive director of the Metropolitan Center for Urban Education, and the co-director of the Institute for the Study of Globalization and Education in Metropolitan Settings.

everyone talks about "evidence-based" or "fact-driven" policy -- well for public education, here you go. Of course, agenda still continues to dominate in terms of policy, so only organized movements can make education really succeed. But if you DO organize, you need info & this book has it

Very informative book on research regarding increasing student engagement and closing the achievement gap

I found this book very insightful. There are excellent strategies to support students and to ameliorate the effects of stereotype threat which is very important when working with minority students in a majority environment.

A GREAT deal of specific examples of what teachers can do to help reduce inequalities within their own classroom.

A pragmatic look at and humane applications for making education truly worthwhile and accessible.

My purchase has met both my needs and expectations - thank you!

Just what the teacher required

This book was a well-researched study of the challenges to effectively educating urban children.

The authors also offer sensible recommendations for meeting the challenges.

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