

## Learning Gap

"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.

Narrowing the Achievement Gap proposes a radical change to our conception of learning, education and schooling, arguing that parental engagement is the best lever we have for school improvement and closing the achievement gap. Unique in its focus on original research linking underachievement and parental engagement, this book uses a range of international case studies to demonstrate that achievement isn't only reliant on what happens in school and that what happens out of school is equally important. Each chapter explores how schools can actively engage with parents and communities to reinstate education in the home, and to generate support to combat issues out of their control, including poverty, deprivation, and a lack of social capital. Although schools have an integral part to play in this process, it argues that parents and society must reconsider their own educational responsibility, regardless of background, and offers a solid research base and practical suggestions to help do so. Consisting of an in-depth and contemporary study of this significant issue in educational achievement and written by an expert in the field, this text will appeal to researchers, academics

and postgraduate students in the fields of education, schooling, sociology of education, school effectiveness and improvement, school policy and school leadership. This book reveals how this new generation of learners, the Ducau 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!

The Second Edition of Bridging the Achievement Gap: What Successful Educators and Parents Do Includes 11 examples ofK-12 high performing public schools which serve mostly African American students. The book argues that school district leaders with low performing schools should consider what these high performing schools do in their planning to reverse the on-going trend of relatively low academic performance of African American students. Included in the "Solution Chapter" is the rationale for state legislation to provide funding for students who are low performing, but may not qualify for current funding for low income students. Also included in that chapter is the actual legislative language currently under consideration by the California State Legislature. The book contains other supporting research on this topic.

This book features a clear how-to-process for bridging the teaching gap between the kinds of teaching needed for the 21st century and that which is found in most schools.

This monumental collection presents the first-ever sociological analysis of the No Child Left Behind Act and its effects on children, teachers, parents, and schools. More importantly, these leading sociologists consider whether NCLB can or will accomplish its major goal: to eliminate the achievement gap by 2014. Based on theoretical and empirical research, the essays examine the history of federal education policy and place NCLB in a larger sociological and historical context. Taking up a number of policy areas affected by the law—including accountability and assessment, curriculum and instruction, teacher quality, parental involvement, school choice and urban education—this book examines the effects of NCLB on different groups of students and schools and the ways in which school organization and structure affect achievement. No Child Left Behind concludes with a discussion of the important contributions of sociological research and sociological analysis integral to understanding the limits and possibilities of the law to reduce the achievement gap.

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 Raefl, 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 BetsAnn 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.) (SLD)

The practical companion to the highly successful Closing the Learning Gap >

**Closing the Racial Gap in Learning**

**Complex Causes, Persistent Issues, Possible Solutions**

**Effective Teaching and Successful Learning**

**Closing the Teaching Gap**

**The Global Achievement Gap**

**Closing the Learning Gap**

**A National Imperative for a Super Man, a Super Woman, and a Superintendent**

**Minding the Achievement Gap One Classroom at a Time**

**How to Measure Equity in Our Schools**

**Closing the Achievement Gap in America**

**Moving from Research to Practice to Close the Achievement Gap**

**Solving the Achievement Gap**

**Why Our Schools Are Failing And What We Can Learn From Japanese And Chinese Educ**

**Filling the Learning Gap in Program Implementation using Participatory Monitoring and Evaluation**

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem lies in the way our education system is run: facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's The Prize and Dana Goldstein's The Teacher Wars, Wexler brings together history, research, and compelling character studies to show our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But The Knowledge Gap isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

Too often, students who fail a grade or a course receive remediation that ends up widening rather than closing achievement gaps. According to veteran classroom teacher and educational consultant Suzy Pepper Rollins, the true answer to supporting struggling students lies in acceleration. In Learning in the Fast Lane, she lays out a plan of action that teachers can use to direct and differentiate instruction for all learners—even those who excel academically. This essential guide identifies eight high-impact, research-based instructional approaches that will help you \* Make standards and learning goals explicit to students. \* Increase students' vocabulary—a key to their academic success. \* Build students' motivation and self-efficacy. \* Provide rich, timely feedback that enables students to improve when it counts. \* Address skill and knowledge gaps within the context of new learning. Students deserve no less than the most effective strategies available. These hands-on, ready-to-implement practices will enable you to provide all students with compelling, rigorous, and engaging learning experiences. This timely and thoughtful book provides multiple perspectives on closing achievement gaps. 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 practitioners. 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 that can be taken in concert, will prove crucial to any meaningful effort to alleviate these profound disparities.

In spite of decades of school reform, the achievement gap between English learners and English-proficient students has narrowed little. This book introduces the Sustainability Frameworka step-by-step process that will help educators at all levels increase school attendance and academic success for ELL students. This reform-navigation tool identifies patterns and provides leaders to make necessary adjustments to extend, accelerate, or terminate a given reform. Bridging the English Learner Achievement Gap offers a compelling, research-grounded way for schools with a substantial ELL population to successfully accommodate their students.

This study is motivated by the idea that even though participatory monitoring and evaluation (PM&E) is widely accepted as a tool to manage development programs to be effective, its application is widely constrained by its high start-up resource requirements in terms of both finance and time. However, this paper argues that after the initial investment is made, the PM&E approach can be scaled up to cover a large number of grassroots-level learning, empowerment, and capacity building and in terms of higher-level strategic decision making which enhances impact. This is demonstrated using field-level experience of implementing PM&E in farmer field schools (FFSs) under the Agricultural Services Support Program and Agricultural Sector Development Program-Livestock (ASSP/ASDP-L) project. The study shows that PM&E can be scaled up to cover a large number of grassroots-level learning, empowerment, and capacity building and in terms of higher-level strategic decision making which enhances impact. This is demonstrated using field-level experience of implementing PM&E in farmer field schools (FFSs) under the Agricultural Services Support Program and Agricultural Sector Development Program-Livestock (ASSP/ASDP-L) project. The study shows that PM&E has enabled the tracking of technology uptake and reasons behind adoption and nonadoption of technologies through detailed data collection. This informed and improved decision making and adoption at other FFSs and to devise solutions for nonadoption. The need for incentives to undertake PM&E was found to be one of the major challenges of implementation, among others.

The challenge of overcoming educational inequality in the United States can sometimes appear overwhelming, and great controversy exists as to whether or not elementary schools are up to the task, whether they can ameliorate existing social inequalities and initiate opportunities for economic and civic flourishing for all children. This book shows what can happen when these goals in mind, addressing educational inequality and its entrenched causes head on, student by student. Drawing on an in-depth study of real schools on the South Side of Chicago, Elizabeth McGhee Hassrick, Stephen W. Raudenbush, and Lisa Rosen argue that effectively meeting the challenge of educational inequality requires a complete reorganization of infrastructure and practices that are animated by a relentless commitment to student learning. They examine a model that pulls teachers out of their isolated classrooms and places them into collaborative environments where they can share their curricula, teaching methods, and assessments of student progress with a school-based network of peers, parents, and other professional workers, and parents collaborate to ensure that every child receives instruction tailored to his or her developing skills. Cooperating schools share new tools for assessment and instruction and become sites for the training of new teachers. Parents become respected partners, and expert practitioners work with researchers to evaluate their work and refine their methods. This book shows how to do it, not only what such a model looks like but the dramatic results it produces for student learning and achievement. The result is a fresh, deeply informed, and remarkably clear portrait of school reform that directly addresses the real problems of educational inequality.

Compares United States elementary education practices with those in Asia and comes to some surprising conclusions.

How can educators ensure that young people who attain a postsecondary credential are adequately prepared for the future? Matthew T. Hora and his colleagues explain that the answer is not simply that students need more specialized technical training to meet narrowly defined employment opportunities. Beyond the Skills Gap challenges this conception of the "skills gap" and argues that students need a broader range of skills to succeed in the 21st century. The Skills Gap challenges this conception of the "skills gap" and argues that students need a broader range of skills to succeed in the 21st century. They advocate for a system in which employers share responsibility along with the education sector to serve the collective needs of the economy, society, and students. Drawing on interviews with educators in two- and four-year institutions and employers in the manufacturing and biotechnology sectors, the authors demystify the process of solving, teamwork, and communication. They go on to show how faculty and program administrators can create active learning experiences that develop students' skills across a range of domains. The book includes in-depth descriptions of eight educators whose classrooms exemplify the effort to blend technical learning with the cultivation of twenty-first-century skills and the backdrop of heated political debates over the role of public higher education. This thoughtful and nuanced account, enriched by keen observations of postsecondary instructional practice, promises to contribute new insights to the rich literature on workforce development and to provide valuable guidance for postsecondary faculty and administrators.

**Learning Gap**

**What America Must Do to Give Every Child an Even Chance**

**Essential Lessons for School Leaders**

**8 Ways to Put ALL Students on the Road to Academic SuccessASCD**

**Liberating Mindsets to Effect Change**

**The Teacher Gap**

**Creating the Opportunity to Learn**

**Underemployment Or Economic Democracy?**

**A Vision for Changing Beliefs and Practices**

**Closing the Opportunity Gap**

**Ontology Learning and Population: Bridging the Gap Between Text and Knowledge**

**Narrowing the Achievement Gap**

**Parental Engagement with Children's Learning**

**Understanding and Bridging the Gap between Neuromorphic Computing and Machine Learning**

Provides information for teachers and schools on literacy instruction for African American adolescent males.

Bestselling education expert Tony Wagner's groundbreaking manifesto on how to reform our schools and educate our children for the twenty-first century global economy In The Global Achievement Gap, education expert Tony Wagner studies our school problems in the larger context of the demands of the global knowledge economy. He illustrates that even in our best schools, we don't teach or test the skills that matter most for the twenty-first century. Uncovering what motivates today's generation to excel in school and the workplace, Wagner explores new models of schools that are inspiring students to solve tough problems and communicate at high levels. An education manifesto for the 21st century, The Global Achievement Gap is a must-read for anyone interested in seeing our young people achieve their full potential, while contributing to a strong economy and vibrant democracy.

This work is about eliminating the discrepancy between what we know constitutes effective learning and what we know goes on in classrooms. All of the strategies outlined have been used effectively and successfully in a wide range of secondary schools.

The Knowledge Deficit illuminates the real issue in education today -- without an effective curriculum, American students are losing the global education race. In this persuasive book, the esteemed education critic, activist, and best-selling author E.D. Hirsch, Jr., shows that although schools are teaching the mechanics of reading, they fail to convey the knowledge needed for the more complex and essential skill of reading comprehension. Hirsch corrects popular misconceptions about hot issues in education, such as standardized testing, and takes to task educators' claims that they are powerless to overcome class differences. Ultimately, this essential book gives parents and teachers specific tools for enhancing children's abilities to fully understand what they read.

In this volume prominent scholars, experts in their respective fields and highly skilled in the research they conduct, address educational and reading research from varied perspectives and address what it will take to close the achievement gap—with specific attention to reading. The achievement gap is redefined as a level at which all groups can compete economically in our society and have the literacy tools and habits needed for a good life. Bringing valuable theoretical frameworks and in-depth analytical approaches to interpretation of data, the contributors examine factors that contribute to student achievement inside the school but which are also heavily influenced by out-of-school factors—such as poverty and economics, ethnicity and culture, family and community stratifications, and approaches to measurement of achievement. These out-of-school factors present possibilities for new policies and practice. The overarching theme is that achievement gaps in reading are complex and that multiple perspectives are necessary to address the problem. The breadth and depth of perspectives and content in this volume and its conceptualization of the achievement gap are a significant contribution to the field.

This book examines the cause of the student achievement gap, suggesting that the prevailing emphasis on socioeconomic factors, sociocultural influences, and teacher quality is misplaced. The cause of the achievement gap is not differences in parenting styles, or the economic advantages of middle-class parents, or differences in the quality of teachers. Instead, schools present learning tasks and award grades in ways that inadvertently undermine the self-efficacy, engagement, and effort of low-performing students, causing demoralization and exacerbating differences in achievement that are seen to exist as early as kindergarten. This process systematically maintains and widens initial gaps in achievement that might otherwise be expected to disappear over the K-12 years. Misdiagnosis of the nature of the achievement gap has led to misguided solutions. The author draws upon a range of research studies to support this view and to offer recommendations for improvement. "div>div

This volume highlights approaches to closing the achievement gap for students of color across K-12 and post-secondary schooling. It uniquely examines factors outside the classroom to consider how these influence student identity and academic performance. Teaching to Close the Achievement Gap for Students of Color offers wide-ranging chapters that explore non-curricular issues including trauma, family background, restorative justice, refugee experiences, and sport as determinants of student and teacher experiences in the classroom. Through rigorous empirical and theoretical engagement, chapters identify culturally responsive strategies for supporting students as they navigate formal and informal educational opportunities and overcome intersectional barriers to success. In particular, chapters highlight how these approaches can be nurtured through teacher education, and how they can be supported by parents and engagement across the wider community. This insightful collection will be of interest to researchers, scholars, and post-graduate students in the fields of teacher education, sociology of education, and educational leadership.

This updated edition of Setting Our Sights outlines the five stages for equity reform while clearly explaining research findings and offering practical tools and examples.

**Teaching Reading to Black Adolescent Males**

**The Education-Jobs Gap**

**Using Data to Close the Achievement Gap**

**No Child Left Behind and the Reduction of the Achievement Gap**

**Let's Stop Calling it an Achievement Gap**

**The Achievement Gap in Reading**

**Bridging the Achievement Gap**

**The Ambitious Elementary School**

**50 Ways to Close the Achievement Gap**

**The Knowledge Deficit**

**Bridging the Gap between Research and Practice**

**Sociological Perspectives on Federal Educational Policy**

**Understanding the Impact of Factors Outside the Classroom**

**Mind the Gap**

*While the achievement gap has dominated policy discussions over the past two decades, relatively little attention has been paid to a gap even more at odds with American ideals: the opportunity gap. Opportunity and achievement, while inextricably connected, are very different goals. Every American will not go to college, but every American should be given a fair chance to be prepared for college. In communities across the U.S., children lack the crucial resources and opportunities, inside and outside of schools that they need if they are to reach their potential. Closing the Opportunity Gap offers accessible, research-based essays written by top experts who highlight the discrepancies that exist in our public schools, focusing on how policy decisions and life circumstances conspire to create the "opportunity gap" that leads inexorably to stark achievement gaps. They also describe sensible policies grounded in evidence that can restore and enhance opportunities. Moving beyond conventional academic discourse, Closing the Opportunity Gap will spark vital new conversations about what schools, parents, educators, and policymakers can and should do to give all children a fair chance to thrive.*

*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.*

*The overall aim of this reader-Friendly book is to enable current and prospective teachers as well as other education professionals to improve practice, leading to more successful learning for all students. Drawing on her extensive experience as both a high school teacher and a university professor, Inez De Florio provides an evidence-informed and value-based approach to teaching and learning that takes the personality and the accountability of teaching professionals into account. Students' needs and interests are the primary focus of an evidence-informed teaching model, MET (Model of Effective Teaching), which is described and exemplified in detail. In order to allow for informed decisions and suitable applications of the steps of the MET, the book provides, furthermore, a succinct and comprehensible introduction to the main features and types of educational reform, especially newer findings of evidence-based education.*

*Black and Hispanic students are not learning enough in our public schools. Their typically poor performance is the most important source of ongoing racial inequality in America today. Thus, say Abigail and Stephan Thernstrom, the racial gap in school achievement is the nation's most critical civil rights issue and an educational crisis. It's no wonder that "No Child Left Behind," the 2001 revision of the Elementary and Secondary Education Act, made closing the achievement gap a top priority. Now, in this new book, the authors show how to do it. No Excuses marshals facts to examine the depth of the problem, the inadequacy of conventional explanations, and the limited impact of Title I, Head Start, and other familiar reforms. Its message, however, is one of hope: Scattered across the country are excellent schools getting terrific results with high-needs kids. These rare schools share a distinctive vision of what great schooling looks like and are free of many of the constraints that compromise education in traditional public schools. In a society that espouses equal opportunity we still have a racially identifiable group of educational have-nots – young African Americans and Latinos whose opportunities in life will almost inevitably be limited by their inadequate education. When students learn high school without high school skills, their futures – and that of the nation – are in jeopardy. With successful schools already showing the way, no decent society can continue to turn a blind eye to such racial and ethnic inequality.*

*A revised edition of a popular resource builds on the authors' findings that key problems in teaching methods are causing America to lag behind international academic standards, outlining a program for administrators, instructors, and parents that incorporates solutions based on current research. Reprint.*

*Written for school leaders, this completely revised edition outlines detailed, research-based strategies for developing high-performing schools and fostering educational equity for all students. Higher education needs new, holistic assessment of global learning. The studies in this edited volume investigate not just student learning, but also faculty experiences, program structures, and pathways that impact global learning. Showcasing recent, multi-institutional research related to global learning, this book expands the context of global learning to show its antecedents and impacts as a part of the larger higher education experience. Chapters look at recent developments such as short-term, off-campus, international study and certificate/medallion programs, as well as blended learning environments and undergraduate research, all in the context of multi-institutional comparisons. Global learning is also situated in a larger university context. Thus, there is a growing need for bridging across disciplinary and administrative silos, silos that are culturally bound within academia. The gaps between these silos matter as students seek to integrate off- and on-campus learning, and it is up to the academy to mind those gaps.*

*The promise of the Semantic Web is that future web pages will be annotated not only with bright colors and fancy fonts as they are now, but with annotation extracted from large domain ontologies that specify, to a computer in a way that it can exploit, what information is contained on the given web page. The presence of this information will allow software agents to examine pages and to make decisions about content as humans are able to do now. The classic method of building an ontology is to gather a committee of experts in the domain to be modeled by the ontology, and to have this committee agree on which concepts cover the domain, on which terms describe which concepts, on what relations exist between each concept and what the possible attributes of each concept are. All ontology learning systems begin with an ontology structure, which may just be an empty logical structure, and a collection of texts in the domain to be modeled. An ontology learning system can be seen as an interplay between three things: an existing ontology, a collection of texts, and lexical syntactic patterns. The Semantic Web will only be a reality if we can create structured, unambiguous ontologies that model domain knowledge that computers can handle. The creation of vast arrays of such ontologies, to be used to mark-up web pages for the Semantic Web, can only be accomplished by computer tools that can extract and build large parts of these ontologies automatically. This book provides the state-of-art of many automatic extraction and modeling techniques for ontology building. The maturation of these techniques will lead to the creation of the Semantic Web.*

**Overcoming the Structure of School Inequality**

**Bridging the English Learner Achievement Gap**

**No Excuses**

**How Public Education in the United States Maintains Disparate Educational Experiences for Students of Color**

**200 Ways to Close the Achievement GAP:Teachers Only**

**The Knowledge Gap**

**Overcoming the Achievement Gap Trap**

**Learning First!**

**A School Leader's Guide to Closing Achievement Gaps**

**Lessons From Farmer Field Schools in Zambia**

**Action Points For Solving The Entrance of Black & Latino Students**

**Preparing College Students For Life and Work**

**Closing the Shocking Education Gap For American Children**

**Its Conception, Design, and Implications For Educational Equality**

The achievement gap is a persistent and perplexing challenge for educators. While school- and system-level reforms continue to be discussed in statehouses and district offices, individual teachers are challenged to do something now to help students who are falling short of standards, including students who are English language learners and receiving special education services. A companion to the ASCD best-seller Improving Student Learning One Teacher at a Time, this book identifies small, specific adjustments to planning, teaching, and assessment practices that will support more effective learning in every student, every day, and help close the achievement gap on a classroom-by-classroom basis. Here, you'll learn how to \* Use readily available tools--curriculum documents, a plan book, and a grade book--to improve all students' access to, interaction with, and mastery of lesson content. \* Design daily lessons that clarify learning goals and require students to use high-level learning strategies, seek feedback, and reflect on their progress. \* Promote the progress of English language learners through coordinated pursuit of content and language goals, and synchronize instruction to improve the performance of special education students in both co-teaching and resource environments. This book also features the voices of working educators who share how "minding the gap" has helped them engage academically at-risk students, ELLs, and special education students; improve students' test scores; and sustain these gains over time. If you are a classroom teacher or specialist committed to helping all your students become more successful learners and unwilling to wait for high-level solutions or even the results of another "data retreat," then this is just the resource you need.

In Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change, author Anthony Muhammad examines the prevailing mindset that perpetuates unequal learning outcomes for some students. He studies how impartiality is missing from struggling students' school experiences, especially for poor and minority students. He draws attention to the need for learning equality and equity to be professional and societal priorities to ensure that factors such as economic standing and race don't play a role in determining students' achievement. Schools have grown too accustomed to the academic achievement gap. Reducing inequality in education means adopting a new, liberating mindset that frees educators and students from negative academic performance expectations.

Between 1980 and 2005, 45 states were involved in lawsuits around equity of funding and adequacy of education provided to all students in the state. Indeed, this investigation could have included any cities in America, and the themes likely would have been the same: Lower funding and resources, disproportionate numbers of teachers and school leaders who do not look like the students they serve, debates over the public's responsibility to provide fair and equitable education for all students in the jurisdiction, implicit biases from the top to the bottom and a resegregation of schools in America. Integration for Black families was never about an idea that Black students were better off if they could be around White students. It was about the idea that Black students would be better off if they could have access to the same education that White students had — but residential segregation still enables de facto school segregation, when it isn't coded into policy. For the overwhelming majority of Black students, they're stuck in segregated, underperforming schools. Schools where the teachers are dedicated to the mission, but where the cities and districts and states have failed to uphold their basic responsibility to maintain the upkeep of the schools and provide enough desks for each child and current textbooks.

According to Ivar Berg's performance criteria, over half of the U.S. workforce is now underemployed. Using analysis based on U.S. and Canadian surveys of work and learning experiences and other documentary data, author David Livingstone exposes the myth of the "learning enterprise" and argues that the major problem in education-work relations is not education but the mismatch between work and worker.

Teachers are the most important determinant of the quality of schools. We should be doing everything we can to help them get better. In recent years, however, a cocktail of box-ticking demands, ceaseless curriculum reform, disruptive reorganizations and an audit culture that requires teachers to document their every move, have left the profession deskilled and demoralised. Instead of rolling out the red carpet for teachers, we have been pulling it from under their feet. The result is predictable: there is now a cavernous gap between the quantity and quality of teachers we need, and the reality in our schools. In this book, Rebecca Allen and Sam Sims draw on the latest research from economics, psychology and education to explain where the gap came from and how we can close it again. Including interviews with current and former teachers, as well as end-of-chapter practical guidance for schools, The Teacher Gap sets out how we can better recruit, train and retain the next generation of teachers. At the heart of the book is a simple message: we need to give teachers a career worth having.

**Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need-and What We Can Do About It**

**Global Learning at Home and Abroad**

**Strategies for Closing the Learning Gap**

**Closing the Achievement Gap**

**Learning in the Fast Lane**

**Best Ideas from the World's Teachers for Improving Education in the Classroom**

**What Successful Educators and Parents Do 2nd Edition**

**The Teaching Gap**

**Beyond the Skills Gap**

**Coaching for Instructional Leaders**

**Teaching to Close the Achievement Gap for Students of Color**

**Perspectives and Strategies for Breaking Times**

**The Hidden Cause of America's Broken Education System--And How to Fix It**