

Strategies for **Closing the** **LEARNING GAP**

Mike Hughes
with Andy Vass

Strategies For Closing The Learning Gap

LL Leslie



Strategies For Closing The Learning Gap:

Strategies for Closing the Learning Gap Mike Hughes, Andy Vass, 2001-08-01 The practical companion to the highly successful *Closing the Learning Gap* **Strategies for Closing the Learning Gap** Mike Hughes, 2004 **Closing the Learning Gap** Mike Hughes, 1999 **The Educator's Handbook for Understanding and Closing Achievement Gaps** Joseph Murphy, 2010 Beginning with a remarkably comprehensive and accessible analysis of the gap s causes the book offers a refreshingly balanced evidence based state of the art outline of productive solutions that should inform the work of all educational stakeholders Ken Leithwood Professor OISE University of Toronto No one is better positioned than Joseph Murphy to provide lessons for education leaders on this important topic Andrew Porter George and Diane Weiss Professor of Education University of Pennsylvania For too long the achievement gap has been proclaimed discussed and then dismissed as a subject of despair Seldom has it been systematically defined placed in historical perspective or positively addressed Through thorough scholarship comprehensive knowledge and creativity this book fills that void James W Guthrie Patricia and Rodes Hart Professor of Educational Leadership and Public Policy Vanderbilt University While offering no simple pathway to progress this book reminds us how much more we can do to close achievement gaps Michael S Knapp Director Center for the Study of Teaching Policy University of Washington Distinguished researcher Joseph F Murphy has gathered and analyzed the most up to date research and data to help headteachers understand what the achievement gap is why it persists and what teachers can do about it This comprehensive handbook Examines external factors that contribute to achievement gaps such as socioeconomic status family environment racism and individual differences Covers internal factors such as instruction school culture and school support Provides strategies for addressing both internal and external factors to make an impact

Close the Achievement Gap Brian M. Pete, Robin J. Fogarty, 2005-01-01 The idea that the person doing the talking is the person doing the learning seems counter intuitive Yet that is exactly the case When students put their thoughts into words they internalize the learning As they dialogue with peers articulate their ideas and express themselves their oral language skills translate directly into written language skills Explore six strategies that address the challenges of the achievement gap 1 Set High Expectations Get Kids Emotionally Involved 2 Challenges Students to Think Teach Higher Order Thinking 3 Require Rigor Require Complete Sentences Standard English Formal Register 4 Leave Nothing to Chance Revisit Review Re teach Revise 5 Make No Excuses Encourage At Risk Participation 6 Insist on Results Emphasize Reading

Making Pupil Data Powerful Maggie Pringle, Tony Cobb, 1999-03-01 Ways of using pupil performance data to enhance teaching and learning **50 Ways to Close the Achievement Gap** Carolyn J. Downey, 2009 Outlines research based strategies for developing high performing schools and fostering educational equity for all students *Closing the Educational Achievement Gap for Students With Learning Disabilities* Nyemba, Florence, Chitiyo, Rufaro Audrey, 2023-10-04 Recently there has been a growing demand for diversity and inclusion in schools worldwide to ensure effective learning for

every student Efforts have been made to support teachers in promoting diversity in classrooms but research shows that students with learning disabilities LD including autism spectrum disorder neurodevelopmental disabilities dyslexia and executive dysfunction still struggle to keep up despite having individualized education programs IEPs These students are not receiving the necessary support they need to learn effectively in the classroom leaving them behind and often completely unprepared for their futures When intersectional statistics are taken into account students who have a learning disability and are among minority ethnic groups have even lower rates of earning a diploma than their counterparts Changes in the educational system must be made to close this learning chasm and create a more equitable learning environment Closing the Educational Achievement Gap for Students With Learning Disabilities increases awareness of the issue of inequalities in education for students with learning disabilities through improved training programs for teachers recommendations for policy changes and development of new strategies to close the gap between these students and their classmates The goal of this book is to educate and empower educators researchers and policymakers on how they can help students with learning disabilities thrive academically and emotionally It examines the barriers that prevent teachers from effectively providing instruction to these students This book covers topics such as achievement gaps student centered approaches and culturally responsive teaching and is ideal for educators professionals researchers special education professionals speech and occupational therapists disability service providers intervention strategists psychologists parents and local communities

EdTech for Equity: Using Technology to Close the Learning Gap John Kyan, The landscape of education is rapidly evolving driven by the transformative power of technology Educational technology or EdTech has the potential to revolutionize learning offering personalized experiences engaging content and access to a vast world of knowledge However the promise of EdTech is not universally realized The digital divide a stark reality in many communities underscores the critical need for equitable access to technology and resources Students from marginalized backgrounds those with disabilities and those living in rural or underserved areas often face significant barriers to accessing the tools and opportunities that technology can provide This disparity perpetuates existing inequalities and creates a widening gap in educational outcomes *EdTech for Equity Using Technology to Close the Learning Gap* addresses this challenge head on This book explores the dual nature of EdTech recognizing its potential to both empower and exclude It provides a comprehensive framework for understanding and addressing the complexities of EdTech equity offering practical strategies real world examples and actionable steps for creating inclusive and equitable learning environments for every student Through a critical examination of key concepts such as digital equity culturally responsive pedagogy and inclusive design principles this book equips educators and policymakers with the knowledge and tools to navigate the EdTech landscape effectively It emphasizes the importance of building digital literacy skills promoting equitable access to technology and resources and fostering a supportive learning environment that values diversity and inclusion By bridging the gap between technology and

education EdTech for Equity aims to create a more just and equitable learning landscape for all students This book serves as a roadmap for educators policymakers and all stakeholders committed to harnessing the power of technology to empower every learner and ensure that no child is left behind in the digital age

Unleashing the Potential of the Teenage Brain Barry Corbin,2008 The information is practical and the examples make the material very easy to apply The tone of the book is perfect for educators of middle and high school students there s just the right amount of humor about the idiosyncrasies of this age group as well as an appreciation for the rewards of teaching and working with adolescents Kathy Tritz Rhodes Teacher Marcus Meriden Cleghorn Schools Marcus IA A thought provoking resource firmly grounded in research and best practice this handbook of exemplary ideas for teaching the teenage brain is organized in a brain compatible format and includes a wealth of instructional strategies from engaging activators to rich opportunities for reflection A must read for all educators and an excellent resource for faculty study groups and book clubs Susan LeBel Programs Coordinator Annapolis Valley Regional School Board Nova Scotia Canada Create brain friendly learning environments that meet the needs of growing changing adolescents This resource helps teachers create the ideal classroom environment based on the latest neuroscientific research on teenagers and the implications for their social emotional and intellectual development The author presents ten powerful ideas that integrate new and existing theories to help teachers create effective brain compatible classrooms Each idea includes Case studies and examples of strategies that illustrate how to translate theory into workable classroom practice Descriptions of the changing roles and expectations for both teachers and students in the brain compatible classroom Specific guidelines for establishing an optimal learning environment When you combine an understanding of how the brain learns with proven brain friendly techniques teaching and learning will be more effective and fun for both teachers and students

[Raising Boys' Achievement](#) Jon Pickering,1997-03-01

New Tools for Learning: accelerated learning meets ICT John Davitt,2005-03-01 A blueprint for ICT as it becomes a transformational tool for learning What s happening now in the area of ICT and learning How can you make the most of the new tools at your disposal How can you match the tools to the learning needs How do you bring everyone on board for change Our knowledge of the brain and how we learn is developing and ICT offers the ideal tools to support many of the key principles behind the theory Step by step author and Guardian columnist John Davitt explains how you can make the most of this opportunity This book outlines 5 practical whole school ICT projects that will inspire staff and pupils alike With tips and ideas for masses more exciting ICT projects that apply across the curriculum

[Differentiated Literacy Strategies for English Language Learners, Grades K-6](#) Gayle H. Gregory,Amy Burkman,2011-10-05 As you tailor your teaching to engage the increasing number of English language learners the key to success is focusing on literacy Adapted from the highly successful Differentiated Literacy Strategies for Student Growth and Achievement in Grades k 6 this book provides a wealth of grade specific literacy strategies that not only increase student achievement but also increase it rapidly The authors provide proven practical tools

for differentiating instruction to meet language and individual learning styles Teachers will find an instructional and assessment framework designed to promote these critical competencies

- 1 Functional literacy in phonics spelling and reading
- 2 Content area literacy for vocabulary concept attainment and comprehension
- 3 Technological literacy for information searching evaluation and synthesis and
- 4 Innovative literacy for creativity growth and lifelong learning

Included are more than 100 planning models matrixes rubrics and checklists Teachers with students who have had interrupted formal education or come from newly arrived immigrant populations will find a wealth of proven methods for giving ELLs every opportunity to succeed

Lessons are for Learning Mike Hughes, 1997-03-01 A range of practical suggestions designed to make learning more effective

Differentiated Literacy Strategies for English Language Learners, Grades 7–12 Gayle H. Gregory, Amy Burkman, 2011-10-05 100 ways to keep adolescent ELLs engaged This versatile handbook is for middle school and high school educators who need to differentiate literacy instruction for adolescent ELL students at various stages of literacy competency Adapted from the highly successful *Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7–12* the authors use brain based strategies and texts that appeal to older learners who may have had interrupted formal education or come from newly arrived immigrant populations More than 100 hands on tools help teachers develop students competencies in Content areas including vocabulary concept attainment and comprehension Technology such as information searching evaluation and synthesis Creative applications and 21st century skills

The Instructional Leader's Guide to Closing Achievement Gaps Teresa D. Hill, 2024-06-17 All the tools that educators need to improve student outcomes and close achievement gaps Although it's easy to connect out of school factors such as poverty or the pandemic to achievement gaps in schools today education leaders need to focus on what's within their school or district's control to ensure equitable learning outcomes for their students In this practical guide for K–12 instructional leaders superintendent Teresa D Hill outlines five keys to effectively close achievement gaps meaningful assessment language and literacy experience and exposure consolidation of knowledge and perfect practice She walks readers through a step by step process so that they can Develop a deep understanding of the achievement gaps in their school or district including the sources and perpetuators of those gaps Prepare their team for the capacity building work ahead Closely examine the five most meaningful and effective strategies for improving outcomes that fall within their school's sphere of influence Develop and implement a real world action plan including short moderate and long term steps for closing gaps Written by a colleague who knows firsthand what it takes to increase student achievement the targeted advice and tools in *The Instructional Leader's Guide to Closing Achievement Gaps* will help educators confront the gaps in their school or district and make progress right away

With Drama in Mind Patrice Baldwin, 2004-06-07 A groundbreaking highly practical book for drama specialists and non specialists alike

[Coaching for Multilingual Students Success](#) Karen Johannesen Brock, 2024-02-20 It's estimated that more than 50% of teachers feel inadequately prepared to academically support multilingual student growth Instructional

coaches can equip teachers within months to successfully implement high impact strategies that engage not just English learners but everyone in the classroom Gain tools and practices to design professional learning plans that incorporate targeted strategies with the support of an instructional coaching program Instructional coaches and leaders will Understand multilingual learners unique needs Maximize growth opportunities for multilingual learners throughout their day not just in specialized small group time Learn how to design a professional learning plan tailored to their context Foster supportive and productive teacher coach relationships Gain tools and practices to support implementation of professional learning plans Gain high impact teaching strategies that accelerate learning for multilingual learners Contents Introduction Part 1 Foundations Chapter 1 The Multilingual Learner Chapter 2 The Professional Learning Plan Chapter 3 The Instructional Coach Chapter 4 Establishing a District Coaching Team Part 2 Implementation Chapter 5 Constructing Your Professional Learning Plan Chapter 6 Organizing Professional Learning for Your Instructional Coaches Chapter 7 Defining the Instructional Coaching Role Chapter 8 Adapting for Your Context Epilogue References and Resources Index

Culturally Proficient Inquiry Randall B. Lindsey, Stephanie M. Graham, R. Chris Westphal, Jr., Cynthia L. Jew, 2008-02-14 Use inquiry to promote equity and transform your school's educational environment Using cultural proficiency as a lens the authors guide practitioners through the process of gathering and analyzing data to meet the needs of historically underserved students This book outlines a critical evaluation process and provides rubrics to examine why some students are not being educated to their full potential With a CD ROM of tables and spreadsheets for data entry the book shows educators how to Encourage discussions about educational equity Create a realistic picture of a school's cultural and economic diversity Initiate authentic systemic change Effectively respond to NCLB mandates

Developing Active Learning in the Primary Classroom Anitra Vickery, 2013-10-10 Establishing an effective learning environment in the classroom requires a clear understanding of different teaching strategies that make children active participants in their own learning This book explores a range of philosophies and strategies to develop active learning in primary education It balances theory with practice to provide evidence based guidance and suggestions for use in the classroom Key topics include Creating a supportive learning environment Developing the questioning skills of teachers and children Learning through assessment Developing thinking skills through curriculum subjects Active learning in early years education Philosophy for Children P4C Frameworks to promote thinking This is essential reading for professional studies modules on primary initial teacher education courses including university based PGCE PGDE BA QTS BEd school based SCITT School Direct and employment based routes into teaching It also serves as a handbook for schools that are developing their approaches to active learning Anitra Vickery works as senior lecturer in primary mathematics education and the Professional Studies Coordinator at Bath Spa University

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