

**Texas A&M University – San Antonio**  
**College of Education & Human Development**  
**Department of Curriculum & Instruction**

**EDCI 5310 Differentiated Instruction for Diverse Students**  
**Independent Study Course**

**Instructor:** Dr. Karen Burgard  
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**Office Location:** Madla #261  
**Office Hours:** Wednesdays 12-5 PM (both virtual and in-person)  
and by appointment  
**Meeting Date(s), Time, and Room:** Tuesdays 4:30 – 6:00 PM Hybrid

**Course Description:** This course focuses on developing and applying appropriate, differentiated instructional strategies that will help teachers more effectively engage all students in optimal learning experiences. The course will examine and critique various pedagogical strategies that are intended to create a positive and rich learning environment for our diverse population of students. In addition, students in this course will reflect on their own instructional practices to determine best practices that will work to meet students' needs and ensure student success.

**Prerequisite:** Acceptance into Texas A&M University – San Antonio Graduate School and the Department of Curriculum and Instruction master's program.

**Course Objectives:**

1. Introduce the terms and concepts related to differentiation of instruction.
2. Expose students to current research on differentiated instruction and give opportunities to apply new knowledge.
3. Facilitate the application of differentiation in instructional planning.
4. Emphasize the importance of recognizing and identifying student readiness.
5. Promote professional reflection.

**Student Learning Outcomes:**

1. Understand and apply the concepts, terms, and definitions associated with differentiation and differentiating instruction.
2. Understand and use current research on differentiated instruction and differentiation to inform classroom practice.
3. Develop a comprehensive plan for how to differentiate instruction and pedagogy in the most effective and appropriate manner for a given classroom and its students.
4. Recognize and identify the nature of differences between students.
5. Reflect critically on one's own practice regarding differentiation in respective settings.

**Required Text(s):**

Tomlinson, C.A. (2010). *Leading and managing a differentiated classroom*. ASCD.

Students will choose one of the following, depending on grade level:

Tomlinson, C.A. (2003). *Differentiation in practice: A resource guide for differentiated curriculum (Grades K-5/5-9)*. ASCD.

Tomlinson, C.A. & Strickland, C. (2003). *Differentiation in practice: A resource guide for differentiated curriculum (Grades 9-12)*. ASCD.

**Other Required Course Materials:**

1. Additional scholarly articles, works of literature, movies, etc. as deemed appropriate by the instructor
2. Access to blackboard

**Course Topics:****I. Introduction and Overview**

- A. Definitions/Terms/Research
  - 1) Conditions in Schools
  - 2) Student Traits
  - 3) Classroom Elements
  - 4) Students' Needs
- B. Teacher Decision Making
  - 1) Novice/Expert teachers
  - 2) Decisions teachers make
  - 3) How teachers can improve their decision-making
- C. Your own classroom
  - 1) What do your students seek?
  - 2) What is your response?

**II. Effective Planning for Differentiated Instruction**

- A. Types of Plans
- B. Sources of Student Diversity
- C. Motivating students

**III. Differentiating Instruction**

- A. Types of Differentiation
  - 1) Curriculum
  - 2) Students
  - 3) Strategies
- B. Grouping for Instruction
- C. Direct Instructional Strategies

- D. Indirect Instructional Strategies
  - 1) Inductive
  - 2) Social
  - 3) Independent
- E. Lesson Delivery
  - 1) Issues affecting delivery
  - 2) Components of delivery

**Course Assignments:**

1. Weekly Formative Assessments and Discussions
2. Mid-Semester Reflection Paper – Readings Topic Reflection
3. Final Research Paper – Differentiated Instruction in the Classroom

<b>Course Assignments/Assessments</b>	<b>Point Value</b>
1. Weekly Formative Assessments and Discussions	100 pts.
2. Mid-Semester Reflection Paper – Readings Topic Reflection	100 pts.
3. Final Research Paper – Differentiated Instruction in the Classroom	100 pts.
Total Points:	300 pts.

## TECHNOLOGY REQUIREMENTS

### STUDENT TECHNICAL SKILLS:

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

### COMPUTER HARDWARE AND SOFTWARE:

To participate in this course, you must have access to a computer with high-speed internet, Blackboard, and either Google or Microsoft Office. See ITS for assistance. Email will be used to send information and help. It is your responsibility to check your Jaguar email daily.

### BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: \*Visit the Blackboard Student Help Site.

## COURSE POLICIES

### ATTENDANCE:

This course is offered as a hybrid course. We will meet every week to enable you to personally experience several different types of learning activities and learn different pedagogical strategies and techniques that can be used in a future classroom.

### STUDENT REQUIREMENTS:

#### 1. In-class & Online participation:

- a. Students are expected to demonstrate active participation via in-class discussions, assignments, and activities.
- b. Class attendance and punctuality are an expectation and include being on time and ready for active engagement in classroom activities and/or participation in on-line discussions.

2. **Planning and Preparation:** Success in this course demands that reading assignments are completed before class begins in order to:

- a. develop an in-depth understanding of the content, and
- b. promote familiarity of concepts that will facilitate effective participation in classroom activities.

3. **Group projects and Activities:** Active participation is expected in group activities in order to organize, plan, develop and present group projects of high quality in class in collaboration with classmates. All members must be present during the day of the presentation of projects since the absence will negatively impact the grade of the student that is absent on the day of the presentation.

4. **Professionalism and Respect:** Substantially, successfully, and equally contribute to the planning, organization, and the completion of individual/group assignments and projects.

## PROFESSIONAL DISPOSITIONS:

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructor on campus and with students and teachers in school settings. Because I value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language, including, but not limited to, sexist, racist, homophobic, classist, ableist, and/or anti-ethnic language, will be reported to the university and may be subject to Student Code of Conduct policies, as well as any classroom conduct or civility policies.

## LATE WORK POLICY:

All assignments turned in after the posted deadline will be considered late. Blackboard will continue to accept late assignments. However, getting behind is a very bad idea. If you get behind, talk with me immediately so I can help you. All assignments must be properly submitted on time, or I reserve the right not to grade them or not to count them for a grade.

## ASSIGNMENT SUBMISSION:

All assignments must be neatly typed. **The content of tests and assignments will be evaluated based on the level of higher order thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assignments must be submitted through Blackboard** unless otherwise specified by the instructor.

## COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

## SCHOLASTIC INTEGRITY:

As a member in an academic community, students at Texas A&M University- San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Student who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University- San Antonio Code of Conduct.

Texas A&M University- San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the [Texas A&M University- San Antonio Handbook](#) under Academic Policies: Violations of Academic Conduct.

### **The use of AI**

The purpose of this course, and indeed all learning in higher education, is for students to explore and examine multiple perspectives and formulate their own opinions about the world. Therefore, all work submitted by students needs to be their own original thoughts and ideas – their original work. The use of AI tools and apps such as those that check spelling and grammar and those that generate bibliography citations are permitted to assist students in their writing. However, using AI apps to create content, such as ChatGPT, Jasper, or DALL-E for written or artistic work is strictly prohibited and will not be accepted for assignment credit. Any use of these tools will be considered plagiarism and students should refrain from using these tools to create original content or to rewrite or edit existing content.

### **DEFINITIONS:**

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
  - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
  - b. Having another person other than oneself attempt to complete an assignment or exam.
  - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
  - d. Unauthorized collaboration on assignments and exams;
  - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
  - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the exam
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonest. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
4. **Lying:** The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

## MANDATORY COURSE EVALUATION PERIOD

### ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

### IMPORTANT POLICIES AND RESOURCES:

**Academic Accommodations for Persons with Disabilities:** Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

**Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

**Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed

to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Writing, Language, and Digital Composing Center:** The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age,



disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

**Pregnant/Parenting Students:** Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

**Students' Rights and Responsibilities:** The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.

2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

### **Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission**

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

## STUDENT SERVICES:

### **Student Success Center**

[Student.Success@tamusa.edu](mailto:Student.Success@tamusa.edu)

(210) 784-1307

### **Academic Advising**

<https://www.tamusa.edu/undergraduate-academic-advising/>

(210) 784.1307

### **University Library**

<https://www.tamusa.edu/library/index.html>

(210)784-1500

### **Counseling & Wellness**

<https://www.tamusa.edu/studentengagement/success/studentcounseling/index.html>

(210) 784-1331

### **Registrar**

<https://www.tamusa.edu/registrar/index.html>

(210) 784-1300

### **Tutoring Services**

<https://www.tamusa.edu/academic-affairs/student-academic-success-center/tutoringservices/index.html>

(210) 784-1332

### Important Dates:

January 16	First day of class
March 11-17	Spring Break – No classes
March 29	Study Day – No classes
April 13	Last day to drop with an automatic “W”
April 20	Last day to drop a course or withdraw from the University
April 29	Last day of classes
April 30	Study Day – No classes
May 1-7	Final exams

*The complete academic calendar is available online:*

<https://www.tamusa.edu/academics/academic-calendar/index.html>

### **Representative Works Consulted:**

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. The New Press.
- Au, W. (Ed.). (2009). *Rethinking multicultural education teaching for racial and cultural justice*. Rethinking Schools.
- Banks, J. A., & Banks, C. A. M. (Eds.). (2007). *Multicultural education, issues and perspectives*. (6 ed.). John Wiley & Sons, Inc.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.
- Delpit, L. (2012). "Multiplication is for white people:" *Raising expectations for other people's children*. The New Press.
- Delpit, L., & Purcell-Gates, V. (Eds.). (2008). *The skin that we speak, thoughts on language and culture in the classroom*. The New Press.
- Felder, J. A. (2012). *Civil rights in South Carolina: From peaceful protests to groundbreaking rulings*. The History Press.
- Foster, M. (1997). *Black teachers on teaching*. The New Press.
- Freire, P. (2000). *Pedagogy of the oppressed*. Continuum International Publishing Group.
- Freire, P. (2005). *Teachers as cultural worker: Letters to those who dare teach*. (Expanded Edition). Westview Press.
- Kivel, P. (2011). *Uprooting racism: How white people can work for racial justice*. New Society Publishers.
- Kohn, A. (2004). *What does it mean to be well educated: And more essays on standards, grading, and other follies*. Beacon Press.
- Kozol, J. (2012). *Fire in the ashes: Twenty-five years among the poorest children in America*. Crown.
- Nieto, S. (2009). *The light in their eyes: Creating multicultural learning communities*. Teachers College Press.
- Noguera, P. A. (2008). *The trouble with black boys: And other reflections on race, equity, and the future of public education*. Jossey-Bass.
- Obidah, J. E. M., & Teel, K. M. (Eds.). (2008). *Building racial and cultural competence in the classroom: Strategies from urban educators*. Teachers College Press.

Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. The New Press.

Pollock, M. (Ed.). (2008). *Everyday antiracism: Getting real about race in school*. The New Press.

Ravitch, D. (2010). *The death and life of the great American school system*. Basic Books.