

***DELAWARE VALLEY MINORITY
STUDENT ACHIEVEMENT
CONSORTIUM***

2004 FALL INSTITUTE

***“Examining School District Policies and
Practices That Support Improved
Minority Student Achievement”***

November 30 and December 1, 2004

Houston Hall
3417 Spruce Street
University of Pennsylvania
Philadelphia, PA

INSTITUTE SCHEDULE

November 30

8:30-9:00 Registration and Continental Breakfast

9:00-9:15 Welcome

Delaware Valley Minority Student Achievement Consortium Co-Directors

Bob Jarvis, Director of K-12 Outreach at PennGSE and Claudia Lyles, Director of Education, School District of Cheltenham Township

Room: Hall of Flags

9:15-10:00 Keynote Address: *"A Vision and a Strategy for Reducing Racial Disparities in Student Achievement"*

Pedro Noguera, Metro Center for Urban Education, Steinhardt School of Education, New York University

10:00-10:15 Break

10:15-12:00 Concurrent Sessions

1. *"Detracking With Vigilance"*

Bill Johnson, Superintendent
Delia Garrity, Assistant Superintendent
Rockville Centre, NY School District

Room: Platt

2. *"Reducing Racial Disparities in Student Achievement"*

Pedro Noguera, Professor
Executive Director, Metro Center for Urban Education
Steinhardt School of Education,
New York University
New York, NY

Room: Hall of Flags

3. *"Listening: A Framework for Teaching Across Differences"*

Katherine Schultz, Associate Professor
Chair of the Educational Leadership Division
Penn Graduate School of Education
University of Pennsylvania
Philadelphia, PA

Room: Ben Franklin

4. *"Understanding the Dynamics of Invisible Culture: Implications for the Focus on Teaching and Learning"*

Belinda Williams
Cognitive Psychologist
Conshohocken, PA

Room: Golkin

12:00-1:30 Lunch on Your Own

1:30-3:15 Concurrent Sessions

1. *"Using District Data to Chart the Course for Closing the Gaps"*

Bruce Harter, Superintendent
Tammy Davis, Assistant Superintendent
Brandywine School District
Claymont, DE

Room: Benjamin Franklin

2. *"Understanding the Dynamics of Invisible Culture: Implications for the Focus on Teaching and Learning"*

Belinda Williams
Cognitive Psychologist
Conshohocken, PA

Room: Golkin

3. *"Student Engagement in Closing the Gaps"*

Carolyn Ash
Pacific Education Group and Minority Student Achievement Network
Denver, CO

Room: Hall Of Flags

December 1

8:30-9:00 Registration and Continental Breakfast

9:00-9:15 Welcome Back

Bob Jarvis and Claudia Lyles
Room: Hall of Flags

9:15-11:30 *Conversations That Bring Life to Our Differences and Differences to Life*

Ilene Wasserman, ICW Consultants
Narberth, PA

Richard Doran, RFD and Associates
Hollis, NH

In this interactive session a strengths-based approach is introduced to look at engaging students who come from race, class and ethnic groups that are different from the dominant culture. Building on the experiences of people in the room, we will explore stories of learning, connecting and mentoring others who are different from ourselves to learn what inspires those relationships. We will also share a model that will enhance our capabilities to see the world through the eyes of another.

Room: Hall of Flags

11:30-1:00 Lunch on Your Own

1:00-2:45 Concurrent Sessions

1. ***“Overrepresentation of Minority Students in Special Education- An Historical Perspective”***

Donald Clark
Pennsylvania State Chairperson for Education, NAACP
Willow Grove, PA

“Inclusion: An Instructional Practice That Benefits All Learners”

Mary Montgomery, Director of Pupil Services
Cheltenham Township School District
Elkins Park, PA

Room: Hall of Flags

2. ***“Echoes of Brown: Engagement of Student Voices”***

Maria Torre
Graduate Center, City University of New York
New York, NY

Room: Golkin

3. ***“Ten Administrative Policies That Raise Achievement and Close the Gaps”***

Sheryl Denbo
Mid-Atlantic Equity Center
Chevy Chase, MD

Room: Platt

2:45-3:15

Final Concluding Thoughts: District Team Reflections and Institute Evaluation

Room: Hall Of Flags

FALL 2004 INSTITUTE FACILITATORS

CAROLYN ASH

Carolyn Ash is the Director of Student Leadership Development for the Pacific Educational Group in San Francisco, California. She was formerly the program director for the Minority Student Achievement Network (MSAN), a national coalition of 25 urban-suburban school districts across the country working to eliminate the gaps in achievement between their African American and Latino students and their White students. As program director, Ms. Ash was involved in every area of the Network's operations and programming, including proposal development, planning of national student and teacher conferences, and publication/resource development.

Before joining MSAN in 1999, Ms. Ash served as the director of the Anti-Defamation League's (ADL's) A WORLD OF DIFFERENCE Institute in Chicago. While in Chicago, Ms. Ash also worked in program and resource development at the Family Resource Coalition of America (FRCA), a national network of family support organizations. At FRCA, she examined family support programs throughout the country and co-authored *The Basics of Family Support: A Guide for State Planners (And Others)*. She also authored *Working with African American Families: A Guide to Resources*. Ms. Ash has also worked in the corporate sector as an account manager for Comdisco, Inc., a technology services company based in Rosemont, Illinois. Ms. Ash worked at the Constitutional Rights Foundation (CRF) in Los Angeles, a non-profit organization dedicated to educating young people about the importance of civic participation and community service. During her tenure at CRF, Ms. Ash served as associate director of CityYouth L.A., a middle school program that integrates civic responsibility and service learning into schools' core academic programs. She also organized *Youth Summit L.A.*, which brought together more than 600 high school students from the L.A. area to talk about how they could rebuild relationships between various groups following the civil unrest in Los Angeles in 1992.

Ms. Ash has a master's degree in education, with a specialization in curriculum development, from the University of Michigan in Ann Arbor, Michigan. She graduated Phi Beta Kappa from Oberlin College in Oberlin, Ohio with a bachelor's degree in psychology and is currently a doctoral candidate at Seton Hall University. She is a native of Denver, Colorado.

DONALD CLARK

Dr. Clark current serves as the Pennsylvania State Chairperson for Education for the NAACP, and was the former Director of the Bureau of Curriculum and Academic Services with the Pennsylvania Department of Education, where he assumed oversight for Curriculum and Instruction, Strategic Planning, School Based Improvement, Evaluation and Testing, School Equity and Federal Programs. His multifaceted career has included positions as a teacher in the Camden City School District, faculty member at Trenton State College and Livingston College-Rutgers University. He has provided consulting, technical assistance and training services to international (Caribbean, Japan, Canada, South Africa, Europe) national, state, local school and advocacy groups.

After forty years of active educational service, Dr. Clark began a new era of involvement in his Willow Grove-Abington, PA community, serving on projects such as the Abington Human Relations Advisory Committee, Communities That Care, Abington Community Taskforce, District Strategic Planning Commission, Community and Police Together and No Place for Hate. Dr. Clark was appointed to the Montgomery County Human Relations Commission, and currently serves as the President of the Willow Grove branch of the NAACP, and is Board Chair of the Institute for the Preservation of African American Music, the Mt. Airy Cultural Jam Center for Youth, and a Board member of the Willow Grove Bank Foundation

Dr. Clark graduated from the Philadelphia Public Schools and received his bachelor's degree from Cheney University, a masters from Glassboro State University and doctorate from Fairleigh-Dickenson University.

SHERYL DENBO

Dr. Sheryl Denbo has been involved in advocating for the civil rights of minority students for over 30 years. She has a national reputation on issues of school reform with a focus on equity. She co-authored a highly regarded work on equity and school reform, entitled *Educate America: A Call For Equity In School Reform*, which focuses on systemic reform efforts that prioritize poverty students.

As President of the Mid-Atlantic Equity Consortium, Inc., Dr. Denbo fills a leadership role in school reform initiatives throughout the country, helping educators conceptualize the educational issues of the 2000s. In addition, she is presently the director of the Mid-Atlantic Equity Center, the Consortium's equity assistance center, serving the states of Delaware, the District of Columbia, Pennsylvania, Maryland, Virginia, and West Virginia.

Dr. Denbo received her M.A. degree in anthropology at the New School for Social Research with a specialization in Native American cultures, and Ph.D. in sociology from Rutgers with a specialization in Urban Education. At Brooklyn College, she developed the Seek Program to identify and support underachieving minority students. In 1974, Dr. Denbo accepted an Associate Professorship in the Black Studies and Sociology Department of Dartmouth College, where she and a colleague developed a joint M.I.T.-Dartmouth Urban Studies Program to provide students a multidisciplinary approach to the study of urban problems, in general, and urban education in particular.

At the national level, Dr. Denbo has served as Special Assistant to the Associate Commissioner of Vocational Education, U.S. Department of Education, where she chaired the task force on the Office for Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap. Dr. Denbo has written numerous articles. Her most recent article, with Byron Williams, "All Students are Not Equal" was published in *Challenges to Equity* (2001). Dr. Denbo's book, *Improving Schools for African American Students: A Reader for Educational Leaders*, which she co-edited with Lynson Beaulieu, published in 2002 is on its way to becoming a standard guide for educational reform.

RICHARD DORAN

Richard Doran, with RFD & Associates in Hollis, New Hampshire, has worked in the areas of organizational development, human resource development and culture change both as an internal and external consultant. He has lead human resource departments in companies such as Digital Equipment Corporation and Ben & Jerry's Homemade Inc., and has been an external consultant to corporations including Exxon, Mobil, and Conoco, Hannaford, and Wild Oats grocery chains.

Some of Richard's particular areas of expertise lie in the areas of conflict management and fostering diversity. He has partnered with Unions at companies such as Atlantic Electric, Winchester Rifles, and Ben & Jerry's to bring about change for all levels within the organization. Richard has also partnered with a leading turn around specialist in three different companies. This process included an organizational assessment, consultation and reorganization of senior management, and the design and implementation of a new organizational structure. He has designed and delivered diversity awareness programs to colleges, universities, non-profit organizations, religious organizations, police departments and financial institutions. He has also provided consultation to high-level political persons in a number of different cities and states regarding diversity issues. Richard takes pride in being able to work with all levels in the

organization. He brings all of himself to his work and helps create an environment where all employees feel valued and want to come to work.

BRUCE HARTER AND TAMMY DAVIS

Dr. Harter is the Superintendent of the Brandywine School District in Claymont, Delaware, and has been openly committed to building the district's capacity to address the learning needs of traditionally underperforming students through the use of data. Prior to coming to Brandywine, Bruce had served a Superintendent in Fort Myers, Florida and Corvallis, Oregon, Associate Superintendent in Vista, California (San Diego County), and Principal or assistant principal in Colorado, Iowa, Arkansas and Michigan. During his tenure as a teacher, he taught biology, general science and mathematics & coached wrestling and football in Michigan. His educational background includes a doctorate from the University of Colorado, and a bachelor's degree from the University of Michigan.

Dr. Davis is currently serving as the Assistant Superintendent in Brandywine. Prior to coming to Delaware, she worked in the Columbus Public Schools in Ohio as a teacher, coordinator of Title I, Principal, Supervisor of Reading/Language Arts, and Director of Curriculum and Instruction. Dr. Davis received a Masters in Reading/Language Arts and a Ph.D. in Educational Administration from The Ohio State University.

ROBERT JARVIS

Dr. Jarvis is currently serving as the Director of K-12 Outreach for the Graduate School of Education and the Penn Center for Educational Leadership at the University of Pennsylvania. Bob brings to his present role many years of experience in educational leadership and professional development training and consultation in education, business and industry. His current professional interests include working with regional school administrators and teachers in addressing the learning needs of diverse and underachieving students through district-wide leadership, policy and instructional development, and building school cultures of change and improvement through the engagement and leadership of classroom teachers.

Along with his colleagues in the School District of Cheltenham Township, Bob was instrumental in the develop of, and is currently co-directing, the *Delaware Valley Minority Student Achievement Consortium*, our collaborative inquiry and professional development based organization, that is dedicated to supporting its 15 suburban member districts in effectively increasing the number of minority students among their "best and brightest," and actively reducing the gaps in achievement and school engagement between minority students and their Caucasian and Asian peers. When first coming to Penn four years ago he served as the manager for the *SE Pennsylvania Standards Consortium* working with 40 districts in Pennsylvania and New Jersey in support of their efforts in effective implementation of their standards-based education programs.

Prior to coming to the Philadelphia area, Bob served as Associate Director for the Office of Professional Development in the School of Education at Syracuse University, Dean of Academic Affairs at Remington College in Lafayette, Louisiana, Assistant Professor of Education and Director of Outreach Programs for the School of Education at the University of Portland, Oregon, and as a University Counselor and School Psychologist. While at the University of Portland he developed and administered highly successful graduate degree programs in educational leadership and instructional development for K-12 teachers and administrators offered throughout Oregon, Washington, British Columbia, Alberta, Hawaii and Guam. Bob currently serves on the Board of the Pennsylvania Staff Development Council, and holds a B.S. degree from Western Oregon State University in Psychology and Corrections, and M.A. and Ph.D. degrees in Educational Psychology from Michigan State University.

WILLIAM H. JOHNSON AND DELIA GARRITY

William H. Johnson has been Superintendent of Schools in Rockville Centre since 1986 and prior to that served as Assistant Superintendent for Business and Director of Special Education Services. Dr. Johnson has been named by the New York State Council of School Superintendents as the "2005 Superintendent of the Year." He is past-president of the Nassau County and New York State Council of School Superintendents and is currently co-chairperson of the NYS Council of School Superintendents Curriculum Committee. In 1988 he served on the Salerno Commission on Financial Reform and in 2004 was appointed by Governor Pataki to serve as a member of the Governor's Education Reform Commission, known in the newspapers as the Zarb Commission. He has been included on the 2004 Long Island Press' top fifty list of the most influential Long Islanders.

In addition to being a speaker and lecturer to various state and regional associations concerning teaching, curriculum and instruction, social and emotional learning, and financing public schools, he has served on numerous regional and statewide committees. He was also a member of the Commissioner of Education's Advisory Council for more than ten years. He is currently an adjunct professor at Teachers' College, Columbia University. He was named Educator of the Year by the Hofstra Chapter of Phi Delta Kappa and received the Distinguished Service Award from the Nassau-Suffolk School Boards Association.

Delia Garrity is the Assistant Superintendent for Curriculum and Instruction for the Rockville Centre School District in NY. She is a strong advocate of systematic detracking and the implementation of high quality curriculum taught in heterogeneous classes. She implemented a series of professional development workshops to provide teachers with instructional strategies to develop students who are deep, independent thinkers. Prior to her position in the central office, she was the Assistant Principal at South Side Middle School and was named New York State Assistant Principal of the Year in 1996. She was instrumental in detracking all academic courses at the middle school. She summarized Rockville Centre's strategies and success with detracking in a recently published article, "*Detracking with Vigilance*", in The School Administrator

CLAUDIA LYLES

Dr. Lyles serves as the Director of Education for the School District of Cheltenham Township, a post that she has held for four years. Claudia has worked as an educator for the past twenty-nine years; twenty-six of these years were spent in the public schools in Pennsylvania. She began her career as a special education teacher at Rock Terrace High School in Montgomery County Maryland. Over the course of her career, Claudia served as an Instructional Advisor to Special Education for the Philadelphia School District, a school psychologist in Norristown Area School District, elementary principal and Director of Gifted/Special Instruction in the Wissahickon District, and elementary principal in Cheltenham. In her current position, Claudia is responsible for the implementation of professional development, curriculum and instruction, and assessment. She recently organized and administered a before-and-after school child care program, which has grossed 500K annually for the past four years.

With Dr. Bob Jarvis at the University of Pennsylvania and her colleagues in the School District of Cheltenham Township, Claudia was instrumental in the development of the *Delaware Valley Minority Student Achievement Consortium*. She co-directs the consortium, which provides professional development opportunities for its 15 member districts. Although less than a year old, the consortium is receiving national attention as a model for collaborative study and work related to ameliorating the achievement gaps.

Dr. Lyles was educated in the public schools of Philadelphia. She earned a B.A. degree, a M.Ed. in special education and an Ed.D. in Educational Administration from Temple University. Dr. Lyles holds a certification in School Psychology.

MARY MONTGOMERY

Mary F. Montgomery is currently the Director of Pupil Services in the School District of Cheltenham Township. She has over twenty five years of experience in guiding, directing and enhancing the quality of special education services for students. She has served as both a special education teacher and Supervisor of Special Education within the School District of Philadelphia, Assistant Director of Special Education within the Upper Darby School District, and Director of Special Education for the Chester Upland School District .

Mary has a Bachelor of Science degree from West Chester University, a Master of Education from Temple University, Supervisor of Special Education Certification from Temple University, Principal Certification and Superintendent's Letter of Eligibility from Widener University, and is currently enrolled in her last year of a Special Education Doctoral Program at Arcadia University. Mary was instrumental in the development of the inclusion program within the Cheltenham Township School District and continues to work to expand inclusive practices throughout the district.

PEDRO NOGUERA

Pedro Antonio Noguera is a professor in the Steinhardt School of Education at New York University and is the Executive Director of the Metropolitan Center for Urban Education. An urban sociologist, Noguera's scholarship and research focus on the ways in which schools are influenced by social and economic conditions in the urban environment. Noguera has served as an advisor and engaged in collaborative research with several large urban school districts throughout the United States. He has also done research on issues related to education and economic and social development in the Caribbean, Latin America and several other countries throughout the world.

From 2000 - 2003 Noguera served as the Judith K. Dimon Professor of Communities and Schools at the Harvard Graduate School of Education. From 1990 - 2000 he was a Professor in Social and Cultural Studies at the Graduate School of Education and the Director of the Institute for the Study of Social Change at the University of California, Berkeley.

Pedro Noguera has published over one hundred research articles, monographs and research reports on topics such as urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. His work has appeared in several major research journals and many are available online at inmotionmagazine.com. He is the author of *The Imperatives of Power: Political Change and the Social Basis of Regime Support in Grenada* (Peter Lang Publishers, 1997), and his most recent book, *City Schools and the American Dream* was published by Teachers College Press in the fall of 2003.

Noguera has served as a member of the US Public Health Service Centers for Disease Control Taskforce on Youth Violence, the Chair of the Committee on Ethics in Research and Human Rights for the American Educational Research Association, and on numerous advisory boards to local and national education and youth organizations. Dr. Noguera was a K-12 classroom teacher for several years and continues to teach part-time in high schools. From 1986-1988 he served as the Executive Assistant to the Mayor of Berkeley, and from 1990 - 1994 he was an elected member and the President of the Berkeley School Board. In 1995 he received an award from the Wellness Foundation for his research on youth violence, in 1997 he was the recipient of the University of California's Distinguished Teaching Award, and in 2001 he received an honorary doctorate from the University of San Francisco and the Centennial Medal from Philadelphia University for his work in the field of education.

KATHERINE SCHULTZ

Dr. Schultz is currently the Chair of the Educational Leadership Division and Associate Professor in the Graduate School of Education at the University of Pennsylvania. Her current research direction is to use students' perspectives on schooling to inform and re-envision urban teacher education programs. Her research interests are in the area of urban teaching and learning, urban teacher education, including urban literacy practices in and out of school; gender identity, and schooling; and the discourses of "race" among students, pre-service, and experienced teachers. She is currently involved in two strands of research. One examines the pathways of new teachers entering public schools and a related project that explores the experiences of early career teachers. Her second project is to document the introduction of literacies across multimodalities into an urban classroom in order to bridge the students' home, community, and school identities and literacy practices.

Her recent book, *Listening: A Framework for Teaching across Differences (2003)*, documents her empirical research over the past decade in K-12 settings and teacher education and provides a conceptual framework for envisioning teaching as listening. Her most current research, funded by grants from the University Research Foundation and a Trustees' Council Summer Faculty Research Fellowship, is "Bridging out-of-school literacy practices with classroom learning." Her plans are to extend this project to include parallel inquiry groups with pre-service, new, and experienced teachers that focus on using the central concept of listening to students to inform their teaching practice.

After working as a classroom teacher and principal in Philadelphia elementary schools for 10 years, Dr. Schultz received her Ph.D. in Reading, writing and Literacy at the University of Pennsylvania. As a post-doctoral student at the University of California, Berkeley, she investigated workplace literacy and worked on a project on literacy and identity for young women making the transition from an urban high school to the workplace, funded by the Spencer Foundation and the National Academy of Education. She was an assistant professor for three years at the School of Education at the University of Delaware, where she initiated a project on race relations in a post-desegregated middle school. In 1997, Dr. Schultz joined the faculty of the Penn Graduate School of Education. She received the Penn GSE Excellence in Teaching Award in 2001. She was invited to be scholar in the first cohort of the Carnegie Academy for the Scholarship of Teaching and Learning for K-12 teachers and teacher educators. Dr. Schultz worked with Penn GSE graduate students to initiate and produce Penn GSE Perspectives on Urban Education, an on-line journal that brings together educational research, policy, and practice and provides opportunities for public dialogue on current issues in urban education.

MARÍA TORRE

María Elena Torre is a doctoral candidate in Social Personality Psychology at The Graduate Center, City University of New York. Her research focuses on youth activism, urban education, and youth and community engagement in participatory action research. She was the Research Director for the Educational Opportunity Gap Study that documented the "Achievement Gap" and its impact on 13 school districts in NY and NJ from a youth perspective.

She is a co-author of *Echoes of Brown: Youth Documenting and Performing the Legacy of Brown v. Board of Education* with Michelle Fine and Rosemarie Roberts and *Changing Minds: The Impact of College on a Maximum Security Prison*, and has been published in *Letters to the Next President: What We Can Do About the Real Crisis in Public Education* (Teachers College Press, 2004), *All About the Girl* (Routledge, 2004), *Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design* (American Psychological Association, 2003), and in journals such as *Teachers College Record*, *the Journal of Social Issues*, *Feminism and Psychology*, *the Journal of Critical Psychology*. She has served as a consultant for New York City and State governments, community groups and colleges interested in establishing college-in-

prison programs in facilities such as San Quentin and Sing-Sing, and is currently on the faculty of the Education Studies department at Eugene Lang College.

ILENE WASSERMAN

Dr. Ilene Wasserman is the founder of ICW Consulting Group, and has been consultant for over 20 years. She has conducted organizational assessments and helped clients design strategic culture change interventions aimed at achieving high performing, inclusive work cultures for Fortune 100 companies, institutions of higher education, and community and religious-based groups. Ilene has worked with senior leaders of organizations and their boards, providing leadership retreats, team development and executive coaching. Dr Wasserman has also taught graduate courses in communication, group dynamics, transformative conflict and large group interventions at the graduate level.

Ilene holds a B.S. degree from Cornell University, a M.A.Ed. in Counseling Psychology and Master of Social Work degrees from Washington University and her doctorate from the Fielding Graduate Institute. In addition to her formal education, Ilene is trained in Future Search, Appreciative Inquiry, Gestalt and several individual and organizational design and assessment tools. She is also a charter member of Appreciative Inquiry Consulting. Her professional affiliations include the American Psychological Association (APA), the Organizational Development Network (ODN), and American Society for Training and Development (ASTD). Ilene has made several presentations at professional conferences on topics including leveraging diversity and inclusion in creating high performing workplaces, and using appreciative inquiry for process excellence. Ilene is an active member of her community and has served on several professional and community boards. She lives in Philadelphia and is the mother of two teenage children.

BELINDA WILLIAMS

Belinda is a psychologist with 30 years of experience studying the academic achievement patterns of culturally different and socio-economically disadvantaged students. She has held administrative positions in Head Start and urban education for nearly 20 years, and senior research and development positions at the University of Pennsylvania, the US Department of Education Office of Educational Research and Improvement's regional laboratory at Brown University, and Research for Better Schools. Dr. Williams received her doctorate in psychology from Rutgers University.

The central focus of Dr. William's work identifies theory and evidence that *rejects* a deficit interpretation of low performing, socio-economically disadvantages, culturally diverse children that supports a shift to an *asset-based* framework. Building on the strengths of children recognizes their cultural diversity, developed abilities, interests and resilience as opportunities to guide *teaching and learning* and reform. Her research, recent work and publications focus on the impact of cultural environments on cognitive development and student engagement, and the implications for changing practice and reform in: curriculum, instruction and assessment; professional development; community, parent and school engagement; and school leadership.

In addition to her current work with the National Education Association's *Priority Schools Initiative*, state departments of education, universities, national associations and local school districts throughout the country, Dr. Williams is the editor of the ASCD publication, *Closing the Achievement Gap: A Vision for Changing Beliefs and Practices* (1996, 2003), co-author of *Effort and Excellence in Urban Classrooms: Expecting and Getting Success from All Students* (2002), and author of "Closing the Achievement Gap" in Pierce and Stapleton's *The 21st Century Principal: Current Issues in Leadership and Policy* (2002).