Takeaways

It can be difficult for us to grasp that people shaped by other cultures will see and respond to the world differently than we do. The consequences of this cultural blindness can be dire.

—Hilary Dack and Carol Ann Tomlinson, p. 10

How do teacher candidates advocate for their students? Do they really believe that all children can excel? These are the questions we should think about when hiring teachers.

—Sonia Nieto, p. 54

The focus of school improvement efforts should not be on fixing kids but rather on fixing institutions that reinforce race- and class-based stratification.

—Jason G. Irizarry, p. 66

Diversity discussions do not have to alienate. With thoughtful planning, such discussions can change students’ minds and perhaps even their hearts.

—Bárbara C. Cruz, p. 16

Many border children come to our schools hindered by academic deficiencies and scarred by trauma. What they have going for them, however, is courage.

—Susan Zimmerman-Orozco, p. 48

Educators in diverse classrooms don’t necessarily need to change their identities and beliefs, but they do need to realize that no situation is value neutral.

—Margery B. Ginsberg, online

Language diversity is a potential asset for the United States, but schools are not doing their part to nurture that asset.

—Patricia Gándara, p. 60

By failing to give our students the facts about racial history, we are ensuring that this avoidance will persist for subsequent generations.

—Richard Rothstein, p. 28

Source: The collective wisdom of authors published in the March 2015 issue of Educational Leadership, “Culturally Diverse Classrooms” (Volume 72, Issue 6).