



Our response to racism in our schools must be clear and compassionate. Settling for indifference exacerbates the problem.

—Rick Wormeli, p. 16

Students of color—black students in particular—are more likely than white students to be referred to the office or suspended, even when the misbehaviors are similar.

—James E. Ford, p. 42



Students who live in low-income neighborhoods may need more instructional time—but that doesn't mean more time spent doing mindless worksheets focused on basic skills.

—Susan B. Neuman, p. 24



7 Signs of INEQUITY



A “colormute” approach to education refuses to acknowledge that a policy or practice disadvantages a particular student population.

—Pedro A. Noguera and Jill C. Pierce, p. 74



Even the most well-meaning educators come into the classroom with biases of some sort. Teachers and administrators are human, after all; we aren't raised in a vacuum.

—James E. Ford, p. 42



Today's cognitive research debunks many of the myths about male-female brain differences.

—David Sadker and Melissa Koch, p. 62

Being transgender does not mean the same thing or feel the same way to all people; the experience of gender identity is expanding.

—Ellen Kahn, p. 70

