

---

# *Introduction*

*Randall B. Lindsey*

This volume is an overview of the concept of differentiated instruction, featuring excerpts from nine works by recognized experts. The following is a synopsis of what you will find in each chapter.

## **PART I. FOR ALL EDUCATORS**

### **Chapter 1. The Tools of Cultural Proficiency**

*Delores B. Lindsey, Linda D. Jungwirth,  
Jarvis V. N. C. Pahl, and Randall B. Lindsey*

In “The Tools of Cultural Proficiency,” Delores B. Lindsey, Linda D. Jungwirth, Jarvis V. N. C. Pahl, and Randall B. Lindsey provide an introductory overview to the Tools of Cultural Proficiency within the context of professional learning communities. The Tools serve as a guide for personal and schoolwide inside-out approaches to change.

Delores has been involved with equity in schools as a middle and high school teacher, later as a middle school principal, and now as an associate professor at California State University, San Marcos. She also served as executive director of a regional center for a statewide leadership academy before entering higher education. Linda is the former coordinator for the Center for the Advancement of Small Learning Environments (CASLE), working with high schools and school districts on systemic high school reform, and currently serves as adjunct professor at Pepperdine University. Jarvis has served as a high school science teacher in the United States and for the Peace Corps in Botswana and as a high school administrator. Randy is a former high school teacher and school administrator. He served as faculty and administrator in higher education for over 30 years and is professor emeritus at California State University, Los Angeles.

## **Chapter 2. Why Race?**

*Glenn Singleton and Curtis Linton*

Glenn Singleton and Curtis Linton cogently address the question of “Why Race?” and present a clear description and rationale for talking about race in educational settings, complete with an implementation exercise to guide productive conversations.

Glenn is a much sought-after speaker on topics of closing achievement gaps and serves as the executive director of Pacific Educational Group. Curtis is co-owner of The School Improvement Network and regularly visits a hundred or more classrooms a year to document what teachers do to succeed.

## **Chapter 3. The Wallpaper Effect: Uncovering Inequities Using the Other Data**

*Ruth S. Johnson and Robin Avelar La Salle*

“The Wallpaper Effect: Uncovering Inequities Using the Other Data” and “Appendix A: Overview of the Other Data” from Ruth Johnson and Robin Avelar LaSalle do an excellent job of demonstrating a sole focus on the use of outcome data in striving for equity in education. The authors present a cogent rationale and process for collecting and examining access data.

Ruth is a professor emeritus at California State University, Los Angeles, and has served in many education roles, from teacher to superintendent, and is always focused on issues of equity and student achievement. Similarly, Robin has an equity-based career that involves teaching in elementary to university classrooms and has served as a district administrator and currently as chief program officer for Principal’s Exchange.

## **Chapter 4. Teacher Quality Equity**

*Linda Skrla, Kathryn Bell McKenzie, and James Joseph Scheurich*

The final chapter in this section, “Teacher Quality Equity” by Linda Skrla, Kathryn Bell McKenzie, and James Joseph Scheurich describes the important role of teachers in student equity as examined through variables of teacher content knowledge, teacher mobility (i.e., transiency), and teacher certification.

Linda has extensive experience as a public school teacher and administrator and currently serves as professor and associate dean at Texas A&M University. Kathryn has served as classroom teacher, curriculum specialist, and principal, which inform her equity and social justice research interests as an associate professor at Texas A&M University. Also at Texas A&M, James serves as head of the department of educational leadership and has

a distinguished research record on topics of educational practices successful with students across lines of diversity and race.

## **PART II. FOR CLASSROOM TEACHERS AND THOSE WHO SUPPORT CLASSROOM TEACHERS**

### **Chapter 5. Reaching Diverse Learners Through Strategic Instruction**

*Bonnie M. Davis*

“Reaching Diverse Learners Through Strategic Instruction” by Bonnie M. Davis provides accessible culturally relevant instructional strategies for use across elementary, middle, and high school levels. Suggestions are provided for elementary, middle, and high school classrooms that include core curriculum areas as well as the fine arts.

Bonnie has taught in many settings, including middle schools, high schools, universities, homeless shelters, and a men’s prison.

### **Chapter 6. Diversity and Power**

*Carl A. Grant*

“Diversity and Power” by Carl Grant uses reflective prompts to guide the readers to examine their initial experiences with diverse students and to learn about the presence of power in the classroom and constructive use of power in the classroom and school. The reader is led to an understanding of the misuse and appropriate use of power in the classroom.

Carl is a noted author and researcher and is Hoefs-Bascom professor of teacher education at the University of Wisconsin.

### **Chapter 7. Only the Strong Survive: Dealing With Roadblocks to Effective Classroom Management**

*Gail L. Thompson*

Gail L. Thompson’s “Only the Strong Survive: Dealing With Roadblocks to Effective Classroom Management” is an appropriate subsequent chapter in this section because of its focus on classroom management. Within the context of race, culture, power, and equity, Gail provides ten classroom management basics, reflective case studies, and a group activity to untangle the often thorny topic of classroom management.

Gail has served as a junior high and high school teacher and is currently professor of education with at Claremont Graduate University.

## **Chapter 8. Connecting Home and School**

*Concha Delgado Gaitan*

“Connecting Home and School” by Concha Delgado Gaitan provides a rationale for parent education techniques in bridging gaps that may be caused by socio-economic and other cultural factors. Including suggested activities, this chapter is richly informed by the voices of parents, community members, and educators.

Concha is a former elementary school teacher and principal who has served as an ethnographic researcher and collaborator in underrepresented communities for the University of California at Santa Barbara and Davis.

## **PART III. CLOSING**

### **Chapter 9. Heuristic Reflection**

*Franklin CampbellJones, Brenda CampbellJones, and Randall B. Lindsey*

The “Heuristic Reflection” described by Franklin CampbellJones, Brenda CampbellJones, and Randall B. Lindsey summarizes the shift in thinking needed for educators and schools to engage the inside-out approach to change. The authors summarize elements that must be within us and our schools to close gaps in academic access and achievement.

Franklin has served as a high school teacher, school administrator, university professor, and director of a state leadership training academy and, with Brenda, currently leads CampbellJones and Associates. Brenda has served as a classroom teacher, middle school principal, area superintendent in a large urban school district, executive director of a regional center for a statewide leadership academy, and director for Azusa Pacific University.