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Facilitating Equitable Classrooms

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Description

Public education serves all students and works to close the achievement gap currently present in our society. This module aims to help assist educational stakeholders best support all students through differentiation and best practices. Most of the suggestions and strategies can work in any classroom environment. At the core of this module, however, one must understand that respect is essential between all stakeholders - especially teachers and students - to have an effective classroom community.

Subjects

equity, classroom equity, classroom community, differentiation, student-centered

Terms of Use

The learning cycle featured in this project is based on the STAR Legacy Cycle developed by the IRIS Center (2013;<http://iris.peabody.vanderbilt.edu/>) and based on the work of Dr. John Bransford and colleagues (National Research Council, 2000).

Sara Arndt, Ed.D.

Sara Arndt currently teaches high school at a Title I school in South Carolina, teaching both AP/IB Literature courses and yearlong English 1 and Accelerated Reading courses. She earned her BA in English from Furman University, where she was the president of the English Honors Society; her MA in Education Literacy; and her Ed.D. in Education from Gardner-Webb University. In 2015, Dr. Arndt was awarded the Darlene J. Gravett Citizen Scholar Award for her dissertation focusing on gender equity, which sparked her interest in exploring equity in classrooms on a bigger level. She is currently looking to expand her educational influence beyond the classroom and promote real equity within the American Public School System.

April Guenzler, Ed.D.

April Guenzler is currently a primarily teacher at a magnet school in urban North Carolina. She earned her BA in education from UNC Wilmington, her M.Ed. in education from Gardner-Webb University, and her Ed.D. in Curriculum and Instruction from Gardner-Webb University. Dr. Guenzler is National Board certified teacher with 15 years of classroom experience.

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