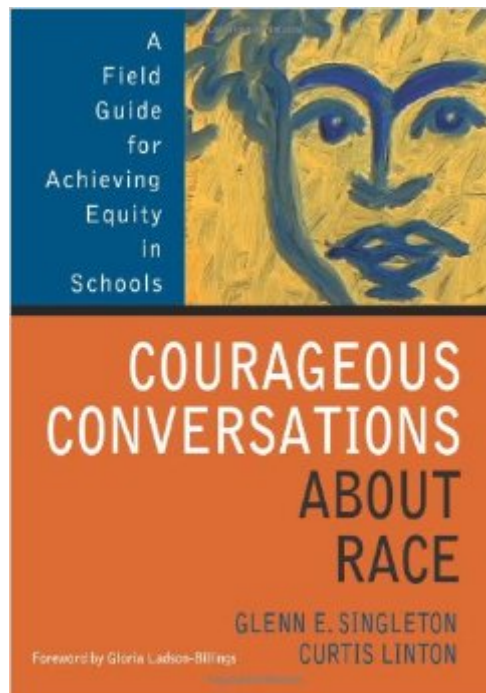


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# Courageous Conversations About Race: A Field Guide For Achieving Equity In Schools



## Synopsis

Deepen your understanding of racial factors in academic performance and discover new strategies for closing the achievement gap! Examining the achievement gap through the prism of race, the authors explain the need for candid, courageous conversations about race in order to understand why performance inequity persists. Through these "courageous conversations," educators will learn how to create a learning community that promotes true academic parity. Practical features of this book include: Implementation exercises Prompts, language, and tools that support profound discussion Activities and checklists for administrators Action steps for creating an equity team

## Book Information

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## Customer Reviews

I live in a rapidly gentrifying part of town as my neighbors of color become fewer and fewer and more people like me move into it. What was once a predominantly African-American, working-class neighborhood is transforming into an upper-middle class and increasingly white neighborhood. Sadly, the neighborhood schools remain largely segregated, my new neighbors sending their children to other schools in the city or to private schools, my African-American neighbors sending their children to the schools close by. I find this disturbing. What I also find disturbing is the "achievement gap" between children of color and White kids. Previously I had attributed this "achievement gap" to socio-economic differences and a lack of parental involvement in schools. I was wrong to think this, as Singleton and Linton address pointedly in their book. What causes this

gulf - and more importantly, how it can be eliminated - has been a hot-button issue nationally with the passage of "No Child Left Behind" and locally as school districts seek to address this problem. Singleton and Linton suggest that the most effective place to begin is with a hard, cold look at the issue of race in American schools specifically and American society at large. A caveat - any meaningful discussion of race is going to be uncomfortable and disturbing for all parties, regardless of race. Singleton and Linton provide the context in which to have these discussions, with the intent that participants (regardless of race) come to an understanding if not necessarily consensus on the impact of racial relations in education. The issue, they contend, is that our public school system has been created by and for Whites.

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