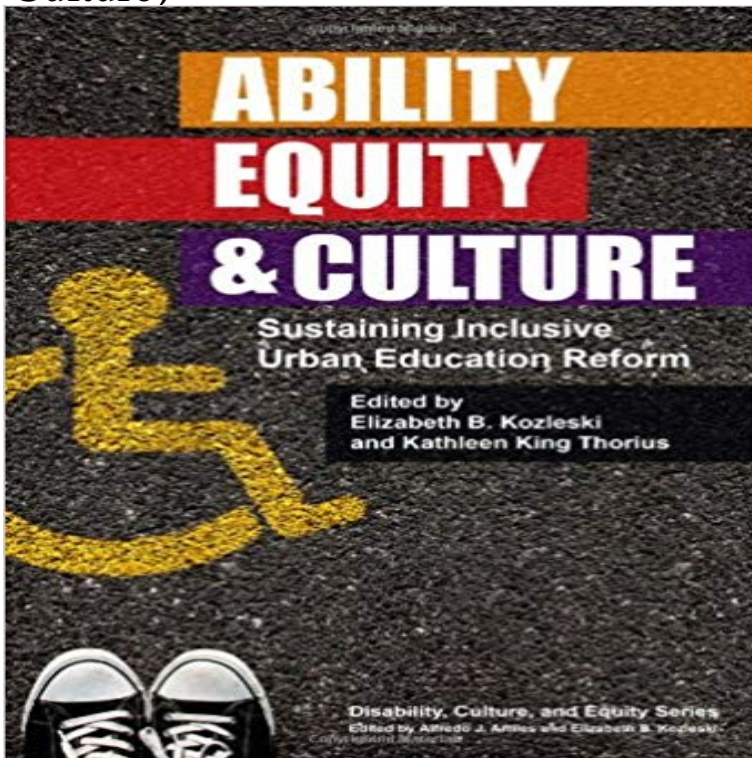


# Ability, Equity, and Culture: Sustaining Inclusive Urban Education Reform (Disability, Culture, and Equity Series) (Disability, Equity, and Culture)



If you truly care about the serious, research-based pursuit of equity and inclusivity in urban schools, you must read this book. Using researcher-practitioner co-author teams and a case study of national urban reform, Kozleski, King Thorius, and their chapter team authors show how to go successfully to scale with systemic reform.--James Joseph Scheurich, professor, Indiana University School of Education, Indianapolis

This comprehensive book is grounded in the authentic experiences of educators who have done, and continue to do, the messy everyday work of transformative school reform. The work of these contributors, in conjunction with research done under the aegis of the National Institute of Urban School Improvement (NIUSI), demonstrates how schools and classrooms can move from a deficit model to a culturally responsive model that works for all learners. To strengthen relationships between research and practice, chapters are coauthored by a practitioner/researcher team and include a case study of an authentic urban reform situation. This volume will help practitioners, reformers, and researchers make use of emerging knowledge and culturally responsive pedagogy to implement reforms that are more congruent with the strengths and needs of urban education contexts.

Contributors: Sue Abplanalp, Cynthia Alexander, Alfredo J. Artiles, David R. Garcia, Dorothy F. Garrison-Wade, JoEtta Gonzales, Taucia Gonzalez, Cristina Santamaria Graff, Donna Hart-Tervalon, Jack C. Jorgensen, Elaine Mulligan, Sheryl Petty, Samantha Paredes Scribner, Amanda L. Sullivan, Anne Smith, Sandra L. Vazquez, Shelley Zion

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