

## Chapter 1 : Who are Urban Students?

*Thus, many urban students lack financial support and familial support structures for post-secondary education. Urban students are more likely to have to devote a substantial proportion of their off-campus time to jobs that support their household, or to the care of family members.*

This is the second article in a three-part series. Introduction Response to Intervention RtI is a multi-tier approach to scaffolding instruction for a range of learners. High-quality, research-based instruction and ongoing student assessments are essential components that must be rigorously implemented with fidelity within the RtI framework in order for the model to work well see the RTI Action Network for examples. The implementation of RtI has moved the conversation of ensuring a free and appropriate public education to include the wellness of instructional and intervention support. In urban schools, this inclusion has extraordinary potential, but there are also structural and cultural dynamics unique to urban schools that complicate the development and implementation of RtI. These dynamics include lack of consistent attention to staff development for teaching students with a wide range of learning needs, intensity of racial and socio-economic segregation within the communities and schools, and an annual ebb and flow of resource allocation. With such dynamics, RtI in urban schools must make various cultural adaptations. This article focuses on two areas of cultural adaptations that practitioners in urban schools must take into account when developing and implementing an RtI framework. These adaptations are based on our research and practice-based experience working with school districts on implementing RtI and positive behavioral interventions and supports PBIS in schools addressing disproportionate representation of minorities in suspension and special education. The first adaptation is the need for a deep culturally responsive lens among practitioners. Educators who take the time to heighten their awareness and understanding of the collective lived experiences of marginalized students have been found to be more successful at meeting the needs of these students in comparison to teachers who do not function from the same level of socio-consciousness Ladson-Billings, We propose that an RtI framework be built on a solid foundation Tier 1 that encourages educators to consider perspectives beyond their own Ladson-Billings, in a manner that promotes the three Rs of culturally responsive education: The second adaptation we discuss in this article is the organizational structures that safeguard equity for marginalized students, specifically those surrounding the development and structure of RtI decision-making teams. Depth of Culturally Responsive Lens Schools are institutions that convey, respond, and reinforce cultural values and expectations. The question is to whom are these cultural values and expectations responsive? We focus on three specific dimensions of a culturally responsive lens: We recommend practitioners consider these important elements of a culturally responsive lens because they encourage consideration of power and privilege dynamics that are implicit in everyday interactions. Invalidations like these have been found to impede positive, trustworthy practitionerâ€”student relationships, which is why the main consideration in these interactions is the outcome and not the intent Sue et al. Studies have shown that although healthy American children across all races and ethnicities go through physical, cognitive, social, emotional, and moral developmental stages, there is a significant developmental difference between many Whites and racial and ethnic minority individuals in the types of experiences that frame these developmental stages. It is critical to stress that these models are not intended to be used to pathologize racial and ethnic minority groups. As stated earlier, practitioners must understand the ways that adults and institutions respond to and support students of color that contribute to their outcomes. A truly culturally responsive lens involves practitioners regularly examining school practices through multiple tiers i. Urban schools, particularly with a multicultural enrollment, enact practices that encourage the presence of this threat. The following are examples of such practices: In some schools we find the novel selections for Grades 6â€”12 as primarily having Black and Latino characters as the antagonist and White characters as the protagonist. In sum, these elements of a culturally responsive lens involve practitioners making informed decisions about macro school issues by looking on the micro levelâ€”examining not only how culture is reflected in schools, but also from whose perspective we come to make these determinations. Developing a Culturally Responsive

Problem-Solving RtI Team While such activities are occurring, we have found it critically important to also intentionally redevelop school systems to operate as guardians of equity. System frameworks like RtI and PBIS have the potential to be these guardians, but it requires the empowerment of gatekeeping teams that are generally tasked with implementing these frameworks to operate within a culturally responsive lens. In the next cultural consideration, we explore this further. After walking educators through a deliberate and enlightening process aimed at broadening the cultural lens through which they view their work and make decisions, we encourage them to identify the organizational structures that need to exist in their schools to lessen the risk of vulnerability among students of color. For the purposes of this article, we will briefly explore some of the work districts have done to develop a culturally responsive problem-solving RtI team in order to build teacher capacity. A strong RtI framework would not be complete without a team of gatekeepers working together to assist teachers in enhancing their classroom practices so as to narrow the skill gap many at-risk students are identified as having. Although most schools have some type of instructional support team already in place prior to developing an RtI model, our experience working with various districts has been that most of their teams are not set up to respond to students in a way that is data driven, researched based, preventive, and culturally responsive. Without a strong, competent team of professionals to oversee and support the implementation of effective instructional practices, even the most well thought-out RtI framework can fall apart. Although our work with school districts continues to evolve and is not limited to what we share in this brief, we find it important to highlight three practical suggestions practitioners may find useful in developing structured teams that function within a culturally responsive framework. Define the purpose of the team. Research conducted by Rosenfield and Gravois has found that the most effective instructional support teams recognize their purpose as supporters of the instructional development of teachers rather than serve as educators who attempt to change students. In addition to this, we suggest teams include, in their definition of who they are, language that stresses to all staff the role they take as guardians of equity in their building and district. This sends the message to other staff that the team is not only an instructional resource but also a group committed to analyzing data trends identifying which students are failing and investigating how their behavior or academic performance might be read or misread based on their at-risk status i. Pair teachers with instructional coaches and include building administrators as key team members. In our observations of multiple instructional teams in one school district, groups that had the most impact on changing teacher practices in order to improve student outcomes were those that had instructional leaders, such as a literacy or math coach, work directly with the teacher in the classroom. These individuals not only modeled best practices and gave feedback to instructors, but also conducted observations that provided pertinent data necessary for identifying an instructional goal s and plan for the teacher. In general, most would agree this is a good practice for all students; unfortunately, as shown in research on schools serving mostly urban students, these students often have limited access to quality resources and practices such as pre-K instruction, before- and after-school enrichment programs, and highly qualified teachers, just to name a few. In environments like this, pairing teachers with well trained instructional coaches helps improve the quality of teaching to mitigate the effects that limited resources, such as those previously mentioned, may have on the academic performance of students living in these communities. In addition, we cannot forget the significant involvement of administrators in this process as well. Teams that had a building principal present for all or most instructional planning meetings were found to be the most productive in executing plans and establishing a culture focused on equity since administrators have the decision-making power to ensure this occurs. Build the capacity of team members to implement a culturally responsive problem-solving model to determine whether cultural conflict in the classroom is a possible root cause of poor student outcomes. Unfortunately, in too many of our urban schools, the explanation for underachievement of students of color has its roots in a deficit model, which locates the problem within the student, their families, and their communities. Schools have always been culturally responsive. All approaches essentially encourage team members to 1 identify the problem, 2 devise an action plan, and 3 monitor implementation and student progress. What is missing in the standard framework of RtI is the recognition of culture and its role in learning. Cultural considerations must be written into the decision-making procedures to serve as key points for meeting facilitators to refer to in order to rule out

cultural misinterpretations as a possible root cause. If it is determined that the perceived inability of the student to learn or behave is rooted in cultural differences, team members must be trained to respond appropriately to this. Staff must keep in mind that all students come to school with prior knowledge and experiences. Although many of the lived experiences of students may differ from those of their teachers, team members must take the time to recognize the strengths that exist in them even when, on the surface, they may be perceived as deficits. At the same time, it would be wise for staff to become familiar with and consider the cultural norms students and parents bring with them into school when interacting and working with them. This is to avoid the traditional approach of getting students and parents to conform or assimilate by getting them to shed their cultural reference points. The intervention plan must include specific adult practices that need to be modified in order to change student outcomes. Parent engagement takes many forms other than physically showing up in school. Parents should have a voice in the decision-making process and be linked with supports whenever possible. The rate of progress differs from student to student, and many variables, including culture, may have an impact on this rate. For instance, a student who has grown up in a home where problem solving is a shared, interactive process among all family members may need assistance in developing independent problem-solving skills but at the same time excel when provided opportunities to participate in cooperative group activities. Identifying these differences and recognizing that they do not equate with disability is critical in any RtI problem-solving model.

**Conclusion** In conclusion, we suggest that a culturally responsive RtI approach is one that 1 continually provides training and development of all staff to broaden and deepen their cultural perspectives in order to 2 create structures and practices that consider the cultural needs of students in the learning process. Getting educators to develop a broader, critical lens via the support of problem-solving professionals may not immediately make teachers better at what they do Picower, ; however, it will likely have a long-term impact on both their teaching practices and students. The goal of any individual or group of individuals working to enhance the pedagogical skills of practitioners is not to get them to reach a final destination, but, rather, to ensure that they are able to engage in habits of thinking that promote changes in instructional practices and interpersonal relationships among students from diverse backgrounds.

The psychology of nigrescence: Revising the Cross model. Successful teachers of African American children. Toward a critical race theory of education. Teachers College Record, 97 1 , 47â€” The Multigroup Ethnic Identity Measure: A new scale for use with diverse groups. Journal of Adolescent Research, 7, â€” The unexamined Whiteness of teaching: How White teachers maintain and enact dominant racial ideologies. Race Ethnicity and Education, 12, â€” The role of racial identity and racial discrimination in the mental health of African American young adults. Journal of Health and Social Behavior, 44, â€” Whistling Vivaldi and other clues to how stereotypes affect us. Racial microaggressions in everyday life: Implications for clinical practice. American Psychologist, 62, â€”

## Chapter 2 : The Urban Advantage in Education | HuffPost

*Urban students bring a rich set of experiences to the classroom that may be significantly different than those of students in small-town settings, including cultural perspectives and intimate knowledge of foreign environments.*

Curwin Table of Contents Chapter 1. The Difficulty of Motivating Urban Youth The word motivation, as used in this book, refers to wanting to learn as opposed to having to learn. I pay my bills not because I want to but because I have to in order to avoid the consequences of not paying them. Thus, by my definition, I am not motivated to pay them. Similarly, when students do their work under the threat of unpleasant consequences, they are not motivated. If sufficiently feared, threats can produce behavior changes, but students who are continually threatened often develop a psychological "immune system" that can render such attempts at coercion useless. These students have been threatened so many times that they no longer fear the worst a teacher can inflict upon them. Ironically, when threats do work, it is usually with good students, who rarely receive them and, consequently, are more frightened by them. Regardless, changes in behavior do not necessarily equal motivation. I observed a teacher in Philadelphia who continually used threats—ranging from serving detention to making calls home—to get her students to do their work. Many of her students exerted just enough effort to get by, doing minimal work with minimal results. In my conferences with this teacher, I focused mainly on two strategies: Fair Trumps Equal A friend of mine once said that covering material is not great teaching; uncovering it is. And the techniques we use to uncover material for students can greatly affect their motivation to learn. What is motivating to one student is not necessarily motivating to all. Some students like group activities; others hate them. Some learn by listening, others by seeing, and still others by doing. These factors all affect motivation. To successfully motivate, we must accept that fair is not the same as equal—that is, applying the same motivational strategy to all students may be equal, but if one student responds well to that technique and another student does not, it is almost certainly not fair. IEPs individualized education plans operate on this principle, as does individualized instruction. The same is true for motivational strategies: By the time he finished working in the store, he was too tired to do his homework. He lived in a middle-class section of town with what appeared to be attentive parents. His living room had a large, deep hole in the floor filled with pizza boxes, beer cans, other trash, and rats. Ike was too afraid of the rats—he even slept with a baseball bat on his lap—to concentrate on his work. Both of these students had the same problem, but the solution to that problem was, by necessity, very different for each boy. The hole in his living room was eventually filled and the rats exterminated. Not surprisingly, his work gradually began to come in when due. Responding only to the behavioral symptom in these cases i. Measuring Motivation Motivation cannot be inferred by measuring achievement. One student who tries his hardest may get 50 percent on a test, while another student who does not try at all could get 95 percent on the same test. The true determiner of motivation is effort. In fact, the goal of motivation is to increase effort. Although effort alone will not increase achievement, achievement can be seen as a byproduct of effort. When students do not try, they are not producing at their highest potential. Conversely, when students put in high levels of effort, achievement does tend to increase overall. Assessment of learning works best when it accounts for this variable. Of course, to be truly effective, students must use best practices as well as put in effort. Trying hard incorrectly leads to little improvement. Thus, we have the learning cycle: Sounds perfect, and it is when it works; but is it ever that easy? Motivating Urban Youth Urban schools, like all other schools, have some students who are highly motivated, some who are occasionally motivated, and some who care very little, if at all, about learning. Plenty of urban schools are effective and do not struggle with the problems discussed here. If the discussion here seems overly negative, it is because I am focusing on improving learning for those students who have chosen not to try, and the reasons behind that choice are almost never positive. I am not blind to the excellence exhibited by so many teachers, administrators, schools, programs, and parents. Nor do I feel hopeless, negative, or discouraged about urban youth. In fact, the suggestions I offer for improving motivation among urban students center around hope and moving away from a system that equates "increasing motivation" with either punishment or bribery. But aiming for a more hopeful, improved future requires

acknowledging and understanding the present situation, namely that many urban schools do face a constellation of serious problems. The following seven plagues present the greatest challenge to urban schools and their students. Racism Racism has various debilitating effects: Minority students are especially vulnerable to the phenomenon known as the "school-to-prison pipeline. Minority students—many of whom already have limited access to educational opportunities—tend to receive harsher school punishments for their infractions than nonminority students do. Such punishments may include suspension and expulsion, which further isolate students from academic instruction. When I was in high school, my best friend Bob and I hung out at Fenway Park every day after school during baseball season. Over time, we got to know many players from visiting teams, mostly African American players who were, by and large, more receptive to us than their white teammates. Some of these players eventually befriended us and came to our homes for dinners, played stickball with us, and allowed us to record interviews with them. In these interviews, the players told us how different and difficult life was for black players. Because of my friendship with these men, I developed a sensitivity to racism unusual for white kids of that era. In college, I worked within the black community to recruit more minority students and not just athletes. Most of my friends were black, and I sported an Afro that my friends said was a waste on a white man. I also engaged in blockbusting—buying a house in an all-white neighborhood with some friends and then turning it over to a black family. Given my history, you can imagine how surprised I was when two black administrators complained to seminar organizers that I was racist after I privately asked them why they were late to a session, disturbing the other participants with an unruly entrance. Their accusation hurt my feelings, but I tried not to take it personally, knowing that it was likely based on assumptions solidified by their own life experiences. My suggestion for teachers accused of racism, no matter their background or race, is to try not to become defensive. Instead, ask accusers how you can meet their needs without offending them. As difficult as it may be, try to find common ground. Here are two possible ways to begin the conversation, one directed toward a student, the other toward a parent: I never want to do that with you or your child. Can you help me find a way to stop your child from hitting other kids without disrespecting him? In some schools, that number is much higher. It is difficult enough at times to teach native English speakers, let alone students with a poor grasp of your first language. Unfortunately, funding and other support systems have not caught up with the reality of multilingual student populations. Check observes that "dealing with multiple languages in urban schools is underfunded and a lot of work still needs to be done. Have paraprofessionals with multiple language skills come into your classroom to help translate. Invite community members, especially retired or elderly people, into your classroom to act as interpreters. Ask students who are more fluent in English to translate what you are saying to less fluent students and to help you understand those students. Ask teachers who speak the secondary language to help you prepare written assignments and tests. Seek out older students with free periods or those serving in-school suspension see page 77 to act as interpreters. Even among native English speakers, language barriers exist. A serious and frequently ignored discrepancy exists between the vocabularies of middle-class white students and poor African American students upon entering school. Samuel Betances, author of *Ten Steps to the Head of the Class*, estimates that the latter know about one-third of the number of words that the former know by school age. Such assumptions can lead to false conclusions and labels that negatively affect minority children throughout their school careers. Drugs Obviously, drug use and abuse are not limited to urban schools. But certainly teachers and administrators in urban areas must find ways to deal with drug use and distribution in their schools. Students can be involved with drugs in all kinds of ways. For example, they may Use in school. Use at home but not in school. Use at home and come to school high. Sell or distribute in school. Enable drug use by not reporting their friends who do any of the above because there is such a strong code against informing. Have parents who use at home. All these ways of being involved with drugs affect students. Connects students to other drug users. Places students in danger of incarceration. Compromises their home life especially if family members use drugs. If legal issues are involved, such as drug use and dealing at school, the police must be called in. Make it clear from the beginning that you will inform the authorities if you see students breaking the law. Tell students not to reveal anything to you that you might need to report, because you will not hesitate to do so. If you know that drug use is preventing parents from meeting their responsibilities, talk with your administrator

about informing the parents of your concerns.

**Chapter 3 : Cultural Adaptations When Implementing RtI in Urban Settings | RTI Action Network**

*Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest. The public policy which undergirds American higher education is directed toward the ideal of equality and equity of educational opportunity.*

National Center on Response to Intervention This is the first article in a three-part series. In this three-part series, we present an overview of the issues most relevant to the development and implementation of Response to Intervention RtI models in contemporary urban schools. This first article focuses on describing the broad challenges faced by and within urban school systems in effectively educating students. These issues, we contend, should be well considered—and addressed when possible—prior to implementing an RtI framework. The second article in the series focuses on how RtI frameworks in urban schools should be designed to consider the cultural dimensions of racialization and linguistic hegemony that limit equitable opportunities to learn. The third article seeks to present promising examples of how RTI practices that consider cultural dimensions operate in urban schools. As such, it is designed as a model for the prevention of long-term academic failure and thus, is a potentially powerful tool for addressing the needs of all students in all contexts.

**Urban School Challenges** It is important to note that the challenges facing urban school systems are not entirely unique to metropolitan areas, nor are all urban school systems confronted with the same challenges. Urban schools do, however, share some unique physical and demographic characteristics that differentiate them from suburban and rural school districts. Unlike suburban and rural school districts, urban school districts operate in densely populated areas serving significantly more students. In comparison to suburban and rural districts, urban school districts are frequently marked by higher concentrations of poverty, greater racial and ethnic diversity, larger concentrations of immigrant populations and linguistic diversity, and more frequent rates of student mobility Kincheloe, , While sociodemographics are not themselves the challenge of urban school systems, they speak to the broader social and economic inequities facing such populations that invariably frame the work of urban schools. As Orfield explained, segregation and poverty underlie grander issues in urban education systems: It is wrong to assume that segregation is irrelevant, and policies that ignore that fact simply punish the victims of segregation because they fail to take into account many of the causes of the inequality—Current policy built on [this assumption] cannot produce the desired results and may even compound the existing inequalities. The challenges of urban education cannot be divorced from its sociodemographic context.

**Structural Challenges** Urban school systems tend to have specific structural challenges that impede their ability to effectively educate the most vulnerable students. While these structural challenges may be evidenced across all types of educational contexts, they are perhaps most potent in urban settings. They include 1 persistently low student achievement, 2 a lack of instructional coherence, 3 inexperienced teaching staff, 4 poorly functioning business operations, and 5 low expectations of students Kincheloe, , ; MDRC, We discuss each briefly below and provide suggestions for addressing these structural challenges.

**Low Student Achievement** Even in the midst of tremendous political attention, low student performance persists. This is often exemplified by a large number of students performing poorly on achievement tests and not performing at grade level, as well as high rates of high school noncompletion and special education classification. The vast majority of students want to succeed in school and view school as important to being successful in life, but structural barriers both inside and outside school often stand in the way of the realization of this Theoharis, A Lack of Instructional Coherence Urban schools are bombarded with so many instructional initiatives and approaches that they can become fragmented, or indeed contradict one another. Moreover, urban school initiatives should be carefully chosen, with attention paid to what is already being implemented within the school district. Urban school initiatives should utilize expertise within the schools for coaching and program building so that institutional knowledge can be passed on to new and novice teachers who have perhaps the greatest need for professional learning supports. Inexperienced Teaching Staff The issue of teacher quality is considered central to growing efforts to understand and reduce performance gaps in achievement between students of color and their White and Asian peers Ferguson, , Students in schools with high concentrations of low-income Black and Latino students are more likely to have

inexperienced or unqualified teachers, fewer demanding college preparatory courses, more remedial courses, and higher teacher turnover Lee, Aside from the school building itself, teachers are perhaps the most visible school resource. Extensive research has demonstrated that teachers have a significant impact on student achievement e. Teachers become more effective the longer they teach. In his review of teacher research, Goldhaber highlighted studies that consistently demonstrate teachers becoming increasingly more effective in the first 3 to 5 years of teaching. Thus, it can be inferred that teachers with fewer than 3 years of teaching experience are less effective than those with 3 or more years of teaching experience. Experienced teachers, however, are not equally distributed across low- and high-poverty schools. Boyd, Lankford, Loeb, and Wyckoff demonstrated that teachers are drawn to schools with low concentrations of poverty, low minority populations, and high levels of student achievement, thus framing the problem of teacher quality as one related to professional mobility. Teachers who perform better on the general knowledge certification exam are significantly more likely to leave schools having the lowest achieving students, leading to high teacher turnover rates in lower performing schools. This high turnover rate makes it harder for low-performing schools to build an experienced teaching core, thus creating an unequal distribution of experienced teachers. To address the needs of struggling learners, urban school districts need to consider their teachers as valuable and strategic resources and systemically assign academically underperforming students to effective teachers. Urban school districts tend to have ineffective or underutilized data management systems MDRC, , making it difficult for them to identify student needs and monitor student progress. While much of the budgetary and resource challenges are deeply embedded in other political and economic factors outside the reach of a school system, urban school districts need to develop data systems and promote their use in critical analysis and examination of their own practices. This entails a commitment to data analysis as a continuous process, with clearly stated questions or problem statements, a readiness to question assumptions, and the capacity to go beyond the numbers Reeves, As such, data analysis can occur at the district level with improved data collection and monitoring systems. With improved systems, data analysis can also be implemented at the school level with data walks, inquiry groups, and critical friends groups. Low Expectations of Students Urban schools often fail to provide environments of high academic expectations Griffith, ; Matute-Bianchi, ; Noguera, ; Valencia, ; Valenzuela, While also a persistent cultural challenge, urban school districts have structural challenges that either produce or perpetuate low expectations of students. Structurally, this is exemplified in the absence of demanding and high level courses and programs such as advanced placement courses and gifted and talented programs, as well as school systems that council students out of school Fine, Research has shown that given the opportunity and appropriate support, students will live up to the high expectations set forth for them. Of course, it is not as simple as setting a high bar. The students themselves need to feel, understand, and interpret the structures and culture of the school as requiring their best effort and expecting excellence of them. Urban school districts need to provide access to rigorous courses and increase academic support to struggling studentsâ€™ through programs such as AVID advancement via individual determination , MESA mathematics, engineering, science achievement , double period classes, extended learning time, after school sessions but not just more of the same , and summer schoolâ€™ to support struggling students and help them reach high expectations set for them. Moreover, urban schools must employ early intervention systems to identify struggling students, which are a critical component of any RtI framework. Cultural Challenges Along with the structural challenges faced by urban schools, there are also critical cultural challenges that stand in the way of the successful implementation of RtI models. We identify these cultural beliefs generally as cultural dissonance that manifests itself in policies, practices, beliefs, and outcomes in myriad interconnected ways. Taken together, these elements of cultural dissonance constitute a prevailing pattern that includes but is not limited to: We discuss each of these briefly below followed by some of the practices we suggest for meeting these challenges that are being implemented in some of the more successful urban schools. In fact, such perspectives can be found in many suburban and rural districts as well. To effectively combat these beliefs, we find school districts engage in some form of continued dialogue regarding these beliefs through year-long reading groups, attendance in continuous diversity dialogue seminars, and opportunities to operationalize their new thinking such as in PLCs, grade level and content meetings, staff

meetings, collegial circles, and data inquiry groups. Lack of Cultural Responsiveness in Current Policies and Practices

The principles of culturally responsive pedagogy recognize that culture is central to learning and pivotal not only in communicating and receiving information but also in shaping the thinking process of groups and individuals Ladson-Billings, A pedagogy that acknowledges, responds to, and celebrates knowledge, information, and processes as culturally bound offers fuller and more equitable access to education for CLD student groups Gay, ; Nieto, Reflective practitioners regularly contend with the question of why certain school practices work well for some students and not for others. Too often, schools make policy, curricular, and pedagogical decisions without careful consideration of the racial, ethnic, and cultural realities of the students and communities they serve. For instance, schools with high concentrations of children who are homeless need to construct homework as in-school reinforcement and not as an activity for a home environment that is not universally available for all children. The dearth of culturally responsive practices leads to a lack of student trust in the school setting Steele, Students may interpret the school environment as unwelcoming and thus unworthy of a meaningful, personal investment, making their academic achievement much more unlikely Cushman, ; Valenzuela, Good Practices for Addressing Issues of Cultural Dissonance

Cultural dissonance and the beliefs relative to the limited abilities of urban students distract practitioners from engaging in conversations about how teaching matters in learning outcomes. That is, we find practitioners are frequently willing to cite the family and community i. Cultural dissonance can be profoundly impactful, however, to the school experiences of urban students. It shapes and colors the expectations for achievement and sends critical messages to students about how much or little their cultural selves are valued by the school and larger society. To address these issues of cultural dissonance in the preparation of the implementation of an effective RtI model, urban schools must develop the capacity for these critical components of policy, practice, and belief: Achieve clarity of institutional mission that focuses on cultivating talent, confidence, and competence in all students. Embrace immigrant students and their culture. Build strong relationships between teachers and students to improve behavior and achievement. Build partnerships with parents and critical stakeholders. Achieve Clarity of Institutional Mission That Focuses on Cultivating Talent, Confidence, and Competence in All Students

The first task in developing clarity around mission in urban schools involves securing the appropriate buy-in from all staff regarding expectations and norms. Any notions, however subtle they may be, that accept the normalization of failure must be deliberately and directly challenged. School teams should attempt to define explicitly what equity means in the specific context of the school building. In the course of defining equity, schools should identify and implement strategies that support the most vulnerable student populations and that also address the social and emotional needs of students as well as the underlying causes of behavior problems. These normed academic and social expectations need to be regularly clarified—particularly at critical transition points in the education pipeline. Embrace Immigrant Students and Their Culture

Increasingly, the children of recently arrived immigrants are enrolling in large numbers at urban public schools. These first-generation and 1. Contrary to the politicized stereotypes that might suggest otherwise, some immigrants do enter the country with a great deal of education and other professional training. The families of the formally educated as well as others with limited levels of formal education invest heavily in the notion that American schools will provide the goods and services that will give their children access to critical social, educational, and economic opportunities. The academic success of immigrant students is largely contingent on how they and their families are treated. Schools serving large numbers of immigrant students must be increasingly vigilant in their commitment to the principles and practices of culturally responsive education CRE. The school practitioners must be especially aware of the ways in which the acculturation process may produce cultural conflict for recent immigrants. To mitigate the potential for conflict, the school must redouble its efforts to develop both cultural and language competence among staff. Build Strong Relationships Between Teachers and Students to Improve Behavior and Achievement

Young people who are particularly vulnerable to school failure are most benefited by both good pedagogy that is supported by a carefully planned, rigorous curriculum as well as strong relationships between practitioners and students. Good teaching in urban schools is often a function of leveraging trust and relationships to challenge students to meet the high expectations for learning. In this way, extracurricular

activities can be utilized as tools to engage students, and these activities should be designed to develop skill sets beyond athletics that create opportunities for youth leadership and civic engagement. Good schools produce students who feel they can present their intellectual selves authentically in a way that does not conflict with the cultural ways of being that are also important to their social and cultural selves. Build Partnerships With Parents and Critical Stakeholders Trust and relationships between students and school practitioners are also facilitated by the careful coordination of services with community partners to meet specific nutrition, health care, and counseling needs. Effective urban schools should seek to build relationships with social service agencies and other community-based organizations. Urban schools should see these other agencies as not having outside interests but, rather, being equal stakeholders in the long-term goals of the school. To this end, urban schools should offer training for staff on effective strategies for communicating with parents. The interactions that parents have with the school should be considered thoughtfully so that they do not send conflicting messages. In partnering with parents, schools should work to provide clear guidance on what they can do to support children. Work with parents should be based on the assumption that all parents want the best for their children and would like to partner effectively with the school. In considering the structures for incorporating the cooperation of parents, schools should remember that the most critical forms of parental support occur at home. Conclusion As previously stated, it is important to recognize the complex realities facing urban school systems that challenge the effective development and implementation of RtI. The structural concerns of persistent low achievement, limited teacher and leader capacity, poor data and data inquiry infrastructures, and low expectations of students are not new phenomena but, rather, are historic conditions in urban schools.

*As evidenced by these students' answers, urban settings often foster a culture of accepting and even honoring failure, a mind-set that particularly flourishes among the least motivated. Even worse, it begins to affect those students who are motivated to learn.*

Shifting the Focus Rather than outlining the things that have been ingrained in the consciousness of teachers, consistency, expectations, avoiding confrontation, etc. The following tips take the focus away from school culture and put the impetus on teachers to modify their way of behaving towards students in such an environment. Following these steps will not provide teachers with a cure-all or a one-size-fits-all tool, but they will serve to provide teachers with a venue for self-reflection and self-modification. Teachers in any school have to fight to keep their students engaged. Be Genuine Above all things, teachers in urban environments have to be genuine. The irony is that urban students have a well-developed sixth sense. The unfortunate result is that those students do not actually change their behavior. Instead, they turn the corner and continue their behavior elsewhere. Once students have identified teachers that try too hard to relate, they use these teachers as passive supports for their behavior. It is not the fault of these teachers. Their goal is to create a positive relationship with a student who likely has few. It is that end, however, that causes a breakdown in the school consistency that those same teachers work so hard to habituate. When interacting with students in an urban environment, always be yourself. If you are a nerd for your subject matter, be a nerd. Urban students will respect a teacher that can embrace their nerdiness, usually with some self-deprecating humor much more than a teacher who is an identification actor. Tabula Rasa Teachers have an incredible weight put on them. At any moment an educator has to be ready to be a counselor, physician, mediator, salesman, nurturer, scientist, artist, comedian, demonstrator, etc. What makes this even more difficult is the simultaneity of it all; all of these things may be happening at once, for more than 30 individuals. In order to handle this weight, teachers must match it. Teachers must envision themselves as stone tablets. Very heavy, self-cleaning, stone tablets. Every day, or rather, every class period, teachers must clean off their slate and remind themselves that the negative things that happened in previous classes are now gone. It is a difficult task, but mastering it helps to create a safe environment for students. Effective teachers understand that students are predisposed to challenging authority figures. These teachers do not take it personally when a student makes a behavioral error. Teachers who master personal tabula rasa remind their students that they care, no matter how challenging students can be. Students in urban environments need teachers who are not reactionary. The world of an urban student, any student for that matter, is a web of reactions. Diffuse this web, even if for only a class period, so that students can take risks without fear of reaction. Imagine a rock, appreciate it for its inherent objectivity, its scars and markings, its place in the environment, and its silent movement and perceptibility. Become this rock and the weight of teaching will become lighter. However, be sure to find a way to connect your nerdiness to your students. Urban students expect there to be a gap in their success, as much as they expect there to be a gap between themselves and teachers. Be creative and think about your experiences. Try to find an experience to share with your students. One genuine shared experience can help students connect with a teacher. As teachers begin to play on their own experiences in the classroom, they will find that there is very little difference between urban students and themselves. Regardless of your background, find a situation from your life that speaks to both students, and to the class content. In time, as students gain respect for a teacher, that teacher will learn to take advantage of classroom experiences. These shared moments will galvanize the bridge between student and teacher experience. Be aware, genuineness, as it applies to personality, also applies to experience. Do not fabricate situations to foster relationships with students. Be yourself, be self-reflective, be creative, and these situations will make themselves available to you. The key is to take advantage of these situations when they come along. Be Flexible Crazy things happen in any school environment; however, craziness can be magnified exponentially in an urban school environment. Be aware of what is going on in the environment at all times so that you can be flexible. Do not confront students in ways that can be perceived as accusatory. If a student is having a rough day, or underperforming, approach that student individually, and

honestly. Be ready to counsel students at any moment. Happenings that seem trivial to educators can feel like a crisis in the life of a student. Be sensitive to this. Sometimes, that great lesson plan that you worked on for weeks fails miserably. In fact, this is good practice in any business. Break down the walls between you and your students, they will appreciate the autonomy and the sense of agency they receive through critiquing your effectiveness. You will often be surprised by what you learn. Doing this can be a quick way to repair student engagement before it gets out of hand. Maintain professional relationships with all students, do not put yourself in a situation, when exploring their demographic, that causes your professionalism to be questioned. Do not think that you truly understand their background even after this, but be ready to respond to conversations that occur naturally in class. Use your newfound knowledge as best you can, without overstepping the boundaries of students and professionalism. Explore the area that your students come from. Eat where they eat, walk the streets that they walk, shop where they shop, and put yourself in their shoes. Doing so will provide you with insight into why students react, think, and expect things the way they do. Knowing this information can help you to become less reactionary. You must take on the role of a researcher and scientist. After observing the effects of environment on a student, hypothesize, test, and evaluate potential ways to combat the effects of their environment. This type of reflection is invaluable to educators. Use it to build more effective diffusion and relationship building skills. Conclusion As said previously, these tips are not a cure-all. They do not change the larger failures of the environment and school systems; however, they can provide powerful insight into your own behavior and practice. You may find that most of these tips apply to non-urban students as well, and that is true. Students everywhere can benefit from positive, self-reflective teachers. Feel free to use these tips and comment on any results you find while using them. I would love to hear your feedback.

**Chapter 5 : Urban School Challenges | RTI Action Network**

*Factors that affect the attainment of a bachelor's degree by urban students are outlined. The demographic profile of American school children makes it clear that problems for urban colleges and universities will grow in the years ahead.*

For each teaching method find information about what makes the method effective and a collection of example lessons. In some methods, students collect data and analyze it following a series of guided questions. In another, students are made aware of how they can conduct science outside the classroom. Whichever method is used, students learn how scientific knowledge is gained and learn to interpret data. This teaching strategy encourages cooperation in small groups and participation in doing science. This resource gives tips for making individuals accountable during group work, making handouts, and structuring lab time. Also, many examples of indoor labs are given. This resource has information on safety and how to choose field locations on your school grounds. Specific lesson examples are given. A similar resource is titled Classroom Experiments. Several examples of how data can be used and sources for finding data to present to students are included. A second related resource, *Using Data in the Classroom*, has information regarding research supporting the use of data in the classroom and nearly lesson examples. Assignments are presented that utilize a variety of formats ranging from formal essays to informal reports and posters. **Group Work Methods** Group work is a way of getting students to work together to solve a problem or learn new information. Since scientists do not work in isolation, using group work in a structured way can teach students skills in collaboration and accountability, similar to skills scientists must have. Teams regroup and peers then teach each other about their prepared portion of the learning. Teams of students rotate around the classroom, composing answers to questions while reflecting upon the answers given by other groups. **Innovative Methods for Application and Analysis** Students ability to respond to higher order questioning demonstrates the degree to which they understand a particular topic. In the following methods, students are required to justify answers, apply information, or analyze ideas. The videos can be used for labs, homework, assessments, or open-ended problems. Several of the videos are paired with classroom-ready activities that integrate videos into the introductory mechanics curriculum. What sets these videos apart from others is that students can measure distances, time, angles, and other variables right from the videos, allowing for a wide variety of quantitative and theoretical exploration. Instead of simply presenting a solution, students must explain their reasoning for arriving at their solution. Included in this resource are tips for making a meaningful game, making rules fair, and grading. Students predict an outcome, observe the demonstration and reflect on their previous assumptions of the outcome. The educator then requires students to justify their responses. This resource provides more information about this approach and offers many examples you can use in your class. These worksheets make lectures more interactive and help students understand what information is most important from lectures. Urban students also may have cultural and ethnic backgrounds that may benefit from teaching in non-traditional ways. This resource presents methods for engaging urban students in science classes.

**Chapter 6 : Benefits and Challenges of Teaching in an Urban School**

*Adventist schools in urban settings must encourage faith development, maintain high expectations for all students, and explicitly bring students' diverse backgrounds and cultural resources into the curriculum in purposeful ways by tapping into students' multiple ways of knowing and representing the world.*

Association for the Study of Higher Education. Students in Urban Settings: Achieving the Baccalaureate Degree. The public policy which undergirds American higher education is directed toward the ideal of equality and equity of educational opportunity. An array of institutions having significantly different missions and program emphases have been established in response to that public policy. An implicit assumption is that students who begin in an open access institution will, if successful, be able to move to other institutions providing different and more advanced opportunities. Many studies of efforts to achieve articulation between quite different institutions have been carried out over the years, but inadequate attention has been given to urban areas where the greatest challenge to the goal of equality of opportunity exists. Simply stated, more poor people, more minorities, and more immigrants live in cities where the college age population is still less than half as likely to enroll in college as their suburban counterparts. The demographic profile of American children now entering public schools makes it clear that the problems for urban colleges and universities will grow in magnitude in the years ahead. One illuminating study documents the shift in the ethnic composition of Americans which has been caused by the fact that birthrate among whites has decreased over the last two decades while birthrates among minorities have remained the same or increased. The white percentage of total population dropped from 70% to 60%. The fastest growing minority, however, is made up of persons of Hispanic origin. The trend of increasing birthrate among minority groups is of special significance for the urban areas where there is a correlation between income and education achievement. Low income students do not achieve as well, persist as long, or complete programs of study in the same proportion as students from middle and upper income groups. Students in the latter group typically have the advantages of greater encouragement and support at home, and attendance at better schools, which offer more academic preparation and instill in students the cultural expectation of a collegiate education. Responsibility for the higher education needs of the inner-city population has fallen primarily to the public urban universities and community colleges. Both of these types of learning institutions are tied organically to their cities, and share the problems of the urban environment. Both must deal with such conditions as student poverty, high attrition, school system failures, and limited institutional funding. An examination of the working relationship between public urban universities and community colleges reveals such similar institutional problems as confused missions, overvaluation of traditional ways at the expense of local community needs, undervaluation of institutional cooperation, and failure to communicate. Urban community colleges do confront enormous problems, and they are the only alternative for most of the students they serve. They have placed considerable emphasis on establishing a supportive environment for minority students, and they have demonstrated a significant advantage in providing underprepared students with the time and support they need to remedy academic deficiencies. The preponderance of evidence suggests that students who complete the two-year academic transfer programs at the community college perform reasonably well after they transfer. Yet a critical view of colleges serving minorities in one city grew out of a recent study which found that the inner-city community colleges tended to emphasize remedial and vocational programs while offering only a semblance of transfer education. Furthermore, the actual academic course offerings were found to be narrower and more limited in the city colleges than in their suburban counterparts. Urban universities have missions, purposes, and emphases as diverse as those of urban community colleges. There is a consistent emphasis on the economic development of the urban area involved as well as a significant commitment to professional and technical programs, as contrasted to a de-emphasis of undergraduate arts and sciences. These universities reflect their location by providing programs that serve the basic education needs of placebound and traditionally underrepresented clientele, but typically see these activities as detrimental to their image as research institutions. While urban community colleges and universities recognize the importance of the transfer

student, there has not been a joint effort by the two institutions to make the transfer process systematic and orderly. In several cities, universities and community colleges compete for the better prepared high school graduates. Larger numbers of urban minorities turn to the community college rather than the university as their point of access to higher education. At the same time, they come with severe academic deficiencies, ranging from basic skills deficits to limited or inadequate math and science backgrounds. Their aspirations for baccalaureate degrees are not much different from the aspirations of their counterparts in suburban colleges. Yet because of their educational background, they are more likely to be advised to enter a vocational program than a transfer program. Concurrently, the transfer function of many community colleges, including those in urban areas, appears endangered. Questions of the effectiveness of community college transfer programs as well as attrition patterns for students may need to be reexamined on the basis of a recent longitudinal study of the City University of New York. Perhaps the most important observation involves the persistence and courage observed among those who managed to balance their problems and challenges for as long as 11 years in their quest for a degree. Clearly, research on attrition needs to be redesigned to accommodate longer time frames than those used in the past to assess the performance of traditional, full-time students. Policies and activities identified as enhancing transfer of community college students include: Inevitably, when transfer success occurs, a strong articulation agreement is both present and honored. It will take time to deal with issues related to the quality of urban secondary schools and the socioeconomic status of those who attend them. The existence of problems that lie beyond the immediate influence of community colleges and universities should not, however, be used as a rationale for avoiding institutional action. As in most areas of human endeavor, we know more about improving opportunities for urban minorities than we are currently using. Colleges and universities with a strong commitment to promoting equal educational opportunity have the means at their disposal to improve outcomes over those currently being achieved. College Entrance Examination Board. Edited by Warren Rogers and Lawrence M. National Center for Education Information, Institute for the Study of Educational Policy. Edited by Nevin Brown. Networks in Cooperation with the Ford Foundation, Southern Regional Education Board, American Council on Education,

**Chapter 7 : Teaching Strategies**

*The problems of urban colleges include funding, student poverty, high attrition, school system failures, and confused missions. While urban community colleges and universities recognize the importance of the transfer student, problems in articulation remain.*

Although schools do exist in a number of California urban settings, seclusion from the city rather than assimilation into it has often characterized the approach to school location. While the two serve distinct constituencies, they respond to multiple—and sometimes contradictory—pressures presented by their urban situations. The material disposition favors crisp edges and clean surfaces rendered in white plaster and concrete, architectonic devices such as billboard-like translucent screens and shading canopies, and an elongated main building mass. Students experience much of school life upon this raised structure, which threads itself along the surprisingly narrow site. The composition of terraced building forms and densely arranged site plan creates an ordered hierarchy and extensive, although mostly hardscaped, outdoor spaces. This program allowed acquisition of a smaller site than would normally be approved, while providing funding equivalent to that of a full-sized school. Like other majestic liners, the school floats elegantly over the sea, although in this case it is a sea of cars. Reflecting careful planning, the school grounds remain surprisingly secure from the adjacent retail area. Access is limited to a single entry court, contained by the walled edge of a residential neighborhood, utilizing the main building mass as a buffer. The playfield acreage is smaller than normal for a school of its population, but it is still ample and offers close and secure access to the main buildings. The flexible layout of clustered classrooms is comfortably linked to a common room. Such destinations and the thought devoted to their layout help to create an educational environment that is both pleasant and appropriate to its mission. Like the Mendez Fundamental School, the private Wildwood School is the product of space and economic limitations, as well as its specific urban context. As an adaptive reuse project, the school shares its Santa Monica block with a surprisingly active group of businesses, including a home furnishings store with its loading dock, a mid-rise office building, a restaurant, and a gas station. The school has previously offered only classes below the high school level; the present project creates an additional campus capable of absorbing graduates from its existing facility. The school welcomed the opportunity to inhabit an urban location in support of its mission to involve students with their community. The designers, SPF Architects, began their involvement with the project a mere five months before the scheduled first day of classes. The conversion of the 40, square foot existing space to a student, 55, square foot school required the imposition of a radically accelerated schedule; in response, the team shrewdly organized the project in three phases to coincide with the arrival of each successive matriculating class. We went through a lot of quick gyrations. Wildwood School, model photo by Shaheen Seth. The lack of outdoor recreational space available on the site—students are currently transported to nearby facilities for sports activity—highlighted the need for appealing internal spaces. The open volume above highlights the many exposed ceiling elements. Existing bowstring trusses, structurally reinforced with glu-lam beams and steel connectors, electrical conduits, and sundry mechanical innards are carefully organized. The dimension between the trusses, for instance, was thoughtfully matched to the ideal classroom size, and the light tones of wood, metalwork, and paint all help boost available illumination. The performance spaces are carefully positioned to allow control by a public reception desk and permit isolation from the classroom pods. The success of these two award-winning designs serves to highlight the complexities of creating safe, pleasant, and effective schools in busy, nonresidential locations. The projects also emphasize the fact that urban schools—and the conditions that create them—are challenging school design conventions. One of the most visible challenges is a questioning of the notion that schools are timeless institutions whose materials will last for the long haul. The budgets associated with both of these projects seem to dictate the use of lower cost materials, perhaps indicating changing administrative attitudes or funding circumstance. The Mendez School, for instance, is built of plaster rather than more traditional materials such as brick or stone; no doubt this choice was made out of budgetary necessity. One could imagine that, as time goes on, this second approach

would allow for easy, cost efficient modification. Both of the institutions tacitly acknowledge that impermanence is a necessary, if involuntary, reality for modern school projects. Nevertheless, both design teams succeeded in creating dramatic and stimulating environments despite limited resources. A second challenge is posed by the reduced open space available for playfields in urban settings. Not surprisingly, both schools have developed specific strategies to deal with this dilemma. Still, those promenades contribute to an airy sense of openness, which is desirable as an escape from the rigors of the classroom. In contrast, the Wildwood School pragmatically transports its students to off-campus recreational facilities although it is also currently studying the addition of limited landscaping to the roof of its own parking garage. Its ultimate architectural solution relies on the creation of an attractive indoor street. As different as these strategies are, both respond to their site particularities and offer creative, effective solutions. A final challenge is the need to rethink security strategies as schools move away from more isolated and protected suburban sites. The Mendez School is the more restrictive of the two, limiting access to a single entry point, which provides a reminder of the special security needs of an intermediate school. With one-quarter the student population, the Wildwood School utilizes two controlled entries, although the school also provides security staff at the main entry. The result of these thoughtful design strategies is that both schools enjoy the embrace of their urban surroundings. Likewise, the Wildwood School plans to engage its neighbors fully, providing accessible performances and encouraging students to undertake projects in the community. While the latter approach is more appropriate for high school than intermediate level students, both school designs underscore the rich possibilities inherent in rejecting a policy of academic segregation from everyday urban life. In this regard, both projects can serve as a bellwether for the next generation of urban schools.

**Chapter 8 : Teaching Urban Students**

*NATIONAL CENTER FOR EDUCATION STATISTICS Urban Schools The Challenge of Location and Poverty U.S. Department of Education Office of Educational Research and Improvement NCES*

Today the Ivy League university serves nearly 24, students at all academic levels. Campus-owned or affiliated housing is a big draw for students: In , Times Higher Education ranked Columbia as the 14th best university in the world. This private research institution attracts students from across the globe: The university was recently selected as the future site of the Obama Presidential Center. Times Higher Education selected UC as the 11th best higher education institution in the world. In addition to being the oldest university in the nation, UPenn also opened the first schools of medicine and business. UPenn draws students from across the world: With an acceptance rate of Over 12, students hailing from all 50 states and more than 90 countries undertake degrees offered by four undergraduate and six graduate and professional colleges. The top five areas of study are economics, interdisciplinary studies, social sciences, mathematics and political science and government. The private research institution is particularly popular with students looking to gain degrees in the social sciences: Other popular degrees include business, English language and literature, health professions and foreign languages. The university maintains excellent connections with many governmental, business and educational institutions in the city, providing opportunities for internships, research assistantships and other real-world experience for students. The university enrolls over 17, students in all degree levels yet maintains a student to faculty ratio of Although distinctly urban, the campus is heavily wooded and has many green spaces. Over 6, students take advantage of courses available through 11 colleges and eight academic schools, with top studies in biochemistry, chemical engineering, psychology, economics, and electrical engineering. RU is a highly selective school: Forbes ranks Rice 32 on their annual list of top colleges in the nation, while U. Rice places great emphasis on the student experience, providing a 6: Classes at Barnard are kept small, with Three main Baltimore campuses house the schools of arts and sciences, engineering, education, medicine, public health, nursing, business and music, while campuses in Washington D. The school has over twice as many postgraduate students as those seeking baccalaureate degrees; as the first research university in the nation, the institution has a long and distinguished history of providing excellent specialized studies. The average student to faculty ratio is As the oldest private research university in the state, USC has a long list of respected and successful alumni. The current student body of 43, has a slightly larger postgraduate population and an overall acceptance rate of The institution maintains professional ties with many California-based ventures, providing excellent research, internship and real-world opportunities for both students and alumni. The institution employs a unique educational approach, known as the Block Plan , where students take one class for approximately 24 days of intense study. Students then have a four day break before diving into their next class. Campus is an intriguing mix of new and old, with buildings dating from the 19th through 21st centuries. The university receives the most applicants of any university in the nation, with over , hopefuls in the most recent academic year. Despite its large size, the university maintains a student to faculty ratio of More than 13, students are divided into seven colleges and schools, with top degree programs ranging from science, technology and business, to public policy, humanities and the arts. International students also come directly to the Big Apple to study: The campus is truly urban, with no distinctions between where NYU ends and the city streets begin. The top five degree programs are visual and performing arts, social sciences, business, liberal arts and sciences and health professions. The campus is spread over nearly 15,00 acres, with seven museums and 17 libraries housed throughout. Popular areas of study include business, communication and journalism, engineering, social sciences and biological and biomedical sciences. YU also has a campus in Israel. Other popular programs include biological sciences, psychology, business administration and management, accounting and social sciences. Individualized education plays a big role at YU: Since , the institution has prepared students to be leaders in their fields and today more than 20, students from all 50 states and over countries come to GWU for their educations. Students seem to love their time at GWU: The top five degree areas are social sciences, business, health professions, psychology and communication. The Princeton Review

ranks GWU as the number one school in the nation for producing the most politically active students and for the top internship opportunities. D levels, nearly 17, students elect to enroll in the business, arts and science and public affairs colleges at the institution. Academic buildings are peppered throughout the neighborhood, providing students with a truly urban learning experience. Popular areas of study include finance, accounting, sales, distribution, business and corporate communications and psychology. Despite its larger size, BC keeps a low student to faculty ratio of . The college caters to just over 2, undergraduate students. As of 2010, attendees hailed from all 50 states and 90 countries, giving it one of the largest populations of international students for any postsecondary institution in the nation. Founded in 1863, the school has built up an international reputation for preparing leaders in their fields of study. Over 24, students learn at two campuses within minutes of downtown Lincoln, the most popular majors being business, management and marketing, engineering, family and consumer sciences, agriculture and education. UNL is a leader in agricultural science research, with over 1, academic papers published within a decade. In 2010, the student to faculty ratio held at . Top programs include criminal justice, psychology, health information, business and public administration. In addition to the many opportunities in this urban setting, students also have access to over 30 student organizations and clubs. Whether a Louisiana resident or arriving from further afield, all students pay the same rate for tuition and fees. With over 24, student enrolled, the institution also has other satellite campuses throughout the state. The school has a cooperative education program that allows students to combine traditional classroom-based study with professional experience. Programs are available on all seven continents, with nearly a third of students participating. Top areas of study include business and management, health professions, engineering, social sciences and communication and journalism. The school is considered very selective, accepting less than one third of all applicants. Other prevalent areas of study are business, computer and information sciences, biological and medical sciences and interdisciplinary studies. Times Higher Education ranks Georgia Tech as the 27th best university in the world. Nearly degree programs are available, with top majors including engineering, business and management, biological and biomedical sciences, agriculture and social sciences. Despite being a larger public university, students enjoy a . Almost half of students receive need-based financial aid if they are full-time undergraduates. Founded in 1827, the university has grown to accommodate more than 64, students. In addition to academics, student life plays a vital role: The large campus is only two miles from downtown Columbus, providing students easy access to a buzzing city environment. Students have many degrees to select from, however the most popular majors are psychology, finance, speech communication and rhetoric, biology and marketing. Although its one of the largest universities in the nation, the school maintains a low student to faculty ratio of . The institution is considered selective and maintains an acceptance rate of . As of 2010, the top majors were business and management, social sciences, psychology, health professions and homeland security. Since being founded in 1848, UW has become a leader in postsecondary education and is considered to have one of the best medical schools in the world. The top undergraduate degrees are social sciences, biological and biomedical sciences, business and management, engineering and visual and performing arts. The current university has nearly 30, students, the majority of them undergraduates. In the admissions cycle, the school received over 72, freshman applications. The institution includes six undergraduate colleges, three graduate schools and two professional medical schools. Nearly 4, undergraduate and postgraduate students take advantage of nationally recognized programs in English, petroleum engineering, clinical and industrial psychology, computer science, natural sciences and engineering. The Carnegie Foundation for the Advancement of Teaching found the college to be a "community engagement institution," recognizing a high level of community service activities. Just over 2, undergraduates attend today, taking advantage of 31 majors. Recent top degrees include economics, international relations and affairs, biology and biological sciences, psychology and English language and literature. The school has over 51, students enrolled at all academic levels across 19 colleges and schools. The most popular majors are the social sciences, engineering, business management, biological and biomedical sciences and psychology. And with over degree options, and programs going up to the doctoral level, students have access to excellent education and a beautiful, urban campus in the Los Altos neighborhood of Long Beach. Though one of the largest universities in California, student to faculty ratio remains low at . It is one of the newer schools on the list,

founded in 1863. Today the college serves over 12,000 students with more than 90 programs and concentrations offered. The campus is peppered with both Gothic and Modern architecture and provides a seamless connection to the city streets surrounding the institution. The college maintains a 90% attention to every student is a hallmark of an LC education; the student to faculty ratio sits at 15:1. The main campus is near Fenway Park, while the university medical center is located in South End amongst many other medical institutions. Top degree areas include business and management, social sciences, communication and journalism, health professions and biological and biomedical sciences. Times Higher Education ranks BU as the 57th best university in the world. In the current student body, there are students representing all 50 states and more than 100 countries. The institution has a number of notable alumni, particularly in the technological and cyber security realms. The most often gravitate toward degrees in bioengineering and biomedical engineering, biology and biological sciences, psychology, mechanical engineering and registered nursing.

### Chapter 9 : Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.

*Urban students expect there to be a gap in their success, as much as they expect there to be a gap between themselves and teachers. Be creative and think about your experiences. Try to find an experience to share with your students.*