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Why the Teaching Standard Needs To Change

For teachers in today's society, having the desire to teach in an urban school setting is almost taboo. The majority of teachers do not go into their profession expecting to work with poor and at-risk children in an underfunded, highly stressful school environment. Unfortunately, newly licensed teachers apply where the jobs are, including the urban at-risk schools. "Urban schools have often been called 'revolving doors' for new teachers. By some estimates, nearly one third of all new teachers leave the profession within 5 years" (Darling-Hammond, 2003). Schools emphasize the importance of fitting in with the status quo. Teachers are told to enforce rules so children abide by them in society. This is one of the most significant hidden curriculums that is in place in school systems. "In schools that serve lower income, and racial and ethnic minority students, the hidden curriculum is transmitted largely through the rule-oriented disciplinary code. The emphasis placed on the rules tends to work to the detriment of students' personal and intellectual development in that a high rules emphasis tends to thwart excitement for learning" (Hale, 1994; Persell, 1977; Rios, 1996). Hidden curriculum is extremely damaging for children in low income urban schools. They are forced to fit into a society that does not accept them for who they are. Further, these children are taught that if they abide by the rules, they can succeed.

Why do teachers stand on the sidelines and accept these standards? Teacher expectations towards low income and at risk students are exceedingly low. They do not expect the children to make something of themselves anyway. "Teachers often view low-income and African American students as less capable of high academic achievement than their white counterparts" (Farkas 1996; Roscigno and Ainsworth-Damell 1999). Low expectations are extremely damaging to a student's career. A teacher who does not believe in or push a student becomes detrimental to the student's learning process. Teachers need to be very weary of their

expectations, because without knowing, a teacher can end a child's educational potential before their education even begins.

“The risk of academic disengagement is real for all students in lower income public schools in the United States, yet research shows that the danger of academic disidentification is heightened for African American male students” (Cokley, 2002). This “disidentification” leads to considerable issues for the African American community. Because teachers are disengaged with their African American students, especially males, these students are the most likely to be singled out and labeled. African Americans have the lowest rate of ADHD diagnosis. Is this because teachers are enabling the hidden curriculum to continue, or because there is something genuinely wrong with the child?

Attention deficit hyperactivity disorder is one of the most common and misunderstood disorders that affect children in the classroom today. As the push for success in schools has increased the debate over ADHD, its diagnosis and its treatment has continued to be a controversial topic. Social stigmas, as well as misunderstandings of what the diagnosis entails, along with racial and ethnic stereotypes have led to misrepresentation of children with ADHD among minority populations. Due to this oversight and discrimination, many minority students' educational journeys have become sidetracked and even derailed.

ADHD is the most commonly diagnosed mental health disorder among children in the United States. Approximately 4.6 Million (8.4%) school aged children are diagnosed and treated. Students who are diagnosed qualify for specialized educational plans, such as IEPs that aid in learning, as well as medications which help students minimize the effects of the disorder. However, according to a study from the Journal Pediatrics, minority children are less likely to

receive an ADHD diagnosis. African American students represent the largest underrepresented minority. Students of African American decent are 69% less likely to be diagnosed, whereas Hispanic and other minority groups are 50%, and 46% respectively less likely to be diagnosed compared to white students. Other factors also correlate with diagnosis, male children are more likely to be diagnosed, as well as children from single mother homes (Paul L. Morgan, 2013).

The question that follows these statistics is, why? What is the cause for the underrepresentation of minority populations within the population of students with ADHD? A study from the journal of Racial and Ethnic Health Disparities sought to determine if the disparities were due to the racial bias of physicians. The study found no positive correlation to race and ethnicity with a particular diagnosis and concluded that other factors played into the difference in diagnosis of minorities. They suggested such factors as insurance coverage, the family's attitude and beliefs towards seeking help, and funding or policy level of insurance. A large take away from this study was the rate of which a positive diagnosis was suggested to be treated with psychoactive medication. In sixty percent of cases, physicians recommended medication to treat the ADHD (Brookman-Frazee, 2015).

The medical treatment for ADHD involves the consumption of Psychostimulants such as Ritalin and Adderall. In the 1990's there was a 700 % increase in psychostimulant prescriptions. This leads many to think that ADHD is over diagnosed as whole. Regional differences showed the greatest differentiation among diagnosis and prescriptions, with little to no change among race or ethnicity. The key factor in the disparities is due to the actual diagnosis and not the treatment of minorities (Gretchen B. LeFever, 2003).

The fortunate news about the disparity for minority students with ADHD is the main problems are solvable. The largest issue is due to socioeconomic struggles. Minorities are most

likely underrepresented in mental health care due to lack of medical insurance and or limited coverage. Due to this family are less likely to seek out a diagnosis or to pursue treatment. This also limits the quality and availability of evaluation and treatment.

Many cultures view medication and illness in different ways and are less likely to seek medical attentions for behavior disorders. Due to this some parents of minority students lack trust in health care and school staff. Many parents also like to avoid labels and social stigmas that correlate with diagnosis. Fear of side effects as well other traditional methods also hinder parents from pursuing the medication route (Hervey-Jumper, 2005).

Based on the Langhout study that followed minority and ESL children, it was shown that the teacher had a shorter patience with these children compared to white students. Why is that? From the study, Langhout realized that most teachers only saw these students as disengaged. Even if the ESL child was participating, they were still seen as a disruption as opposed to an addition to the class. So many teachers recommend that ESL students go to a special education classroom, so they do not cause a disruption to their teaching. The problem of disproportionate placement of ESL students in special education can occur because of various factors including high dropout rates for ESL students, lack of native language support, and sensitivity towards special education.

First, ELLs or ESL students are about 15 to 20 percent more likely to dropout than non ESL students (Dodson, 2013). Teachers believe they can help reduce the dropout rate by placing these students in special education. However, many ESL students do not have learning disabilities; they are merely still in the process of acquiring a new language. For example, if a teacher notices that an ELL is not speaking in class, the teacher may assume that the student has a problem learning. On the contrary, the student is most likely taking time to process and absorb

new words and linguistic (Fernandez and Inserra, p.8-9, 2013). He or she may be too uncomfortable to speak up now, but eventually his or her skills will increase. If placed in special education, the student could be even more disadvantaged (Artiles and Ortiz, p.1, 2002). This is because he or she will not be able to fully develop the language skills needed for success. Further, teachers use assessments and IQ test results to place their ESL students, but the assessments are not based on the students' culture, background, or language. Consequently, white middle class students have an unfair advantage compared to English Language Learners, and some ELLs get placed in special education due to their low scores.

Second, the lack of native language support can cause English Language Learners to be placed in special education. Many educators attempt to fully immerse ELLs in the English language, but this becomes more harmful than helpful. Making connections between the native language and English is important. If students are not able to see similarities between the two languages, English will not be meaningful or understandable (Dodson, 2013). Native language support is also necessary during assessments. If a student has a dominant language, he or she will score poorly a test administered in a different language. Problematically, students can seem dominant in their native language, speaking it fluently, but they are actually dominant at writing and reading in English (Becker and Goldstein, p.13, 2011). Therefore, students can be mistakenly assessed in the wrong language. Parents who speak the native language at home help their children grow linguistically. Students "need native language competence" to prevent difficulty with cognitive development (Dodson, 2013). This kind of support at home gives student's stability. Communication between teachers and parents and their collective support is equally as vital for an ELL's success.

Third, disproportionate placement of ESL students in special education can be caused

by sensitivity towards special education. Unlike the other factors that lead to disproportionality, this factor causes a deficiency of special education help when help is genuinely needed. Schools that do not want to erroneously place students in special education will wait a certain number of years before deciding and will not make necessary placements. This waiting period is

“detrimental to ELLs who may truly have disabilities” (Becker and Goldstein, p.13, 2011).

Students with disabilities will not succeed in the mainstream classrooms because they require different types of teaching styles and learning methods. If schools wait to place these students, the students will fall behind in their development and miss out on vital opportunities for gaining knowledge. Some school districts even ignore parents’ desires to place their students in special education and ESL programs. Moreover, “hidden policies” are ones that silence parents when they are trying to seek help from the teacher, the school, and the school district to improve their children’s school experiences (Ramirez, p.49, 2005). Not returning phone calls, canceling planned conferences, and not making accommodations for working parents so they can attend parent-teacher meetings are ways schools avoid placing students in special education. School officials attempt to make parents feel they are at fault for the academic problems their children are having (Ramirez, p.49, 2005).

Many teachers do not understand the children in their classrooms. As a teacher, it is essential to know the students. Understanding that some home situations cannot be prevented, and every child should be encouraged throughout the school day, is important. “Context plays an important role in teacher behaviour, as research has documented that teachers are likely to face considerable institutional pressure in low-income schools” (Edwards, 1994; Kaywell, 1987; Lewis, 1999).

Some of the largest setbacks for students of varying minorities and social classes includes being retained a grade and dropping out. In the United States, people would like to believe everyone has an equal opportunity to achieve an education and have the proper means and treatment to excel in said education. However, there are underlying factors that can delay or even worsen an individual's early education. There are several reasons and situations which show that students in the educational system who are held back, suspended, or drop out are low income and attend at-risk schools. The rate of dropping out is much greater in at-risk schools than in schools with a higher family median income. Standardized testing, discrimination towards minorities, and psychological traumas are just some of the several factors that could result in this unwanted result. Why is this? What can we do as a community to prevent or alleviate this problem among schools in the United States?

At every grade level, there could be early signs of the factors which cause students to grow up to be another statistic of the national dropout rates, retention rates, or suspensions. The availability of preschools around the surrounding area of students is one determining cause that happens before the K-12 education. The Department of Education summary of the McKinney-Vento Homeless Assistance Act reported that, "the benefits of high quality pre-k continue to accrue during the school years, with participants experiencing lower incidences of grade retention, school dropout, and placement in special education and remedial services, when compared to non-participant children" (p. 3).

Another one of the varying factors among the possible reasons why the students of the United States have an overwhelming rate of dropouts includes possible childhood trauma and the inability of certain schools to help the individual students not let these traumas get in the way of their lives. In a statistics data project, Porche, Fortuna, Lin, and Alegria show that in a sample of



2532 past students, 15.57% dropped out of school and 38% of the total sample said they witnessed a traumatic incident, which included domestic violence, murder, rape, or natural disasters. Of the 38% that witnessed trauma 19% of them dropped out of school at some point, which means that about 7% of the sample dropped out of school and experienced trauma in their childhoods. This may seem small in comparison to the sample population, but there were still 182 students that lost out on an education due their personal times of trouble. Correlation does not have a direct link to causation, but there is still a chance that these traumatic events did affect the children somehow and caused them to stray from the path of education.

To expand on this subject, research shows a more specific category of trauma that can cause students to falter in their school work: the symptom of depression. Depression has a different effect on everyone. Depression that is not in check, or becomes out of control, can cause a student to fall behind, become jaded from education, or commit suicide. The percentage of suicidal thoughts within depressed students was mentioned in Robles-Pina, Defrance, and Cox's article, in which they use research from the Centers for Disease Control and Prevention says, "Failure to address depression in adolescents can lead to an increase in suicides because the most important predictor for suicide is depression." According to the Center for Disease Control, 19 percent of high school students have seriously considered suicide and another 8.8 percent have made one or more attempts" (2003, p.4). Therefore, the threat of depression is real and can affect students even further than just their educations.

One of the more systematic ways a student misses out on education is the implementation of standardized testing. Standardized tests determine low achieving students as special education students, thus depriving them of the actual level of challenge needed to help their futures. This goes on without direct interference of a third party, a byproduct of the modern-day system.

According to McGill-Franzen and Allington's paper, "[s]uch placement practices either (a) extend children's schooling by a year or so, as in grade retention ("flunking") or placement in developmental kindergartens and pre-first programs (called "transitional" grades but, in reality, also retention or "flunking"), or (b) identify children as handicapped and place them in special education programs, thereby removing their test scores from the pool of scores typically included in public accountability disclosures" (p.1). The research sums up the dangers of standardized testing that results in placement of the students.

One of the acts that some students willingly do after they have been fatigued of the educational process is truancy. They do this because of work, they feel school cannot teach them, they don't feel challenged, or the lessons simply do not relate to them. Whatever the reason why truancy is prevalent in our school systems, it can lead to far worse problems such as failing school and dropping out entirely. There are several areas where this could happen, one of them being large urban schools. In Rodriguez and Conchas's paper on the effects of truancy and the prevention of it, they mention some of the possible causes of truancy and how truancy can affect the students in a community. They say, "Most research quantitatively associates individual risk factors and structural conditions (i.e., poverty) with dropping out. However, attention has recently shifted to understanding school-level dynamics to better understand why student's dropout" (Rumberger, 2004). This research shows, in part, that large urban high schools often function as dropout-producing factories, poorly able to engage the most vulnerable youth (Fine, 1991; Wasley, 2002) and provide an adequate opportunity to learn (Fry, 2003, p.218). Although there could be legitimate reasons for the students to be absent, being absent on a regular basis can be extremely detrimental to students' educations and may result in falling behind too far to catch up.

The rate at which teachers leave the profession and the schools altogether is alarming. Good teachers are leaving bad schools because of bad situations. Those impacted by this problem the most are students. We need to find a way to bridge the gap between our students and teachers. We also need school systems to step up and be held accountable for their decisions and actions.

First and foremost, teacher education must change. Education includes the process of achieving licensure. All teachers should go into their programs with the mindset of teaching at an urban school. Therefore, all student teaching and field experiences must be held at urban schools. In addition, perspective teachers should teach in an urban school for five years before being able to move to a suburban or private school. Classroom tactics should also change. There should be an entire course on the differences of social classes. This way, teachers who have only experienced one social class or financial bracket in their lives will be able to develop understanding of their classroom and school population. By having a course like this, teachers will no longer show poor or at-risk students any pity. Instead, teachers will push and encourage students to strive for greatness in all their works and efforts. By showing teachers that social class does not make a person inferior, teachers' ideals and perspectives will change.

Next, schools need to be smaller. Mega elementary, middle, and high schools are getting out of control. Teachers should know more students than only the ones in their classrooms. They should not know a child solely because he or she is on the "bad list." Studies have also shown that teachers who teach in smaller school communities are more committed, as opposed to teaching at a large school (Frankenburg, pg. 318). More schools need to be broken up, and districts need to increase the number of schools in the area. With smaller schools, teachers will have smaller classroom sizes and have the ability to give their students more individualized time

and attention. Teachers will be able to teach more effectively and potentially build better relationships with parents.

Teachers should also have to take a course on hidden curriculum, so they can recognize this problem in their classrooms and put a stop to it. If teachers cannot recognize it, how will they have the ability to change how they teach? Hidden curriculum is one of the most damaging issues for a minority student. Telling a student to conform to a standard or belief that does not apply to him or her creates lasting negative effects. Understanding the difference between helping and hindering a child is tedious work. Hidden curriculum will always exist if teachers are not taught to be aware of it.

The disparity, among minorities in the population of American students with ADHD, is a conundrum that may be addressed several ways. The main disparity is the lack of recognition and diagnosis of ADHD among these students. Awareness is one of key players in the amendment of this issue. Cultural diverse populations have many different perspectives and opinions on the disorder. Educating, parents first, has the potential to greatly impact and improve the general opinion on the disorder as well as the importance of intervention for the student's education plans. Parents are the biggest advocates of their children's needs and futures. In addition to educating parents, teachers also need to have a better understanding of screening and recognition of ADHD behaviors. This includes being able to recommend students for screening, and evaluation.

Along with awareness, comes the evaluations process. This can be expensive and cause the student to miss class for doctors' visits as well as force parents to miss work. This is something lower class families and minorities are often unable or unwilling to do. To combat this issue, screening for ADHD and other behavioral and academic disorders could be a service

administered by the school itself. Mental health and wellness is a crucial role in the safety and prosperity of the learning environment. Regardless of political or economic belief, schools are a place meant to serve and better students as a whole. The schools are already held responsible for adaptive educational plans for students with ADHD and other learning disorders. Adding screening and diagnosis to the responsibility would create a more fluid process in serving students. This would serve lower income and minority students and possibly help reduce the achievement gap, and the retention of students who suffer with ADHD.

Another issue that needs to be addressed is the treatment and adaptation for students with learning disorders. Ritalin, Adderall, and other psychostimulants are heavily relied on to treat children with attention deficit. The large draw back to these medications are the haze it tends to leave students in, as well as the dependence on the drug for proper behavior. Many individuals feel that medication is not the best route for helping treat ADHD. Therapy and other coping methods, are thought to be a better solution. Instead of altering the way the child's brain functions chemically, many suggest teaching the child to recognize and alter their hyperactive behavior. The best results are often a mixture of both medication and therapy type intervention (Paul L. Morgan, 2013). Often the medication alone is relied on to correct behavior and the child doesn't learn how to adjust with the issues without the stimulant present.

One of the most practical ways to adapt to students with ADHD includes changing the methods in which material is presented. Pedagogy is a key tool in combatting attention deficits. High interaction and to Direct Instruction provide very little opportunity for students with attention issues to lose track of the lesson. This type of lesson provides frequent opportunities for students to share their answers and keeps them involved. This also allows for teachers to monitor the answers of the students quickly to gauge attentiveness. In addition, this more hands-

on type lesson plan gives students a role other than listening. Doing an activity will help keep students more on task. This could involve group work or stations that allow the students more independent inquiry and hopefully sparks an interest.

Teachers also need to learn to be understanding of English as a Second Language students. Many of these students fall into special education classes because there is no translation for them in class. These students should not be shuffled into a special education classroom where their needs are still not being met. Instead, they should be put into a system that promotes growth, development, and the transition to the English language. Disproportionality of English as a Second Language (ESL) students in special education can be prevented through better educator preparation, by changing assessments, and by strengthening native language support.

First, better educator preparation can prevent over or under identifying students for special education. If teachers have knowledge about how ELLs learn, then they can meet the needs of those students (Fernandez and Inserra, p.15, 2013). In addition, if teachers have experience with diverse students and various cultures, they will have a better understanding about how to work with ELLs. A classroom environment that is accepting and accommodating to all students will give everyone, including students and teachers, a higher opportunity for success. At the start of an ELL's education in an English speaking classroom, the ELL may struggle and require extra attention. With the right preparation, teachers will stay motivated, and they will not get discouraged. They will learn about certain cues that can reveal whether the ELL has a disability or is simply taking longer to process because he or she is still acquiring necessary

language skills (Becker and Goldstein, p.7, 2011). Preparation for teachers may be difficult for some school districts if their budgets do not allow for the training.

Second, changing the way assessments are given in order to fit various populations can prevent disproportionality of ESL students in special education. Assessments given in both English and the student's native language will give ESL students an opportunity to excel if they are more dominant in their native language than in English. Low performance on tests given solely in English may occur due to the lack of practice ELLs have had with written English. On the other hand, a cost of bilingual assessments includes that some ESL students may have more experience with written English than with reading and writing in their native language. Further, the outcome of the court case *Larry P. vs. Riles* includes that "one cannot use IQ tests that do not take into account the cultural backgrounds and experiences of children" (Artiles and Ortiz, p.1, 2002). Therefore, the tests should be accommodating to all populations of students, and extensive research should be done to guarantee that each student receives the correct type of assessment.

Third, strengthening native language support can prevent students from being placed in special education unnecessarily. Referring to research from 2002, "ELLs who receive all of their instruction in English were almost three times as likely to be in special education as those who receive some native language support" (Fernandez and Inserra, p.3, 2013). If students have support in their classrooms through instructional programs, their chances of thriving in mainstream classrooms dramatically increase. These findings show the importance of giving ELLs the right resources they need for success. When teachers feel they have tools to support English Language Learners, then they will be feel apt keeping these students in their classrooms.

Teachers will give careful thought as to whether these students would be better off in a special education classroom.

Teachers also need to take responsibility for students. Teachers cannot go to a child's house every day and pick him or her up for school; however, there is still so much a teacher can do to prevent a child from dropping out of school completely. Teachers have resources at their disposal that can help ensure a child gets to school, or to check why a student was not at school. Teachers alike need to hold accountability for themselves and the students in their classrooms to ensure success.

High quality preschools offer a great beginning to children's educations because they can be beneficial to children's attitudes towards learning. In addition, high quality preschools can deter students from suspensions, failing, or dropping out, which would prevent them from going to school at an optimal rate. To encourage preschool education, the McKinney-Vento act allows homeless and low-income families access to free preschool. There should also be an increase in the availability of preschools by building more, or including Pre-K classrooms in elementary schools for parents to enroll their children in.

A way to prevent incidents of truancy is to have mandatory guidance counselor sessions. The counselors could talk to the students often and make sure that nothing major could deter them from finishing school. If students struggle with school work, counselors could offer resources to help them. Whenever students talk to a counselor about the issues in their homes, classes, or in general, the counselor can give beneficial advice on how to find solutions to the problems. Counselors that have skills similar to child psychologists and should meet with students on a regular basis. The students will have an outlet to speak about their problems instead



of bottling them in, possibly resulting in repercussions upon their learning experiences. This can also solve the problems of general stress among students.

Unnecessary retention can be prevented through individual assessments of students. These assessments will test for special education needs and reveal if students are poor test takers or are struggling in school. For instance, some students could test at their standard grade level, but they are tested to be retained for an additional year. Later on their educations, they actually test well enough to be placed in advanced classes. However, the standardized tests that placed them in a lower grade still stalled their educations and prevented them from maximizing their educations at a faster rate.

There are also solutions that could prevent truancy, such as getting parents involved and discovering the reasons why students repeatedly commit truancy. If students are disinterested in school lessons they can talk one-on-one with teachers or counselors to discuss the issues and try to resolve them. Truancy is prevalent in areas of low income and areas that concentrate less on getting students excited about education. In Charmaraman and Hall's paper about programs they found that can stop or prevent truancy, they suggest using art based activities. "In resource-poor communities, young people may have a particularly difficult time finding opportunities to feel valued and accepted as engaged citizens, which makes youth development programs so vital in order for young people to remain connected to their communities" (p.16). There should also be career fairs in so students can become interested in several future occupations at an early age. Then, they can aspire to learn more and reach those goals of insightful careers.

In conclusion, there is much to do within the educational system, but it all starts with the teachers. Teachers need to be better educated in things society has deemed unimportant. Teachers need to make a change as well. Without change, the cycle of oppression will continue

for students in urban, low income schools. Teachers will continue to flee from these schools, leaving the students without promise of a better tomorrow.

## References

### Peer-Reviewed Sources:

Brookman-Frazee, A. F. (2015). Does Patient Race/Ethnicity Influence Physician Decision Making for Diagnosis and Treatment of Childhood Disruptive behavior problems? *Racial and Ethnic Health Disparities*, 219-230.

This peer journal article takes a look at the influence of culture and race on the diagnosis of a child. The aim was to discover if doctors diagnosed different races differently in an attention disorder diagnosis. The study showed no correlation of race and a different diagnosis. The results show that parent and family involvement as well as insurance deficiency play a larger role than physician input.

Charles E. Basch, P. (2011). Inattention and Hyperactivity and the Achievement Gap Among Urban Minority Youth. *Journal of School Health*, 641-649.

Charles Basch reports the findings of his studies in this peer reviewed article. He found that not only are minorities in urban school more likely to have an attention disorder but that are less likely to be treated. This leads to common pathways of dropout or barely graduating. He concludes that this is one of the many causes of the ever growing opportunity gap for urban schools. He implies a systematic and institutionalized deficit that continually disrupts the progression of minority students.

Diamond, J. B., Randolph, A., & Spillane, J. P. (March 01, 2004). Teachers' Expectations and Sense of Responsibility for Student Learning: The Importance of Race, Class, and

Organizational Habitus. *Anthropology & Education Quarterly*, 35, 1, 75-98.

This is a peer reviewed journal that is about how the concentration of low-income African American students in urban elementary schools is deeply coupled with a leveling of teachers' expectations of students and a reduction in their sense of responsibility for student learning. We argue that this process is rooted in school-based organizational habitus through which expectations of students become embedded in schools.

Fernandez, N., & Inserra, A. (2013). Disproportionate Classification of ESL Students in U.S. Special Education. *Teaching English as a Second or Foreign Language Electronic Journal*, 17(2).

This is a peer reviewed journal dealing with the causes of disproportionate ELL's in SPED. It identifies the disproportionality as a problem and provides a study on ELL's growth in Individual Education Plans. In addition, the journal gives "Pedagogical Implications" which can be used by teachers to improve their classrooms for their students. I can use this source in my project by drawing from the experiment and using information about disproportionality being a problem.

Frankenberg, E., Taylor, A., & Merseth, K. (January 01, 2010). Walking the Walk: Teacher Candidates' Professed Commitment to Urban Teaching and Their Subsequent Career Decisions. *Urban Education*, 45, 3, 312-346.

This is a peer reviewed journal the relationship between teacher attitudes about urban schools and their actual career decisions by tracking the urban city. The authors find that most graduates attain teaching jobs in urban schools, and higher percentages of graduates who exit

the program more committed to teaching in urban schools take jobs in urban schools with higher percentages of students of color and low-income students. The vast majority of graduates remain in urban schools, but those graduates who transfer to work in less urban and/or schools with fewer students of color or teachers who leave the field altogether are those who reported lower urban commitment.

Gretchen B. LeFever, A. P. (2003). ADHD among American Schoolchildren: Evidence of Overdiagnosis and Overuse of Medication. *The Scientific Review of Mental Health Practice*, online.

This peer review article looks at the drastic increase of psychostimulant prescriptions starting in 1990 to treat children's behavioral issues. The tracking of diagnoses may correlate to over diagnoses in certain US communities and possibly on a whole. The study also shows that adverse educational outcomes may be linked to the trend. The proposal of the article is to reform the way students with ADHD are treated to more intervention and less medication. This article will be good to show that there is a possible national problem with the way behavior disabilities are diagnosed and treated.

Halvorsen, A.-L., Lee, V. E., & Andrade, F. H. (January 01, 2009). A Mixed-Method Study of Teachers' Attitudes about Teaching in Urban and Low-Income Schools. *Urban Education*, 44, 2, 181-224.

This is a peer reviewed journal about the attitudes teachers in urban and low-income schools have about teaching early elementary students. It examines where teachers are willing to

take responsibility for children's learning. This applies to my paper by realizing what teachers are actually accountable for in their students' education.

Hervey-Jumper, H. (2005). Identifying, Evaluating, Diagnosing, and Treating ADHD in Minority Youth. *Journal of Attention Disorders*, 522-528.

This peer journal takes a look at the issues with the misdiagnosis of minorities. The parents seem to be a large player, whether they misinterpret the behavior or have a lacking trust for doctors. Parents tend to avoid the social stigma of having a child with ADHD as well as the fear associated with treatment. Several solutions for these issues are presented mostly through education for the parents on the facts of the disorder. Other solutions include financial assistance for low income families.

Langhout, R. D., & Mitchell, C. A. (November 01, 2008). Engaging contexts: Drawing the link between student and teacher experiences of the hidden curriculum. *Journal of Community & Applied Social Psychology*, 18, 6, 593-614.

This is a peer reviewed journal how academic disengagement is facilitated by the hidden curriculum, and mediated by race, ethnicity and gender for students in a working class elementary school. Additionally, we see how a teacher was challenged by the hidden curriculum in her attempt to make her classroom environment engaging for all. This applies to my paper by tracking a white teacher and tracking her failures in successes with addressing their students and also hidden curriculum and having her students try to be successful.

Mcgill-Franzen, A., & Allington, R. (1993). Flunk'em or Get Them Classified: The Contamination of Primary Grade Accountability Data. *Educational Researcher*, 22(1), 19-22. doi:10.3102/0013189X022001019

This is a peer-reviewed resource. McGill and Allington's piece on high standardized tests are making students either making them be held back or become classified as handicapped individuals is one of my possible causes of high rates of retention among American schools. This text also can provide statistics of the issues and provide information on the causes of these tests being held to single out low test scores as students that are not worth teaching.

Milnes, T., & Cheng, L. (2008). Teachers' Assessment of ESL Students in Mainstream Classes: Challenges, Strategies, and Decision-Making. *TESL Canada Journal*, 25(2), 49-65.

This is a peer reviewed journal from Canada, but it still applies to local discussions about ESL. The difference between this article and the others is that this one explores the effects of mainstreaming ESL students. It also explains the logistics of having ESL students and non-ESL students in the same classroom. I think this source will be useful for my project because it has a different view on the subject than any of the other sources.

Paul L. Morgan, J. S. (2013). Racial and Ethnic Disparities in ADHD Diagnosis From Kindergarten to Eighth Grade. *Pediatrics*, 85-93.

This article was used for statistical data as well as graphical evidence of the diagnosis and treatment of ADHD among minority students. It is a peer reviewed journal that focuses on pediatric medicine. It list several correlations that go along with ADHD diagnosis including single parenthood and race. It also suggest possible ways to monitor and limit future incidents.

Porche, M., Fortuna, L., Lin, J., & Alegria, M. (2011). Childhood Trauma and Psychiatric

Disorders as Correlates of School Dropout in a National Sample of Young Adults. *Child*

*Development*, 82(3), 982-998. doi:10.1111/j.1467-8624.2010.01534.x

This is a peer-reviewed resource. This article goes over a correlation between trauma and disorders among varying races in schools and their rates of retention and dropouts in urban schools. This will give more insight on one of the many factors that could be involved in the possible discrimination of minorities resulting in them being held back or dropping out.

Ramirez, A. (2005). Esperanza's Lessons: Learning about Education through the Eyes of the

Innocent. *Multicultural Education*, 13(2), 47-51.

This is a peer reviewed journal about a woman named Esperanza who has dedicated years of her life to helping her children succeed in school. The article shows the struggles ELL's parents face in order to give their children brighter futures. These parents are extremely dedicated and caring; they need and want their voices to be heard. I was appalled at the behaviors of school officials in this story, and I am frustrated for all parents who are treated with such disrespect. I think this article is useful for my project because it ignites a passion inside of me to make a change in the school system, and I hope that same feeling carries over into my project.

Robles-Pina, R., Defrance, E., & Cox, D. (2008). Self-Concept, Early Childhood Depression and

School Retention as Predictors of Adolescent Depression in Urban Hispanic Adolescents.

*School Psychology International*, 29(4), 426-441. doi:10.1177/0143034308096434

This is a peer-reviewed resource. This article is going to be used for a possible reason of dropouts and held back students among the Hispanic population in urban schools. It will provide a research done by the authors that looks into the relation of retention and dropout rate of



Hispanics and their depression over a long period of time in urban schools.

Rodriguez, L., & Conchas, G. (2008). Preventing Truancy and Dropout Among Urban Middle

School Youth: Understanding Community-Based Action From the Student's Perspective.

Education and Urban Society,41(2), 216-247. doi:10.1177/0013124508325681

This is a peer-reviewed resource. This text goes over the possible relation between truancy and dropout/retention rates in urban middle schools. It also provides research on how to prevent truancy by keeping interest among students to keep them in schools. This article is also very useful in its focus on middle school students affected by this issue.

#### Teacher Resources:

Artiles, A., & Ortiz, A. (2002). “Before Assessing a Child for Special Education, First Assess the

Instructional Program”. *English Language Learners AND Special Education*.

This article is a teacher resource because it addresses ESL and SPED background and laws. The article states the problems students face with little language support in school. For example, English language learners who are placed into special education sometimes still do not have the correct instruction they need to succeed. The article goes on to reference the laws put in place to protect ELL’s (English Language Learners) and their families. Further, the article provides steps that should be taken in order to properly care for an ELL. This source will be useful in my project because it gives valuable, unbiased data, and the style is easy to understand.

Becker, H., & Goldstein, S. (2011). *English Language Learners and Special Education—A*

*Resource Handbook* (pp. 1-14). Meriden, Connecticut: Connecticut Administrators of

Programs for English Language Learners.

This source can be classified as a teacher resource because it is a resource handbook.

Although the book is specifically created for Connecticut, its ideas relate to all states and schools. I believe the “Frequently Asked Questions about Second Language Acquisition” and the “Frequently Asked Questions From Across the Disciplines” portions are particularly helpful. The teachers reviewing them will feel supported by understanding that other teachers have the same inquiries. This handbook will be useful for my project because it encompasses insight about ESL and SPED and has many more resources within itself.

Charmaraman, L., & Hall, G. (2009). School dropout prevention: What arts-based community and out-of-school-time programs can contribute. *New Directions For Youth Development*, 41(2), 9-27. doi:10.1177/0013124508325681

This article goes over another alternative solution to preventing the retaining and dropouts of students in having school programs dealing with tapping into students’ creative sides to keep them interested in school in the urban areas.

Crundwell, R. (2010). Responding to a Student's Depression. *Interventions That Work*, 68(2), 46-51. Retrieved November 30, 2015, from <http://www.ascd.org/publications/educationalleadership/oct10/vol68/num02/Responding-to-a-Student's-Depression.aspx>

This is a guide to noticing and categorizing certain types of depression and how to deal with it. This guide should prove useful for teachers to see if their lower achieving students have any issues at home or otherwise. However teachers should keep in mind that every student’s situation is different and cannot be perfectly described every time by this guide and the instructor must make actual decisions by their own.

Ferlazzo, L., & Sypniewski, K. (2012). *The ESL/ELL teacher's survival guide: Ready-to-use strategies, tools, and activities for teaching English language learners of all levels*. San Francisco, CA: Jossey-Bass.

This teacher resource will provide teachers who have ELL students with worksheets and lesson plans that cater to the students' needs. In addition, teachers can use this book to discover how to make their classrooms accommodating and welcoming for students of diverse linguistic backgrounds. The book suggests valuable methods for communicating with the ESL students' parents as well.

Fitzgerald, T. D. (2009). Controlling the Black School-aged Male. *Urban Education*, 225-247.

This article address the specific targeting of black males in relation to behavioral medication. The author makes the claim that this trend is an institutionalized form of racism. He frames his claim by analyzing the framework of public education system, which is rooted in a white America. He then moves on to analyze the diagnosis process and the subjectivity involved with diagnosis ADHD. Also analyzed are the principles of IDEA and special education. He argues that the processes of special education rely too heavily on the medication of students.

Games & Activities for the ESL/EFL ClassroomA Project of The Internet TESL Journal. (1985).

Retrieved December 1, 2015, from <http://iteslj.org/games/>

The website gives over one hundred submissions of game and activity ideas for teachers of ELLs. English teachers can contribute to the list by submitting their own ideas. If they found certain activities to be useful and effective, teachers can share them with their peers. Educators in need of activities can go to this sight to find many options ranging from "Crazy Story" to

“Pictionary.” These games help ELLs use English words and phrases and develop English language competence in enjoyable ways.

Howard, M. (n.d.). Direct Instruction teaching Method: definition, Examples and Strategies.

Retrieved from study.com: <http://study.com/academy/lesson/direct-instruction-teachingmethod-definition-examples-strategies.html>

This source is a great introduction to Direct Instruction. Direct Instruction is a lesson style that relies heavily on a call and response from the teacher to students in chorus type response. This fast paced and high activity style is a good way to combat attention disorders because it doesn't offer much time for distraction. This cite not only provides the definition of direct instruction but it provides several examples. The examples and strategies are written by teachers for other teachers, so they have been tried and tested. There is also a good variety of strategies and uses listed.

Long, C. (2011). *How Do We Increase Teacher Quality in Low-Income Schools?* - NEA Today.

NEA Today. Retrieved 17 October 2015, from <http://neatoday.org/2011/05/24/how-dowe-increase-teacher-quality-at-low-income-schools/>

This article talks about how teachers and the wage gap increases the amount of low quality teachers there are in at risk school. It also talks about the discrepancies in title I funding and how the quality and money spent per child are completely different than at a non-risk, nontitle I school.

Manual To Combat Truancy. (1996, July 1). Retrieved November 29, 2015, from <http://www2.ed.gov/>

On this website from the Department of Education providing a brief summary of what truancy is and how it harms schools. This is also a manual on several different programs from different school districts that have been implemented to prevent truancy. It provides a great perspective from several schools to see how they deal with their truancy problem.

Saloner, B. (2011, April 26). Race, Health, and Disadvantage: the Case of ADHD in Childhood. Time, p. online.

This article that was in TIME paints a good picture of the real issues when ADHD and other behavior disorders are correlated with race. White students are more likely to be diagnosed with ADHD, a statistic that shows the issue of under diagnosis among black and minority students. It then goes on to discuss the success of students with ADHD after they grow up and the trends of drop outs among this group. In conclusion it gives alternatives for treatment and also urges better awareness and diagnosis for low income and minority dense populations.

Winebarger, A. (n.d.). ADD/ADHD Behaviors. Parenting KIds with ADD/ADHD; real tools for real life.

This source is an informational packet for parents and teachers. It outlines the behaviors of students with ADD/ADHD. This would be extremely useful in a very diverse classroom. Many different cultures do not understand the medical significance of ADHD and how it can

make correct behavior seemingly impossible. This also would be a good resource for teachers in aiding them to better educate their students who have this disorder.

Multimedia:

Access To Pre-K Education Under The Mckinney-Vento Homeless Assistance Act (2010, October). Retrieved October 19, 2015.

This is archived information from the Department of Education which contains summary of the Mckinney-Vento Homeless Assistance Act and how the inclusion of better access to Preschool for low income areas and how the experience of Preschool can help children get an early head start on the process of education.

Butler, K. (2013, June 25). Study: ADHD diagnosis, treatment less likely for minority kids. United Press Internatinal, p. Online.

This article is a news report that presents data from multiple studies dealing with diagnosis and medication rates over multiple races and demographics. It states that by the beginning of middle school twice (7%) the number of white students are treated with ADHD than black (3%) and Hispanic (3.5%). It also states trend related to gender, as boys are twice as likely to be diagnosed.

Dodson, A. (Producer). (2013, March 28). *ELL Students in Special Education* [Video file].

Retrieved from [https://www.youtube.com/watch?v=z\\_8guIpSoGE&noredirect=1](https://www.youtube.com/watch?v=z_8guIpSoGE&noredirect=1)

This source is a multimedia source because it is a video from YouTube. It contains information about the relationship between IEP's (Independent Education Plans) and special

education. It states that students called ELL (English Language Learners) can sometimes be considered “at risk” so they will take classes such as ESL (English as a Second Language). I think the video is helpful because it is clear and has well-chosen images. This will be useful in my project because it elaborates on the development of the child in connection to their various placements in ESL and special education and the disproportionate representation of ELLs in special education.

Duncan, A. (2015). *Secretary Duncan's Remarks on Press Call Highlighting States Where Education Funding Shortchanges Low-Income, Minority Students* / U.S. Department of Education. *Ed.gov*. Retrieved 19 October 2015, from <http://www.ed.gov/news/speeches/secretary-duncan%E2%80%99s-remarks-press-callhighlighting-states-where-education-funding-shortchanges-low-income-minority-students>

In 23 states, students from low income families are fundamentally being shortchanged when it comes to state and local education funding. In these states, districts serving the highest percentage of students from low income families spend fewer state and local dollars per. that same pattern of inequality also holds true for students of color – in 20 states, the districts with the highest percentage of minority students spend fewer state and local dollars than in districts with the lowest percentage of minority students. Inequitable school funding has been a problem in our country for decades, especially because of the long history of using local property taxes to fund schools.

Expansive Survey of America's Public Schools Reveals Troubling Racial Disparities. (2014, March 21). Retrieved October 19, 2015.

This is archived information from the Department of Education contains statistics from the Civil Rights Data Collection. It details on the rates of student retention and access to higher education among urban areas and student racial minorities.

Patricia Pastor, P. (2015, August 25). Morbidity and Mortality weekly Report. Retrieved from Center For Disease Control and Prevention:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6433a11.htm>

This source is a graph showing the change and steady incline of Medication rates among different races. The trend for all races is a steady increase for all races with the exception of Black non-Hispanics in the last half decade which has decreased. The white non-Hispanic population is the highest medicated among all races.