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Public Research 3

**Key words:** Racially, Ethnically, Children

Hawley, Willis D. *The Consequences of Tracking and ‘Ability Grouping’ in Racially and Ethically Diverse Schools*. N.p.: Www.tolerance.org, n.d. PDF.

Topic: Grouping in Racially & Ethnically Diverse Schools

- Even in diverse schools students still group based on race and ethnicity because of this students lose the opportunity of diverse learning. Based on the students’ ethnicity and family income they group with another student who either has both qualities or at least one. Since the teacher can’t focus on just one specific student, not everyone in the class has the same potential learning skills.

- Pullout programs are a key situation with grouping students because it pulls out the students with less academic skills and helps them to exceed in a particular academic skill but because they are pulled out from their classroom they are noticed to be less academic and then find within their class who have the same struggle as them. Then as they progress, those students are still considered low academic students because they don’t receive the same academic attention as any “regular student.”
Assessment:

The strengths of the book “American Journal of Community Psychology” are how very well detailed it is with the specific messages parents use towards their children. It’s significant because children have to be informed with their cultural history because anywhere they go they are likely to confront a situation where they might not even know what their heritage is and wouldn’t know what to do. This book is a good source to go to when it comes to children’s benefit of learning about their historical background.

There are a couple weaknesses in the article “The Consequences of Tracking and ‘Ability Grouping’ in Racially and Ethically Diverse Schools” some would be that it’s not as detailed as it should be and it should provide more examples and get in depth about them but other than that it provided good information about a couple major topics: “tracking, instructional, grouping, pullout programs for students with special needs, and differential teaching practices that minimize cognitive demand on low achieving students.”