

## SUMMARY #6

I contend that the results of assessments like standardized tests reveal a specific, socially constructed way of considering what students know and need to know. However, these findings only capture a small portion of a much more intricate reality. Even so, there is little disagreement about the fact that people are diverse and that their circumstances and experiences vary widely in American society and in education. White students may be used as the standard by which other racial and ethnic student groups are to be measured in explanations of achievement gaps. It is possible to subtly tag white students as being more intelligent and academically capable than others. Explanations for the achievement gap may compel us to view and analyze students of color from a deficit perspective. Instead of emphasizing the strengths that students and their families have, researchers tend to focus on the perceived weaknesses of students. In contrast to the unfair, discriminatory, and sexist structures, systems, contexts, policies, and practices that produce the perceived achievement gaps, achievement gap explanations can make us concentrate on specific students and specific community. The questions goes like 'are we focusing on too much testing and not enough teaching'? In my understanding, educators who adopt color-blind methodologies may not be aware of how their own racial identities and racialized experiences can influence what they teach, how they teach it, and how they evaluate what has been taught. Unknowingly, teachers who refuse to include Black experiences in the curriculum because they assert that they are color-blind may be depriving Black students of the opportunity to acknowledge their contributions to society. Unfortunately, when teachers are unaware of the connection between economic realities and educational opportunities, they may not create or design lessons that will help students comprehend inequality and change their lives in order to avoid poverty

and low-wage jobs and careers. Teachers might assume that their students are not capable of academic success and thus only demand and accept mediocre performance from them. As a result of their lack of interest in what the teacher is suggesting as being relevant or significant to them, students live up to the low expectations that have been set. I have discovered that too often, failure is attributed to students (or their parents), without any thoughtful consideration of the role that educators, educational systems, and structures play in upholding the status quo. In conclusion, in-depth knowledge of the larger and more specific social contexts that influence educators' work is crucial. Teachers must be knowledgeable about more than just their subject matter in order to deliver relevant, effective, and responsive teaching. Teachers also need to be aware of the unique characteristics, and complexities that come with teaching in urban, suburban, and rural settings. Thus, becoming aware of opportunity gaps should create a space for discussion.