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EDUCATION 2020

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RECENT TITLES

ADULT LEARNING IN PROFESSIONAL, ORGANIZATIONAL, AND COMMUNITY SETTINGS



Transformative Learning in Healthcare and Helping Professions Education Building Resilient Professional Identities

Teresa J. Carter, Virginia Commonwealth University (Retired); Carrie J. Boden, Texas State University; Kathy Peno, University of Rhode Island

A volume in the series *Adult Learning in Professional, Organizational, and Community Settings*

2019. Paperback 978-1-64113-679-2 \$45.99. Hardcover 978-1-64113-680-8 \$85.99. eBook 978-1-64113-681-5 \$65.

Transformative Learning in Healthcare and Helping Professions Education: Building Resilient Professional Identities is a co-edited book (Carter, Boden, and Peno) with invited chapters from educators who share our passion for learning in healthcare and the helping professions. The purpose of the book is to introduce professional learners (students, residents, and others in professional training) to transformative learning for building resilient professional identities amid practice environments that include widespread burnout and compassion fatigue. With a diverse set of authors engaged in clinical and educational practice in academic medicine, nursing, dentistry, physical therapy, mental health counseling, science education, psychology, social work, and inter-professional collaborative practice, we offer strategies for building resilience throughout the years of professional training and into professional practice. We do so through the experiences of authors involved in healthcare and the helping professions to illustrate how some are coping with the challenges of burnout and compassion fatigue through learning that can be transformative.

This book explores the nature of professional identity formation by examining ways that professionals in training can thrive amid the challenges of today's stressful practice environments. First-hand stories of resilience illustrate how learners, as well as educators in these professions, are addressing adversity, career decision-making, service to the underserved, and the self-care needed to provide excellent care for others. The prominence of transformative learning within adult learning theory is illustrated for its potential to revise the meaning that learners make of their experiences and open up new possibilities for renewed vitality in professional education and practice environments.

The book has two primary audiences: professional learners in healthcare and helping professions education, and their educators who are often professional practitioners themselves. These educators have a significant role in influencing the next generation of professionals by serving as mentors, role models, and teachers. The importance of fostering learning that is transformative has never been more important than it is today for those who will work in these demanding professions. We invite readers to discover experiences and strategies for achieving individual wellbeing, as well as opportunities for building a culture within professional education and practice settings that will foster resilience.



Unfinished Business Compelling Stories of Adult Student Persistence

Matt Bergman, University of Louisville; Joann S. Olson, University of Houston-Victoria

A volume in the series *Adult Learning in Professional, Organizational, and Community Settings*

2019. Paperback 978-1-64113-854-3 \$45.99. Hardcover 978-1-64113-855-0 \$85.99. eBook 978-1-64113-856-7 \$65.

For at least the last 100 years, more than 40% of all students who enrolled in American colleges and universities have not persisted to graduation at four-year institutions. Their stories are varied, but in every case, something got in the way of that pursuit. Life happened. They became one of the nearly 36 million Americans who have some college but no degree.

For many, the stigma of not finishing college is a closely held secret that weighs heavily as they discuss, engage, and compete to meet the challenges of the workforce in the 21st century. Some weren't ready at age 18 for the focus and commitment that academic studies require. Others found opportunities to create income and meet immediate familial needs or requirements. Many have excelled despite their lack of a college credential. Contrary to the deficit mindset that often permeates the retention and persistence discourse, this book highlights the stories of those who successfully returned to what was left unfinished.

The stories here may challenge your assumptions. These are high-quality students who demonstrated a compelling and inspiring commitment to their education, begun long ago and now completed—in some cases decades later. As you read, don't miss the role that engaged advisors, supportive family members, and well-designed programs such as prior learning assessment played in helping students to the finish line. These narratives also demonstrate that it is time for institutions of higher education to imagine and embrace new ways of serving these students well.

ADVANCES IN SERVICE-LEARNING RESEARCH



Educating Teachers and Tomorrow's Students through Service-Learning Pedagogy

Virginia M. Jagla, National Louis University; Kathleen C. Tice, University of Texas at Arlington

A volume in the series *Advances in Service-Learning Research*

2019. Paperback 978-1-64113-323-4 \$45.99. Hardcover 978-1-64113-324-1 \$85.99. eBook 978-1-64113-325-8 \$65.

Service-learning is a powerful method of teaching and learning that has been used effectively for more than two decades. This volume contributes further to the Advances in Service-Learning Research series that focuses upon service-learning in teacher education. Research and theory indicate that knowledge of service-learning pedagogy and how to implement it in teacher candidates' future classrooms can enhance field experiences of teacher education and the civic mission of schools. However, research also reminds us that the practice of service-learning is nuanced and complex. No two service-learning experiences are alike, yet universal characteristics across service-learning experiences define its essence and distinction. It is through research that digs deep into these nuanced issues that we can learn more about the different characteristics of the experience that define service-learning and guide implementation.

The preface provides an interview with Andy Furco, an early advocate of service-learning and noted leader who has fostered service-learning in K-12 and higher education throughout the United States and across the globe. Andy Furco's commentary offers an historical overview of the field as well as how the field can advance, providing insights for those new to the field as well as those who have engaged in service-learning. The preface and thirteen chapters together provide empirical and conceptual support for including service-learning. Concurrently, this scholarship provides guidance for implementing service-learning in teacher preparation and in K-12 education. Interrelated themes include self efficacy, connections with communities, diversity, and program development in teacher education.

ADVANCES IN TEACHER EDUCATION



Preparing the Next Generation of Teacher Educators for Clinical Practice

Diane Yendol-Hoppey, University of North Florida; Nancy Fichtman Dana, University of Florida, Gainesville; David T. Hoppey, University of North Florida

A volume in the series *Advances in Teacher Education*

2019. Paperback 978-1-64113-614-3 \$45.99. Hardcover 978-1-64113-615-0 \$85.99. eBook 978-1-64113-616-7 \$65.

Today, in many contexts the lack of attention to preparing the next generation of teacher educators as well as having a critical mass of faculty who understand the current teacher education research problem lingers. Although the NCATE Blue Ribbon Panel Report (2010), the recent advent of the CAEP standards, and the new AACTE Clinical Practice Commission Report (2017) challenge those responsible for teacher preparation to rethink the design as well as their work within clinical practice, there is much too little discussion about how to prepare the next generation of teacher educators to work differently. Just like Zeichner found almost 20 years ago, teacher education still too often remains "a tangential concern for most and the major concern of only a few" (Zeichner, 1999, p. 11). These concerns raise important questions for those who are currently responsible for pivoting, reinventing, and researching teacher preparation. This book offers insights from teacher education researchers that illustrate the ongoing benefits and persistent challenges of educating and preparing university and school-based teacher educators. This is an important step in understanding the complex roles, practices, and responsibilities associated with high quality teacher education that emphasizes clinical practice.

ADVANCES IN WORKPLACE SPIRITUALITY: THEORY, RESEARCH AND APPLICATION



The Soul of Higher Education

Contemplative Pedagogy, Research and Institutional Life for the Twenty-first Century

Margaret Benefiel, Shalem Institute for Spiritual Formation; Bo Karen Lee, Princeton Theological Seminary

A volume in the series *Advances in Workplace Spirituality: Theory, Research and Application*

2019. Paperback 978-1-64113-696-9 \$30. Hardcover 978-1-64113-697-6 \$40. eBook 978-1-64113-698-3 \$65.

The Soul of Higher Education: Contemplative Pedagogy, Research and Institutional Life for the Twenty-first Century contributes to an understanding of the importance and implications of a contemplative grounding for higher education. It is the sixth in a series entitled Advances in Workplace Spirituality: Theory, Research and Application, which is intended to be an authoritative and comprehensive series in the field.

This volume consists of chapters written by noted scholars from both Eastern and Western traditions that shed light on the following questions:

- What is an appropriate epistemological grounding for contemplative higher education? How does the current dominant epistemology in higher education mitigate against contemplative teaching, learning, and research? What alternatives can be offered?
- How can a contemplative culture be nurtured in the classroom? What difference does that culture make in teaching and learning? What is the role of individual and institutional leadership in creating and sustaining this culture?
- What is contemplative research? How can the emerging field of contemplative studies fit into the twenty-first-century university?
- What can faculty and students learn from contemplative practices about how to find peace of mind in a world of higher education characterized by increasing complexity, financial pressures, and conflicts?
- What does a contemplative organizational structure look like in higher education? How can committees, faculty meetings, and administrative teams use contemplative practices to work more effectively together?
- How can contemplative decision-making processes be used in higher education? Given hierarchies, turf wars, and academics' propensity for using argument as a weapon, is it possible to introduce contemplative practices into decision-making situations in appropriate ways?

AMERICAN EDUCATIONAL HISTORY JOURNAL



American Educational History Journal

Volume 46 #1 & 2

Shirley Marie McCarther, University of Missouri-Kansas City

A volume in the series *American Educational History Journal*

2019. Paperback 978-1-64113-800-0 \$45.99. Hardcover 978-1-64113-801-7 \$85.99. eBook 978-1-64113-802-4 \$65.

The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.

AEHJ accepts papers of two types. The first consists of papers that are presented each year at our annual meeting. The second type consists of general submission papers received throughout the year. General submission papers may be submitted at any time. They will not, however, undergo the review process until January when papers presented at the annual conference are also due for review and potential publication. For more information about the Organization of Educational Historians (OEH) and its annual conference, visit the OEH web site at: www.edhistorians.org.

CHINESE AMERICAN EDUCATIONAL RESEARCH AND DEVELOPMENT ASSOCIATION BOOK SERIES



Critical Issues in Early Childhood Teacher Education

Volume 1 - US Perspectives

Ithel Jones, Florida State University; Miranda Lin, Illinois State University

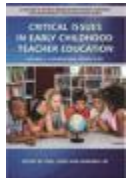
A volume in the series *Chinese American Educational Research and Development Association Book Series*

2019. Paperback 978-1-64113-722-5 \$45.99. Hardcover 978-1-64113-723-2 \$85.99. eBook 978-1-64113-724-9 \$65.

In recent years there have been significant changes in education across the globe, largely as a result of changing demographics, technological developments, and increased globalization. Relatedly, the changing needs of societies and families, along with new research findings, provide new directions in early childhood education. Consequently, early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential. Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions. It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers.

An awareness of pressing issues in the field of early childhood teacher education led the editors to develop this volume. The chapters in these two volumes bring together scholars from across the US and the globe who are interested in improving the quality of early childhood teacher education. The chapters

present their experiences, perspectives, and lessons learned as they addressed some of the challenging issues concerning the education and preparation of future early childhood teachers. The various issues and perspectives from different states in the US or countries across the globe provide insights into current issues and dilemmas facing the field. The contributions of these scholars should inform the discourse on early childhood teacher education and help those who work with preservice teachers improve the quality of their work.



Critical Issues in Early Childhood Teacher Education

Volume 2-International Perspectives

Ithel Jones, Florida State University; Miranda Lin, Illinois State University

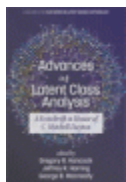
A volume in the series *Chinese American Educational Research and Development Association Book Series*

2019. Paperback 978-1-64113-740-9 \$45.99. Hardcover 978-1-64113-741-6 \$85.99. eBook 978-1-64113-742-3 \$65.

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CILVR SERIES ON LATENT VARIABLE METHODOLOGY



Advances in Latent Class Analysis

A Festschrift in Honor of C. Mitchell Dayton

Gregory R. Hancock, University of Maryland; Jeffrey R. Harring, University of Maryland; George B. Macready, University of Maryland

A volume in the series *CILVR Series on Latent Variable Methodology*

2019. Paperback 9781641135610 \$45.99. Hardcover 9781641135627 \$85.99. eBook 9781641135634 \$65.

What is latent class analysis? If you asked that question thirty or forty years ago you would have gotten a different answer than you would today. Closer to its time of inception, latent class analysis was viewed primarily as a categorical data analysis technique, often framed as a factor analysis model where both the measured variable indicators and underlying latent variables are categorical. Today, however, it rests within much broader mixture and diagnostic modeling framework, integrating measured and latent variables that may be categorical and/or continuous, and where latent classes serve to define the subpopulations for whom many aspects of the focal measured and latent variable model may differ.

For latent class analysis to take these developmental leaps required contributions that were methodological, certainly, as well as didactic. Among the leaders on both fronts was C. Mitchell “Chan” Dayton, at the University of Maryland, whose work in latent class analysis spanning several decades helped the method to expand and reach its current potential. The current volume in the Center for Integrated Latent Variable Research (CILVR) series reflects the diversity that is latent class analysis today, celebrating work related to, made possible by, and inspired by Chan’s noted contributions, and signaling the even more exciting future yet to come.

COGNITION, EQUITY & SOCIETY: INTERNATIONAL PERSPECTIVES



Equity in Mathematics Education

Addressing a Changing World

Constantinos Xenofontos, University of Stirling, UK

A volume in the series *Cognition, Equity & Society: International Perspectives*

2019. Paperback 9781641137287 \$45.99. Hardcover 9781641137294 \$85.99. eBook 9781641137300 \$65.

Following in the steps of the socio-political turn of the discipline, *Equity in Mathematics Education: Addressing a Changing World* emerged as a response of the editor and the chapter authors to the enormous changes that have in the last years occurred at a global level (for example, the ongoing war in Syria, the political [in]actions of powerful nations to fight climate change, the rise of far-right parties in many countries around the world, and so on). In recent years, massive migration waves from the Middle East have caused significant demographic changes to many European countries, Canada and the US, that are reflected in schools and classrooms. These observations have led this book's contributors to reconsider the concept and/or practice of equity, and its related concept, social justice, and the role of mathematics education research in addressing and promoting a fairer world. Contrary to other, perhaps highly specialized books concerned with similar topics, this book aims to provide a smooth, yet deep introduction to those who are new to this research area.

Equity in Mathematics Education: Addressing a Changing World contributes to the understanding of equity and its complex relations to mathematics education. It is anticipated that it will support individuals in teaching, educational research, policy making and planning, and teacher education, in becoming more aware of the interplay between school mathematics and socio-political issues that, ultimately, impacts the lives of learners and their communities, teachers as practitioners and as citizens, the wider society, and the world as a whole. Even though each chapter can be read independently of others, an engagement with all chapters in this volume will provide readers with a solid holistic understanding of the research territory of equity and mathematics education.

CONTEMPORARY ISSUES IN ACCREDITATION, ASSESSMENT, AND PROGRAM EVALUATION RESEARCH IN EDUCATOR PREPARATION



Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students

Jennifer E. Carinci, American Association for the Advancement of Science; Stephen J. Meyer, RMC Research Corporation; Cara Jackson, Bellwether Education Partners

A volume in the series *Contemporary Issues in Accreditation, Assessment, and Program Evaluation Research in Educator Preparation*

2020. Paperback 978-1-64113-957-1 \$45.99. Hardcover 978-1-64113-958-8 \$85.99. eBook 978-1-64113-959-5 \$65.

Improving the use of evidence in teacher preparation is one of the greatest challenges and opportunities for our field. The chapters in this volume explore how data availability, quality, and use within and across preparation programs shed light on the structures, policies, and practices associated with high quality teacher preparation. Chapter authors take on critical questions about the connection between what takes place during teacher preparation and subsequent outcomes for teachers and students – which has remained a black box for too long. Despite a long history of teacher preparation in the U.S. and a considerable investment in preservice and in-service training, much is still to be learned about how pre-service preparation impacts teacher effectiveness.

A strong empirical basis that informs how specific aspects of and approaches to teacher preparation relate to outcomes for graduates and their preK-12 student outcomes will provide a foundation for improved teaching and learning. Our book responds to stakeholders' collective responsibility to students and teachers to act more deliberately. Issues of data availability and quality, the uses of data for improvement, priorities for future research, and opportunities to promote evidence use in teacher preparation are discussed throughout the volume to inspire collective action to push the field towards more use of evidence. Chapters present research that uses a variety of research designs, methodologies, and data sources to explore important questions about the relationship between teacher preparation inputs and outcomes.

CONTEMPORARY ISSUES IN CONFLICT MANAGEMENT AND DIALOGUE



Critical Dialogues in Higher Education

Nance T Algert, Texas A&M University; Clare A. Gill, Texas A&M University

A volume in the series *Contemporary Issues in Conflict Management and Dialogue*

2020. Paperback 978-1-64802-062-9 \$45.99. Hardcover 978-1-64802-063-6 \$85.99. eBook 978-1-64802-064-3 \$65.

This book is designed to support individuals, particularly in higher education settings, gain knowledge and skills related to critical dialogues that support effective conflict management. Higher education institutions and its stakeholders such as faculty, staff, students, and administrators are often perceived for their proclivity to foster debate. This book is not about how to facilitate debate, but rather, dialogue, which if managed well, can lead to positive growth, learning outcomes, and increased productivity. Dialogue as a method for effective conflict management is an underutilized method of communication. Contents of the book include modules that address communication skills, conflict management styles, working in small groups or teams, how to facilitate change, and research-based resources and references for conflict management.

CONTEMPORARY LANGUAGE EDUCATION



The Seal of Biliteracy

Case Studies and Considerations for Policy Implementation

Amy J. Heineke, Loyola University Chicago; Kristin J. Davin, University of North Carolina at Charlotte

A volume in the series *Contemporary Language Education*

2020. Paperback 978-1-64802-022-3 \$45.99. Hardcover 978-1-64802-023-0 \$85.99. eBook 978-1-64802-024-7 \$65.

This edited volume examines the Seal of Biliteracy (SoBL), a relatively new policy initiative that has received little attention in scholarly and practical literature. The contributions seek to expand the literature by presenting case studies of policy implementation in diverse contexts across the United States.

This book is organized into four sections: (1) introduction to the SoBL, including history of the policy initiative and national trends in policy design and implementation, (2) case studies of macro-level policy implementation, including a diverse array of contexts across the country that have approached the SoBL in unique ways (e.g., legislation v. educational code, prioritizing world v. home languages), (3) case studies of micro-level implementation, including schools and districts that award the SoBL to diverse student populations through various language programs (e.g., English-dominant v. linguistically diverse; world language v. dual-language programs), and (4) conclusions and future directions, including actionable next steps for policy makers, administrators, educators, and researchers.

Members of various professional organizations will benefit from this text, including the National Association for Bilingual Education (NABE), Teachers of English to Speakers of Other Languages (TESOL), the American Council for Teaching of Foreign Languages (ACTFL), as well as participants in local affiliates for bilingual, English as a second language (ESL), and world language education.

CONTEMPORARY PERSPECTIVES IN EARLY CHILDHOOD EDUCATION



Contemporary Perspectives on Research in Motivation in Early Childhood Education

Olivia Saracho, University of Maryland

A volume in the series *Contemporary Perspectives in Early Childhood Education*

2019. Paperback 978-1-64113-489-7 \$45.99. Hardcover 978-1-64113-490-3 \$85.99. eBook 978-1-64113-491-0 \$65.

Researchers from different disciplines (e.g., physiological, psychological, philosophical) have investigated motivation using multiple approaches. For example, in physiology (the scientific study of the normal function in living systems such as biology), researchers may use “electrical and chemical stimulation of the brain, the recording of electrical brain-wave activity with the electroencephalograph, and lesion techniques, where a portion of the brain (usually of a laboratory animal) is destroyed and subsequent changes in motivation are noted” (Petri & Cofer, 2017). Physiological studies mainly conducted with animals, other than humans, have revealed the significance of particular brain structures in the control of fundamental motives such as hunger, thirst, sex, aggression, and fear. In psychology, researchers may study the individuals’ behaviors to understand their actions. In sociology, researchers may examine how individuals’ interactions influence their behavior. For instance, in the classroom students and teachers behave in expected ways, which may differ when they are outside the classroom. Saracho (2003) examined the students’ academic achievement when they matched or mismatched their teachers’ way of thinking. She identified both the teachers and students individual differences and defined consistencies in their cognitive processes. In philosophy, researchers can

study the individuals' theoretical position such as supporting Maslow's (1943) concept that motivation can create behaviors that augments motivation in the future. Abraham H. Maslow's theory of self-actualization supports this theoretical position (Petri & Cofer, 2017).

These areas and others are represented in this volume. This volume is devoted to understanding mutual and contemporary themes in the individuals' motivation and its relationship to cognition. The current literature covers several methods to the multifaceted relationships between motivational and cognitive processes. Comprehensive reviews of the literature focus on prominent cognitive perspectives on motivation with young children, which includes ages from birth to eight years of age. The chapters in this special volume review and critically analyze the literature on several aspects of the relationships between motivational and cognitive processes and demonstrates the breadth and theoretical effectiveness of this domain. This brief in introduction acknowledges the valuable contributions of these chapters to the study of human motivation. This volume can be a valuable tool to researchers who are conducting studies in the motivation field. It focuses on important contemporary issues on motivation in early childhood education (ages 0 to 8) to provide the information necessary to make judgments about these issues. It also motivates and guides researchers to explore gaps in the motivation literature.



Contemporary Perspectives on Research on Child Development Laboratory Schools in Early Childhood Education

Olivia Saracho, University of Maryland

A volume in the series *Contemporary Perspectives in Early Childhood Education*

2019. Paperback 978-1-64113-635-8 \$45.99. Hardcover 978-1-64113-636-5 \$85.99. eBook 978-1-64113-637-2 \$65.

Child development "laboratory schools are dedicated to research-based instruction and furthering innovation in education. Many of these schools are connected to universities, where students are able to benefit from university resources and best practices" (Khan, 2014). They have been in existence on university campuses for centuries in the United States. The earliest colonial colleges (e.g., Harvard, Yale, William and Mary, University of Pennsylvania) administered Latin schools or departments to prepare students for college (Good & Teller, 1973). Rutgers Preparatory School was founded in 1768 and was linked to the university until the 1950s (Sperduto, 1967). During the course of time, the laboratory schools have changed to meet the needs of the teaching professionals and have frequently guided the instructional methods to improve the science and art of teaching [International Association of Laboratory Schools (IALS), 2018]. They have also changed throughout the years from part-day, part-time programs (McBride, 1996, Myers & Palmer, 2017) to full-day child care, some of which is inclusive of care offered through student service funds (Keyes, 1984; Shirah, 1988).

Throughout the previous century, college and university institutions have established child development laboratory schools. In the early 1900s, they were initially considered to be sites for the recent discipline of child study but their purposes have progressed gradually. They also have assumed a fundamental function in promoting teaching, research, and service (such as outreach/engagement practice) in child development and early childhood education. However, a lot of them had to struggle for their survival when economic periods turned out to be problematic. Several extended operating programs were discontinued (Barbour & McBride, 2017).

In 1894 John Dewey founded the University of Chicago Laboratory School. His laboratory school is unquestionably the most well-known of experimental schools. It was used to research, develop, and confirm innovative theories and principles of child development and education. Later at the beginning of the early 1900s, exemplary schools were developed as important centers for the preparation of teachers. Dewey's laboratory school and the preparation of interns in a hospital were used as a model for laboratory schools to focus on methodical research, dual faculty university appointments, and the preparation of preservice teachers. During the initial half of the 20th century, laboratory schools increased in colleges and universities, especially between 1920 and 1940. University-based child development laboratory programs assumed a critical responsibility in contributing to the knowledge base on child development and early childhood education as well as the professional development of early childhood educators. This concept of the child development laboratory schools has heavily influenced modern views. Researchers and educators need to understand the current sources based on theoretical frameworks that contribute to the purposes of the child development laboratory schools. The contents of the volume reflect the major shifts in the views of early childhood researchers and educators in relation to the research on child development laboratory schools, the role of child development laboratory programs in early childhood education, and their relationship to theory, research, and practice. The chapters in this special volume reviews and critically analyzes the literature on several aspects of the child development laboratory schools. This volume can be a valuable tool to researchers who are conducting studies in the child development laboratory schools and practitioners who are working directly or indirectly in these schools. It focuses on important contemporary issues on child development laboratory schools in early childhood education (ages 0 to 8) to provide the information necessary to make judgments about these issues. It also motivates and guides researchers to explore gaps in the child development laboratory schools' literature.

CONTEMPORARY PERSPECTIVES IN SPECIAL EDUCATION



Educating Young Children With and Without Exceptionalities

New Perspectives

Festus E. Obiakor, Sunny Educational Consulting; Tachelle Banks, Cleveland State University; Jessica Graves, College of Coastal Georgia; Anthony F. Rotatori, Saint Xavier University

A volume in the series *Contemporary Perspectives in Special Education*

2019. Paperback 978-1-64113-593-1 \$45.99. Hardcover 978-1-64113-594-8 \$85.99. eBook 978-1-64113-595-5 \$65.

Early childhood education (ECE) has always been intertwined with the use of developmentally appropriate practice (DAP). To support excellence in ECE, it is critical how the knowledge about individual children and child development principles combined with the knowledge of effective early learning practices. Effective early childhood education involves an interdisciplinary collaborative process that is influenced by many factors. We present these aforementioned realities in *Educating Young Children With and Without Exceptionalities: New Perspectives*. In addition, we argue that general and special educators need to focus on applying new knowledge to better address critical issues that advance the field of educator preparation and improve educational outcomes for young children.

Early childhood research confirms the need for intensive intervention and remedial education—we need to avoid approaches that are “too little” or “too late.” Also proven to yield positive results for children are practices familiar to early childhood educators. These practices include relationship-based teaching and learning; partnering with families; adapting teaching for children from different backgrounds and for individual children; active, meaningful, and connected learning; and smaller class sizes. Evidence of the benefits of these practices suggests that they should be extended more widely into the elementary grades.

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



Community College Teacher Preparation for Diverse Geographies

Implications for Access and Equity for Preparing a Diverse Teacher Workforce

Mark M. D'Amico, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2019. Paperback 978-1-64113-647-1 \$45.99. Hardcover 978-1-64113-648-8 \$85.99. eBook 978-1-64113-649-5 \$65.

Community colleges serve as the open door to higher education for marginalized, place bound, and/or financially challenged students and communities. One of the key ways marginalization occurs in diverse geographies is through access limitations: access to affordable postsecondary education, access to curricula that lead to viable professions, access to diverse educational role models, and access to employment opportunities that can sustain communities. This underscores the importance of understanding “place” when addressing access and equity in higher education and the role of community colleges.

The discussion of access and equity through the community college has implications for teacher education. Considering the documented importance of having a diverse teacher workforce in K-12 schools and the current mismatch between the diversity of students and the teachers in their schools, community colleges have a significant role to play.

This book explores many topics related to the community college role in K-12 teacher education, including the community college mission, the policy landscape, partnerships, the transfer function, the community college baccalaureate, and others. Throughout the volume, the authors explore implications of access, equity, and geography and conclude with recommendations to guide future research and practice.



Comprehensive Multicultural Education in the 21st Century

Increasing Access in the Age of Retrenchment

Brandi Hinnant-Crawford, Western Carolina University; C. Spencer Platt, University of South Carolina; Christopher Newman, Azusa Pacific University; Adriel Hilton, Seton Hill University

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2019. Paperback 978-1-64113-629-7 \$45.99. Hardcover 978-1-64113-630-3 \$85.99. eBook 978-1-64113-631-0 \$65.

Multicultural education has become its own discipline, developed on the shoulders of the work of giants who argued its merit during the attacks of opponents who believed assimilation was the purpose of state sponsored education. In an age of rising populism and nationalism throughout the Western world, again questioned is the merit of multicultural education. In the shadows of Brexit and an America First agenda, where migration patterns across the world have led

to demographic shifts, it is evident even in the richest countries in the world that gaps in opportunity (and subsequently achievement) still exist. Disparities in achievement lead some to question whether multicultural education works and others to revert to old notions that ethnically and linguistically marginalized students are in fact deficient. The scholars here believe in the untapped potential of all children and illuminate how educational structures have muffled the cultivation of that potential. Contributors argue the goals of multicultural education have not been achieved in part due to the piecemeal application of its tenants.

The scholarship in this volume illustrates the state of multicultural education and articulates what educators committed to equity, inclusion, and a more just society must do to ensure the goals of multicultural education survive in the current age. The authors of these chapters bridge foundational knowledge with contemporary understandings; making the work both accessible for novices and beneficial for the authorities on multicultural education. With the diverse cast of contributors and topics ranging from mathematics instruction to discipline practices, this volume provides thoughtful discourse on issues of access: access to curricular content, access to opportunities to learn, as well as impediments to access. Containing chapters that speak to discipline specific pedagogical practices, the structures of schooling, teacher education, and research methodologies, the collected work encourages scholars and practitioners to not be discouraged in the age of retrenchment.



Conquering Academia

Transparent Experiences of Diverse Female Doctoral Students

Sonya C. Richardson, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2019. Paperback 978-1-64113-743-0 \$45.99. Hardcover 978-1-64113-744-7 \$85.99. eBook 978-1-64113-745-4 \$65.

Across the country, women are pursuing doctoral degrees at a rate higher than males. While the data indicates that women are now more likely to pursue this advance degree, limited research addresses the real experiences of diverse women who are pursuing a doctoral degree. This book highlights the lived experiences of diverse women who are progressing through a doctoral degree program and the challenges as well as opportunities that they face. These women share unique and transparent experiences of progressing through a doctoral program.

Through a narrative approach, *Conquering Academia: Transparent Stories of Diverse Women Doctoral Students*, addresses themes of intersectionality, lived experiences, challenges and opportunities, and adopting an academia mindset. Featured in the *Contemporary Perspectives on Access, Equity, and Achievement* series, this book shares perspectives of diverse women doctoral students and how their cultural identities assist them with navigating the academic landscape. It also provides insight for current female doctoral students about strategic positioning as a student within the doctoral program and personal necessary transformation in academia. It informs faculty and staff in academia about the experiences of diverse women and how to support their progression and overall retention.



Global Perspectives on Issues and Solutions in Urban Education

Petra A. Robinson, Louisiana State University; Ayana Allen-Handy, Drexel University; Chance W. Lewis, University of North Carolina at Charlotte; Amber Bryant, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2019. Paperback 978-1-64113-538-2 \$45.99. Hardcover 978-1-64113-539-9 \$85.99. eBook 978-1-64113-540-5 \$65.

In 2014, The Urban Education Collaborative at the University of North Carolina at Charlotte hosted its first biennial International Conference on Urban Education (ICUE) in Montego Bay, Jamaica. In 2016, the second hosting of the conference took place in San Juan, Puerto Rico. Additionally, in 2018, the third hosting of the conference took place in Nassau, Bahamas. These solution-focused conferences brought together students, teachers, scholars, public sector and business professionals as well as others from around the world to present their research and best practices on various topics pertaining to urban education.

With ICUE's inspiration, this book is a response to the growing need to highlight the multifaceted aspects of urban education particularly focusing on common issues and solutions in urban environments (e.g., family and community engagement, student academic achievement, teacher preparation and professional development, targeted instructional and disciplinary interventions, opportunity gaps, culturally-relevant and sustaining practices, etc.). Additionally, with this book, we seek to better understand the challenges facing urban educators and students and to offer progressive initiatives toward resolutions.

This unique compilation of work is organized under four major themes all targeted at critically addressing concerns that may inhibit the success of urban learners and providing solutions that have implications for curriculum design, development, and delivery; teacher preparation and teaching diverse populations; career readiness and employment; and even more nuanced issues related to foster care, undocumented students and mental health, sustainable consumption, childhood marriage, food deserts, and marine life and urban communities.



Let's Stop Calling it an Achievement Gap

How Public Education in the United States Maintains Disparate Educational Experiences for Students of Color

Autumn A. Arnett

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2019. Paperback 978-1-64113-518-4 \$45.99. Hardcover 978-1-64113-519-1 \$85.99. eBook 978-1-64113-520-7 \$65.

Between 1980 and 2005, 45 states were involved in lawsuits around equity of funding and adequacy of education provided to all students in the state. Indeed, this investigation could have included any cities in America, and the themes likely would have been the same: Lower funding and resources, disproportionate numbers of teachers and school leaders who do not look like the students they serve, debates over the public's responsibility to provide fair and equitable education for all students in the jurisdiction, implicit biases from the top to the bottom and a resegregation of schools in America.

Integration for Black families was never about an idea that Black students were better off if they could be around White students, it was about the idea that Black students would be better off if they could have access to the same education that White students had — but residential segregation still enables de facto school segregation, when it isn't coded into policy.

For the overwhelming majority of Black students, they're stuck in segregated, underperforming schools. Schools where the teachers are dedicated to the mission, but where the cities and districts and states have failed to uphold their basic responsibility to maintain the upkeep of the schools and provide enough desks for each child and current textbooks.



Multiculturalism in Higher Education

Increasing Access and Improving Equity in the 21st Century

C. Spencer Platt, University of South Carolina; Adriel Hilton, Seton Hill University; Christopher Newman, Azusa Pacific University; Brandi Hinnant-Crawford, Western Carolina University

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2020. Paperback 978-1-64802-007-0 \$45.99. Hardcover 978-1-64802-008-7 \$85.99. eBook 978-1-64802-009-4 \$65.

As the educational landscape of America continues to evolve and diversify, college faculty and administrators must be cutting edge in their approaches to create a variety of educational experiences with a greater level of multicultural cognizance. Unlike in previous generations, higher education in the 21st Century is no longer a luxury reserved for the elite and wealthy, but is an increasing necessity for access to labor markets. Community colleges and universities are working hard to respond to the demands of the labor market, by attempting to provide skills for jobs that may not yet exist.

Colleges and universities should aim to make all of their students feel welcome and a part of the campus being committed to celebrating differences. Additionally, filling faculty seats with varied races, cultures, perspectives and identities will aid in providing mentors and role models everyone can relate to. These are some of the vital steps toward building a campus community that helps students develop a sense of belonging that allows them to persist and thrive in college.

The scholarship in this volume illustrates the state of multicultural education on college and university campuses. The authors bridge foundational knowledge with contemporary understandings; making the work both accessible for novices and beneficial for the authorities on multicultural education. This volume provides thoughtful discourse on issues ranging from the racial and ethnic diversity of the student and faculty bodies, and important topics like disability issues, to different educational contexts such as community colleges, HBCUs and HSI institutions.



Seeing The Hidden Minority

Increasing the Talent Pool through Identity, Socialization, and Mentoring Constructs

Andrea L. Tyler, Tennessee State University; Stephen Hancock, University of North Carolina at Charlotte; Sonyia C. Richardson, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2020. Paperback 978-1-64113-948-9 \$45.99. Hardcover 978-1-64113-949-6 \$85.99. eBook 978-1-64113-950-2 \$65.

The participation of Black students in science, technology, engineering, and mathematics (STEM) fields, is an issue of national concern. Educators and policymakers are seeking to promote STEM studies and eventual degree attainment, especially those from underrepresented groups, including Black students, women, economically disadvantaged, and students with disabilities. Literature shows that this has been of great interest to researchers, policymakers, and institutions for several years (Nettles & Millet, 2006; Council of Graduate School (CGS), 2009; National Science Foundation (NSF), 2006), therefore an extensive understanding of access, attrition, and degree completion for Black students in STEM is needed.

According to Hussar and Bailey (2014), the Black and Latino postsecondary enrollment rates will increase by approximately 25% between 2011 and 2022. It is critical that this projected enrollment increase translates into an increase in Black student STEM enrollment, persistence and consequently STEM workforce. In view of the shifting demographic landscape, addressing access, equity and achievement for Black students in STEM is essential. Institutions, whether they are secondary or postsecondary, all have unique formal and informal academic structures that students must learn to navigate in order to become academically and socially acclimated to the institution (Tyler, Brothers, & Haynes, 2014). Therefore positive experience with the academic environment becomes critical to the success of a student persisting and graduating.

Understanding and addressing the challenges faced by Black students in STEM begins with understanding the complexities they face at all levels of education. A sense of urgency is now needed to explore these complexities and how they impact students at all educational levels. This book will explore hidden figures and concerns of social connectedness, mentoring practices, and identity constructs that uncover unnoticed talent pools and encourage STEM matriculation among Black STEM students' in preK-12 and post-secondary landscapes.

Section 1-Socialization Social discourse concerning how male and females are supposed to enact their socially sanctioned roles is being played out daily in educational institutions. Individuals who chose STEM education and STEM careers are constantly battling this social discourse. It is necessary for P-20 STEM spaces to examine and integrate understanding of socialization within the larger societal culture for systemic and lasting change to happen.

Section 2-Mentoring A nurturing process in which a more skilled or more experienced person, serving as a role model teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's academic, professional and/or personal development.

Section 3-Identity Research focusing on identity constructs in STEM has become more common, especially as it relates to student retention and attrition. Researchers have been able to use identity as a way to examine how social stigma can cause students to (dis)identify within STEM spaces.

CONTEMPORARY PERSPECTIVES ON CAPITAL IN EDUCATIONAL CONTEXTS



Contemporary Perspectives on Social Capital in Educational Contexts

RoSusan D. Bartee, University of Central Florida; Phillis George, University of Mississippi

A volume in the series *Contemporary Perspectives on Capital in Educational Contexts*

2019. Paperback 9781641136389 \$45.99. Hardcover 9781641136396 \$85.99. eBook 9781641136402 \$65.

The currency of social capital serves as an important function given the capacity to generate external access (getting to) and internal accountability (getting through) for individuals and institutions alike. Pierre Bourdieu (1986) defines social capital as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition or in other words, to membership in a group” (p. 251). Social capital contains embedded resources as a tool for manifesting opportunities and options among individuals and groups. Inevitably, the aforementioned opportunities and options become reflective of the depth and breadth of access and accountability experienced by the individual and institution. As educational stakeholders, we must consistently challenge ourselves with the question, “How do K-12 schools and colleges and universities accomplish shared, egalitarian goals of achieving access and accountability?” Such goals become fundamental toward ensuring students matriculating through K-12 and higher education, irrespective of background, are provided the caliber of education and schooling experience to prepare them for economic mobility and social stability.

To that end, the volume, *Contemporary Perspectives on Social Capital in Educational Contexts* (2019), as part of the book series, *Contemporary Perspectives on Capital in Educational Contexts*, offers a unique opportunity to explore social capital as a currency conduit for creating external access and internal accountability for K-12 and higher education. The commonalities of social capital emerging within the 12 chapters of the volume include the following: 1) Social Capital as Human Connectedness; 2) Social Capital as Strategic Advocacy; 3) Social Capital as Intentional Engagement; and 4) Social Capital as Culturally-Responsive Leadership. Thus, it becomes important for institutions of education (i.e. secondary, postsecondary, continuing) and individuals to assume efforts with intentionality and deliberateness to promote access and accountability.

CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING



Thinking to Transform Reflection in Leadership Learning

Jillian M. Volpe White, Florida State University; Kathy L. Guthrie, Florida State University; Maritza Torres, University of Central Florida

A volume in the series *Contemporary Perspectives on Leadership Learning*

2019. Paperback 978-1-64113-821-5 \$45.99. Hardcover 978-1-64113-822-2 \$85.99. eBook 978-1-64113-823-9 \$65.

In an era of constant connection, it can be challenging to prioritize time for reflection. Taking time to think can feel like a luxury or even a waste time. People facilitating complex leadership processes may feel the least able to pause and reflect. However, it is through intentional reflection that we make meaning of

experiences, connect ideas, question assumptions, and generate innovative possibilities. By taking time to reflect, individually and with others, learners can see the full picture of an experience, understand their thought processes, and enhance their capacity for leadership. Beyond individual reflection, by engaging in reflection on social issues with others, leaders can be empowered and enabled to create positive changes. This book is a clarion call for educators and learners to make reflection a central priority.

Reflection, the process of making meaning of experience, and leadership, a relational process for affecting change, are enhanced by one another. Together, they strengthen the potential for leadership learning through experience. This book addresses challenges for reflection in leadership learning while also connecting it to timely topics. It begins with connections between reflection and leadership and then introduces a framework for reflection in leadership learning. Reflection is a powerful strategy curricular and co-curricular learning; for instruction and assessment, reflection in leadership learning can benefit from both intentional framing and feedback. As socially constructed concepts, both reflection and leadership have historically lacked clarity; to add to the confusion, critical reflection is often interchanged with reflection. This book introduces a continuum of critical reflection in leadership learning. In order to facilitate reflection in leadership learning, educators must engage in the inner work of becoming reflective educators. Finally, in the face of complex social challenges, reflection, leadership, mindfulness, and resilience are juxtaposed in order to highlight how these concepts are reliant upon one another.

Reflection in leadership learning is essential for anyone who wants to develop their capacity for leadership. When faced with complex social issues and challenges at a global scale, the only way to make progress is through collective action that results from critical reflection. To develop more resilient and mindful learners who can adapt to changing circumstances, educators must center reflection in leadership learning as a philosophy, pedagogy, outcome, and strategy. This book provides a balance of theory and practice to empower and enable educators to engage in reflective leadership learning.



Thinking to Transform Companion Manual

Facilitating Reflection in Leadership Learning

Jillian M. Volpe White, Florida State University; Kathy L. Guthrie, Florida State University; Maritza Torres, University of Central Florida

A volume in the series *Contemporary Perspectives on Leadership Learning*

2019. Paperback 978-1-64113-894-9 \$45.99. Hardcover 978-1-64113-895-6 \$85.99. eBook 978-1-64113-896-3 \$65.

Through courses, internships, community engagement, social organizations, and daily interactions with others, every day we accumulate experiences; however, learning does not happen through experience but from reflection on experiences. This manual provides guidance for facilitating reflection in leadership learning and features over 50 activities from 52 reflective leadership educators. Guided by a framework for reflection in leadership learning, we focus on six methods for reflection: contemplative, creative, digital, discussion, narrative, and written. Through prioritizing time, holding space, and asking questions that challenge assumptions, educators facilitate reflection in leadership learning. This intentional focus on making meaning of leadership processes enhances the capacity of learners to work collaboratively for change.

CONTEMPORARY PERSPECTIVES ON LGBTQ ADVOCACY IN SOCIETIES



Teaching the Teachers

LGBTQ Issues in Teacher Education

Cathy A. R. Brant, University of South Carolina; Lara Willox, University of West Georgia

A volume in the series *Contemporary Perspectives on LGBTQ Advocacy in Societies*

2020. Paperback 978-1-64113-830-7 \$45.99. Hardcover 978-1-64113-831-4 \$85.99. eBook 978-1-64113-832-1 \$65.

Teacher educators have opportunities to include issues of multicultural education, equity, and social justice in the work done with preservice teachers. Including the educational and societal experiences of historically marginalized populations in curriculum creates spaces for teacher educators to model multicultural and social justice based pedagogies, while preparing teachers to work with and work for these students.

The most effective way for teacher educators to address the unique perspectives of historically and currently marginalized populations is to integrate various perspectives throughout the curriculum (Grant & Zwier, 2012). Most teacher education programs address diverse populations via an integrated approach. In fact, Sherwin and Jennings (2006) found that potential student experiences regarding social class, race, and special needs populations were typically integrated into the curriculum, however, lesbian, gay bisexual, and transgender (LGBT) issues were not. There is research that demonstrates how carefully planned and implemented educational interventions can have a positive effect on preservice teachers' knowledge of and attitudes toward gays and lesbians (Butler, 1999).

Despite the positive impact of addressing LGBTQ issues as a part of the teacher preparation program, Gorski et al. (2013) found that LGBTQ issues receive significantly less class time than other issues, especially race, and are, in fact, eight times more likely to actually be omitted from multicultural teacher educator courses. The inclusion of LGBT topics is important for a myriad of reasons. Most importantly, studies (GLSEN & Harris Interactive, 2012; Kosciw, Greytak, Diaz, Bartkiewicz, 2010, 2012; Kosciw, Greytak, Palmer, Boesen, 2014; Kosciw, Greytak, Giga, & Danischewski, 2016) have revealed a negative school climate for students who identify as gay, lesbian, bisexual, or transgender; this hostile environment can have dire consequences for these students. The impact of bullying and harassment due to LGBTQ students' gender and/or sexual identities can produce a number of negative effects, including isolation from friends and family, depression, drug and/or alcohol use and addiction, low self-esteem, lack of engagement in school, academic failure, and fighting (Beam, 2007; Holmes & Cahill, 2004; Kosciw et al., 2010, 2012; Kosciw et al., 2014; Kosciw et al., 2016).

Meyer, 2010; Wilkinson & Pearson, 2009).

The negative climate does not just come from peer-to-peer negative interactions. In the most recent GLSEN study (Kosciw et al, 2016) it was found that

- 57.6% of LGBTQ students who were harassed or assaulted in school did not report the incident to school staff, most commonly because they doubted that effective intervention would occur or the situation could become worse if reported.
- 63.5% of the students who did report an incident said that school staff did nothing in response or told the student to ignore it.
- 56.2% of students reported hearing homophobic remarks from their teachers or other school staff, and 63.5% of students reported hearing negative remarks about gender expression from teachers or other school staff

The aim of this book is to support teacher educators as they engage in the work of preparing pre-service teacher to work with and work for LGBTQ youth through explicit discussions of gender and sexuality. Chapters for this book include personal anecdotes regarding shifts in author's thinking about including LGBTQ as a part of teacher preparation; specific pedagogical practices employed by authors to present LGBTQ focused material as a part of their coursework; the resistance authors have faced from students, parents and administration and their responses.

CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION



Gumbo for the Soul III

Males of Color Share Their Stories, Meditations, Affirmations, and Inspirations

Brian L. Wright, The University of Memphis; Nathaniel Bryan, Miami University; Christopher Sewell, Williams College; Lucian Yates, Kentucky State University; Michael Robinson, Forest of the Rain Productions; Kianga Thomas, Norfolk State University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*

2019. Paperback 978-1-64113-564-1 \$32.5. Hardcover 978-1-64113-565-8 \$49. eBook 978-1-64113-566-5 \$65.

This book for, about, and by Males of Color, amplifies triumphs and successes while documenting trials and tribulations that are instructive, inspiring, and praiseworthy. This book will be a must-read for every Male of Color.



A Second Helping of Gumbo for the Soul

More Liberating Stories and Memories to Inspire Females of Color

Michelle Trotman Scott, University of West Georgia; Nicole McZeal Walters, University of St. Thomas-Houston; Dr. Jemimah L. Young, University of North Texas; Donna Y. Ford, Ohio State University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*

2020. Paperback 978-1-64113-870-3 \$32.5. Hardcover 978-1-64113-871-0 \$49. eBook 978-1-64113-872-7 \$65.

A Second Helping of Gumbo for the Soul is a collection of essays, stories, and narratives designed to inspire and empower women of color through the use of storytelling and narratives. This second edition is a sequel to the first Gumbo for the Soul and includes more...



Understanding the Intersections of Race, Gender, and Gifted Education

An Anthology By and About Talented Black Girls and Women in STEM

Nicole M. Joseph, Vanderbilt University

A volume in the series *Contemporary Perspectives on Multicultural Gifted Education*

2020. Paperback 978-1-64113-963-2 \$45.99. Hardcover 978-1-64113-964-9 \$85.99. eBook 978-1-64113-965-6 \$65.

This book seeks to understand the complexities of talented and high-performing Black girls and women in STEM across the P-20 trajectory. Analogously, this volume aims to understand the intersections between giftedness, its identification, and racial, gender, and academic discipline identities. The dearth of literature on this subject suggests that Black girls and women have unique experiences in gifted programming, in large part because of factors associated with gifted programs in general. Key factors affecting Black students, and Black girls in particular, are identification and underrepresentation. These factors can be shaped by interlocking systems of racism, classism, gender bias, and other forms of oppression.

Teachers in the P-12 educational system are the first identifiers for gifted programming and look for student characteristics, such as natural leadership,

inquisitiveness, and students' desire to be in gifted programs. Because many Black girls are stereotyped and teachers rarely have deep understanding of cultural differences, Black girls are less likely to be identified for gifted programming. More specifically, Black girls' lack of representation in gifted mathematics or STEM programs contradicts research that finds that girls reach several developmental advantages ahead of boys. For example, research has shown that girls talk and read earlier, receive higher grades in elementary school, and drop-out less often than boys. Other studies have also shown that Black girls have higher mathematics career aspirations than their White and Latina female peers; yet, they are rarely represented in gifted math and Advanced Placement (AP) math programs. Furthermore, the underrepresentation of urban, low-income African-American students in gifted education is related to low test scores, student and family choice, a lack of teacher referral, and a mismatch between home and school cultures.

Some high-performing Black girls and women are participating in programs that nurture and support their racial and gender identities and contribute to them developing into strong and efficacious girls and women who have agency in their lives. This anthology includes studies that illustrate the complexities of intersectionality in various STEM programs, while also demonstrating that increasing access to STEM for Black girls and women is doable.

CONTEMPORARY PERSPECTIVES ON SCHOOL TURNAROUND AND REFORM



School Turnaround in Secondary Schools

Possibilities, Complexities, & Sustainability

Coby V. Meyers, University of Virginia; Marlene J. Darwin, American Institutes for Research

A volume in the series *Contemporary Perspectives on School Turnaround and Reform*

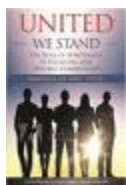
2019. Paperback 978-1-64113-873-4 \$45.99. Hardcover 978-1-64113-874-1 \$85.99. eBook 978-1-64113-875-8 \$65.

In the continuing quest to turnaround the lowest performing schools, rapid and sustainable reform, or school turnaround, seems most elusive for secondary schools. Secondary schools are rife with challenges due to their wide-ranging mission and organizational complexity. With the continued emphasis on college and career readiness and the vast learning possibilities enhanced by technology, our third book in this series, *Contemporary Perspectives on School Turnaround and Reform*, focuses on rapid school turnaround and reform in secondary schools.

In this edited volume, researchers and scholars consider the doubly perplexing challenge of school turnaround or the rapid improvement of the lowest-performing secondary schools. Although there is some evidence that school turnaround policy can impact student achievement scores, research across international contexts seldom identifies schools that substantially changed student learning trajectories and sustained them. Separately, many societies have found improving secondary schools a relatively intractable problem for multiple reasons, including school size and complexity, the micropolitics of teaching and leading within them, and cumulative widening student achievement gaps. In combination, there are almost no examples of low-performing secondary schools turning around.

The chapters in this book begin to offer some hope about how policymakers, practitioners, and researchers might begin to reconceptualize how they engage in and undertake the work of rapidly improving low-performing secondary schools. The authors provide theoretical and conceptual advancements, offer lessons learned from both successful and unsuccessful initiatives, and address practical issues with potentially accessible ways forward.

CONTEMPORARY PERSPECTIVES ON SPIRITUALITY IN EDUCATION



United We Stand

The Role of Spirituality in Engaging and Healing Communities

Dannielle Joy Davis, Saint Louis University

A volume in the series *Contemporary Perspectives on Spirituality in Education*

2020. Paperback 9781648020858 \$45.99. Hardcover 9781648020865 \$85.99. eBook 9781648020872 \$65.

Segments of society are drawing upon their faith and spirituality to develop strategies to mend social relationships and fragmented communities. The *Contemporary Perspectives on Spirituality in Education* book series will feature volumes geared towards understanding and exploring the role of spirituality in addressing challenge, conflict, and marginalization within education in the U.S. and internationally.

CONTEMPORARY PERSPECTIVES ON THE LIVES OF TEACHERS



Opportunities and Challenges in Teacher Recruitment and Retention Teachers' Voices Across the Pipeline

Carol R. Rinke, Marist College; Lynnette Mawhinney, University of Illinois at Chicago

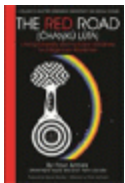
A volume in the series *Contemporary Perspectives on the Lives of Teachers*

2019. Paperback 978-1-64113-659-4 \$45.99. Hardcover 978-1-64113-660-0 \$85.99. eBook 978-1-64113-661-7 \$65.

Opportunities and Challenges in Teacher Recruitment and Retention serves as a comprehensive resource for understanding teachers' careers across the professional lifespan. Grounded in the notion that teachers' voices are essential for understanding teachers' lives, this edited volume contains chapters that privilege the voices of teachers above all. Book sections look closely at the particular issues that arise when recruiting an effective, committed, and diverse workforce, as well as the challenges that arise once teachers are immersed in the classroom setting. Promising directions are also included for particularly high-need areas such as early childhood teachers, Black male teachers, STEM teachers, and urban teachers. The book concludes with a call for self-care in teachers' lives.

Chapter contributions come from a variety of contexts across the United States and around the world. However, regardless of context or methodology, these chapters point to the importance of valuing and respecting teachers' lives and work. Moreover, they demonstrate that teacher recruitment and retention is a complex and multifaceted issue that cannot be addressed through simplistic policy changes. Rather, attending to and appreciating the web of influences on teachers' lives and careers is the only way to support their work and the impact they have on our next generation of students.

COUNTER-HEGEMONIC DEMOCRACY AND SOCIAL CHANGE



The Red Road

Linking Diversity and Inclusion Initiatives to Indigenous Worldview

Four Arrows, Fielding Graduate University

A volume in the series *Counter-Hegemonic Democracy and Social Change*

2020. Paperback 9781648020797 \$45.99. Hardcover 9781648020803 \$85.99. eBook 9781648020810 \$65.

The diversity and inclusion movement in corporations and higher education has mostly fallen short of its most authentic goals. This is because it relies upon the dominant worldview that created and creates the problems it attempts to address. Rediscovering and applying our original Indigenous worldview offers a remedy that can bring forth a deeper and broader respect for diversity, and a different way to understand and honor it. This book offers a transformative learning opportunity for preserving diverse environments at every level, one that may be a matter of human survival.

Praise for: *The Red Road: Linking Diversity and Inclusion Initiatives to Indigenous Worldview*

"Four Arrows has combined his internationally respected scholarship on Indigenous worldview with experience based story-telling to help bring forth a more effective way to actualize authentic respect for diversity, especially as it relates to transformational curricula in higher education. Had humanity begun this project long ago, Nature would not have to be bringing us back into balance so radically now."

Tom McCallum

(White Standing Buffalo)

Métis/Michif-speaking elder, Cree Sundance Lodge Keeper, and author

"Five hundred years of colonization has divided humanity, separated us from our relatives, and reduced them to objects to be exploited for commerce and greed. We are now steeped in multiple life threatening crises, and staring at extinction. The road of violence, extermination and extinction has been paved by colonizing the land, diverse cultures, our minds and the future. The Red Road: Linking Diversity and Inclusion Initiatives to Indigenous Worldview by Four Arrows provides a path to the future, a path of peace, with signposts from Indigenous world views that recognize that we are interconnected and are all members of one Earth family. Our highest duty, our Dharma, is living in harmony with all our relations."

Vandana Shiva Scholar

Physicist, environmental activists and recipient of the Alternative Nobel Peace Prize, the Right Livelihood Award, Director of NAVDANYA and author of over 20 books, including Oneness vs. the 1% and Who Really Feeds the World

CRITICAL CONSTRUCTIONS: STUDIES ON EDUCATION AND SOCIETY



The 2017 Hampton Reader

Selected Essays from a Working-class Think Tank

Colin Jenkins

A volume in the series *Critical Constructions: Studies on Education and Society*

2019. Paperback 9781641135412 \$45.99. Hardcover 9781641135429 \$85.99. eBook 9781641135436 \$65.

Through dozens of diverse and timely political essays and analyses, this book addresses the most pressing problems of our contemporary world. Instead of the tired, detached academic inquiry that permeates from institutions of higher education, these pages contain writings that have been produced by political organizers and revolutionaries throughout the course of their daily activity in social, economic, and political movements.

The 2017 Hampton Reader includes the most popular essays from The Hampton Institute: A Working-Class Think Tank. The Hampton Institute is an intellectual and political organization that seeks to develop the working class into a self-conscious class-for-itself capable of fundamentally changing the nature of society. The essays herein are the products of a collective of organic intellectuals united by the task of clarifying our political moment, sparking a revival in working-class intellectualism, and pushing the revolutionary struggles of our day forward.



Read Aloud Handbook for Native American Children

Lauren Waukau-Villagomez, College of Menominee Nation; Samantha J. Villagomez, Menominee Tribal School, Neopit, Wisconsin

A volume in the series *Critical Constructions: Studies on Education and Society*

2019. Paperback 978-1-64113-590-0 \$45.99. Hardcover 978-1-64113-591-7 \$85.99. eBook 978-1-64113-592-4 \$65.

This book is essential for teachers of reading and Native American Children to improve the reading scores of Native children. The book promotes the use of read alouds with Native American children in order to develop oral language, vocabulary and background knowledge. In addition, American Indian English and Standard English are discussed as issues for Native American Children. The importance of code-switching and bilingualism are examined so teachers have a better understanding of their students' worldviews. This will lead to a respect for the children's culture and subjugated knowledge.

The book includes an annotated bibliography of books to use as read alouds. Many books have been field tested at Menominee Tribal School on school children in grades K-8. The books include some classic award-winning books and Native American books. The books were chosen for their use of Standard English. The Menominee Reservation is a focus of the book.

CURRENT ISSUES IN OUT-OF-SCHOOL TIME



Changemakers!

Practitioners Advance Equity and Access in Out-of-School Time Programs

Sara Hill; Femi Vance

A volume in the series *Current Issues in Out-of-School Time*

2019. Paperback 978-1-64113-620-4 \$35.99. Hardcover 978-1-64113-621-1 \$69.99. eBook 978-1-64113-622-8 \$65.

A foundational tenet of the Out-of-School Time (OST) field is that all youth deserve impactful and engaging learning experiences. That requires that organizations, programs, and OST professionals remain responsive to the emerging needs of their diverse youth populations and the communities in which they live. This book illustrates the tensions that arise when organizations and OST professionals try to engage all youth, especially the traditionally underserved populations — when infrastructure, funding, and mindsets have not kept pace with the evolving needs of youth and their communities. The issues raised in this book — funding, outreach, engagement of immigrant families — have yet to be fully explored with an equity lens. Within these broad topics, this book brings to the surface the equity and access challenges as well as positive solutions and strategies.

Each chapter is written from an insider's perspective, by practitioners themselves, who articulate some of the key and relevant issues in the field. Each chapter ends with a Research-Practice Connection section written by the editors, which discusses the topic from a research lens and generates a set of questions that can be used by researchers in future studies to explore the topic in a more in-depth, expansive manner.



At Our Best

Building Youth-Adult Partnerships in Out-of-School Time Settings

Gretchen Brion-Meisels, Harvard Graduate School of Education; Jessica Tseming Fei, Harvard Graduate School of Education; Deepa Sriya Vasudevan, Wellesley College

A volume in the series *Current Issues in Out-of-School Time*

2020. Paperback 978-1-64113-975-5 \$45.99. Hardcover 978-1-64113-976-2 \$85.99. eBook 978-1-64113-977-9 \$65.

At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings brings together the voices of over 50 adults and youth to explore both the promises and challenges of intergenerational work in out-of-school time (OST) programs. Comprised of 14 chapters, this book features empirical research, conceptual essays, poetry, artwork, and engaged dialogue about the complexities of youth-adult partnerships in practice. *At Our Best* responds to key questions that practitioners, scholars, policymakers, and youth navigate in this work, such as: What role can (or should) adults play in supporting youth voice, learning, and activism? What approaches and strategies in youth-adult partnerships are effective in promoting positive youth development, individual and collective well-being, and setting-level change? What are the tensions and dilemmas that arise in the process of doing this work? And, how do we navigate youth-adult partnerships in the face of societal oppressions such as adultism, racism, and misogyny? Through highlighting contemporary cases of authentic youth-adult partnerships in youth programs, this fourth volume of the IAP series on OST aims to introduce, engage, and sharpen educators' understandings of the power and promise of these relationships. Together, the authors in this volume suggest that both building youth-adult partnerships and actively reflecting on intergenerational work are foundational practices to achieving transformational change in our OST organizations, schools, neighborhoods, and communities.

Praise for *At Our Best*:

"There is nothing more powerful in our efforts to improve our society than understanding how to cultivate deep and meaningful partnerships with young people. 'At Our Best' offers key insights about the power of youth-adult partnerships in out-of-school time settings. Brion-Meisels, Fei & Vasudevan have compiled a powerful and comprehensive collection of voices of people who are blazing a new path in partnering with youth. This book is a must read for researchers and practitioners searching for fresh analysis and innovative insights into building youth-adult partnerships." ~ **Shawn Ginwright, Ph.D., Associate Professor of Education & Africana Studies, San Francisco State University**
Chief Executive Officer, Flourish Agenda, Oakland CA

"There are few books that consider how youth and adults work as partners for the benefit of their schools, their communities and themselves. 'At Our Best' changes the status quo. It takes seriously the urgency and centrality of intergenerational inclusion by bringing together the voices of educators, academics, artists, youth workers, organizers and students. The chapters move between theory and practice, providing rich reflections on foundations of youth-adult partnerships while also detailing best practices in out-of-school time. The authors generously share the struggles and joy of this work. In so doing, they provide a roadmap for navigating the complex work of youth-adult partnerships in our current social and political context." ~ **Shepherd Zeldin, Professor Emeritus, Civil Society and Community Studies, University of Wisconsin-Madison**

CURRENT PERSPECTIVES ON CONFUCIANISM, TAOISM, BUDDHISM, AND EDUCATION



CONFLUENCES Intercultural Journeying in Research and Teaching

From Hermeneutics to a Changing World Order

David Geoffrey Smith

A volume in the series *Current Perspectives on Confucianism, Taoism, Buddhism, and Education*

2020. Paperback 9781641138246 \$45.99. Hardcover 9781641138253 \$85.99. eBook 9781641138260 \$65.

In this book, Canadian scholar David Geoffrey Smith reflects on over thirty years of research and teaching in the human sciences, including education. Written between 1986 and 2018, the essays are organized around four themes: Hermeneutics and the Human Sciences; The Poststructuralist Turn; Globalization and Its Discontents; East/West Encounters and the Search for Wisdom. As a historical guide through the defining discourses in the human sciences, this volume could well serve as an introductory text for graduate students in education and other cognate disciplines like nursing, recreation and cultural studies. The writing can be described as a form of meditative praxis, while the emphasis on interculturality addresses issues in literacy, pedagogy, politics, critical thinking, teacher education, and cultural healing from a geopolitical perspective, drawing on insights from both Western and Eastern traditions and the author's personal experience of being born in China and raised in Central Africa (Northern Rhodesia/Zambia).

Praise for **CONFLUENCES**:

Careful study of the essays in this collection has been an inspiration, primarily because of Professor David Geoffrey Smith's deep commitments to the organic interpretability of life, and living in the interests of generativity, hope and good faith. In curricular and pedagogical terms, these commitments arise from sustained study of the various inheritances, philosophical and otherwise, that circulate around deliberations concerning children, education, and knowledge deemed of most value. As an Indigenous scholar, and someone committed to uncovering the unnamed colonial logics that continue to govern and structure formal education, I find especially helpful Professor Smith's untangling of the roots of the Euro-American power nexus and its ongoing difficulties in creatively engaging traditions outside of its own self-determinations. As Professor Smith teaches through this work, it is in the careful hermeneutic practice of

tracing out the lineages of the past, and revealing their potential for openness in the present, that the possibility of saying something hopeful about the future emerges.

Dwayne Donald Ph.D.
Associate Professor
Curriculum Studies and Indigenous Wisdom Traditions
Department of Secondary Education
University of Alberta, Canada

Now and then a clear and authentic voice emerges from the surrounding cacophony as the machinery of the education establishment relentlessly grinds away: a voice of conscience and wisdom rising above the babble of technocratic, bureaucratic, ideological, and market-driven survivalism that permeates educational discourse today. I recognize such a voice in this newest book by Canadian educator Professor David Geoffrey Smith. Smith's "reading the world," to use Paulo Freire's expression, is particularly helpful to us in today's world teeter-tottering between denial and panic. I firmly believe that any hope for sanity in our time rests in our collectively and individually investigating how we have gotten ourselves into this current material and existential predicament. Smith's investigation shows an incredible intellectual depth of understanding gained through plumbing Western and Eastern philosophical traditions in an intercultural life journey on three continents through forty years of teaching and research. I delight in hearing his voice of wisdom that insists, for instance, that the nature of reality cannot be reduced to "any human construct, scientific or otherwise" and that we must "die into a new human freedom found in the joy of a new shared reality." Ultimately, his is a voice of unwavering hopefulness and a gaze that courageously faces a challenging world. I value his work more than any others' in the contemporary curriculum theory field.

Heesoon Bai
Professor, Philosophy of Education
Simon Fraser University, Canada

CURRENT PERSPECTIVES ON COGNITION, LEARNING AND INSTRUCTION



Misinformation and Fake News in Education

Panayiota Kendeou, University of Minnesota; Daniel H. Robinson, University of Texas; Matthew T. McCrudden, Pennsylvania State University

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*
2019. Paperback 978-1-64113-851-2 \$45.99. Hardcover 978-1-64113-852-9 \$85.99. eBook 978-1-64113-853-6 \$65.

Today, like no other time in our history, the threat of misinformation and disinformation is at an all-time high. This is also true in the field of Education. Misinformation refers to false information shared by a source who intends to inform, but is unaware that the information is false, such as when an educator who recommends the use of a learning strategy that is not actually beneficial. Disinformation is false information shared by a source who has the intent to deceive and is aware that the information is false, such as when a politician claim that high-stakes testing will fix K-12 education when in fact there is no evidence to support this practice. This book provides recent examples of how misinformation and disinformation manifest in the field of education and remedies.

Section One, Susceptibility to Misinformation, focuses on factors that influence the endorsement and persistence of misinformation. This section will include chapters on: the appeal and persistence of "zombie concepts" in education; learner and message factors that underlie the adoption of misinformation in the context of the newly proposed Likelihood of Adoption Model; cognitive and motivational factors that contribute to misinformation revision failure; cognitive biases and bias transfer in criminal justice training; the influence of conspiratorial and political ideation on the use of misinformation; and, how educational culture and policy has historically given rise to quackery in education.

Section Two, Practices in the Service of Reducing Misinformation in Education, focuses on practices aimed at reducing the impact of misinformation, and includes chapters on: misinformation in the education of children with ASD and its influence on educational and intervention practices; the promise of using dynamical systems and computational linguistics to model the spread of misinformation; systematic attempts to reduce misinformation in psychology and education both in and out of the classroom; and the potential perils of constructivism in the classroom, as well as the teaching of critical thinking. Each section has a discussion chapter that explicates emerging themes and lessons learned and fruitful avenues for future research.

CURRENT PERSPECTIVES ON SCHOOL/UNIVERSITY/COMMUNITY RESEARCH



Integrating Digital Technology in Education

School-University-Community Collaboration

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

A volume in the series *Current Perspectives on School/University/Community Research*

2019. Paperback 978-1-64113-670-9 \$45.99. Hardcover 978-1-64113-671-6 \$85.99. eBook 978-1-64113-672-3 \$65.

This fourth volume in the Current Perspectives on School/University/Community Research series brings together the perspectives of authors who are deeply committed to the integration of digital technology with teaching and learning. Authors were invited to discuss either a completed project, a work-in-progress, or a theoretical approach which aligned with one of the trends highlighted by the New Media Consortium's NMC/CoSN Horizon Report: 2017 K-12 Edition, or to consider how the confluence of interest and action (Thompson, Martinez, Clinton, & Díaz, 2017) among school-university-community collaborative partners in the digital technology in education space resulted in improved outcomes for all—where “all” is broadly conceived and consists of the primary beneficiaries (the students) as well as the providers of the educational opportunities and various subsets of the community in which the integrative endeavors are enacted.

The chapters in this volume are grouped into four sections: Section 1 includes two chapters that focus on computational thinking/coding in the arts (music and visual arts); Section 2 includes three chapters that focus on the instructor in the classroom, preservice teacher preparation, and pedagogy; Section 3 includes four chapters that focus on building the academic proficiency of students; and Section 4 includes two chapters that focus on the design and benefits of school-university-community collaboration.



Alleviating the Educational Impact of Adverse Childhood Experiences

School-University-Community Collaboration

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

A volume in the series *Current Perspectives on School/University/Community Research*

2020. Paperback 978-1-64802-112-1 \$45.99. Hardcover 978-1-64802-113-8 \$85.99. eBook 978-1-64802-114-5 \$65.

Recent crises—whether policy-induced (e.g., family separation at the Mexico/U.S. border) or natural disaster-related (e.g., hurricanes in Florida and North Carolina and wildfires in California)—have galvanized the attention of the U.S. and international public on the plight of children who endure these traumatic events. The sheer enormity of such wrenching events tend to overshadow the trauma endured by many children whose everyday life circumstances fall short of affording them a safe, stable, and nurturing environment.

At the national level, three rounds of data collection spanning January 2008 through April 2014 constituted the National Survey of Children's Exposure to Violence (NatSCEV) that—according to Finkelhor, Turner, Shattuck, and Hambly (2013) in reporting on the 2011 round—assessed “a wide range of childhood victimizations” (pp. 614-615). Among many other findings, Finkelhor et al. concluded that “overall, 57.7% of the children and youth had experienced or witnessed at least 1 to 5 aggregate exposures (assaults and bullying, sexual victimization, maltreatment by a caregiver, property victimization, or witnessing victimization) in the year before this survey” (p. 619). According to the recent re-visiting of NatSCEV II by Turner et al. (2017), “almost 1 in 4 children and adolescents ages 5-15 in the United States lived in family environments with only modest levels of safety, stability, and nurturance, while about 1 in 15 had consistently low levels across multiple domains” (p. 8).

Adverse childhood events (ACEs) have both immediate and long-term impacts on children's health and well-being (Banyard, Hambly, & Grych, 2017; Bowen, Jarrett, Stahl, Forrester, & Valmaggia, 2018; Walker & Walsh, 2015). Children do not shed their entanglement with ACEs at the schoolroom door. To highlight just one study, Jimenez, Wade, Lin, Morrow, & Reichman (2016) conducted a secondary analysis of a national urban birth cohort and found that experiencing ACEs in early childhood was “associated with below-average, teacher-reported academic and literacy skills and [more] behavior problems in kindergarten” (p. 1).

Chapter Proposals

For this fifth volume in the Current Perspectives on School/University/Community Research series, we invite chapter proposals from authors who are engaged in school-university-community collaborative educational research focused on the alleviation of the educational impact of adverse childhood experiences. Authors may submit proposals to discuss research projects that have been completed or that are still in progress, but all proposals should clearly indicate the engagement of stakeholders from each of the three categories (school, university, and community).

Chapter proposals of no more than 500 words are welcome. Please cite at least 10 sources and include a reference page. The proposal cover page must contain the author's full contact information. For multiple authored proposals, please list all authors' contact information and indicate the corresponding author. Decisions will be made and communicated by March 25, 2019, and a Manual for Authors will be provided to accepted corresponding authors.

At all stages, manuscripts must conform to 6th edition APA conventions. Following the submission of full chapter drafts on June 3, 2019, a blind review

process among the corresponding authors will be conducted and feedback communicated by June 24, 2019. (See Projected 2019 Deadlines.)

Full chapters will range from 7,000 to 8,000 words in Times New Roman 12, double spaced text, inclusive of title, abstract, manuscript, and references and are to be submitted to the volume editors as a Microsoft Word email attachment by August 26, 2019. Graphics and images may be included. [See Author Guidelines.](#)

Projected 2019 Deadlines

Chapter Proposals: February 28, 2019

Notification of Invitation to Contribute Chapter: March 25, 2019

Submission of Draft Chapters for Blind Peer Review: June 3, 2019

Return of Blind Peer Reviewed Chapters to Authors: June 24, 2019

Submission of Revised Chapters: August 26, 2019

Submission of Final Chapters to IAP: October 21, 2019

Anticipated Publication in Spring 2020

CURRICULUM & TEACHING DIALOGUE



Curriculum and Teaching Dialogue

Vol. 21 # 1 & 2

Chara Haeussler Bohan, Georgia State University; John Pecore, University of West Florida; Franklin Allaire, University of Houston

A volume in the series *Curriculum & Teaching Dialogue*

2019. Paperback 978-1-64113-812-3 \$45.99. Hardcover 978-1-64113-813-0 \$85.99. eBook 978-1-64113-814-7 \$65.

Curriculum and Teaching Dialogue is a peer-reviewed journal sponsored by the American Association for Teaching and Curriculum. The purpose of the journal is to promote the scholarly study of teaching and curriculum. The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings. The journal is published annually in two volumes and includes traditional research papers, conceptual essays, as well as research outtakes and book reviews. Publication in CTD is always free to authors. Information about the journal is located on the AATC website <http://aatc.org/> and can be found on the Journal tab at <http://aatc.org/about-ctd-journal/>.

CURRICULUM AND PEDAGOGY



Ideating Pedagogy in Troubled Times

Approaches to Identity, Theory, Teaching and Research

Shalin Lena Raye, Purdue University; Stephanie Masta, Purdue University; Sarah Taylor Cook, Johns Hopkins Bayview Medical Center; Jake Burdick, Purdue University

A volume in the series *Curriculum and Pedagogy*

2019. Paperback 978-1-64113-864-2 \$45.99. Hardcover 978-1-64113-865-9 \$85.99. eBook 978-1-64113-866-6 \$65.

We began the call for this book by asking authors to ideate on activism -to take up and seek to extend- the interbraided values from the Curriculum and Pedagogy group's espoused mission and vision, collocating activist ideologies, theoretical traditions, and practical orientations as a means of creatively, reflectively, and productively responding to the increasingly dire social moment. This moment is framed by a landscape denigrated beyond even Pinar's (2004) original declaration of the present-as-nightmare. The current, catastrophic political climate provides challenges and (albeit scant) opportunities for curriculum scholars and workers as we reflect on past and future directions of our field, and grapple with our locations and roles as educators, researchers, practitioners, and beings in the world. These troubled times force us to think critically about our scholarship and pedagogy, our influence on educational practices in multiple registers, and the surrounding communities we claim to serve. This is where the call began: from a desire to think through modern conceptions regarding what counts as activism in the fields of education, curriculum, and pedagogy, and to consider how activist voices and enactments might emerge differently through curriculum and pedagogy writ large.

A guiding source of inspiration for this book, weaving among the emerging themes between the collected manuscripts, reflections, and poems, was a passage in Sara Ahmed's (2013) book, *The Cultural Politics of Emotion*. In this passage, Ahmed works through the complicated relationship between the testimonies of pain that injustice causes, the recognition of this pain, and the potential of these wounds to move us into a different relationship with healing (p. 200). The chapters, reflections, and poems within this volume, thus, effect a collective ideation on how specific cultural politics and deleterious ideological formations – racism, colonialism, homophobia, ableism, to name only a few – persist and mobilize. The authors seek to expose and name some of these injustices, asking

readers not only see and hear these experiences, but to inhabit our complicities in their promulgation.

It is important to acknowledge that these named social troubles do not exist in isolation, and will enmesh, weave, wind, and entangle with one another. The section headings parallel Ahmed's (2013) own ideations: testimony, recognition, and wounds, not as a formula to follow as an activist call, or as a model for a means to a more just end, but as a way to engage in these issues as a trope of activist confrontation of readers who are, as many of our authors suggest, complicit in maintaining many of these social troubles. The chapters do not need to be read in any particular order, though the ordering of the chapters moves from the naming of social troubles, to showing how teaching, research, and theory ask us to take a more active role in recognizing and acknowledging the prevalence of these issues, and then theorizing ways to engage the wounds.

CURRICULUM WINDOWS



Curriculum Windows

What Curriculum Theorists of the 1950s Can Teach Us About Schools and Society Today

Thomas S. Poetter, Miami University; Don C. Murray, Miami University; Peggy Larrick, Miami University; M.A. Moyer, Miami University; Esther Claros Berlioz, Miami University; Kelly Waldrop, Miami University

A volume in the series *Curriculum Windows*

2019. Paperback 9781641138185 \$45.99. Hardcover 9781641138192 \$85.99. eBook 9781641138208 \$65.

Curriculum Windows: What Curriculum Theorists of the 1950s Can Teach Us about Schools and Society Today is an effort by students of curriculum studies, along with their professor, to interpret and understand curriculum texts and theorists of the 1950s in contemporary terms.

The authors explore how key books/authors from the curriculum field of the 1950s illuminate new possibilities forward for us as scholar educators today: How might the theories, practices, and ideas wrapped up in curriculum texts of the 1950s still resonate with us, allow us to see backward in time and forward in time – all at the same time? How might these figurative windows of insight, thought, ideas, fantasy, and fancy make us think differently about curriculum, teaching, learning, students, education, leadership, and schools? Further, how might they help us see more clearly, even perhaps put us on a path to correct the mistakes and missteps of intervening decades and of today?

The chapter authors and editors revisit and interpret several of the most important works in the curriculum field of the 1950s. The book's Foreword is by renowned curriculum theorist William H. Schubert.

DIGITAL MEDIA AND LEARNING



Negotiating Place and Space through Digital Literacies

Research and Practice

Damiana G. Pyles, Appalachian State University; Ryan M. Rish, University at Buffalo; Julie Warner, Independent Researcher

A volume in the series *Digital Media and Learning*

2019. Paperback 9781641134835 \$45.99. Hardcover 9781641134842 \$85.99. eBook 9781641134859 \$65.

Digital literacy practices have often been celebrated as means of transcending the constraints of the physical world through the production of new social spaces. At the same time, literacy researchers and educators are coming to understand all the ways that place matters. This volume, with contributors from across the globe, considers how space/place, identities, and the role of digital literacies create opportunities for individuals and communities to negotiate living, being, and learning together with and through digital media.

The chapters in this volume consider how social, cultural, historical, and political literacies are brought to bear on a range of places that traverse the urban, rural, and suburban/exurban, with emphasis placed on the ways digital technology is used to create identities and do work within social, digital, and material worlds. This includes agentive work in digital literacies from a variety of identities or subjectivities that disrupt metronormativity, urban centrism (and other -isms) on the way to more authentic engagement with their communities and others. Featuring instances of research and practice across intersections of differences (including, but not limited to race, class, gender, sexuality, ability, and language) and places, the contributions in this volume demonstrate the ways that digital literacies hold educative potential.

EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE



Adult Intentions, Student Perceptions

How Restorative Justice is Used in Schools to Control and to Engage

Kristin E. Reimer, Monash University

A volume in the series *Educational Leadership for Social Justice*

2018. Paperback 978-1-64113-504-7 \$45.99. Hardcover 978-1-64113-505-4 \$85.99. eBook 978-1-64113-506-1 \$65.

Restorative justice (RJ) is an idea whose time may have finally arrived. Although the concept has ancient roots and the term has existed in Western societies since the 1970s, only recently has it gained general public recognition. In schools, RJ's popularity is rising world-wide. In fact, education is the fastest growing area for the practice of RJ.

Despite an increasing number of schools embracing the approach, it is not clear what educational RJ practitioners are trying to achieve. *Adult Intentions, Student Perceptions: How Restorative Justice is Used in Schools to Control and to Engage* focuses on the use of RJ in one school in Scotland and one in Canada. While important to understand the intentions of educators in using RJ in schools, those aims must be examined alongside the actual impact that such practices have on students. RJ can be understood and experienced in dramatically different ways by those implementing it. For some, RJ is about creating an environment of and for student engagement that challenges traditional systems of discipline and facilitates learning. For others, RJ is simply another tool for solidifying compliance and meting out punishment, albeit in a kinder, gentler way. *Adult Intentions, Student Perceptions* provides the opportunity to delve deeply into the stories of two schools and the adults and young people who inhabit them, and consider the broad impact that differing educator understandings of RJ have on students.

Adult Intentions, Student Perceptions is a timely book for RJ advocates and critics alike. It challenges a common assumption of some RJ advocates that implementing RJ necessarily creates a classroom environment of social engagement (where students are empowered to engage with one another and think critically, and school relationships and hierarchies are transformed). The student experience relayed in this book shows that RJ can as readily be mobilized to create classroom environments of social control (where students are taught obedience and compliance, and authority and hierarchy are reinforced). Reimer argues that RJ, by itself, does not guarantee certain qualities of relationship, but RJ does allow us to examine relational qualities and ask questions of how school relationships are used to engage and/or control students.

EVALUATION AND SOCIETY



Growing the Knowledge Base in Evaluation

The Contributions of J. Bradley Cousins

Jill Anne Chouinard, University of North Carolina at Greensboro; Isabelle Bourgeois, Ecole Nationale D'administration Publique, Canada; Courtney Amo, Independent Scholar

A volume in the series *Evaluation and Society*

2019. Paperback 9781641137690 \$45.99. Hardcover 9781641137706 \$85.99. eBook 9781641137713 \$65.

Evaluation use was identified by Henry and Mark (2003) as being the single most studied area in the field of evaluation. They refer with a sense of nostalgia to the 'golden age' of research on use perhaps almost implying that it came and went. Professor J. Bradley Cousins has had a longstanding and continuing commitment to advancing theory and practice regarding use through empirical research on evaluation, and through the professional development of students and practitioners within North America and internationally. The important influence and impact of the contributions of Cousins and associates is the focus of this edited book.

This book brings together a distinguished, international group of authors, to reflect on the areas of contribution of Professor Cousins, and situate his work within contemporary areas of evaluation research and practice. Each chapter describes how the study and practice of evaluation has weaved its way through our understanding of organizational learning, participatory evaluation, and evaluation capacity building. The book concludes with a reflection by Professor Cousins himself on what these insights mean for the field of evaluation, and what future areas of research and contribution can be planned for and anticipated.



Visionary Evaluation for a Sustainable, Equitable Future

Beverly Parsons, InSites; Lovely Dhillon, Jodevi Consulting; Matt Keene, The Silwood Group

A volume in the series *Evaluation and Society*

2019. Paperback 978-1-64113-833-8 \$45.99. Hardcover 978-1-64113-834-5 \$85.99. eBook 978-1-64113-835-2 \$65.

Take a journey to 2030 where Visionary Evaluatives abound and link with one another in actively bringing about a sustainable, equitable future. Utilizing a creative storytelling approach, Visionary Evaluation for a Sustainable, Equitable Future brings forward the centrality of values in conjunction with the role of evaluation in building a future of well-being for people, nature, and planet.

Visionary Evaluatives are guided by six principles. Those principles highlight a commitment to equity and the sustainability of nature as core values. They emphasize an orientation of humility, compassion, and transparency as Visionary Evaluatives engage with others in a world of living, entangled systems with both obvious and hidden intersectionalities. They require Visionary Evaluatives to engage in deep praxis—mindful and challenging reflection on what is being learned through the intersection of values, iterative action and inquiry, theory, outcomes, and vision. A diverse group of chapter authors share their wisdom through envisioning 2030 and what it might mean to move in the world applying aspects of the Visionary Evaluative Principles.

Through Visionary Evaluation for a Sustainable, Equitable Future, you will learn about how you can contribute to a sustainable, equitable future not only in evaluations, as either users or practitioners, but also in your daily actions and lives.

Praise for Visionary Evaluation for a Sustainable, Equitable Future

What might the world be like if it was inhabited by people imbued with evaluation? Here's a very interesting exploration of such a world. And it will additionally enrich your thinking about how to vote in 2020.

Michael Scriven
Founder, Faster Forward Fund

The core values and principles of visionary evaluatives read too good to be true: envisioning a world of humility, sustainability, equity, compassion, respect, understanding, and engaging deeply, toward iterative action. What a tall order and request this book is making for those of us in the field of evaluation! Bravo to the authors for pushing us. Their book is compelling and futuristic, written as a story that helps us imagine and re-image our field, our lives, and our world.

Rodney Hopson
Professor, University of Illinois—Urbana Champaign

A fascinating journey into the future. The heroes, "Visionary Evaluatives", catalyze forces including the UN Sustainable Development Goals movement. In their innovative blending of evaluation designs and daily living habits, the heroes demonstrate the strong beliefs in the value of the sustainability of the planet and equity for all its inhabitants.

Deborah Rugg
President, Evaluation Consultants LLC;
Former Chair, UN Evaluation Group

Humanity's current trajectory on Earth is unsustainable. Transformation is needed at every level and in every arena of action. The alternative may be no future at all. This book and its Visionary Evaluation Principles envisions evaluation as part of the transformation. Embrace the vision. Act on it. How? Start by reading Visionary Evaluation.

Michael Quinn Patton
Author of Blue Marble Evaluation

FAMILY SCHOOL COMMUNITY PARTNERSHIP ISSUES



Critical Perspectives on Education Policy and Schools, Families, and Communities

Sue Winton, York University; Gillian Parekh, York University

A volume in the series *Family School Community Partnership Issues*

2020. Paperback 978-1-64113-879-6 \$45.99. Hardcover 978-1-64113-880-2 \$85.99. eBook 978-1-64113-881-9 \$65.

Critical Perspectives on Education Policy and Schools, Families, and Communities offers scholars, students, and practitioners important new knowledge about how current policies impact families, schools, and community partnerships. The book's authors share a critical orientation towards policy and policy research and invite readers to think differently about what policy is, who policymakers are, and what policy can achieve. Their chapters discuss findings from research grounded in diverse theories, including institutional ethnography, critical disability theory, and critical race theory. The authors encourage scholars of family, school, and community partnerships to ask who benefits from policies (and who loses) and how proposed reforms maintain or disrupt existing relations of power.

The chapters present original research on a broad range of policies at the local, state/provincial, and national levels in Canada and the USA. Some authors look closely at the enactment of specific district policies, including a school district's language translation policy and a policy to create local advisory bodies as part of decentralization efforts. Other chapters reveal the often unacknowledged yet necessary work parents do to meet their children's needs and enable schools to operate. A few chapters focus on challenges and paradoxes of including families and community members in policymaking processes, including a case where parents demonstrated a preference for a policy that research demonstrates can be detrimental to their children's future education opportunities. Another set of chapters emphasizes the centrality of policy texts and how language influences the educational experiences and engagement of students and their families. Each chapter concludes with a discussion of implications of the research for educators, families, and other community partners.

HIGHER EDUCATION LEADERSHIP & STUDY OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES



Not For Ourselves Alone

The Legacies of Two Pioneers of Black Higher Education in the United States

Hakim J. Lucas, Virginia Union University

A volume in the series *Higher Education Leadership & Study of Historically Black Colleges and Universities*

2019. Paperback 978-1-64113-788-1 \$45.99. Hardcover 978-1-64113-789-8 \$85.99. eBook 978-1-64113-790-4 \$65.

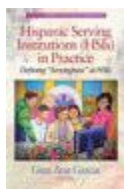
By relying on the educational models of Wilberforce University and Morehouse College, this study gathered historical artifacts that provide critical responses to the following research questions: What were the similarities and differences between the social, historical, political and cultural forces that led to the founding of the colleges? What were the similar and different motivations and interests of the founding leaders? What were the similar and different effects of these founding leaders on their institutions in their time period? What similar and different supports did these institutions receive from their religious organizations? What can we learn from the impact of these institutions on Black higher education over the last 150 years?

The project sets out to answer the aforementioned research questions through the following Chapters. Chapter 1, Purpose of the Study, provides an overview of the research topic and contextualizes the study by identifying the research questions. This Chapter provides a brief introduction to the history of Black higher education during Reconstruction in the US. It then describes the institutional context of the time period to show the need for research on this topic and to articulate the study's significance. The second chapter, Research Design and Methodology, outlines the historical method and approach to this study. This Chapter defines and explains the selection of scientific management as the educational theory underpinning this study. It also defines and explains the use of Dr. Jim Laub's renowned servant leadership Organizational Leadership Assessment (OLA) model. Chapter 3, Historical Background and Context, articulates the central problem, critical issues, and historical context that have inspired this research study. This Chapter assesses the social, historical, political and cultural forces that led to the founding of the colleges by providing a historiography of Black education during Reconstruction, while detailing its development and continued struggles. It also develops the thesis that Black education during Reconstruction was the natural by-product of the pre-existing struggle of African-American communities to achieve empowerment and self-improvement.

The fourth chapter, Founding Presidents and their Institutions, provides a biographical introduction to the personal and professional experiences of Bishop Daniel Alexander Payne during his tenure as President of Wilberforce University, 1865-1876 and Rev. Dr. Joseph Robert's tenure as President of Morehouse College, 1871-1884. Accordingly, the focus of this Chapter is fourfold. First, it elaborates the core aspects of Dr. Daniel Alexander Payne's tenure as President of Wilberforce University. It, then, shifts to draw out the phases of the historical development of Wilberforce University. Thirdly, it elaborates the key constituents of Dr. Joseph Robert's presidency of Morehouse College. And lastly, it maps out the historical development of Morehouse College. Chapter 5, Institutional Comparisons focuses on conducting institutional and leadership profile assessments. The institutional assessment includes a demographical and mission-based comparison of the colleges. The leadership assessment compares and contrasts each president's impact and influence on their respective institutions, and the similarities and differences of their presidential leadership. In the concluding chapter, Chapter 6, the conclusion builds from the research

questions to determine what can be learned from the impact of these institutions on Black higher education over the last 150 years. And how their accomplishments can be used as guidelines for contemporary institutional development, curricula development, Christian education, gender studies, the improvement of Black colleges, and lastly how to mold exemplary presidents to lead these unique institutions.

HISPANICS IN EDUCATION AND ADMINISTRATION



Hispanic Serving Institutions (HSIs) in Practice

Defining "Servingness" at HSIs

Gina Ann Garcia, University of Pittsburgh

A volume in the series *Hispanics in Education and Administration*

2020. Paperback 978-1-64802-016-2 \$45.99. Hardcover 978-1-64802-017-9 \$85.99. eBook 978-1-64802-018-6 \$65.

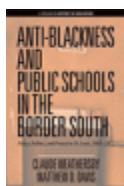
As the general population of Latinxs in the United States burgeons, so does the population of college-going Latinx students. With more Latinxs entering college, the number of Hispanic Serving Institutions (HSIs), which are not-for-profit, degree granting postsecondary institutions that enroll at least 25% Latinxs, also grows, with 523 institutions now meeting the enrollment threshold to become HSIs. But as they increase in number, the question remains: What does it mean to serve Latinx students?

This edited book, *Hispanic Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs*, fills an important gap in the literature. It features the stories of faculty, staff, and administrators who are defining "servingness" in practice at HSIs. Servingness is conceptualized as the ability of HSIs to enroll and educate Latinx students through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic and non-academic outcomes. In this book, practitioners tell their stories of success in defining servingness at HSIs. Specifically, they provide empirical and practical evidence of the results and outcomes of federally funded HSI grants, including those funded by Department of Education Title III and V grants.

This edited book is ideal for higher education practitioners and scholars searching for best practices for HSIs in the United States. Administrators at HSIs, including presidents, provosts, deans, and boards of trustees, will find the book useful as they seek out ways to effectively serve Latinx and other minoritized students. Faculty who teach in higher education graduate programs can use the book to highlight practitioner engaged scholarship. Legislators and policy advocates, who fight for funding and support for HSIs at the federal level, can use the book to inform and shape a research-based Latinx educational policy agenda.

The book is essential as it provides a framework that simplifies the complex phenomenon known as servingness. As HSIs become more significant in the U.S. higher education landscape, books that provide empirically based, practical examples of servingness are necessary.

HISTORY OF EDUCATION



Anti-Blackness and Public Schools in the Border South

Policy, Politics, and Protest in St. Louis, 1865-1972

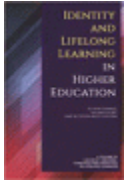
Claude Weathersby; Matthew D. Davis, University of Missouri-St. Louis

A volume in the series *History of Education*

2019. Paperback 978-1-64113-746-1 \$45.99. Hardcover 978-1-64113-747-8 \$85.99. eBook 978-1-64113-748-5 \$65.

This new book on Black public schooling in St. Louis is the first to fully explore deep racialized antagonisms in St. Louis, Missouri. It accomplishes this by addressing the white supremacist context and anti-Black policies that resulted. In addition, this work attends directly to community agitation and protest against racist school policies. The book begins with post-Civil War schooling of Black children to the important Liddell case that declared unconstitutional the St. Louis Public Schools. The judicial wrangling in the Liddell case, its aftermath, and community reaction against it awaits a next book by the authors of *Anti-blackness and public schools*.

I AM WHAT I BECOME: CONSTRUCTING IDENTITIES AS LIFELONG LEARNERS



Identity and Lifelong Learning in Higher Education

Jo Ann Gammel, Lesley University; Sue L. Motulsky, Lesley University; Amy Rutstein-Riley, Lesley University

A volume in the series *I Am What I Become: Constructing Identities as Lifelong Learners*

2019. Paperback 978-1-64113-885-7 \$45.99. Hardcover 978-1-64113-886-4 \$85.99. eBook 978-1-64113-887-1 \$65.

Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. *I Am What I Become: Constructing Identities as Lifelong Learners* is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning. The purpose of this series is to publish contributions that highlight the intimate connections between learning and identity. Our aim is to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan and in any space where learning occurs: in school, at work, or in community.

The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. Adult educators, adult development scholars, counselors, psychologists, and sociologists, along with education and training professionals in formal and informal learning settings, will revel in the rich array of qualitative research designs, methods, and findings as well as autobiographies and narrative essays that transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond.

Volume One, *Identity and Lifelong Learning in Higher Education*, contains chapters by and about post-secondary educators and students. Together these chapters enhance our understanding of the inextricable link between learning and identity.

INNOVATION IN HUMAN CENTERED SUSTAINABILITY



EDUCONOMY

Unleashing Wellbeing and Human Centered Sustainable Development

Maria-Teresa Lepeley, Global Institute for Quality Education USA

A volume in the series *Innovation in Human Centered Sustainability*

2019. Paperback 978-1-64113-492-7 \$45.99. Hardcover 978-1-64113-493-4 \$85.99. eBook 978-1-64113-494-1 \$65.

Investing in People is the world priority of the 21st century. The wellbeing of people is at the center of the agendas of the World Bank, International Monetary Fund, UN, OECD, ILO and all major development organizations. But the concern for people is not new. The celebrated books of Economics Nobel Awardees Theodore Schultz's *Investing in People*. The *Economics of Population Quality* and Gary Becker's *Human Capital* were published decades ago and challenged the same human dilemma. Yet, with few exceptions, most countries are still struggling for effective formulas to put people at the center of development.

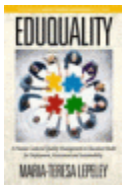
The core issue is that investing in people means improving the quality of education for all. But the main problem is that countries continue to take education as an expense, not as an investment in people. National budgets consider education as a sunk cost, rather than as an investment expected to produce high returns to secure quality improvement as necessary condition for sustainability. Shortcomings are abundant but one thing is certain: unless the quality of education for all is placed front and center in development agendas, chances for progress in the VUCA (volatile, uncertain, complex, ambiguous) environment are curtailed, human centered sustainability and wellbeing will be restrained and inequality will persist.

The main problem it is not income inequality, it is education inequality.

In the Knowledge Economy the human (as) resources formula is no longer working. Segmentation of the economy and education is probing increasingly counterproductive. The *EDUCONOMY* is a human centered structure for progress to optimize returns and minimize costs of investing in people.

Gallup and Brandon Busteed coined the concept *Educonomy* to enhance the importance of quality in education backed up by extensive surveys and data bases. Lepeley's *EDUCONOMY*. *Unleashing Wellbeing and Human Centered Sustainable Development* takes the discussion into new dimensions and addresses the complexity of the challenges.

People are the DNA of Sustainable Development. Says Lepeley challenging old constructs and presenting innovative formulas pioneering human centered economics and economics of wellbeing that frame the Balanced Sustainable Development ESTE (economic, social, technology, environment) Model. ESTE is the product of the *Educonomy* built on three fundamental pillars: the Talent Economy, the Agility Economy and the Quality Economy convergent with demands of the Knowledge Economy. In the ESTE Model education is no longer a national expense, it is an investment that secures high rates of returns and social and economic inclusiveness anchored in quality standards for all.



EDUQUALITY

Human Centered Quality Management in Education. A Model for Deployment, Assessment and Sustainability

Maria-Teresa Lepeley, Global Institute for Quality Education USA

A volume in the series *Innovation in Human Centered Sustainability*

2019. Paperback 978-1-64113-486-6 \$45.99. Hardcover 978-1-64113-487-3 \$85.99. eBook 978-1-64113-488-0 \$65.

We, educators, are often so involved in daily teaching duties that lack time to absorb the broader picture of what is happening beyond our classrooms in a rapidly changing world. That is the norm in our profession. But our responsibility is to constantly improve the wellbeing of all the students enrolled in our classes. Education is the most important and most challenging profession there is. Educators shape future leaders, heroes, and people who can improve the world. Transformational educators have long term effects in the lives of students that projects on nations. On the opposite side, students waste time sitting in a classroom and can hamper future opportunities in life when educators fail to motivate them to assume responsibility for improving their wellbeing and build a better world for all.

Education is not just another profession, it is an extraordinary endeavor with surmounting human responsibility to transform lives for the better.

To claim the merit of education, educators must project education beyond school border into the context of society and the economy. To miss this context is a pending challenge. We, educators, need to earn the merit we deserve. But we now know that we earn merit with knowledge how to manage for quality and continuous improvement aiming at results leading to sustainability and working systematically to reach high standards.

Lepeley, author of numerous publications on the subject, former examiner of the US Baldrige National Quality Award and adviser to NQAs in six countries in Latin America, presented her quality management model for education in the World Bank Global Network in the early 2000's. Her model has pioneered integration of education with other disciplines and other sectors projecting the importance and impact of education on sustainable development. The author emphasizes that neglecting the surmounting demand for quality will impair education as a fundamental factor of development, harm the worth of educators, undermine the profession and dent the wellbeing of human beings in inclusive nations and a peaceful world.

INNOVATIONS IN QUALITATIVE RESEARCH



Decolonizing Qualitative Approaches for and by the Caribbean

Saran Stewart, University of the West Indies, Mona

A volume in the series *Innovations in Qualitative Research*

2020. Paperback 978-1-64113-731-7 \$45.99. Hardcover 978-1-64113-732-4 \$85.99. eBook 978-1-64113-733-1 \$65.

As academics in postcolonial Caribbean countries, we have been trained to believe that research should be objective: a measurable benefit to the public good and quantifiable in nature so as to generalize findings to develop knowledge societies for economic growth. What happens, however when the very word “research” connotes a derogatory term or semblance of distrust? Smith (1999) speaks towards the distrustful nature of the term as a legacy of European imperialism and colonialism. Against this backdrop, how do Caribbean researchers leverage recognized and valued (indigenous) methods of knowing and understanding for and by the Caribbean populace? How do we learn from indigenous research methods such as Kaupapa Maori (Smith, 1999) and develop an understanding of research that is emancipatory in nature? Decolonizing qualitative methods are rooted in critical theory and grounded in social justice, resistance, change and emancipatory research for and by the Other (Said, 1978). Rodney's (1969) legacy of “groundings” provides a Caribbean oriented ethnographic approach to collecting data about people and culture. It is an anti-imperialist method of data collection focused on the socioeconomic and political environment within the (post) colonial context. Similar to Rodney, other critical Caribbean scholars have moved the research discourse to center on the notions of resistance, struggle (Chevannes, 1995; Ferriar, 2009) and decolonizing methodologies. This proposed edited volume will provide a collective body of scholarship for innovative uses of decolonizing qualitative research.

In order to theorize and conduct decolonizing research, one can argue that the researcher as self and as the Other needs to be interrogated. Borrowing from an autoethnographic ontology, the researcher or investigator recognizes the self as the unit of measure, and there is a concerted effort to continuously see the self, seeing the self through and as the other (Alexander, 2005; Ellis, 2004). This level of interrogation may require frameworks such as Reasonable Humanism in which there is a clear understanding of the role of the researcher and researched from a physiological and psychosocial stand point. Thereafter, the researcher is better prepared to enter into a discourse about decolonizing methodologies.

The origins of qualitative inquiry in the Caribbean can be traced to political and economic discourses – Marxism, postcolonialism, neocolonialism, capitalism, liberalism, postmodernism- which have challenged ways of knowing and the construction of knowledge. Evans (2009) traced the origins of qualitative inquiry to slave narratives, proprietor's journals, missionaries' reports and travelogues. Common to the Caribbean is an understanding of how colonial legacies of research have ridiculed oral traditions, language, and ways of knowing, often rendering them valueless and inconsequential. This proposed edited volume acknowledges the significance of decolonizing approaches to qualitative research in the Caribbean and the wider Caribbean diaspora. It includes an audience of scholars, teacher/ researchers and students primarily in and across the humanities, social sciences and educational studies. This proposed volume would provide much needed knowledge and best practice strategies to the community of researchers engaged in decolonizing methodologies. Additionally, this

volume will allow readers to think of new imaginings of research design that deconstruct power and privilege to benefit knowledge, communities and participants. It will spark key objectives, directions and frameworks for deeper discussions and interrogations of normative, westernized and hegemonic approaches to qualitative research. Lastly, the volume will welcome empirical studies of application of decolonizing methodologies and theoretical studies that frame critical discourse.

INSTRUCTIONAL TECHNOLOGY GUIDEBOOKS FOR EDUCATORS AND PARENTS



The Middle-Level Teacher Technology Guidebook

20 Questions and 260 Answers

Thomas M. Brinthaupt, Middle Tennessee State University; Jill A. Robinson, Wellsville, NY, School District; Richard P. Lipka, St. Bonaventure University

A volume in the series *Instructional Technology Guidebooks for Educators and Parents*

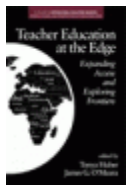
2019. Paperback 978-1-64113-713-3 \$45.99. Hardcover 978-1-64113-714-0 \$85.99. eBook 978-1-64113-715-7 \$65.

This guidebook is designed to be the middle-level teacher's friend in addressing a wide variety of questions regarding the use of educational and instructional technologies. It can serve as a companion and guide through the myriad challenges and opportunities related to the effective use of technology in one's classroom and school.

A sample of middle level U.S. teachers provided us with detailed answers about their experiences with using technology in their teaching. Specifically, they shared their challenges, barriers, ideas, and suggestions for working successfully with administrators, technology specialists, students, fellow teachers, and parents when teaching with technology. We have organized the teachers' experiences and recommendations according to each stakeholder.

Rather than recommending or reviewing specific educational technology companies, applications, or tools, we provide a large number of strategies that are "built to last" and should be applicable regardless of the specific tool under consideration. We assume that it doesn't ultimately matter what the tool or technology is that you're using—it's how and why you're using it for teaching and learning that will determine whether it is successful or not. The "how" and "why" aspects encompass the built-to-last strategies included in this guidebook.

INTERNATIONAL EDUCATION INQUIRIES: PEOPLE, PLACES, AND PERSPECTIVES OF EDUCATION 2030



Teacher Education at the Edge

Expanding Access and Exploring Frontiers

Tonya Huber, Texas A&M International University; James G. O'Meara, Texas A&M International University

A volume in the series *International Education Inquiries: People, Places, and Perspectives of Education 2030*

2019. Paperback 978-1-64113-827-7 \$45.99. Hardcover 978-1-64113-828-4 \$85.99. eBook 978-1-64113-829-1 \$65.

International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all." The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places and perspectives shaping Education 2030 outcomes.

Education 2030 topics of interest include, but are not limited to,

- Improving access to quality early childhood development, care, and pre-primary education;
- Ensuring equal access for all women and men to affordable and quality education;
- Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods;
- Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;
- Achieving levels of literacy and numeracy required to engage in communities and employment;
- Acquiring the knowledge and skills needed to promote sustainable development, including:
 - * Human right
 - * Gender equality,
 - * Promotion of a culture of peace and non-violence,
 - * Global citizenship education,
 - * The appreciation of cultural diversity and of culture's contributions to sustainable development,
- Providing safe, non-violent, inclusive and effective learning environments for all;
- Recruiting, preparing, supporting, and retaining quality teachers.

INTERNATIONAL RESEARCH ON SCHOOL LEADERSHIP



Educational Leadership, Culture, and Success in High-Need Schools

Elizabeth T. Murakami, University of North Texas; David Gurr, University of Melbourne, Australia; Ross Notman, University of Otago, New Zealand

A volume in the series *International Research on School Leadership*

2019. Paperback 978-1-64113-501-6 \$45.99. Hardcover 978-1-64113-502-3 \$85.99. eBook 978-1-64113-503-0 \$65.

The exploration of the intersection of leadership practices from the school principal and other educators, the school culture, and the school success across different high-need contexts and cultures make this volume unique. Chapters in this volume present original investigations or reanalysis of empirical research enhancing our understanding of the interrelationship between leadership, culture and success through descriptions of practice that can contribute to lessons in leadership for school improvement. When considering a culture of success, leadership that focuses on impacting schools in high-need areas bring about lessons on how to create sustainable environments for student learning in challenging contexts. High-need schools include not only socioeconomic challenges influencing the performance of students. It includes multiple external and internal factors impacting leaders, teachers, students, and their families, affecting the management of structures, processes, and most importantly, learning. In the quest to improve high-need schools, and understand strategies for principals dedicated to a variety of contexts, this volume brings lessons with application for researchers, policy-makers, and practitioners who want to join in the quest to improve the quality of education among worldwide communities.



School Principals in Mexico Cases of Leadership Success

Carmen Celina Torres Arcadia, Tecnológico de Monterrey; Norma Guadalupe Pesqueira, Red de Investigación en Gestión Educativa Investigativa; Elizabeth T. Murakami, University of North Texas

A volume in the series *International Research on School Leadership*

2019. Paperback 978-1-64113-891-8 \$45.99. Hardcover 978-1-64113-892-5 \$85.99. eBook 978-1-64113-893-2 \$65.

This volume demonstrates how principals influence success in 14 elementary schools across Mexico. The cases show the importance of learning in an international school leadership context to address cultural, social, and academic needs of students in their families. Characteristics of successful principals are included, in order to exemplify contemporary practices, generate positive school climate, and the best possible development of children in diverse contexts.

The cases presented in this book relate to challenging and vulnerable contexts or high-needs schools. Knowledge about successful school leadership in vulnerable contexts has been highly pursued in the U.S. and abroad, especially in countries where educational disparities relate to equity and social justice. The value of school principals merit visibility with a focus on the Americas.

Especially in challenging contexts, school leadership is considered a determining factor in promoting the development of children. Nonetheless, there is much to learn about contemporary school leaders, who succeed in improving schools despite societal challenges. Challenges may include increasing socioeconomic restraints, high accountability demands, and reduced resources for public education. Of note, is that a formal preparation and assignment of principals is not equitably established in Mexico, generating a high need for leaders to be prepared for this important role. By highlighting best leadership practices, practitioners and scholars can reflect about United States and Mexico educational comparisons, and observe school improvement geared towards benefitting Latinx communities in both countries.

ISSUES IN CAREER DEVELOPMENT



Career Development Across the Lifespan

Counseling for Community, Schools, Higher Education, and Beyond (2nd Edition)

Grafton T. Eliason, California University of Pennsylvania; Mark Lepore, Clarion University of Pennsylvania; Jeff L. Samide, California University of Pennsylvania; John Patrick, California University of Pennsylvania

A volume in the series *Issues in Career Development*

2019. Paperback 978-1-64113-734-8 \$74.99. Hardcover 978-1-64113-735-5 \$125.99. eBook 978-1-64113-736-2 \$65.

This second edition of Career Counseling Across the Lifespan: Community, School, Higher Education, and Beyond is the latest volume in the Issues in Career Development Series, edited by Drs. Grafton Eliason, Mark Lepore, Jeff Samide, and John Patrick, from California University of Pennsylvania and Clarion University of Pennsylvania. The purpose of Career Development Across the Lifespan is to provide a broad and in-depth look at the field of career development as it applies to individuals involved in all areas of community counseling, school counseling, and higher education. The book will examine some

of the field's major theories, themes, approaches, and newest models incorporating chapters from national and international career counseling experts. Specific emphasis is spent examining issues reflective of today's challenges in developing and maintaining a workforce that is diverse, flexible, and efficient. Readers will be provided with an action-based framework built on the best available research.

This text book is truly the culmination of a decade's work, compiling comprehensive studies from four previous volumes and updating key concepts in career counseling with the most contemporary theories and innovations. We examine three primary domains of career counseling throughout all of the developmental stages of the lifespan: community, schools K-12, and higher education. We include a specific focus on career history and theories, to prepare students for both the counseling environment and for national exams leading to certification and licensure, such as the (NCE) National Counseling Exam. We also include cutting edge research on contemporary topics, including such areas as: military careers, life after the military, individuals with disabilities or special needs, career counseling in our current socio-economic environment, and current technologies such as virtual counseling. In addition, we have added case studies and key terms as study guides at the end of each chapter. We are fortunate to include many recognized experts in the field of career counseling. Career Counseling Across the Lifespan: Community, School, Higher Education, and Beyond is a comprehensive text, written to address the broad needs of career counselors, educators, and students today.

ISSUES IN THE RESEARCH, THEORY, POLICY, AND PRACTICE OF URBAN EDUCATION



Convictions of Conscience

How Voices From the Margins Inform Public Actions and Educational Leadership

Brenda J. McMahon, The University of North Carolina at Charlotte; Lisa R. Merriweather, University of North Carolina at Charlotte

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*

2019. Paperback 9781641136440 \$45.99. Hardcover 9781641136457 \$85.99. eBook 9781641136464 \$65.

Convictions of Conscience: How Voices From the Margins Inform Public Actions and Educational Leadership seeks to help educational leaders to develop the competencies and capacities required to create socially just and equitable schools. It is for educational leaders interested in transforming systems and decolonizing education rooted socially, structurally and ideologically in hegemony. This edited volume promotes the questioning of assumptions embedded in neoliberal new managerialism practices that often undergird the preparation and training of school leaders. New managerialism in higher education seeks to understand the market forces in order to cater to the idiosyncratic, often self-promoting needs and interests of the few and seeks to respond with programs and policies aligned with those forces and interest.

This volume suggests that the confluence of context, theory and pedagogical strategies within the field of educational leadership should inform curricular decisions in educational leadership preparation programs and such programs should be designed to prepare school leaders as both activists and advocates for marginalized students, parents, communities, and staff. Convictions of Conscience is a call on educational leaders who are committed to success for all students to reject new managerial approaches at all levels of educational leadership and is an invitation to expand their emphasis to concerns rooted in human context, particularly identity politics. Towards this end a decolonizing philosophically grounded practice of educational leadership that disrupts static relations within the structures of power is required to move toward a more socially just praxis.

The chapter authors seek to problematize understandings of diversity and inclusion by emphasizing the integral role of equity and social justice as critical dimensions of human relationships. Additionally chapter authors intentionally interrogate the socio-cultural dimensions that affect educational leaders.

LANDSCAPES OF EDUCATION



Contemporary Urban Youth Culture in China

A Multiperspectival Cultural Studies of Internet Subcultures

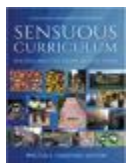
Jing Sun, Huazhong University of Science and Technology

A volume in the series *Landscapes of Education*

2019. Paperback 978-1-64113-888-8 \$45.99. Hardcover 978-1-64113-889-5 \$85.99. eBook 978-1-64113-890-1 \$65.

In Contemporary Urban Youth Culture in China: A Multiperspectival Cultural Studies of Internet Subcultures, Jing Sun explores contemporary Chinese urban youth culture through analyses of three Chinese Internet subcultural artifacts--A Bloody Case of a Steamed Bun, Cao Ni Ma, and Du Fu Is Busy. Using Douglas Kellner's (1995) multiperspectival cultural studies (i.e., critical theory and critical media literacy) as the theoretical framework, and diagnostic critique and semiotics as the analytical method, Sun examines three general themes--resistance, power relations, and consumerism. The power of multiperspectival cultural studies, an interdisciplinary inquiry, lies in its potentials to explore contemporary Chinese urban youth culture from multiple perspectives; explore historical backgrounds and complexity of cultural artifacts to understand contradictions and trajectories of contemporary Chinese urban youth culture; recognize alternative medias as a space for contemporary urban Chinese youth to express frustrations and dissatisfactions, to challenge social inequalities and injustices, and to create dreams and hopes for their future; recognize that the intertextuality among cultural artifacts and subcultures creates possibilities for Chinese urban youth to invent more alternative media cultures that empower them to challenge dominations, perform their identities, and release their imagination for the future; invite Chinese youth to be the change agents for the era but not to be imprisoned by the era; and overcome

misunderstanding, misrepresentation, or underrepresentation of contemporary Chinese urban youth cultural texts to promote linguistic and cultural diversity in a multicultural, multilingual, and multiracial world. Sun argues that contemporary urban youth need to obtain critical media literacy to become the change agents in contemporary China. They need to be the medium of cultural exchanges in the multicultural, multilingual, and multiracial world. In order to best assist contemporary Chinese urban youth in expressing their voices, portraying their hopes, and performing their historical responsibilities as change agents, Sun sincerely hopes more research will be done on the contemporary Chinese urban youth culture, especially on its contradictions and trajectories, with the intent to shed light on more richly textured, nuanced, and inspiring insights into the interconnection between contemporary Chinese urban youth and media power in an increasingly multicultural, multilingual, and multiracial world.



Sensuous Curriculum

Politics and the Senses in Education

Walter S. Gershon, Kent State University

A volume in the series *Landscapes of Education*

2019. Paperback 978-1-64113-581-8 \$45.99. Hardcover 978-1-64113-582-5 \$85.99. eBook 978-1-64113-583-2 \$65.

The sensuous is the human experience, unfolding our everyday experiences and articulating our affects. Without sensory information, we could neither know nor be. This is because we gain information through our senses and interpret that information as perceptions, the sociocultural frames used to analyze that input. This is the case regardless of how a sensorium is constructed, a more limited Western five senses model for example. It is also the case no matter how senses are defined, the ways they are expressed, or the ways in which they are understood to function. Further, because there are often greater differences between members within a particular group than divergences between groups, how one attends to and acts in light of sensory information is always a polyphonic tapestry constructed on the warp of the sociocultural and the weft of individualism. Education, the transfer of information between people, animals, things, and ecologies, is therefore a sensory endeavor.

Sensuous curriculum is one means of describing this deeply layered intersection of educational ways of being and knowing. In many ways inverting how questions of curriculum are often framed, *Sensuous Curriculum: Politics and the Senses in Education* foregrounds how sensory understandings are forms of educational, relational politics. Bringing the depth and complexity of sensory studies firmly into curriculum and foundational studies of education, contributors to this volume address this educational and political intersection from a wide variety of theoretical and practical perspectives that are always embodied and material. Approached in an academic yet accessible manner, *Sensuous Curriculum* addresses key questions about what it means to educate and the ideas and ideals render those understandings sensible. This variety, depth, and accessibility combine to make *Sensuous Curriculum* an important resource for those interested in critical studies of the senses in educational ecologies and holistic education. It is a text as at home in theory and methods doctoral courses as it is in undergraduate courses for preservice teachers and will be of interest to those searching for rich ways to conceptualize education outside of a standards-centric perspective.

Praise for *Sensuous Curriculum*:

"This collection engages and challenges readers to think more deeply about questions of curriculum in connection to the sensuous in ways not typically considered, existing multi-dimensionally in transdisciplinary, interdisciplinary, and cross-disciplinary work. This compelling, intellectually stimulating, exhilarating volume is a canonical contribution everyone must study."

Theodorea Regina Berry

Professor and Chair, African American Studies

College of Social Sciences, San Jose State University

"Dr. Gershon's edited collection, Sensuous Curriculum: Politics and the Senses in Education, makes the case for corrective action. By exploring the sensory as human experience, curriculum, and political, the authors of this volume offer iterations and variations for interrupting the ignor(anc)es of the sensorium in education and the body in making sense."

M. Francyne Huckaby

Associate Dean, TCU School of Interdisciplinary Studies

Professor, Curriculum Studies, TCU College of Education & Center for Public Education

"I thoroughly enjoyed sensing this book. This collection defies the conventional popular trends that sit inside the classic curriculum vinyl on our bookshelves. And in Aokian fashion, Walter Gershon has successfully brought together an ensemble of curriculum scholars who dare us to improvise and replay the possibilities and limitations of educational research as a tantalization of our senses. The research put forth in this collection not only promises to the break barriers of our thinking, but also makes significant contributions to and beyond post-humanism, new materialism, curriculum and affect theory. All serious scholars—artists, teacher educators, teachers, graduate students, community activists—of curriculum studies will want to purchase a copy of this carefully, crafted, curated sensuous collection. Without reservation...put the needle on their record, cause I am one of their biggest fans."

Nicholas Ng-A-Fook

Professor, Director of Teacher Education, Indigenous Teacher Education

Co-Director of the Réseau de Savoir sur l'Équité/Equity Knowledge Network

Faculty of Education, University of Ottawa

LEADERSHIP FOR SCHOOL IMPROVEMENT



Leadership for School Improvement

Reflection and Renewal

Cherie B. Gaines

A volume in the series *Leadership for School Improvement*

2019. Paperback 978-1-64113-602-0 \$45.99. Hardcover 978-1-64113-603-7 \$85.99. eBook 978-1-64113-604-4 \$65.

As the inaugural issue in the Leadership for School Improvement (LSI) Special Interest Group (SIG) Book Series, this volume serves as a reflection on the foundations of the field of school improvement. Contents include connections between school improvement and the agency of principals, districts, universities, and policy. This volume will be placed in the school improvement literature with examinations of evolution, trends, policies, and future foci in the field of school improvement. This book is rich in research and literature about school improvement, school effectiveness, and school reform policy and implementation and thus holds significance for educational practitioners, scholars, and policy makers at all levels.

LEADERSHIP, SCHOOLS, AND CHANGE



Asia Pacific Education

Leadership, Governance and Administration

Venesser Fernandes, Monash University; Philip Wing Keung Chan, Monash University

A volume in the series *Leadership, Schools, and Change*

2018. Paperback 978-1-64113-521-4 \$45.99. Hardcover 978-1-64113-522-1 \$85.99. eBook 978-1-64113-523-8 \$65.

The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well as unique challenges, including obstacles of language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet been fully explored. This ground-breaking volume considers current perspectives on educational diversity, challenges and changes occurring across a number of countries in the region and provides a closer look at these complexities.

Focus has been given to the influence and impact that these complexities are having on policy and practice in leadership, governance and administration structures. Who has been given the agency? What kinds of power currents are in play? What are the hidden political enablers and disablers in these narratives? The authors of chapters in this series have presented some solid examples of what is currently happening, the discourse that is emerging around it, the effects of these changes and their impact within the region. While some of these narratives are a synthesis of literature and policy, other chapters have focused on findings from empirical studies being conducted in this space.

As a timely collection of works from active researchers in Education, the book supports and encourages the importance of on-going educational research within the Asia-Pacific region. The findings in this book have been drawn from original and current research which is anticipated as being a valuable academic reference as well as a teaching resource in the field of Education. This volume will be beneficial to students and academics of Education around the world as well as a useful reference to educational academics, researchers, policy-makers and administrators across the Asia-Pacific region. The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well as unique challenges, including obstacles of language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet been fully explored. This ground-breaking volume considers current perspectives on educational diversity, challenges and changes occurring across a number of countries in the region and provides a closer look at these complexities.

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LITERACY, LANGUAGE AND LEARNING



Educational Practices in China, Korea, and the United States

Reflections from a Study Abroad Experience

Chuang Wang, University of North Carolina at Charlotte; Lan Kolano, Cato College of Education, UNC Charlotte; Do-Hong Kim, Augusta University

A volume in the series *Literacy, Language and Learning*

2020. Paperback 978-1-64113-876-5 \$45.99. Hardcover 978-1-64113-877-2 \$85.99. eBook 978-1-64113-878-9 \$65.

This book is written by a diverse cohort of both of American educators, including professors, teachers, school counselors, and school administrators from pre-K to college levels. Most of the contributors come from disciplinary areas of English as a second language and school administration. With the pressure of Common Core State Standards Initiative, American educators are now shifting their focus to standards-based instruction. Meanwhile, Chinese educators are moving away from national standards and developing state level curriculum and instruction to meet specific needs of the students in local provinces. There is also a debate about whether or not to use the National College Entrance Examination as the only test for college admission. Some provinces (e.g., Zhejiang and Hubei) are administering their own college entrance examinations. The book outlines the sociocultural roots of education in the three countries, linking the tradition and philosophical orientations to each country's own history of education. Furthermore, the book compares and contrasts the curriculum, especially the teaching of English as a second/foreign language, in three countries.

This book examines the stress of students, physical education, various pedagogical styles in foreign language education as well as instructional texts and cross-cultural dialogue between teachers. Additionally, the book explores factors that influence parent's involvement and women's educational and career aspirations. Lastly, the book presents modern technologies such as smart learning technologies and online learning platforms not only to facilitate future educational systems but also to promote international exchanges.

The chapters of the book are thematically diverse, but they help to provide inspirations for educators both in American and Asian countries. The findings offer alternative practical lenses for educational community to seek for some "middle ground" between Chinese, South Korea and American education. The intended audience for this book is graduate students, teachers, administrators, and professionals in education.

MARXIST, SOCIALIST, AND COMMUNIST STUDIES IN EDUCATION



Learning with Lenin

Selected Works on Education and Revolution

Derek R. Ford, DePauw University; Curry Malott, West Chester University of Pennsylvania

A volume in the series *Marxist, Socialist, and Communist Studies in Education*

2019. Paperback 978-1-64113-515-3 \$59.99. Hardcover 978-1-64113-516-0 \$85.99. eBook 978-1-64113-517-7 \$65.

Learning with Lenin brings together, for the first time, Lenin's classic texts and his speeches and writings on education. To facilitate educators and activists' engagement with these works, a study and discussion guide accompanies each text. Learning with Lenin contributes to the rematerialization of a revolutionary movement in the U.S. by focusing on the pedagogy of Lenin. After a series of setbacks and attacks that seriously degraded its status in both working-class struggles and educational theory, socialism is once again on the rise. Like the generations before them, organizers, activists, and educators are once again turning to classic works of socialism to understand and respond to the systematic depravities of imperialism, white supremacy, and settler-colonialism. Learning with Lenin will assist anyone interested in reading and applying Lenin's theories to our current era, with all of its complexities and contradictions.

Praise for Learning with Lenin

"Renowned education psychologist Lev Vygotsky knew quite well that Lenin had much to teach us about the relationship between education and revolution. In Learning with Lenin, Derek Ford and Curry Malott help bring Lenin's valuable insights into today's struggle for a society that meets the needs of humanity and the planet." ~ **Wayne Au**, Professor, UW Bothell, author of, *A Marxist Education*.



Tracks to Infinity, The Long Road to Justice

The Peter McLaren Reader, Volume II

Marc Pruyn, Monash University; Curry Malott, West Chester University of Pennsylvania; Luis Huerta-Charles, New Mexico State University

A volume in the series *Marxist, Socialist, and Communist Studies in Education*

2020. Paperback 978-1-64113-662-4 \$45.99. Hardcover 978-1-64113-663-1 \$85.99. eBook 978-1-64113-664-8 \$65.

Whereas *This Fist Called My Heart*, the first Peter McLaren reader (2016), offers a window into the development and reorientation of McLaren's work over time, *Tracks to Infinity* emphasizes the significance of orientation in his contemporary work. McLaren's earlier work was oriented toward the idea of a contradictory postmodern subjectivity located outside the increasingly fragmented, indeterminate late capitalist society. If the concept of the critical subject or change agent is perceived to be simultaneously located both inside and outside of the world that exists, however mundane, it begins to appear as a utopian or idealist construction.

While discourse is indeed important, locating the revolutionary potential exclusively within the abstract realm of language or the sign can lead to a disconnected relationship with the concreteness of everyday struggle. As the fog of the disembodied, postmodern subject began to lift, McLaren reoriented his engagement with and gaze toward the concrete value-creating laborer as the active agent of revolutionary education's process of becoming—collectively becoming something other than abstract labor. This volume is filled with deep engagements with the concreteness of lived experience juxtaposed next to the bourgeois propaganda of the capitalist class political establishment as manifested in the Trump era.

Praise for *Tracks to Infinity*...

"There is no masking the profound legacy of Peter McLaren for those of us honored to be counted among his many students and friends. To me, his revolutionary teachings amount to a raging bonfire of praxis for the cognitively weary...and while fire's nature burns and is dangerously beyond our control, historically speaking, fire is also the Promethean foundation stone for the humanization of the world. Herein, then, is a truly infernal collection of writing and ideas on education and politics—or perhaps just enough to thaw the numerous minds and hearts that have grown deadly cold from the icy spiritual hell that is our time of masterful warfare, an age when the beloved community is daily being stripped naked, shot and then laid out on a press table like a macabre photograph of the supposedly dead Ché."

Richard Kahn

Core Faculty in Education, Antioch University, Los Angeles

"Peter McLaren is one of the most innovative and resourceful advocates of critical pedagogy originating from Gramsci and Freire. What distinguishes his work is the nuanced dialectical interweaving of national/ethnic struggles and global imperialist hegemony, exposing the limits of transnationalist-cosmopolitanist postmodernism (eliding the reality of finance capitalism) and covertly racialized globalism functioning as a decoy for white supremacy. This volume represents cutting-edge praxis in historical-materialist research and application."

E. San Juan, Jr.

Fellow of the Harry Ransom Center, University of Texas

"Huerta-Charles, Marc Pruyn & Curry S. Malott have given birth to Volume II of THE first ever Reader of Peter McLaren's expansive works. As a leading scholar and activist of our time, this groundbreaking text showcases a range of his punchy insights into multi-culturalism, imperialism, methodology and revolution. The book is unrivalled for anybody wanting to understand education and society, and do something serious about its ills."

Alpesh Maisuria

Senior Lecturer in Education Studies, University of East London

Co-Deputy Editor, Journal for Critical Education Policy Studies

Co-Convener, Marxism and Education: Renewing Dialogues (MERD) Seminar Series

NEW DIRECTIONS IN EDUCATIONAL LEADERSHIP: INNOVATIONS IN SCHOLARSHIP, TEACHING, AND SERVICE



Standing Still Is Not an Option

School Children Using Art for Social Change

Christa Boske, Kent State University

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*

2019. Paperback 978-1-64113-839-0 \$45.99. Hardcover 978-1-64113-840-6 \$85.99. eBook 978-1-64113-841-3 \$65.

This book captures the experiences of children in U.S. public schools and how they utilize artmaking to disrupt injustices they face. These first-time authors, who represent school children, parents, teachers, and community leaders, focus on artmaking for social change. Their first-tellings provide thought-provoking insights regarding the impact of artmaking on their capacity to promote social justice-oriented work in K-12 school communities.

As the U.S. continues to experience significant demographic shifts, including increases of homeless children, children identified with learning differences, thousands of refugees and immigrants, children living in poverty, children in foster care, and increasing numbers of Children of Color, those who work in

schools will need to know how to address disparities facing these underserved communities. These U.S. demographic shifts and issues facing underserved populations provide opportunities for children, teachers, families, and school leaders to deepen their understanding regarding their experiences within their communities and K-12 schools as well as ways to interrupt oppressive practices and policies they face every day through art as social action.

Authors call upon decision-makers who serve children from disenfranchised populations to utilize artmaking to create equal access for children to explore social justice, equity, reflective practices, and promote authentic social action and change through artmaking. Authors reflect on this artmaking process as a catalyst for increasing consciousness, creating imaginative possibilities, and facilitating meaningful change in schools. Authors urge readers to create equal access art spaces to build bridges among schools, families, and communities. Together, they contend that artmaking promotes courageous conversations and encourages the exploration of what it means to live this significant work.

Praise for Standing Still Is Not an Option

Standing Still Is Not an Option is a non-traditional leadership text, not just in words, but in deeds. It took courage for student, first-authors to write/perform this text, and it takes courage for us as educators to read it because our youth want us to speak up more and act differently. To quote one student-first author: "It was all new to me. I never did anything like this before. If I could go back in time, I would tell the principals that they need to care about all of the kids, not just the favorites. If they could actually take the time and talk to me, maybe you would actually care because you would get to know me. I think they would learn I have a lot on my plate and they need to know about these things. It would have really helped me if they would have listened to me, talked to me, and actually showed me they care. If a principal would have shown me they cared, I wouldn't be where I am today." Isn't it past time that teachers and administrators learned to become their art and let their art remake them?

Ira Bogotch
Professor, Florida Atlantic University

This book dares to explore the multi-faceted nature of voice and its importance in narrating the experiences that have contoured the lives of persons who are so often conditioned, socialized and placed in a voiceless space by educational institutions. The use of artmaking to articulate hopes and fears, in a non-judgmental space that calls for a socially just education, shifts the focus from traditional notions of narrative to the creative power of expression through art. This work breaks new ground in pushing educational power brokers to come to grips with the multiple ways asymmetric power relations are propagated through traditional structures and how the power of creativity can respond to and disrupt these structures.

Michael Dantley Dean
Professor, Miami of Ohio University

Christa Boske's edited volume provides an extraordinary service to educational leaders, policy makers, and those who care about the education stakeholders. Through the chapters in this book, Boske and her authors demonstrate the power of artistic storytelling and representation to the development and empowerment of young minds. For those who care about the education of children and youth this is an essential read.

Michelle Young
Professor, University of Virginia
former Executive Director of the University Council for Educational Administration (UCEA)



(Re)Building Bi/Multilingual Leaders for Socially Just Communities

Soribel Genao, Queens College, City University of New York; Nakia M. Gray-Nicolas, Queens College, City University of New York

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*
2020. Paperback 978-1-64802-059-9 \$45.99. Hardcover 978-1-64802-060-5 \$85.99. eBook 978-1-64802-061-2 \$65.

The recent decision to end the Deferred Action for Childhood Arrivals (DACA) has had a major impact on many who have been geographically uprooted to places they have never lived or known. Established in 2012, DACA allows eligible immigrant youth (Dreamers) to apply for protection for deportation and work permits in two-year increments. On September 5, 2017 the Trump administration announced that it would tersely end the program. While several organizations have taken charge by advocating and representing Dreamers, there are still many students in school districts who have not been represented or advocated for because of their limited language skills. On January 22, 2019, the U.S. Supreme Court declined, for now, to take up the Trump administration's request to review the lawsuit challenging the administration's decision to end Deferred Action for Childhood Arrivals. These students, although here legally, have not been able to attain these skills simply because our schools do not have the adequate resources and personnel to attend to them (Cherng et al., 2017).

This book exposes the experiences of 15 Educational Leadership candidates focused on improving their bilingual/multilingual school communities via conceptual ideas and policies learned as students and synthesizing these ideas into practice as future administrators. As such, the chapters presented in this project will be focused on the development of innovative methods to meet the needs of these communities. Guided by social justice leadership, this project exposes the empirical practices of these teacher leaders in their respective New York City communities. Immigration can be an on-going challenge for educational leaders, counselors, school personnel, community members, and those who are engaged in meeting the needs of this population. Teachers and leaders in new immigrant destinations — places that are seeing rapidly increasing numbers of immigrants — often find themselves dealing with a host of unexpected issues: immigrant students' unique socio-emotional needs, community conflict, a wider range of skills in English, lack of a common language for communication with parents, and more (Tamer, 2014). Still, there is a high need of research providing leadership guidance addressing immigration policies and resources inside and outside schools.

NEW METHODS IN THE ERA OF BIG DATA AND AI



Transforming Healthcare with Big Data and AI

Alex Liu, IBM; Anna Farzindar, University of Southern California; Mingbo Gong, Slalom Consulting

A volume in the series *New Methods in the Era of Big Data and AI*

2020. Paperback 978-1-64113-897-0 \$45.99. Hardcover 978-1-64113-898-7 \$85.99. eBook 978-1-64113-899-4 \$65.

Healthcare and technology are at a convergence point where significant changes are poised to take place. The vast and complex requirements of medical record keeping, coupled with stringent patient privacy laws, create an incredibly unwieldy maze of health data needs. While the past decade has seen giant leaps in AI, machine learning, wearable technologies, and data mining capacities that have enabled quantities of data to be accumulated, processed, and shared around the globe. Transforming Healthcare with Big Data and AI examines the crossroads of these two fields and looks to the future of leveraging advanced technologies and developing data ecosystems to the healthcare field.

This book is the product of the Transforming Healthcare with Data conference, held at the University of Southern California. Many speakers and digital healthcare industry leaders contributed multidisciplinary expertise to chapters in this work. Authors' backgrounds range from data scientists, healthcare experts, university professors, and digital healthcare entrepreneurs. If you have an understanding of data technologies and are interested in the future of Big Data and A.I. in healthcare, this book will provide a wealth of insights into the new landscape of healthcare.

ON INDIAN GROUND: A RETURN TO INDIGENOUS KNOWLEDGE-GENERATING HOPE, LEADERSHIP AND SOVEREIGNTY THROUGH EDUCATION



On Indian Ground

The Northwest

Michelle M. Jacob, University of Oregon; Stephany RunningHawk Johnson, University of Oregon

A volume in the series *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education*

2019. Paperback 978-1-64113-900-7 \$45.99. Hardcover 978-1-64113-901-4 \$85.99. eBook 978-1-64113-902-1 \$65.

On Indian Ground: Northwest is the second of ten regionally focused texts that explores American Indian/Alaska Native/Native Hawaiian education in depth. The text is designed to be used by educators of Native youth and emphasizes best practices found throughout the region. Previous texts on American Indian education make wide-ranging general assumptions that all American Indians are alike. This series promotes specific interventions and relies on Native ways of knowing to highlight place-based educational practices.

On Indian Ground: Northwest looks at the history of Indian education across the Pacific Northwest region. Authors also analyze education policy and Tribal education departments to highlight early childhood education, gifted and talented educational practice, parental involvement, language revitalization, counseling, and research. These chapters expose cross-cutting themes of sustainability, historical bias, economic development, health and wellness and cultural competence.

PEA SERIES



The National Council of Teachers of English and Cold War Education Policies

Curtis Mason, Columbia College

A volume in the series *PEA Series*

2020. Paperback 978-1-64113-945-8 \$45.99. Hardcover 978-1-64113-946-5 \$85.99. eBook 978-1-64113-947-2 \$65.

The launching of Sputnik in 1957 sparked an education movement that stressed the importance of curricular rigor and standardization as a means to improve education and bolster national defense. Within six months of Sputnik's launch, Congress passed the National Defense Education Act (NDEA) that approved an unprecedented amount of federal funding toward the math, science, and foreign language disciplines. The teaching of English was left out and through the leadership of the National Council of Teachers of English (NCTE), the discipline maneuvered public relations and political connections in its quest to acquire federal funds. In doing so, the NCTE mimicked strategies that galvanized funding for math, science, and foreign language disciplines by arguing the

importance of the teaching of English for national security and advocating for a teaching model that aligned with Cold War Era pedagogical trends.

These tactics marked a major shift in how the NCTE advocated for the teaching of English. In the early twentieth century, the organization embraced student-centered education practices connected to the ideas of progressive educators. This perspective continued with the creation and expansion of life adjustment education during the 1930s and 40s. During this era, many NCTE authors recommended this movement that advocated connecting education to future adult experiences. Following Sputnik, NCTE leaders supported content-centered reforms. Instead of curriculum recommendations based in discovering and fostering relevant student experiences, the NCTE's focus became adjusting student learning to predefined skills it thought all students should possess. This trend was supported by conceptions of Cold War education models, including those advocated by their rival English organization, the Modern Language Association (MLA). The MLA had successfully worked with federal actors in attaining funding for foreign language training institutes and the NCTE's collaboration with the MLA represented a shift in adopting ideas it was previously opposed to promoting.

Despite their efforts, the NCTE was not a part of NDEA reauthorization in 1961 the federal government, led by U.S. Commissioner of Education, Sterling McMurrin, funded teacher-training institutes for the study of English through a program called "Project English." The 1960s continued with the NCTE representing stronger content-centered ideas before shifting in less than a decade as indicated by the materials produced by the 1966 AngloAmerican Conference on English at Dartmouth. Here, NCTE leaders reassessed their beliefs after meeting with British educators who advocated student-centered curriculum models and reintroduced benefits of experiential education. These ideas would manifest into studentcentered curriculum models during the late 1960s and 1970s.

PEACE EDUCATION



Difficult Discussions

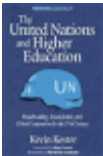
Issues and Ideas for Engaging College Students in Peace and Justice Topics

Laura Finley, Barry University

A volume in the series *Peace Education*

2020. Paperback 978-1-64802-103-9 \$45.99. Hardcover 978-1-64802-104-6 \$85.99. eBook 978-1-64802-105-3 \$65.

Drawing from many disciplinary areas, this edited volume shares tools, techniques and ideas for engaging college students in difficult discussions. From sexual violence to race to poverty and more, chapters in the book present useful strategies as well as limitations in creating safe classroom spaces. Ideal for peace and justice educators, this volume also includes the voices of students in every chapter.



The United Nations and Higher Education

Peacebuilding, Social Justice and Global Cooperation for the 21st Century

Kevin Kester, Keimyung University

A volume in the series *Peace Education*

2020. Paperback 978-1-64802-054-4 \$45.99. Hardcover 978-1-64802-055-1 \$85.99. eBook 978-1-64802-056-8 \$65.

In this book, Kevin Kester details how the United Nations promotion of higher education for peace and international understanding sometimes unintentionally contributes to the reproduction of conflict and violence across diverse cultures. He shows this through an indepth examination of peace curricula, pedagogy and policy in one United Nations higher education institution, where he indicates how dominant philosophical and pedagogical models that signify acceptable peace education ultimately undermine the very goals of educational peacebuilding.

Kester contends that theoretical and pedagogical training must develop beyond the dominant psycho-social, rational and state-centric assumptions that permeate the field today if higher education is to better contribute to personal and societal peacebuilding. Drawing from the fields of educational philosophy and sociology, he argues for new concepts of poststructural violence and second order reflexivity that can assist scholars in reducing conflict and building peace in lasting ways. He complements his fieldwork findings with personal reflections throughout the book to reimagine the transformative possibilities of peacebuilding education for the 21st century.

PERSPECTIVES ON HUMAN DEVELOPMENT



Vygotsky's Pedology of the School Age

René van der Veer, Emeritus Professor of Education

A volume in the series *Perspectives on Human Development*

2020. Paperback 978-1-64802-042-1 \$45.99. Hardcover 978-1-64802-043-8 \$85.99. eBook 978-1-64802-044-5 \$65.

This is an edited (introduced and annotated) book by the Russian psychologist Lev Vygotsky who belongs to the most well-known social scientists of the previous century and whose body of writings still serves as a source of inspiration for present-day researchers in psychology, education, linguistics, and so on. The book had not been translated into any language and was virtually unknown to the scientific community, because it is extremely hard to find a copy of the original. The book will cause excitement among those familiar with Vygotsky's writings, because it deals with an aspect of his life and work that is little known, notably his involvement with child studies or, as it is also known, pedology (paidology, paedology). Child studies was a new discipline launched by the American G. Stanley Hall which aimed to offer a comprehensive study of the child including psychological, educational, medical, and social aspects. The discipline enjoyed a brief popularity in the US and Europe until WW I and continued its existence in the USSR until 1936 when it was forbidden. The book gives a unique insight into Russian and Soviet pedology and will be interesting to anyone interested in developmental and general psychology, education, and the social history of these disciplines. As the book requires virtually no previous knowledge it can be read with profit by both undergraduate and graduate students and professors. An additional asset for those specifically interested in Vygotsky's theorizing is that it shows a whole new light on the social-historical and political background of his ideas. The book is introduced by an essay that explains the historical embeddedness of Vygotsky's ideas and the footnotes and list of brief biographies of key figures make it particularly easy to understand the book's content and context.

PERSPECTIVES ON MENTORING



Creating and Sustaining a Collaborative Mentorship Team

A Handbook for Practice and Research

Dianne M. Gut, Ohio University; Beth J. VanDerveer, Ohio University; Mary Barbara Trube, Ohio University; Pamela C. Beam, Ohio University

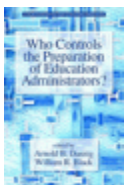
A volume in the series *Perspectives on Mentoring*

2020. Paperback 978-1-64802-100-8 \$45.99. Hardcover 978-1-64802-101-5 \$85.99. eBook 978-1-64802-102-2 \$65.

In response to changes in the workforce, scholars are calling for mentoring that is more fluid, flexible, and responsive to the needs of diverse groups of individuals, whether culturally (Kochan & Pascarelli, 2012; Kochan, Searby, George, & Mitchell Edge, 2015) or intergenerationally (Thorpe, 2012) diverse. With these changes, there are greater demands for intergenerational and intercultural collaboration and mentoring. One response to these changes is to take a more collaborative, interactive, and transformational approach to mentoring. In response, this book provides a model for collaborative mentoring, based on best-practice, grounded in theory and research, and framed by the Dynamic Model of Collaborative Mentorship. Each chapter provides a description of one of the five components of the mentoring model which are grounded in theory and include: agency, values, engagement, patterns, and roles. Individual chapters provide resources, prompts and questions to guide reflection, and suggested readings.

This book is authored by four individuals who work, research, and write as a team. The book itself is the product of their mentoring research as well as their mentoring practice in action. It is current and timely, focusing on team processes which are collaborative, dynamic, reflective, and continuously developing and evolving.

RESEARCH AND THEORY IN EDUCATIONAL ADMINISTRATION



Who Controls the Preparation of Education Administrators?

Arnold B. Danzig, San José State University; William R. Black, University of South Florida

A volume in the series *Research and Theory in Educational Administration*

2019. Paperback 9781641136938 \$45.99. Hardcover 9781641136945 \$85.99. eBook 9781641136952 \$65.

This is the first volume in the re-imagined series Research and Theory in Educational Administration. The volume includes a variety of perspectives written by university professors in the field of educational administration, which moves our thinking beyond the traditional scope of organizational theory and institutional analysis. It is this combination of theory, of new directions in leadership preparation and new narratives of participation that we hope will

contribute to a more engaging volume for its readers—graduate students, researchers, and practitioners. The volume will provide evidence of and explanation for changing patterns of institution production explored through academic and epistemic drift. It also provides a deeper understanding of how state regulation is related to the school administrator pipeline or pathways. The concepts explained and illustrated in the volume hopes to provide a better framework for understanding how administrator preparation is unfolding across the U.S. and internationally, as well as the direction of the field of educational administration in the future.

RESEARCH FOR SOCIAL JUSTICE: PERSONAL~PASSIONATE~PARTICIPATORY



The Blab of the Paved

"Bad Kids" and the School They Called Family

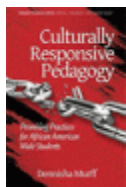
Jeff Spanke, Ball State University

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*

2020. Paperback 978-1-64113-978-6 \$45.99. Hardcover 978-1-64113-979-3 \$85.99. eBook 978-1-64113-980-9 \$65.

This narrative ethnography adopts an aesthetic lens to relay the various lived experiences of a non-traditional, Midwestern public high school during its final year in its original building. Extending upon previous research of high school dropouts, I examine how this one particular high school incorporated a self-paced curriculum with a focus on “family” to address the unique learning needs of students at risk of not graduating. By employing elements of grounded theory, narrative inquiry, and autoethnography, I share the stories of Walgut High School’s (a pseudonym) roughly sixty students as they struggle to navigate their respective roles in a dominant cultural narrative to which they’ve never felt like they belonged. Through the extensive and organic voices of the primary participants—as well as my observations of my own participation in the school culture over the course of a year—this project serves to offer insights not only into the school experiences of marginalized adolescents, but also into Walgut’s myriad successes and failures. In particular, this piece highlights the vitality of unconditionally caring or “hospitable” teachers (Derrida, 2000), while ultimately questioning the presumed utility of a high school diploma. The story concludes not by lauding the alternative mine created for Walgut’s canaries, but by questioning the purpose and stability of all scholastic minds.

As American schools continue making strides to accommodate and support the complex and oftentimes contradictory needs of their students, what it means to succeed as a teacher in (and prepare teachers for) these diversified, inclusive learning spaces is growing increasingly complicated. Indeed, given the shifting paradigm of American public education, teacher preparation programs must continue to adapt their practices and philosophies in order to equip their teacher candidates with the skills needed not only to thrive but also find purpose and meaning in schools similar to this project’s Walgut. While this book doesn’t claim to offer any answers to the myriad questions concerning the future of public schools, it does endeavor to offer a springboard from which all education stakeholders can continue engaging in healthy and productive discussions of how best to prepare students (and teachers) for autonomous, democratic, curious, creative, and compassionate citizenship both in and apart from their academic communities. To this end, rather than write from a detached, traditionally academic vantage, I have sought in these pages to compose from a personal (albeit limited), passionate (albeit subjective) and participatory (albeit someone marginalized) perspective. In my pursuit of social justice for the characters of Walgut High School, I begin first by exposing my own privileged role in perpetuating injustice. Only through recognizing and naming our own demons can we ever begin to exorcize the System writ large. Thus, in this book’s lack, there is possibility; in its futility, hope.



Culturally Responsive Pedagogy

Promising Practices for African American Male Students

Dennisha Murff, Murff Consulting Group

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*

2020. Paperback 978-1-64113-916-8 \$45.99. Hardcover 978-1-64113-917-5 \$85.99. eBook 978-1-64113-918-2 \$65.

In *Culturally Responsive Pedagogy: Promising Practices for African American Male Students*, I take us on a journey into teachers’ perceptions of the impact of implementing culturally responsive pedagogical (CRP) practices on the student learning outcomes of African American male students. The book also helps to identify teachers’ perceptions of the CRP strategies needed in the elementary school setting to address the diverse needs of African American male students. I share the story of educators from a large, diverse elementary school in an urban school district, who have made it their mission to provide African American male students with culturally responsive learning environments where they can thrive. Throughout the book, I make it clear that the implementation of CRP practices has a direct impact on the student learning outcomes of African American male students.

The book provides additional research into the existing literature on CRP practices. Through a case study approach, my work allows for additional insight into the potential impact of CRP practices on the student learning outcomes of African American male students in an urban elementary school setting. The book takes us on a journey of highs and lows, ups and downs, and failures and successes. Throughout the book, rich, detailed stories and descriptions are shared based on classroom observations, interviews, and student learning outcomes collected from three elementary school teachers from diverse backgrounds and various years of experience. Classroom observations were conducted using the Culturally Responsive Instruction Observation Protocol™ (CRIOP) instrument to assess the practices being implemented in the classroom. As I focused on the hard realities that face African American male students in today’s classrooms, I identified six emerging themes, including one overarching emerging theme, and three promising practices that surfaced during my research. The CRP practices implemented proved helpful toward increasing learning outcomes for African American male students, and, ultimately, closing the achievement gap.

As an African American educator, I have been able to see how the lack of culturally responsive practices creates learning obstacles for African American male students. These learning obstacles continue to plague a group that has been historically marginalized in our society. The implementation of CRP practices provides educators with an avenue to remedy a social justice issue that has plagued our nation for years. The information shared in this book can be beneficial for all those invested in closing the achievement gap and increasing student learning outcomes through the use of culturally responsive practices, including pre-service and in-service teachers, administrators, caregivers, community advocates, educational researchers, and policy makers.

RESEARCH IN EDUCATIONAL PRODUCTIVITY



High-Achieving Latino Students Successful Pathways Toward College and Beyond

Susan J. Paik, Claremont Graduate University; Stacy M. Kula, Azusa Pacific University; Jeremiah J. González, Los Angeles Unified School District; Verónica V. González, Los Angeles Unified School District

A volume in the series *Research in Educational Productivity*

2020. Paperback 978-1-64802-010-0 \$45.99. Hardcover 978-1-64802-011-7 \$85.99. eBook 978-1-64802-012-4 \$65.

High-Achieving Latino Students: Successful Pathways Toward College and Beyond addresses a long-standing need for a book that focuses on the success, not failure, of Latino students. While much of the existing research works from a deficit lens, this book uses a strength-based approach to support Latino achievement. Bringing together researchers and practitioners, this unique book provides research-based recommendations from early to later school years on “what works” for supporting high achievement.

Praise for High-Achieving Latino Students

"This book focuses on an important issue about which we know little. There are many lessons here for both scholars and educators who believe that Latino students can succeed. I congratulate the authors for taking on this timely and significant topic." ~ **Guadalupe Valdés, Ph.D.**, *Bonnie Katz Tenenbaum Professor in Education, Stanford University. Author of Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools*

"This is a must-read book for leaders in institutions of both K-12 and higher education who want to better understand success factors of Latino students in the US. Using a strength-based framework to understand and support Latino achievement is a new paradigm that must be considered by all." ~ **Loui Olivas, Ed.D.**, *President, American Association of Hispanics in Higher Education*

"In addition to being the right book at the right time, these editors should be congratulated for giving us a stellar example of how a research-practice collaboration comes together to produce such a valuable and lasting contribution to the field of school reform and improvement. Those who work in schools, universities, think tanks and policymaking centers have been waiting anxiously for this kind of book, and it's now here." ~ **Carl A. Cohn, Ed.D.**, *Former Executive Director, California Collaborative for Educational Excellence, CA State Board of Education member, and Superintendent*

"There may not be a silver bullet for solving the so-called problem of Latino underachievement, but well-conceived solutions do exist. This powerful book offers strength- and asset-based frameworks that demonstrate Latino achievement is possible. Read this text to not only get informed, but to also get nurtured and inspired!" ~ **Angela Valenzuela, Ph.D.**, *Professor in Education, University of Texas at Austin. Author of Subtractive Schooling: US-Mexican Youth and the Politics of Caring*

RESEARCH IN GLOBAL CHILD ADVOCACY



Participatory Methodologies to Elevate Children's Voice and Agency

Ilene R. Berson, University of South Florida; Michael J. Berson, University of South Florida; Colette Gray, Stranmillis University College

A volume in the series *Research in Global Child Advocacy*

2019. Paperback 978-1-64113-546-7 \$45.99. Hardcover 978-1-64113-547-4 \$85.99. eBook 978-1-64113-548-1 \$65.

This volume of the Research in Global Child Advocacy Series explores participatory methodologies and tools that involve children in research. Perspectives on the role of children have transitioned from viewing children as objects of research, to children as subjects of research, to acknowledgement of children as competent contributors and agents throughout the inquiry process. Researchers continue to explore approaches that honor the capacity of children, drawing on diverse methodologies to elevate children's voices and actively engage them in the production of knowledge. Nonetheless, despite these developments, questions over the extent to which children can be free of adult filters and influence merits sustained scholarly attention. The book includes chapters that critically examine methodological approaches that empower children in the research process. Contributions include empirical or practitioner pieces that operate from an empowerment paradigm and demonstrate the agenic capacity of children to contribute their perspectives and voices to our understanding of childhood and children's lives. The text also features conceptual pieces that challenge existing theoretical frameworks, critique research paradigms, and analyze dilemmas or tensions related to ethics, policy and power relations in the research process.

RESEARCH IN HUMAN RESOURCE MANAGEMENT



Diversity and Inclusion in Organizations

Dianna L. Stone, Universities of New Mexico, Albany, and Virginia Tech; James H. Dulebohn, Michigan State University; Kimberly M. Lukaszewski, Wright State University

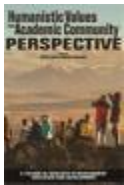
A volume in the series *Research in Human Resource Management*

2020. Paperback 978-1-64802-004-9 \$45.99. Hardcover 978-1-64802-005-6 \$85.99. eBook 978-1-64802-006-3 \$65.

It is evident that organizations are becoming increasingly diverse because of the growing numbers of ethnic minorities in the U. S. and the rise in immigration around the world (U. S. Bureau of Census, 2019). Some estimates indicate that by 2060 ethnic minorities in the U. S. will actually make up the majority of the population (U. S. Bureau of Census, 2019), and national minority group members will constitute over 14% of the 770 million people in the European Union (Worldwide Population Estimates, 2017). Thus, organizations around the world are faced with numerous challenges associated with attracting, motivating, and retaining employees who are culturally diverse, and we need a better understanding of how to increase the inclusion of diverse group members in organizations.

This edited book includes twelve cutting edge articles written by subject matter experts on an array of topics including: (a) the influence of multiculturalism on HR practices, (b) factors affecting the success of corporate women, (c) stereotypes of racial minorities, (d) effect sizes in diversity research, (e) true identities of stigmatized persons, (f) diversity training, (g) LGBTQ issues, (h) age, (I) strategies for creating inclusive climates, (j) the development of measure of reactions to perceived discrimination, (k) racial harassment, and (l) unfair discrimination against immigrants. This timely book provides a critical resource for undergraduate and graduate classes in diversity and inclusion in organizations, human resource management, organizational behavior, organizational sociology, and industrial and organizational psychology. Apart from theories and research on diversity and inclusion, the book also considers implications for designing HR policies and processes in organizations. Therefore, the book is especially relevant for practitioners and human resource professionals because it provides guidance on HR practices that can help organizations attract and retain these new organizational members.

RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT



Humanistic Values

Academic Community Perspective

Alfred Lewis, Canadian University Dubai; Natalia Stanusch, John Cabot University

A volume in the series *Research in Management Education and Development*

2019. Paperback 978-1-64113-867-3 \$45.99. Hardcover 978-1-64113-868-0 \$85.99. eBook 978-1-64113-869-7 \$65.

Humanistic Values from Academic Community Perspective is authored by a range of international experts with a diversity of backgrounds and perspectives and provides a collection of ideas, examples and solutions on Humanistic Values in Academia, implementation and problems that occur in this area of consideration.

This volume is a result of numerous discussions within the academic members to incorporate humanistic values like dignity, integrity, care, human rights etc. into our conduct composed of all the academic levels, beginning with students through staff, faculty and administration.

Authors and contributors of this book assume the importance and crucial role of values in managing contemporary organizations emphasizing the fact that the oldest organizations managed by core values are not the globally known and acknowledged business corporation but the institutions like churches, armies and the universities. Numerous institutions of higher education are proud of their core values and present them to their employees, students, and stakeholders.

The book is divided into four parts: I Introduction, II Humanistic values from academic perspective, III Humanistic values from student / faculty perspective and part IV Humanistic values from educational administrative perspective. We sincerely hope that the chapters presented in this volume will open new horizons for the understanding of humanistic values in academia and simultaneously it will provide inspiration and encouragement for further research in this area of study.

RESEARCH IN PROFESSIONAL DEVELOPMENT SCHOOLS



Clinically Based Teacher Education in Action

Cases from Professional Development Schools

Eva Garin, Bowie State University; Rebecca West Burns, University of South Florida

A volume in the series *Research in Professional Development Schools*

2020. Paperback 978-1-64802-001-8 \$45.99. Hardcover 978-1-64802-002-5 \$85.99. eBook 978-1-64802-003-2 \$65.

Teacher education in the United States is changing to meet new policy demands for centering clinical practice and developing robust school-university partnerships to better prepare high-quality teachers for tomorrow's schools. PROFESSIONAL DEVELOPMENT SCHOOLS (PDSs) have recently been cited in national reports as exemplars of high-quality school-university partnerships in the clinical preparation of teachers. According to the National Association for Professional Development Schools, PDSs have Nine Essentials that distinguish them from other school-university collaborations. But even with that guidance, working across the boundaries of schools and universities remains messy, complex, and, quite frankly, hard. That's why, perhaps, there is such diversity in school-university partnerships.

For the last thirty years, educators have been fascinated yet puzzled with how to build PDSs. *Clinically Based Teacher Education in Action: Cases from PDSs* addresses that perplexity by providing images of the possible in school-university collaboration. Each chapter closely examines one of the NAPDS Nine Essentials and then provides three cases from PDSs that target that particular essential. In this way, readers can see how different PDSs from across the globe are innovating to actualize that essential in PDS development. The editors provide commentary, addressing themes across the three cases. Each chapter ends with questions to start collaborative conversations and a field-based activity meant to propel your PDS work forward.



A Pathway to PDS Partnership

Using the PDSEA Protocol

Emily Shoemaker, University of La Verne (retired); Michael Cosenza, California Lutheran University; Thierry Kolpin, Brandman University; Jacquelyn May Allen, University of La Verne

A volume in the series *Research in Professional Development Schools*

2020. Paperback 978-1-64113-913-7 \$45.99. Hardcover 978-1-64113-914-4 \$85.99. eBook 978-1-64113-915-1 \$65.

Professional Development Schools offer P-12 schools and universities the opportunity to create rich learning environments for students, teacher candidates, teachers, university professors and administrators. The creation of Professional Development Schools requires careful thought and planning by leaders from both institutions who understand the importance of a systemic approach to gathering information that will allow them to build strong, sustainable partnerships.

This book is a practical, hands-on guide to exploring and assessing school and university readiness and compatibility to pursue a PDS partnership. The Professional Development School Exploration and Assessment (PDSEA) Protocol provides surveys and focus group interview questions that facilitate the identification of P-12 school and teacher preparation program qualities, characteristics and perceptions to determine institutional compatibility. Collaborative discussion and PDS planning templates provide guidelines for planning new PDSs. Assessment instruments used with the PDSEA Protocol are available online.

The authors offer unique insights into Professional Development Schools based on their experiences as educators in elementary, middle school, high school and as university professors who have been active in Professional Development Schools for 13 years. In this book, they share their insights and practical ideas about what it takes to develop viable and sustainable Professional Development Schools. Developed over a period of 8 years in a study that involved three universities and 13 partner schools, the PDSEA Protocol will assist teacher preparation programs, P-12 school districts and individual school sites as they explore, assess and plan school-university partnerships.

RESEARCH IN QUEER STUDIES



Exploring Gender and LGBTQ Issues in K-12 and Teacher Education

A Rainbow Assemblage

Adrian D. Martin, New Jersey City University; Kathryn J. Strom, California State University, East Bay

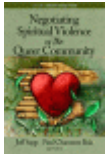
A volume in the series *Research in Queer Studies*

2019. Paperback 978-1-64113-617-4 \$45.99. Hardcover 978-1-64113-618-1 \$85.99. eBook 978-1-64113-619-8 \$65.

Past research on gender and LGBTQ issues in K-12 and teacher education has primarily focused on identifying ways of fostering inclusive and affirmative

school communities for non-cis and/or queer students and enabling learning contexts to promote academic learning. Much of this work has attended to theorizing pedagogies and curricula conducive towards such an aim. Yet, despite legal advances for gender equity and LGBTQ rights in diverse global contexts and the increased visibility of LGBTQ issues in mainstream media, non-cis and queer individuals (especially those of color) continue to experience violence, face housing discrimination, employment discrimination, and the denial of service in public businesses.

In light of the numerous growing conservative movements to not only roll back legal advances for LGBTQ individuals, but to also promote a culture of homophobia and transphobia, scholars must attend to the myriad ways in which members of the school community can counter such efforts, and how the multiple facets of the educative experience can be conceptualized beyond a paradigm that continues to marginalize gender diverse and LGBTQ individuals. This volume, *Exploring Gender and LGBTQ Issues in K12 and Teacher Education: A Rainbow Assemblage*, edited by Adrian D. Martin and Kathryn J. Strom, provides examples of empirical inquiries and theorizations that explore how schools can function as more than safe academic environments for gender diverse and LGBTQ students. The contributing authors attend to classrooms and educative contexts as spaces that promote the affirmative inclusion of not only LGBTQ students, but other education stakeholders as well with the aim to dismantle homophobia, transphobia, misogyny, and other hate-based ideologies. The volume serves as an insightful and useful resource for educators, teacher educators, and education researchers engaged in inquiry and pedagogy towards systems of schooling unencumbered by heteronormativity other hate-based ideologies with implications for future professional practice.



Negotiating Spiritual Violence in the Queer Community

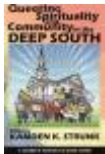
Jeff Sapp, California State University Dominguez Hills; Paul Chamness Iida, Akita International University

A volume in the series *Research in Queer Studies*

2019. Paperback 978-1-64113-623-5 \$45.99. Hardcover 978-1-64113-624-2 \$85.99. eBook 978-1-64113-625-9 \$65.

This volume is an attempt to serve as a venue for giving a voice to queer people from all faiths and no faiths to describe how they negotiate or have negotiated spiritual violence in their lives, as well as the voices of heterosexual allies who strive for the inclusion of queer people as a counter narrative to spiritual violence of full inclusion and embracement and demonstrate that some communities of faith do not operate from paradigms of violence, but instead operate with love, affirmation, and inclusion. These counter narratives are important.

This volume is a collection of narratives that describe a variety of experiences – stories of pain and rejection, joy, and overcoming and transformation. The voices of the authors in this collection are a mixture of personal narratives, theoretical or academic thought, and because art and spirituality often go hand-in-hand, some of the authors offer the reader more creative writing that reflects their ideas.



Queering Spirituality and Community in the Deep South

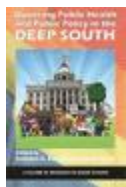
Kamden K. Strunk, Auburn University EFLT

A volume in the series *Research in Queer Studies*

2019. Paperback 978-1-64113-573-3 \$45.99. Hardcover 978-1-64113-574-0 \$85.99. eBook 978-1-64113-575-7 \$65.

In this volume, authors explore the interconnected issues of spirituality and community as they relate to queer issues in the Deep South. The book begins with explorations of queer spiritualities and LGBTQ people in religious settings. Next, authors investigate and document the rise of the religious right political movement in the South. Finally, the authors of this text document community life for LGBTQ people in the Deep South, including efforts to create affirming queer spaces inside otherwise hostile locales.

Through the chapters in this text, the peculiarities of spirituality and community life for LGBTQ people in the Deep South are explored. However, this volume also points to trends, themes, and dynamics at work in the Deep South that are also implicated in the queer experience in other parts of the U.S. The authors of this text push readers to think deeply about these issues, probe the limits of queer potentialities in Southern religious and community contexts, and clearly point to the interweaving of Christian religiousness, communities of practice, the operation of white supremacist heteropatriarchy in oppression of LGBTQ people, and the possibilities of affirming spiritual and community praxis.



Queering Public Health and Public Policy in the Deep South

Kamden K. Strunk, Auburn University EFLT; Raina Feiszli, Auburn University SERC

A volume in the series *Research in Queer Studies*

2020. Paperback 978-1-64113-966-3 \$45.99. Hardcover 978-1-64113-967-0 \$85.99. eBook 978-1-64113-968-7 \$65.

In this volume, authors explore the interconnected issues of public health and public policy as they relate to queer issues in the Deep South. The book begins with a sustained examination of public health, health disparities, and mental health for LGBTQ people in the South. Next, the issues of public policy and public advocacy, including law enforcement, community advocacy and activism, and public life in the Deep South are taken up.

Through the chapters in this text, the peculiarities of public health and public policy for LGBTQ people in the Deep South are explored. However, this volume also points to trends, themes, and dynamics at work in the Deep South that are also implicated in the queer experience in other parts of the U.S. The authors of this text push readers to think deeply about these issues. They clearly highlight the systemic nature of oppression of queer people in the South through institutions of medicine, mental health discourses, the criminal justice system, and public life including Pride and Mardi Gras. Taken together, the authors in this volume call for reform, liberation, and conscientization and queerly envision the future of health and policy in the Deep South.

RESEARCH IN SCIENCE EDUCATION



Physics Teaching and Learning

Challenging the Paradigm

Dennis W. Sunal, University of Alabama; Jonathan T. Shemwell, University of Alabama; James W. Harrell, University of Alabama; Cynthia S Sunal, University of Alabama

A volume in the series *Research in Science Education*

2019. Paperback 978-1-64113-656-3 \$45.99. Hardcover 978-1-64113-657-0 \$85.99. eBook 978-1-64113-658-7 \$65.

Physics Teaching and Learning: Challenging the Paradigm, RISE Volume 8, focuses on research contributions challenging the basic assumptions, ways of thinking, and practices commonly accepted in physics education. Teaching physics involves multifaceted, research-based, value added strategies designed to improve academic engagement and depth of learning.

In this volume, researchers, teaching and curriculum reformers, and reform implementers discuss a range of important issues. The volume should be considered as a first step in thinking through what physics teaching and physics learning might address in teacher preparation programs, in-service professional development programs, and in classrooms.

To facilitate thinking about research-based physics teaching and learning each chapter in the volume was organized around five common elements:

1. A significant review of research in the issue or problem area.
2. Themes addressed are relevant for the teaching and learning of K-16 science
3. Discussion of original research by the author(s) addressing the major theme of the chapter.
4. Bridge gaps between theory and practice and/or research and practice.
5. Concerns and needs are addressed of school/community context stakeholders including students, teachers, parents, administrators, and community members.

RESEARCH IN SECOND LANGUAGE LEARNING



Transforming Schooling for Second Language Learners

Theoretical Insights, Policies, Pedagogies, and Practices

Mariana Pacheco, University of Wisconsin-Madison; P. Zitlali Morales, University of Illinois at Chicago; Colleen Hamilton, University of Wisconsin-Madison

A volume in the series *Research in Second Language Learning*

2019. Paperback 978-1-64113-507-8 \$45.99. Hardcover 978-1-64113-508-5 \$85.99. eBook 978-1-64113-509-2 \$65.

The purpose of Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices is to bring together educational researchers and practitioners who have implemented, documented, or examined policies, pedagogies, and practices in and out of classrooms and in real and virtual contexts that are in some way transforming what we know about the extent to which emergent bilinguals (EBs) learn and achieve in

educational settings. In the following chapters, scholars and researchers identify both (1) the current state of schooling for EBs, from their perspective, and (2) the particular ways that policies, pedagogies, and/or practices transform schooling as it currently exists for EBs in discernible ways based on their scholarship and research.

Drawing on current and seminal research in fields including second language acquisition, applied linguistics, sociolinguistics, and educational linguistics, contributing authors draw on complementary theoretical, methodological, and philosophical frameworks that attend to the social, cultural, political, and ideological dimensions of being and becoming bi/multilingual and bi/multiliterate in schools and in the United States. In sum, we are deeply committed to asserting hope, possibility, and potential to discussions and discourses about bi/multilingual students. We value the urgency around improving the conditions, experiences, and circumstances in which they are learning languages and academic content. Our aim is to highlight perspectives, conceptualizations, orientations, and ideologies that disrupt and contest legacies of deficit thinking, linguistic purism, language standardization, and racism and the racialization of ethnolinguistic minorities.

RESEARCH IN SOCIAL EDUCATION



Perspectives of Black Histories in Schools

LaGarrett J. King, University of Missouri-Columbia

A volume in the series *Research in Social Education*

2019. Paperback 978-1-64113-842-0 \$45.99. Hardcover 978-1-64113-843-7 \$85.99. eBook 978-1-64113-844-4 \$65.

Concerned scholars and educators, since the early 20th century, have asked questions regarding the viability of Black history in k-12 schools. Over the years, we have seen k-12 Black history expand as an academic subject, which has altered research questions that deviate from whether Black history is important to know to what type of Black history knowledge and pedagogies should be cultivated in classrooms in order to present a more holistic understanding of the group's historical significance. Research around this subject has been stagnated, typically focusing on the subject's tokenism and problematic status within education. We know little of the state of k-12 Black history education and the different perspectives that Black history encompasses.

The book, *Perspectives on Black Histories in Schools*, brings together a diverse group of scholars who discuss how k-12 Black history is understood in education. The book's chapters focus on the question, what is Black history, and explores that inquiry through various mediums including its foundation, curriculum, pedagogy, policy, and psychology. The book provides researchers, teacher educators, and historians an examination into how much k-12 Black history has come and yet how long it still needed to go.



Research on Teaching Global Issues

Pedagogy for Global Citizenship Education

John P. Myers, Florida State University

A volume in the series *Research in Social Education*

2020. Paperback 978-1-64802-051-3 \$45.99. Hardcover 978-1-64802-052-0 \$85.99. eBook 978-1-64802-053-7 \$65.

This edited book is the first full-length volume exclusively devoted to new research on the challenges and practices of teaching global issues. It addresses the ways that schools can and do address young people's interest and activism in contemporary global issues facing the world. Many young people today are passionate about issues such as climate change, world poverty, and human rights but have few opportunities in schools to study such issues in depth. This book draws on new research to provide a deeper understanding and examples of how global issues are taught in schools.

The book is organized in two sections: (1) contexts and policies in which global issues are taught and learned; and (2) case studies of teaching and learning global issues in schools. The central thesis is that global issues are an essential feature of democracy and social action in a world caught in the thrall of globalization. Schools can no longer afford to ignore teaching about issues impacting across the world if they intend to keep young people engaged in learning and want them to make their own communities—and the greater world—better places for all.

RESEARCH IN SOCIAL ISSUES IN MANAGEMENT



Pushing our Understanding of Diversity in Organizations

Eden King, Rice University; Quinetta Roberson, Villanova University; Mikki Hebl, Rice University

A volume in the series *Research in Social Issues in Management*

2020. Paperback 978-1-64113-942-7 \$45.99. Hardcover 978-1-64113-943-4 \$85.99. eBook 978-1-64113-944-1 \$65.

Few time periods in the past five decades match the intensity of intergroup conflict that people around the world are currently experiencing. Polarized attitudes around various sociopolitical issues, such as gender equality and immigration, have dominated the media and our lives. Furthermore, these powerful social dynamics have also impacted the places where we work and intensified existing strains on workers and workplaces. To address these issues and improve organizational climates, more theories, research and collaborations to understand these phenomena are needed. The volumes in this series will describe and instigate scholarship that advances our understanding of diversity in organizations.

This volume features renowned scholars who are unabashedly pushing the field by raising the questions that need to be asked, by working on topics that have received far too little research attention, and by holding researchers, practitioners, managers, organizations, and readers to task for doing what needs to be done to maximize social justice and egalitarian behaviors in the workplace. The chapters provoke the status quo in society and in scholarship, and in so doing, push our understanding of diversity in organizations.

RESEARCH ON AFRICAN AMERICAN EDUCATION



From Disagreement to Discourse

A Chronicle of Controversies in Schooling and Education

Beth A. Durodoye, Georgia Southern University; Rhonda M. Bryant, University of the Pacific

A volume in the series *Research on African American Education*

2019. Paperback 978-1-64113-836-9 \$45.99. Hardcover 978-1-64113-837-6 \$85.99. eBook 978-1-64113-838-3 \$65.

Education has never been non-partisan. Buffeted by economic, political, and social influences, education, educators, and various stakeholders have taken sides to provide institutionalized instruction to child and adult learners. Instruction that is right or wrong, ethical or unethical, just or unjust, can be just that, depending on where one's education and schooling takes place in the world. Education alone can be construed as a first step towards indoctrination into a community and nation's way of life. Despite divergent views, the ultimate goal of serving students has remained paramount. At the same time, the work of educators has placed them at the forefront of numerous debates and controversies that have beset the profession. The process of informing oneself professionally and personally in the midst of such educational deliberations may not be an easy task, but may be a necessary one given the impact of one's decisions and stances on learners.

This book focuses on contemporary and critical topics of debate that educators face in American educational settings. The book's distinctiveness rests on its Socratic approach to the content. Each chapter begins with the examination of an issue of interest and concludes with a series of related questions. Readers are asked to ponder the materials individually and with others to enable all to draw their own conclusions. This book will interest and benefit educational professionals along all points in their professional careers from new professionals and students-in-training to those with extensive experiences across educational disciplines.



Shuttered Schools

Race, Community, and School Closures in American Cities

Ebony M. Duncan-Shippy, Washington University in St. Louis

A volume in the series *Research on African American Education*

2019. Paperback 978-1-64113-608-2 \$45.99. Hardcover 978-1-64113-609-9 \$85.99. eBook 978-1-64113-610-5 \$65.

Since the late 1990s, mass school closures have reshaped urban education across the United States. Popular media coverage and research reports link this resurgence of school closures in major cities like Chicago and Philadelphia to charter school expansion, municipal budget deficits, and racial segregation. However, this phenomenon is largely overlooked in contemporary education scholarship. *Shuttered Schools: Race, Community, and School Closures in American Cities* (Information Age Publishing) is an interdisciplinary volume that integrates multiple perspectives to study the complex practice of school

closure—an issue that transcends education. Academics, practitioners, activists, and policymakers will recognize the far-reaching implications of these decisions for school communities.

Shuttered Schools features rigorous new studies of school closures in cities across the United States. This research contextualizes contemporary school closures and accounts for their disproportionate impact on African American students. With topics ranging from gentrification and redevelopment to student experiences with school loss, research presented in this text incorporates various methods (e.g., case studies, interviews, regression techniques, and textual analysis) to evaluate the intended and unintended consequences of closure for students, families, and communities. This work demonstrates that shifts in the social, economic, and political contexts of education inform closure practice in meaningful ways. The impacts of shuttering schools are neither colorblind nor class-neutral, but indeed interact with social contexts in ways that reify existing social inequalities in education.

RESEARCH ON EDUCATION IN AFRICA, THE CARIBBEAN, AND THE MIDDLE EAST



Transforming Public Education in Africa, the Caribbean, and the Middle East

Cynthia S Sunal, University of Alabama; Kagendo Mutua, University of Alabama; Oluseyi Matthew Odebiyi, The University of Alabama

A volume in the series *Research on Education in Africa, the Caribbean, and the Middle East*
2019. Paperback 9781641135702 \$45.99. Hardcover 9781641135719 \$85.99. eBook 9781641135726 \$65.

Public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions are moving into a phase of public education in which a variety of factors are being identified as influencing the quality of public education and its ability to serve all children and adolescents. It has become evident that ethnic background, gender, religious affiliation, and ability/disability are important factors in who is served and how well the individual is served. The chapters in this volume, Book 8, of *Research on Education in Africa, the Caribbean, and the Middle East* document and describe the status, success, and limitations of public education's efforts at transformation. They provide points from which further research and practice might occur.

RESEARCH ON THE SUPERINTENDENCY



The Contemporary Superintendent (R)Evolutionary Leadership in an Era of Reform

Meredith Mountford, Florida Atlantic University; Leigh E. Wallace, University of Wisconsin-Milwaukee

A volume in the series *Research on the Superintendency*
2019. Paperback 9781641135245 \$45.99. Hardcover 9781641135252 \$85.99. eBook 9781641135269 \$65.

What is (R)Evolutionary Leadership? Why Does it Matter?

How can contemporary school district administrators, specifically superintendents, contend with so many difficult, and almost impossible competing commitments? Building on the definitions of revolution, revolutionary, evolution, and evolutionary, the notion of (R)Evolutionary Leadership emerged while discussing the need for school district leaders to push back against the status quo while improving teacher and leadership practices, improving student learning outcomes, engaging with the community, and ensuring decision making processes that include check and balance systems that are just, fair, and equitable for all.

The chapters in this book introduce superintendents or research on superintendents in which these tenants were practiced; both in their ability to enact radical change by “overthrowing” the status quo – as well as evolutionary in their deliberate approach to viewing change as a process they can control over time. These leaders were willing to confront and defy practices and policies that were counter to student well-being and achievement while concurrently knowing how to reach their desired results. The chapters chosen for inclusion in this volume are those that offered a glimpse of these revolutionary tenants in practice.

We ask that you consider this emerging concept as you explore the chapters of our book. You will find the (R)evolutionary Leaders you meet in the chapters know how to evolve, not just to stay alive, but to ensure the organization (school) remains relevant and vital to society. These leaders use their positional power, social capital, and expertise to advocate for policies and practices that are in the best interest of the school community and they innovate in ways that challenge the status quo. You will also find practices that are (R)Evolutionary and provide ways for leaders to innovate, collaborate, and simply take care of themselves and those around them. Our description does not seek to support or define or delineate the characteristics of a (R)Evolutionary Leader or how one might enact (R)Evolutionary Leadership—but serves as a way to (re)think the way we view the vastly complex work of school district administrators, specifically the superintendent. (R)Evolutionary leadership may change our ways of thinking about the significant advocacy role a superintendent can play in influencing both practice and policy to enact the change necessary to move forward issues of justice, equity, and quality in PK-12 schools and further to improve educational and social outcomes for those served.

RESEARCH ON WOMEN AND EDUCATION



Leading from a Feminist Soul

Catherine E. Hackney, Kent State University

A volume in the series *Research on Women and Education*

2018. Paperback 978-1-64113-495-8 \$45.99. Hardcover 978-1-64113-496-5 \$85.99. eBook 978-1-64113-497-2 \$65.

Most of the literature involving the work of women leaders has addressed barriers that historically have required women to struggle to “get to the top,” the “styles” of women leaders, and gender issues women leaders continue to face in society and the workplace. Nearly missing in the literature is the perspective that women who possess positional power also have a responsibility to make a positive, constructive difference with that power. Though many women have made that kind of a difference, the purpose of this book is to prompt other women leaders to ask themselves the question: “So, how does my leading make a positive difference to my organization, to my society, to my world?”

This book will offer inspiration, guidance, and affirmation to women who seek to lead from goodness, justice, and the power of difference they bring to the organization.

The book will include references to the authors’ autobiographical experiences as leaders in K-12 and higher education as well as to women whose stories of leadership are of particular interest: an artist, a philanthropist, a community activist, teacher and school leadership educators. These references will scaffold the construction of a theory of leadership that circles around awareness of self and others, and the social consciousness, courage, humility, and generosity of spirit that is characteristic of leading from the feminist soul.



Girls and Women of Color In STEM

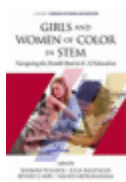
Their Journeys in Higher Education

Nahed Abdelrahman, Texas A&M University; Beverly Irby, Texas A&M University; Julia Ballenger, Texas A&M University; Barbara Polnick, Texas A&M University

A volume in the series *Research on Women and Education*

2020. Paperback 978-1-64802-091-9 \$45.99. Hardcover 978-1-64802-092-6 \$85.99. eBook 978-1-64802-093-3 \$65.

The 11 chapters in this book provide a glimpse into the journeys that women from diverse backgrounds and ethnic differences take in their higher education undergraduate or graduate careers. The diverse women include ethnicities of Arabic, Asian, African-American, American Indian, and Latina.



Girls and Women of Color In STEM

Navigating the Double Bind in K-12 Education

Barbara Polnick, Texas A&M University; Julia Ballenger, Texas A&M University; Beverly Irby, Texas A&M University; Nahed Abdelrahman, Texas A&M University

A volume in the series *Research on Women and Education*

2020. Paperback 978-1-64802-097-1 \$45.99. Hardcover 978-1-64802-098-8 \$85.99. eBook 978-1-64802-099-5 \$65.

Though there has been a rapid increase of women’s representation in law and business, their representation in STEM fields has not been matched. Researchers have revealed that there are several environmental and social barriers including stereotypes, gender bias, and the climate of science and engineering departments in colleges and universities that continue to block women’s progress in STEM. In this book, the authors address the issues that encounter women of color in STEM in higher education.

RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



No Ways Tired: The Journey for Professionals of Color in Student Affairs

Volume I - Change Is Gonna Come: New and Entry-Level Professionals

Monica Galloway Burke, Western Kentucky University; U. Monique Robinson, Vanderbilt University

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2019. Paperback 9781641137577 \$30.99. Hardcover 9781641137584 \$60.99. eBook 9781641137591 \$65.

Even though diversity is currently conveyed as a ubiquitous principle within institutions of higher education, professionals of color still face issues such as discrimination, the glass ceiling, lack of mentoring, and limited access to career networks. Unfortunately, an open channel does not exist for professionals of color to express their frustrations and genuine concerns.

The narratives in *No Ways Tired* present a powerful voice about the experiences of student affairs professionals of color in higher education, including intersecting identities such as race, class, and gender. Furthermore, the narratives are nuggets of personal truth that can serve as a lens for professionals of color who wish to develop strategies to succeed as they traverse their careers in higher education. Through the sharing of their visions of success, lessons learned, and cautionary tales, the authors openly offer insights about how they have created a way to survive and thrive within higher education in spite of challenges and distractions. They also articulate a vision where student affairs professionals of color can develop fully, be authentic, use their agency, and effectively contribute.

This book includes recommendations for professionals of color at all levels within higher education and ways to construct opportunities to flourish. The ultimate goal for this book is to promote discussions regarding how professionals of color can be more proactive in developing strategies that are conducive to their professional and personal success as they navigate their higher education careers.



No Ways Tired: The Journey for Professionals of Color in Student Affairs

Volume II - By and By: Mid-Level Professionals

Monica Galloway Burke, Western Kentucky University; U. Monique Robinson, Vanderbilt University

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2019. Paperback 9781641137607 \$30.99. Hardcover 9781641137614 \$60.99. eBook 9781641137621 \$65.

Even though diversity is currently conveyed as a ubiquitous principle within institutions of higher education, professionals of color still face issues such as discrimination, the glass ceiling, lack of mentoring, and limited access to career networks. Unfortunately, an open channel does not exist for professionals of color to express their frustrations and genuine concerns.

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No Ways Tired: The Journey for Professionals of Color in Student Affairs

Volume III - We've Come a Long Way: Senior-Level Professionals

Monica Galloway Burke, Western Kentucky University; U. Monique Robinson, Vanderbilt University

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2019. Paperback 9781641137638 \$30.99. Hardcover 9781641137645 \$60.99. eBook 9781641137652 \$65.

Even though diversity is currently conveyed as a ubiquitous principle within institutions of higher education, professionals of color still face issues such as

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SCIENCE & ENGINEERING EDUCATION SOURCES



Developing Science Literacy in the 21st Century

Keri-Anne Croce, Towson University; Jonah Firestone, Washington State University

A volume in the series *Science & Engineering Education Sources*

2020. Paperback 978-1-64113-981-6 \$45.99. Hardcover 978-1-64113-982-3 \$85.99. eBook 978-1-64113-983-0 \$65.

The development of science literacy has the potential to have an enormous impact on real world outcomes. Specifically, developing science literacy may persuade individuals to act. We hope that this book will influence scientists, science journalists, sociologists, anthropologists, communication specialists, political leaders, media outlets, educational institutions, and individual science content consumers.

The chapters in this book describe a definition of science literacy that draws on the emotional, cognitive, and social. The authors strive to help prepare individuals to read, write, and speak science in a continuously evolving information landscape. In order to meet these objectives, the chapters examine both qualitative and quantitative research. It is within these frameworks that we can begin to address science literacy in the 21st century.



Using and Developing Measurement Instruments in Science Education

A Rasch Modeling Approach 2nd Edition

Xiufeng Liu, State University of New York, Buffalo

A volume in the series *Science & Engineering Education Sources*

2020. Paperback 978-1-64113-934-2 \$45.99. Hardcover 978-1-64113-935-9 \$85.99. eBook 978-1-64113-936-6 \$65.

This book meets a demand in the science education community for a comprehensive and introductory measurement book in science education. It describes measurement instruments reported in refereed science education research journals, and introduces the Rasch modeling approach to developing measurement instruments in common science assessment domains, i.e. conceptual understanding, affective variables, science inquiry, learning progression, and learning environments. This book can help readers develop a sound understanding of measurement theories and approaches, particularly Rasch modeling, to using and developing measurement instruments for science education research.

This book is for anyone who is interested in knowing what measurement instruments are available and how to develop measurement instruments for science education research. For example, this book can be a textbook for a graduate course in science education research methods; it helps graduate students develop competence in using and developing standardized measurement instruments for science education research. Science education researchers, both beginning and experienced, may use this book as a reference for locating available and developing new measurement instruments when conducting a research study.

SOCIAL ISSUES IN EDUCATION SERIES



Teaching About Social Justice Issues in Physical Education

Jennifer L. Walton-Fisette, Kent State University; Sue Sutherland, The Ohio State University; Joanne Hill, University of Bedfordshire

A volume in the series *Social Issues in Education Series*

2019. Paperback 978-1-64113-719-5 \$45.99. Hardcover 978-1-64113-720-1 \$85.99. eBook 978-1-64113-721-8 \$65.

Addressing social justice issues in a physical education context is necessary both at the higher education and PK-12 settings. Limited undergraduate and graduate programs educate their students about social justice issues, thus, resulting in licensed teachers who lack the content knowledge, comfort level and pedagogical tools on how to educate students about issues related to social justice. Grounded in the transformative pedagogy theoretical framework, this book will offer practical lessons and strategies on a wide variety of social issues (e.g., body, race, self-identity, immigration) that can be used in teacher education and the PK-12 setting. The goal is for teacher educators and practitioners to feel more comfortable with teaching about and for social justice and believe this resource will enhance their content and pedagogical knowledge in the quest to achieve that goal.

The purpose of this book is to provide physical education teacher educators and PK-12 physical education teachers with lesson plans and resources on how to address social justice issues in a physical education setting. This book will include sample lesson plans/activities that address a wide variety of social issues – the what, the how and the challenges and possibilities that the author(s) encountered when teaching such a lesson/activity. Addressing social justice issues has been limited in physical education, both in higher education and PK-12, especially in the United States. Numerous scholars, internationally, have engaged in research studies that explored how social justice issues are addressed in physical education teacher education. Although we have research to support the limitations and complexities of teaching about sociocultural issues and for social justice, a more practical resource for teacher educators and inservice teachers is needed.

The market for this book will be physical education teacher educators and PK-12 physical education teachers throughout the world.



Teaching About Diversity Activities to Start the Conversation

Melissa J. Marks, University of Pittsburgh-Greensburg; Scott DeWitt, Knox College

A volume in the series *Social Issues in Education Series*

2020. Paperback 978-1-64802-076-6 \$45.99. Hardcover 978-1-64802-077-3 \$85.99. eBook 978-1-64802-078-0 \$65.

This book offers easily implemented strategies for use with secondary and undergraduate students to promote greater engagement with the realities of diversity and commitment to social justice within their classrooms. Defining diversity broadly, the book provides effective pedagogical techniques to help students question their own assumptions, think critically, and discuss issues within race, religion, ethnicity, gender, sexual orientation, socioeconomic status, and ability.

The K-12 student population is increasingly diverse in terms of race, ethnicity, language, religion, socio-economic status, and family structure. However, the overwhelming majority of teachers continues to come from White, non-urban, middle class backgrounds (Fletcher, 2014; Hughes et al., 2011). These differences can have serious repercussions for student learning. Non-majority students who feel that their culture or background is not acknowledged or accepted at school are likely to disengage from expected academic and social activities (Hughes et al., 2011). Concurrently, the majority students remain unaware of privilege and ignorant of societal systemic discrimination.

In order to teach for social justice, ideas regarding power structure, privilege, and oppression need to be discussed openly. Fear of upsetting students or not knowing how to handle the issue of social justice are commonly heard reasons for not discussing “difficult” subjects (Marks, Binkley, & Daly, 2014). However, when teachers choose not to discuss topics within diversity, students assume that the topics are taboo, dangerous, or unimportant. These assumptions impede students’ abilities to ask important questions, learn how to speak about issues effectively and comprehend the complex challenges woven into current national conversations.

SOCIAL SCIENCE EDUCATION CONSORTIUM BOOK SERIES



Democracy at a Crossroads

Reconceptualizing Socio-Political Issues in Schools and Society

Gregory Samuels, The University of Montevallo; Amy Samuels, The University of Montevallo

A volume in the series *Social Science Education Consortium Book Series*

2019. Paperback 9781641137164 \$45.99. Hardcover 9781641137171 \$85.99. eBook 9781641137188 \$65.

At a time of questionable civility in American politics, democratic education appears to be at a crossroads. As we consider how to best explore democracy and foster a more civically-engaged populace in the current socio-political context, it is critical to examine what frames our educational systems, policies, and practices and shapes our civic identity. While teachers struggle with decreased instructional time for social studies and the demands of standardized tests, the social sciences are often pushed to the margins. Reflecting on how to negotiate local, state, national, and global tensions related to policy and practice, educators work to do what is best to equip students to foster democratic citizenship and ideals.

Social sciences educators are uniquely positioned to embrace a journey that upholds democratic ideals of equality, freedom, and justice, while simultaneously critiquing inequity and injustice in schools and our society. The contributors to this volume situate a variety of discussions within the context of the crossroads and explore how to negotiate, translate, and reconceptualize our own beliefs and positionings in ways that positively influence and empower students, teachers, teacher educators, and education policy makers. Studies are presented related to civic education, cross-cultural interpretations, emotional citizenship, international economics, and race-consciousness, as well as those that discuss how to challenge dominant narratives and negotiate educational policies and practices.

STUDIES IN THE PHILOSOPHY OF EDUCATION



Love in Education & the Art of Living

Becky L. Noël Smith, California State University, Fresno; Randy Hewitt, University of Central Florida

A volume in the series *Studies in the Philosophy of Education*

2020. Paperback 978-1-64113-922-9 \$45.99. Hardcover 978-1-64113-923-6 \$85.99. eBook 978-1-64113-924-3 \$65.

It is common for teachers and students of education to feel disheartened about the profession and their own aims and purposes once they become conscious of the dehumanizing tendencies of the schooling institution. As teacher educators, we have also known many students who, after studying critical perspectives aimed at exposing the power and privilege flowing through the public schools, then look to us with the question, “Where’s the hope?” Our attempt to answer our students’ questions has led us to consider what beauty and love in education look like. Where can it be seen, and how can we bring this forward so it can be instructive to those who are faced with similar questions about the incredibly important craft of teaching?

This collection of narratives, essays, and poetic expressions includes the perspectives of students and educators who, in varying ways, express gratitude toward those who came before them and a deep desire to keep the faith alive. The authors share narrative accounts of someone or something in the public schools or learning experiences in general that inspired and nurtured the passionate desire to achieve goods internal to some shared practice – that is, some art at living – such that there was a transformative readjustment to the very nature of experience itself. We share with readers the stories and intellectual habits that have fueled us, inspired us, and that continue to push us to engage in the practice of cultivating educational dynamics that are meaningful and transformative for ourselves, our students, and our communities. The book concludes with an exploration into how teachers might not only root their craft, but the habit of love in general, in a sense of freedom.

TEACHING AND LEARNING SOCIAL STUDIES



Extending the Ground of Public Confidence

Teaching Civil Liberties in K-16 Social Studies Education

Janie Hubbard, The University of Alabama

A volume in the series *Teaching and Learning Social Studies*

2019. Paperback 978-1-64113-777-5 \$45.99. Hardcover 978-1-64113-778-2 \$85.99. eBook 978-1-64113-779-9 \$65.

In these times and for future generations, students must learn how to analyze constantly changing issues, decipher media as truth or fake news, and contest

highly competitive, biased informational sources. Students must develop knowledge, skills, and attitudes necessary for leveraging their capacity as active citizens charged with holding institutions accountable for truthfully addressing and protecting civil liberties. Extending the Ground of Public Confidence: Teaching Civil Liberties in K-16 Social Studies Education is a book grounded in current scholarship and seeks to address the need for a practical, user-friendly resource for teaching civil liberties in K-12 social studies and teacher education. This book brings together chapter-length discussions about various issues, introduced first from historic perspectives and then compared and described in modern terms. Such topics include, though are not limited to, disputes surrounding freedom of speech and religion, power issues, defending property rights, debates on security of persons and privacy, free exercise of assembly and expression, and the endless debate about who can and cannot vote in U.S. elections.

Each chapter contains teaching-ready, inquiry-based learning activities framed by the National Council for the Social Studies (NCSS) College, Career, and Civic Life (C3) Inquiry Arc (2013). Students (1) develop questions and plan investigations; (2) apply disciplinary concepts and tools; (3) gather, evaluate and use evidence; and (4) work collaboratively to communicate conclusions and take informed action. Lesson ideas engage learners across age groups and grade levels in learning that fosters informed, sustainable actions aimed at upholding and protecting civil liberties.



Marking the "Invisible"

Articulating Whiteness in Social Studies Education

Andrea M. Hawkmán, Utah State University; Sarah B. Shear, University of Washington-Bothell

A volume in the series *Teaching and Learning Social Studies*

2020. Paperback 978-1-64113-993-9 \$75.99. Hardcover 978-1-64113-994-6 \$105.99. eBook 978-1-64113-995-3 \$65.

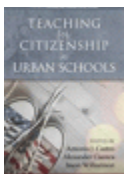
Substantial research has been put forth calling for the field of social studies education to engage in work dealing with the influence of race and racism within education and society (Branch, 2003; Chandler, 2015; Chandler & Hawley, 2017; Husband, 2010; King & Chandler, 2016; Ladson-Billings, 2003; Ooka Pang, Rivera & Gillette, 1998). Previous contributions have examined the presence and influence of race/ism within the field of social studies teaching and research (e.g. Chandler, 2015; Chandler & Hawley, 2017; Ladson-Billings, 2003; Woyshner & Bohan, 2012). In order to challenge the presence of racism within social studies, research must attend to the control that whiteness and white supremacy maintain within the field. This edited volume builds from these previous works to take on whiteness and white supremacy directly in social studies education.

In *Marking the "Invisible"*, editors assemble original contributions from scholars working to expose whiteness and disrupt white supremacy in the field of social studies education. We argue for an articulation of whiteness within the field of social studies education in pursuit of directly challenging its influences on teaching, learning, and research. Across 27 chapters, authors call out the strategies deployed by white supremacy and acknowledge the depths by which it is used to control, manipulate, confine, and define identities, communities, citizenships, and historical narratives. This edited volume promotes the reshaping of social studies education to: support the histories, experiences, and lives of Students and Teachers of Color, challenge settler colonialism and color-evasiveness, develop racial literacy, and promote justice-oriented teaching and learning.

Praise for *Marking the "Invisible"*

"As the theorization of race and racism continues to gain traction in social studies education, this volume offers a much-needed foundational grounding for the field. From the foreword to the epilogue, *Marking the "Invisible"* foregrounds conversations of whiteness in notions of supremacy, dominance, and race. The chapters offer an opportunity for social studies educators to position critical theories of race such as critical race theory, intersectionality, and settler colonialism at the forefront of critical examinations of whiteness. Any social studies educator-researcher concerned with the theorization or teaching of race should engage with this text in their work."

Christopher L. Busey,
University of Florida



Teaching for Citizenship in Urban Schools

Antonio J. Castro, University of Missouri; Alexander Cuenca, Indiana University; Jason Williamson, University of Missouri

A volume in the series *Teaching and Learning Social Studies*

2020. Paperback 978-1-64802-034-6 \$45.99. Hardcover 978-1-64802-035-3 \$85.99. eBook 978-1-64802-036-0 \$65.

As the civic engagement gap widens across lines of race, class, and ethnicity, educators in today's urban schools must reconsider what it means to teach for citizenship; however, few resources exist that speak to their unique contexts. *Teaching for Citizenship in Urban Schools* offers lessons and strategies that combines the power of inquiry-driven teaching with a funds of knowledge approach to capitalize on the lived civic experiences of urban youth and children.

Teaching for Citizenship in Urban Schools presents six strategies for making civic and social studies education relevant and engaging: using photovoice for social change, conducting culturally responsive investigations of community, defining American Black founders, enacting hip-hop pedagogy, employing equity literacy to explore immigrant enclaves, and drawing on young adult fiction to teach about police violence. Written by some of the leading scholars in the field, each chapter includes an overview of the strategy and lessons for both elementary and secondary students. As a whole, these lessons draw on

neighborhood resources, facilitate cultural exchanges among students and teachers, create community networks, and bridge schools and communities in a shared mission of building a just and inclusive democracy.

This book is for anyone who values student-centered, inquiry-driven, and culturally-sustaining pedagogies that foster a deeper understanding of citizenship within a diverse democracy.

THE ASSOCIATION OF MATHEMATICS TEACHER EDUCATORS (AMTE) PROFESSIONAL BOOK SERIES



The Mathematics Teacher Education Partnership

The Power of a Networked Improvement Community to Transform Secondary Mathematics Teacher Preparation

W. Gary Martin, Auburn University; Brian R. Lawler, Kennesaw State University; Alyson E. Lischka, Middle Tennessee State University; Wendy M. Smith, University of Nebraska - Lincoln

A volume in the series *The Association of Mathematics Teacher Educators (AMTE) Professional Book Series*
2020. Paperback 978-1-64113-931-1 \$45.99. Hardcover 978-1-64113-932-8 \$85.99. eBook 978-1-64113-933-5 \$65.

This book provides an overview of a body of work conducted over the past seven years related to the preparation of secondary mathematics teachers by the Mathematics Teacher Education Partnership (MTE-Partnership), a national consortium of more than 90 universities and 100 school systems. The MTE-Partnership is organized as a Networked Improvement Community (NIC), which combines the disciplined inquiry of improvement science with the power of networking to accelerate improvement by engaging a broad set of participants. The MTE-Partnership is addressing key challenges in secondary mathematics teacher preparation, including:

- Supporting the development of content knowledge relevant to teaching secondary mathematics;
- Providing effective clinical experiences to teacher candidates;
- Recruiting secondary mathematics teacher candidates, ensuring program completion and their subsequent retention in the field as early career teachers;
- Supporting overall transformation of secondary mathematics teacher preparation in alignment with these challenges;
- Ensuring a focus on equity and social justice in secondary mathematics teacher recruitment, preparation, and induction.

This book outlines existing knowledge related to each of these key challenges, as well as the work of Research Action Clusters (RACs) formed to address the challenges. Each RAC includes participants from multiple institutions who work collaboratively to iteratively develop, test, and refine processes and products that can help programs more effectively prepare secondary mathematics teacher candidates. The book describes promising approaches to improving aspects of secondary mathematics teacher preparation developed by the RACs, including specific products that have been developed, which will inform the work of others involved in secondary mathematics teacher preparation. In addition, reflections on the use of the NIC model provides insights for others considering this research design. Particular references to the Standards for Preparing Teachers of Mathematics (Association of Mathematics Teacher Educators, 2017) are included throughout the book.

THE HANDBOOK OF RESEARCH IN MIDDLE LEVEL EDUCATION



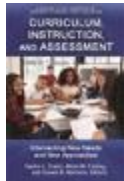
Equity & Cultural Responsiveness in the Middle Grades

Kathleen M. Brinegar, Northern Vermont University; Lisa M. Harrison, Ohio University; Ellis Hurd, Illinois State University

A volume in the series *The Handbook of Research in Middle Level Education*
2019. Paperback 978-1-64113-673-0 \$45.99. Hardcover 978-1-64113-674-7 \$85.99. eBook 978-1-64113-675-4 \$65.

While developmental responsiveness is a deserving key emphasis of middle grades education, this emphasis has often been to the detriment of focusing on the cultural needs of young adolescents. This Handbook volume explores research relating to equity and culturally responsive practices when working with young adolescents. Middle school philosophy largely centers on young adolescents as a collective group. This lack of focus has great implications for young adolescents of marginalized identities including but not limited to those with culturally and linguistically diverse backgrounds, LGBTQ youth, and those living in poverty. If middle level educators claim to advocate for young adolescents, we need to mainstream conversations about supporting all young adolescents of marginalized identities. It empowers researchers, educators, and even young adolescents to critically examine and understand the intersectionality of identities that historically influenced (and continue to affect) young adolescents and why educators might perceive marginalized youth in certain ways.

It is for these reasons that researchers, teachers, and other key constituents involved in the education of young adolescents must devote themselves to the critical examination and understanding of the historical and current socio-cultural factors affecting all young adolescents. The chapters in this volume serve as a means to open an intentional and explicit space for providing a critical lens on early adolescence—a lens that understands that both developmental and cultural needs of young adolescents need to be emphasized to create a learning environment that supports every young adolescent learner.



Curriculum, Instruction, and Assessment Intersecting New Needs and New Approaches

Sandra L. Stacki, Hofstra University; Micki M. Caskey, Portland State University; Steven B. Mertens, Illinois State University

A volume in the series *The Handbook of Research in Middle Level Education*

2020. Paperback 978-1-64802-028-5 \$45.99. Hardcover 978-1-64802-029-2 \$85.99. eBook 978-1-64802-030-8 \$65.

The lives of middle school students are dynamic, and their needs and desires are always evolving. They experience more complicated lives as influences of the broader society including popular media and technology, immigration and cultural diversity, amplified political divisiveness, and bullying effect their daily lives both in and out of school. These influences have contributed to the need for more socialemotional support and the desire of students and teachers alike to find and express their voices. Since the publication of the 2002 Handbook volume focusing on curriculum, instruction, and assessment, the ideas, approaches, and practices of middle school educators and researchers have also needed to evolve and change in many ways to meet these changing realities and the needs of students, teachers, and schools. This volume includes chapters focusing on varying aspects of curriculum, instruction, and assessment currently being implemented in middle grades classrooms across the country.

THE HISPANIC POPULATION IN THE UNITED STATES



The Yellow Rose Racial Stratification in a Mexican American Community

Richard R. Verdugo, UAB - Centre for Demographic Studies, Barcelona, Spain

A volume in the series *The Hispanic Population in the United States*

2019. Paperback 9781641136419 \$45.99. Hardcover 9781641136426 \$85.99. eBook 9781641136433 \$65.

The volume examines the effect racial stratification had on the economic and social lives of Mexican Americans and Anglo residents in a community that was majority Mexican American.

The impact was felt economically as the community was a one-crop economy, and also in creating social disharmony between Mexican Americans and the politically and economically dominant Anglo community.

This is an historical study since it is based on a survey conducted in 1969. It is one of only a few complete Mexican American community studies ever conducted.

THE MARCES BOOK SERIES



Data Analytics and Psychometrics Informing Assessment Practices

Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland; Anna Van Wie, University of Maryland

A volume in the series *The MARCES Book Series*

2018. Paperback 978-1-64113-326-5 \$45.99. Hardcover 978-1-64113-327-2 \$85.99. eBook 978-1-64113-328-9 \$65.

The general theme of this book is to encourage the use of relevant methodology in data mining which is or could be applied to the interplay of education, statistics and computer science to solve psychometric issues and challenges in the new generation of assessments. In addition to item response data, other data collected in the process of assessment and learning will be utilized to help solve psychometric challenges and facilitate learning and other educational applications. Process data include those collected or available for collection during the process of assessment and instructional phase such as responding sequence data, log files, the use of help features, the content of web searches, etc. Some book chapters present the general exploration of process data in large-scale assessment. Further, other chapters also address how to integrate psychometrics and learning analytics in assessment and survey, how to use data mining techniques for security and cheating detection, how to use more assessment results to facilitate student's learning and guide teacher's instructional efforts. The book includes both theoretical and methodological presentations that might guide the future in this area, as well as illustrations of efforts to implement big

data analytics that might be instructive to those in the field of learning and psychometrics. The context of the effort is diverse, including K-12, higher education, financial planning, and survey utilization. It is hoped that readers can learn from different disciplines, especially those who are specialized in assessment, would be critical to expand the ideas of what we can do with data analytics for informing assessment practices.



Application of Artificial Intelligence to Assessment

Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland

A volume in the series *The MARCES Book Series*

2020. Paperback 978-1-64113-951-9 \$45.99. Hardcover 978-1-64113-952-6 \$85.99. eBook 978-1-64113-953-3 \$65.

The general theme of this book is to present the applications of artificial intelligence (AI) in test development. In particular, this book includes research and successful examples of using AI technology in automated item generation, automated test assembly, automated scoring, and computerized adaptive testing. By utilizing artificial intelligence, the efficiency of item development, test form construction, test delivery, and scoring could be dramatically increased.

Chapters on automated item generation offer different perspectives related to generating a large number of items with controlled psychometric properties including the latest development of using machine learning methods. Automated scoring is illustrated for different types of assessments such as speaking and writing from both methodological aspects and practical considerations. Further, automated test assembly is elaborated for the conventional linear tests from both classical test theory and item response theory perspectives. Item pool design and assembly for the linear-on-the-fly tests elaborates more complications in practice when test security is a big concern. Finally, several chapters focus on computerized adaptive testing (CAT) at either item or module levels. CAT is further illustrated as an effective approach to increasing test-takers' engagement in testing.

In summary, the book includes both theoretical, methodological, and applied research and practices that serve as the foundation for future development. These chapters provide illustrations of efforts to automate the process of test development. While some of these automation processes have become common practices such as automated test assembly, automated scoring, and computerized adaptive testing, some others such as automated item generation calls for more research and exploration. When new AI methods are emerging and evolving, it is expected that researchers can expand and improve the methods for automating different steps in test development to enhance the automation features and practitioners can adopt quality automation procedures to improve assessment practices.

THE MONTANA MATHEMATICS ENTHUSIAST



Selected Writings from the Journal of the Saskatchewan Mathematics Teachers' Society

Celebrating 50 years (1961-2011) of Vinculum

Egan J Chernoff, University of Saskatchewan; Gale L. Russell, University of Regina; Bharath Sriraman, University of Montana

A volume in the series *The Montana Mathematics Enthusiast*

2019. Paperback 9781641135276 \$45.99. Hardcover 9781641135283 \$85.99. eBook 9781641135290 \$65.

The teaching and learning of mathematics in Saskatchewan—one of three Canadian provinces sharing a border with Montana—has a long and storied history. An integral part of the past 50 years (1961-2011) of history has been vinculum: Journal of the Saskatchewan Mathematics Teachers' Society (in its many different renditions). This monograph, which presents ten memorable articles from each of the past five decades (i.e., 50 articles from the past 50 years of the journal), provides an opportunity to share this rich history with a wide range of individuals interested in the teaching and learning of mathematics and mathematics education. Each decade begins with an introduction, providing a historical context, and concludes with a decade-specific commentary by a prominent member of the Saskatchewan mathematics education community. As a result, this monograph provides a historical account as well as a contemporary view of many of the trends and issues (e.g., curriculum, technology) in the teaching and learning of mathematics. This book is meant to serve as a resource for a variety of individuals, including teachers of mathematics, mathematics teacher educators, mathematics education researchers, historians, and undergraduate and graduate students and, further, as a celebratory retrospective on the work of the Saskatchewan Mathematics Teachers' Society.

THE UNIVERSITY OF MIAMI SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT SERIES



Expanding Literacy Practices Across Multiple Modes and Languages for Multilingual Students

Luciana C. de Oliveira, University of Miami; Blaine E. Smith, University of Arizona

A volume in the series *The University of Miami School of Education and Human Development Series*

2019. Paperback 978-1-64113-480-4 \$45.99. Hardcover 978-1-64113-481-1 \$85.99. eBook 978-1-64113-482-8 \$65.

Literacy practices have changed over the past several years to incorporate modes of representation much broader than language alone, in which the textual is also related to the visual, the audio, the spatial, etc. This book focuses on research and instructional practices necessary for integrating an expanded view of literacy in the classroom that offers multiple points of entry for all students. Projects highlighted in this book incorporate multiple modes of communication (e.g., visual, aural, textual) through various digital and print-based written formats. In addition, this book particularly focuses on the possibilities that this expanded view of literacy holds for emergent to advanced bilingual students and specific scaffolds necessary for supporting them. Our focus is specifically multilingual students as classrooms across the United States and other English-speaking countries around the world become more and more diverse. The book considers educators as active participants in social change and contributors to our overall goal of social justice for all.

This book grew out of work conducted by doctoral students and former doctoral students, now faculty at various universities, from the Language and Literacy Learning in Multilingual Settings (LLLMS) specialization in the Department of Teaching and Learning at the School of Education and Human Development at the University of Miami, Florida. The most outstanding feature of this work is the breadth of examples for integrating literacy in the classroom, as well as the specific instructional strategies provided for supporting multilingual students. This volume is unique in tackling both literacy and specific scaffolding for multilingual students. Additionally, the chapters here collectively aim to go beyond describing research to also provide a variety of classroom connections for practitioners and implications for teacher education.

TRANSFORMATIVE PEDAGOGIES IN TEACHER EDUCATION



Transformative Pedagogies for Teacher Education

Critical Action, Agency and Dialogue in Teaching and Learning Contexts

Ann E. Lopez, University of Toronto; Elsie L. Olan, University of Central Florida

A volume in the series *Transformative Pedagogies in Teacher Education*

2019. Paperback 978-1-64113-699-0 \$45.99. Hardcover 978-1-64113-700-3 \$85.99. eBook 978-1-64113-701-0 \$65.

This is the second book in the series *Transformative Pedagogies for Teacher Education*. Like the first book in the series it is geared towards practitioners in the field of teacher education. This second book focuses on action, agency and dialogue. It features chapters by a collection of teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences with teacher candidates to explore critical issues in teacher education.

The book will be useful to teacher educators working with teacher candidates in different contexts, particularly diverse contexts. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in *Transformative Pedagogies in Teacher Education: Critical Action, Agency and Dialogue in Teaching and Learning Contexts* they can implement in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives in the preparation of teacher candidates for a changing world. Critical notions of education are posited from different perspectives and locations.

This book will be useful for schools, school boards and districts engaging in ongoing professional development of teachers. It will also be of value to school leaders and aspiring leaders in principal preparation programs as working with new teachers and teacher educators is an integral part of their role.

TRANSFORMING EDUCATION FOR THE FUTURE



Contemplative Pedagogies for Transformative Teaching, Learning, and Being

Jing Lin, University of Maryland; Tom E. Culham, City University in Canada and Simon Fraser University; Sachi Edwards, University of Tokyo

A volume in the series *Transforming Education for the Future*

2019. Paperback 9781641137805 \$45.99. Hardcover 9781641137812 \$85.99. eBook 9781641137829 \$65.

In our current systems of education, there is a trend toward compartmentalizing knowledge, standardizing assessments of learning, and focusing primarily on quantifiable and positivist forms of inquiry. Contemplative inquiry, on the other hand, takes us on a transformative pathway toward wisdom, morality, integrity, equanimity, and joy (Zajonc, 2009). These holistic learning practices are needed as a counterbalance to the over-emphasis on positivism that we see today. In addition to learning quantifiable information, we also need to learn to be calmer, wiser, kinder, and happier. This book aims to find and share various pathways leading to these ends.

This book will describe educational endeavors in various settings that use contemplative pedagogies to enable students to achieve deep learning, peace, tranquility, equanimity, and wisdom to gain new understanding about self and life, and to grow holistically.

Embodiment is a central concept in this book. We hope to highlight strategies for exploring internal wisdoms through engaging ourselves beyond simply the rational mind. Contemplative pedagogies such as meditation, yoga, tai chi, dance, arts, poetry, reflective writing and movements, can help students embody what they learn by integrating their body, heart, mind, and spirit.

URBAN EDUCATION STUDIES SERIES



Through the Fog

Towards Inclusive Anti-Racist Teaching

Tara L. Affolter, Middlebury College

A volume in the series *Urban Education Studies Series*

2019. Paperback 978-1-64113-477-4 \$34.99. Hardcover 978-1-64113-478-1 \$49.99. eBook 978-1-64113-479-8 \$65.

Drawing from over 20 years of teaching experience in the U.S., ranging from pre-kindergarten to post-graduate, Affolter illustrates personal, practical, and theoretical ways for teachers to grapple with the complexities of race and racism within their own schools and communities and develop as inclusive anti-racist teachers. The work aims to take into account the deeply human dimensions of inclusive anti-racist teaching, while drawing attention to the threat of burnout, inviting closer inspection of curricula development, and exploring tangible ways to sustain this important work for teaching.

Resisting racism, agitating for change, and walking an inclusive anti-racist path requires commitment to unflinchingly look at one's failures and examine silences. It is work that must be done in all settings: rural, urban, suburban. This book offers all pre-teachers and in-service teachers some perspectives and reflections on engaging anti-racist inclusive practice. The questions raised here ask each of us to consider our own positioning and interrogate the stories we tell ourselves about "the other." The book seeks to call in white teachers in particular to carefully examine our own biases and the ways we may replicate white supremacist ideology within our pedagogy and curricula. The questions posed here and the work ahead is not easy. This is work best taken on with those that can challenge with love and help support one other as we imagine and work towards a more just world.

YEARBOOK OF IDIOGRAPHIC SCIENCE



Idiographic Approach to Health

Raffaele De Luca Picione, University of Naples Federico II; Jensine Nedergaard, Aalborg University; Maria Francesca Freda, University of Naples Federico II; Sergio Salvatore, University of Salento

A volume in the series *Yearbook of Idiographic Science*

2018. Paperback 978-1-64113-426-2 \$45.99. Hardcover 978-1-64113-427-9 \$85.99. eBook 978-1-64113-428-6 \$65.

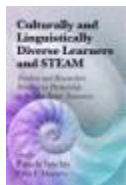
The concept of health is a challenge of great complexity in terms of theoretical, methodological and intervention within the idiographic frame.

Health cannot be considered an abstract condition, but a means, a resource aimed at achieving objectives that relate to the ability of people to lead their lives in a productive way - individually, socially, and economically. Health is a process that is not based on the definition of standards and categories on the basis of which typifying the states of health. Rather, it has to be considered a process, on a large scale and on many entangled levels, aimed at generating a culture of the health as a resource for individuals and communities and to promote skills needed to transform these resources into developmental goals.

The notion of health, indeed, defined and interpreted in terms of "state" and not of process, meets the immediate paradox of being an indicator of normativity by reason of which we risk a proliferation of new and potentially infinite forms of "deviation". The approach of the idiographic sciences (see previous volumes of the Yearbook Idiographic Science Series, by same publisher IAP) considers that every psychological process (but in general every process, from organic to the social and cultural ones) is characterized by a contextual, situated and contingent dynamics. That dynamics is always characterized by a never-ending opening of its cycles and great variability. Conditions of stagnation and hypostatization are characteristic of all forms of disease (physical, mental and social) that sclerotize relational links between people and their environments. Health is therefore a process that presents oscillation in the same way of any developmental process that has moments of crisis and rupture in order to re-organize new forms of relationship with the social and cultural environment.

This book represent a fruitful way to deep many cogent issues and to dialogue with an idiographic perspective in order to discuss the concept of health, to define its cultural meanings and possible polysemy (e.g., wellness, care, hygiene, quality of life, resilience, prevention, healing, deviation/normality, subjective potentiality for development, etc.), its areas of pertinence and intervention (somatic, psychological, social) trying to offer possible alternatives to the "normalization" of health and creating new incentives for the reflection.

NO SERIES



Culturally and Linguistically Diverse Learners and STEAM Teachers and Researchers Working in Partnership to Build a Better Tomorrow

Pamela Spycher, WestEd; Erin F. Haynes, Engage Language, LLC

2019. Paperback 9781641136051 \$45.99. Hardcover 9781641136068 \$85.99. eBook 9781641136075 \$65.

Multilingual students, multilingual students, and students learning English as an additional language constitute a substantial and growing demographic in the United States. But these groups of students tend to receive unequal access to and inadequate instruction in Science, Technology, Engineering, Arts, and Mathematics (STEAM), with their cultural and linguistic assets going largely unacknowledged and underutilized. The need for more information about quality STEAM education for culturally and linguistically diverse students is pressing. This book seeks to address this need, with chapters from asset-oriented researchers and practitioners whose work offers promising teaching and learning approaches in the STEAM subjects in K-16 education settings. Authors share innovative ways in which classroom teachers integrate disciplinary reading, writing, discussion, and language development with content knowledge development in STEAM subjects. Also shared are approaches for integrating indigenous epistemologies, culturally sustaining pedagogy, and students' linguistic resources and life experiences into classroom teaching.

The value of quality STEAM education for all students is an equity issue, a civics issue, and an economic issue. Our technologically-driven, scientifically-oriented, innovative society should be led by diverse people with diverse ways of approaching and being in the world. This book aims to make quality STEAM education a reality for all students, taking into account the many perspectives, bodies of knowledge, and skills they bring from a range of cultural and linguistic backgrounds, with the ultimate goal of strengthening the fields that will drive our society towards the future. There are three primary audiences for this book: teachers (both in-service and pre-service teachers), teacher educators (both pre-service preparation and professional learning); and applied researchers. Whatever their current or evolving role, readers are encouraged to use this book and the inquiry questions provided at the end of each chapter as a launching point for their own important work in achieving equity in STEAM education.



Diversity Across the Disciplines Research on People, Policy, Process, and Paradigm

Audrey J. Murrell, University of Pittsburgh; Jennifer L. Petrie-Wyman, University of Pittsburgh; Abdesalam Soudi, University of Pittsburgh

2019. Paperback 978-1-64113-919-9 \$45.99. Hardcover 978-1-64113-920-5 \$85.99. eBook 978-1-64113-921-2 \$65.

Diversity research and scholarship has evolved over the past several decades and is now reaching a critical juncture. While the scholarship on diversity and inclusion has advanced within various disciplines and subdisciplines, there have been limited conversations and collaborations across distinct areas of research. Theories, paradigms, research models and methodologies have evolved but continue to remain locked within specific area, disciplines, or theoretical canons. This collaborative edited volume examines diversity across disciplines in higher education.

Our book brings together contributions from the arts, sciences, and professional fields. In order to advance diversity and inclusion across campuses, multiple disciplinary perspectives need to be acknowledged and considered broadly. The current higher education climate necessitates multicultural and interdisciplinary collaboration. Global partnerships and technological advances require faculty, administrators, and graduate students to reach beyond their disciplinary focus to achieve successful programs and research projects. We need to become more familiar discussing diversity across disciplines.

Our book investigates diversity across disciplines with attention to people, process, policies, and paradigms. The four thematic categories of people, process, policies, and paradigms describe the multidisciplinary nature of diversity and topics relevant to faculty, administrators, and students in higher education. The framework provides a structure to understand the ways in which people are impacted by diversity and the complicated process of engaging with diversity in a variety of contexts. Policies draw attention to the dynamic nature of diversity across disciplines and paradigms presents models of diversity in research and education.



Four Chinese ELLs

Their School Experiences and Journeys in Pursuing the American Dream

Nan Li, Claflin University; Michael Meng, Claflin University

2019. Paperback 978-1-64113-783-6 \$45.99. Hardcover 978-1-64113-784-3 \$85.99. eBook 978-1-64113-785-0 \$65.

This book is written for K-12 teachers and educators to understand the school experiences and life journeys of the English Language Learners (ELLs) through four Chinese ELLs by documenting their transitional experiences into an American school.

Traditionally, Chinese students are perceived as the model minority in American schools who are academically successful. Yet, this book provides a new perspective by documenting the life journey and school experiences of the four Chinese ELLs. The book gives a detailed account of the four ELLs in transition from Chinese language and culture into American school and culture. Interview, observation, and documentary data at their homes and American school reflect this transitional journey. The book helps K-12 teachers and educators understand that Chinese students also come from different family backgrounds and have different previous schooling experiences. This will help teachers and educators better working with Chinese and all ELLs who adapt the new school environment.

This book is reader-friendly and carefully crafted with six chapters. Each chapter focuses on one Chinese ELL with genuine research data. The book begins with an introduction to provide basic information of the four ELLs and concludes with the final chapter that provides an update on the ELL students.

This book can also be used as reading texts by college students in teacher education and training programs. The book is targeted for the TESOL organizations. The TESOL has one of the largest memberships with over 12,000 members representing 156 countries (TESOL Brochure, 2017). This book also benefits various attendees of professional education conferences.



Funding Public Schools in the United States and Indian Country

David C. Thompson, Kansas State University; R. Craig Wood, University of Florida; S. Craig Neuenswander, Kansas State Department of Education; John M. Heim, Kansas Association of School Boards; Randy D. Watson, Commissioner of Education, State of Kansas

2019. Paperback 978-1-64113-676-1 \$74.99. Hardcover 978-1-64113-677-8 \$125.99. eBook 978-1-64113-678-5 \$65.

The National Education Finance Academy (NEFA) has completed a project providing a one-of-a-kind practical book on funding P-12 education in the United States. The book, entitled Funding Public Schools in the United States and Indian Country is a single volume with a clear and short chapter about each state. Approximately 50% of chapters are authored by university faculty who are members of NEFA; approximately 25% of chapters are authored by state department of education officials and/or state school board association officials; and the remaining 25% of chapters are authored by ASBO affiliate states.

Each chapter contains information about:

- Each state's aid formula background;
- Basic support program description and operation (the state aid formula) including how school aid is apportioned (e.g., state appropriations, local tax contributions, cost share ratios, and more);
- Supplemental funding options relating to how school districts raise funds attached to or above the regular state aid scheme;
- Compensatory programs operated in school districts and how those are funded and aided;
- Categorical programs operated in school districts and how those are funded and aided;
- Any funding supports for transportation operations;
- Any funding supports for physical facilities and operations; and
- Other state aids not covered in the above list.



Leading in Change

Implications of School Diversification for School Leadership Preparation in England and the United States

Valerie A. Storey, University of Central Florida

2019. Paperback 978-1-64113-549-8 \$45.99. Hardcover 978-1-64113-550-4 \$85.99. eBook 978-1-64113-551-1 \$65.

Leading in Change: Implications for School Leadership Preparation in England and the United States considers the ways in which school leadership, and its preparation has changed and developed in response to a rapidly changing educational scenario over the past decade. Drawing together leading thinkers, researchers, and practitioners in the field of school leadership and management this text takes an international perspective to consider what we know about school diversification, and school leadership preparation. Theoretically and conceptually informed, the contributors' draw on recent empirical research studies and practitioner experience into school leadership preparation to examine how neoliberal and neoconservative policies are working in unison to privatize and corporatize public schools. It looks at how these policies have impacted the preparation of school leaders. In addition to information, critique, and analysis, multiple perspectives are provided that readers can draw upon to ensure aspiring school leaders are successfully prepared to lead in a diversified and corporate school context.

The book is divided into three sections. In the first section key topics covered include:

- Relationship between school corporatization and leadership preparation in England and the United States
- Comparative analysis of US charter schools and UK academy trusts

Section two is focused on England. Key topics covered include:

- System leadership and governance in networked systems
- Role of a specialist leader
- Role of social capital in the leadership of academy and free schools
- Building leadership capacity
- Women's leadership preparation in the independent sector

Section three is focused on the United States. Key topics covered include:

- Overview of current education reform, issues and challenges for school leadership
- Historical analysis of standards for educational leadership preparation programs
- Preparing charter school leaders, emerging challenges and opportunities
- Role of a growth mindset in principal preparation programs
- School leadership preparation and development in one state

Leading in Change: Implications for School Leadership Preparation in England and the United States is essential reading for those who work, study, or research in k-12 school reform. Contributors examine the current research and best practices on present school leadership preparation programs in England and the US adding to the discourse on effective training methods for 21st century school leaders. Given the crucial importance of leadership for effective school performance, a number of strategies are proposed by chapter authors to help future school leaders operate successfully in demanding and changing times.



Learning Mathematics Successfully

Raising Self-Efficacy in Students, Teachers and Parents

Clark J Hickman; Helene J. Sherman

2019. Paperback 9781641137379 \$45.99. Hardcover 9781641137386 \$85.99. eBook 9781641137393 \$65.

The goal of this book is to bring together the concept of self-efficacy theory with practical how-to strategies for both teachers and parents to use in heightening their students' levels of self-efficacy. The book examines how self-efficacy theory relates to the acquisition of mathematical competence. The text also provides specific and practical how-to strategies for both teachers and parents in applying these principles to classroom mathematics instruction and activities. The self-efficacy practices and applications to mathematics are also suitable for families working with learners outside the school environment.

Acquiring mathematical skills requires more than knowing arithmetic tables, memorizing rules, and knowing proofs. It requires a basic belief that one is capable of obtaining this information, making sense of it, and applying and generalizing it in mathematical problems. In addition, a student must believe that obtaining these skills leads to a positive outcome, whether it is perceived to be a good or passing grade, comfort-level in tackling mathematical problems, being able to advance to the next mathematics course, being able to score highly on the math section of the SAT and/or be competitive for a desired job.

The ability of students to achieve and exceed grade level competence in mathematics is addressed through the lens of Albert Bandura's Self-Efficacy Theory. This theoretical position states that one will persist in mastering a behavior (in this case, mastering mathematical principles and skills), in the face of obstacles or failures—to the extent that one believes he or she has the ability to do so, and that there is a desired outcome for doing so. The research literature on the role of self-efficacy in mathematic instruction is examined to demonstrate the validity of using this concept to increase student (and parent/teacher) confidence in learning and applying grade-appropriate math content. Specific teaching methodologies will be provided that infuse self-efficacy strategies for students. Lastly, teachers and parents are provided strategies to increase their own self-efficacy when it comes to conveying mathematics principles to their child or

student, as well as strategies to assess their students' level of self-efficacy over time.

Teaching and learning mathematics so that students achieve success at their grade level or above can present a variety of challenges. One barrier that affects learners is the belief that one is not capable of learning mathematics or not naturally talented in the field, not a "math person." As a result, learners may not believe they are capable of a positive outcome for achieving mathematics success. This book is an important resource for pre-service and in-service teachers, as well as families in applying the theory of self-efficacy to support learners in becoming confident and assured in their ability to understand and apply mathematical principles and procedures. Coupled with classroom ready mathematics instructional strategies, the book provides readers with the background, tools and strategies needed to carry content success and confidence forward to remain persistent in solving all future mathematical problems.



Liberating Scholarly Writing

The Power of Personal Narrative

Robert Nash, The University of Vermont

2019. Paperback 9781641135870 \$45.99. Hardcover 9781641135887 \$85.99. eBook 9781641135894 \$65.

This book provides an alternative to the more conventional modes of qualitative and quantitative inquiry currently used in professional training programs, particularly in education. It features a very accessible presentation that combines application, rationale, critique, and inspiration—and is itself an example of this kind of writing.

It teaches students how to use personal writing in order to analyze, explicate, and advance their ideas. And it encourages minority students, women, and others to find and express their authentic voices by teaching them to use their own lives as primary resources for their scholarship.



Manifesto for New Social Movements

Equity, Access, & Empowerment

César Augusto Rossatto, The University of Texas at El Paso

2019. Paperback 978-1-64113-791-1 \$25. Hardcover 978-1-64113-792-8 \$45. eBook 978-1-64113-793-5 \$65.

The world is currently witnessing the emergence of a new context for education, labor, and transformative social movements. Global flows of people, capital, and energy increasingly define the world we live in. The multinational corporation, with its pursuit of ever-cheaper sources of labor and materials and its disregard for human life, is the dominant form of economic organization, where capital can cross borders, but people can't.

Affirmative action, democracy, and human rights are moving in from the margins to challenge capitalist priorities of "efficiency", i.e. exploitation. In some places, the representatives of popular movements are actually taking the reins of state power. Across the globe new progressive movements are emerging to bridge national identities and boundaries, in solidarity with transnational class, gender, and ethnic struggles.

At this juncture, educators have a key role to play. The ideology of market competition has become more entrenched in schools, even as opportunities for skilled employment diminish. We must rethink the relationship between schooling and labor, developing transnational pedagogies that draw upon the myriad social struggles shaping students' lives and communities. Critical educators need to connect with other social movements to put a radically democratic agenda, based on the principles of equity, access, and emancipation, at the center of educational praxis. Many countries in Latin America like in other continents are developing new alternatives for the reconstruction of social projects; these emerging sources of hope are the central focus of this book. Major historical change always starts with people's social movement.

Democracy can be one of the best political and social systems in the world but for it to work entails the sustainable participation of citizens. Above all, it requires that people be informed and critically educated since the quality of democracy depends on quality of education. There are 2 kinds of power: money and people. If people exercise their agency, they can be more powerful than money. There are some organizing principles of social movements, as: "don't do for others what they should do for themselves." Saul Alinsky wrote: Rules for Radicals: A pragmatic primer for realistic radicals; Mary Rogers: Cold Anger: A story of faith and power politics; Michael Gecan: Going Public: An organizer's guide to citizen action; and Ernesto Cortez's, Industrial Area Foundation, are all great sources for organized activism that do work. I put some of these principles to the test and they produced positive results, I was a founder and president of a union at my university and I lived my whole life as an activist and learned that, we can do more together than alone. Now we also have a new digital war with the Cambridge Analytica and Breitbart's fake news manipulation; however, we also have social-justice hacktivism to counter act it, as well as other democratic social media venues that critical thinkers and activist use. The chapters in this book demonstrate the importance of widening and diversifying social movements, at the same time, emphasizes the need to build cohesive alliances among all the different fronts. What some people think is "impossible" can become a transformed reality, for those who dare attempt changing the world as global citizens.



My Second First Year

Leaving Academia for a High School Classroom

Joseph R. Jones, Gordon State College

2019. Paperback 978-1-64113-752-2 \$45.99. Hardcover 978-1-64113-753-9 \$85.99. eBook 978-1-64113-754-6 \$65.

Dr. Jones returned to the high school classroom after 15 years in higher education, most recently as an Associate Dean. This text chronicles his journey into his new teaching career. The premise of the text is framed on the attributes of a relational pedagogy. As such, the book discusses the relationships that Dr. Jones developed throughout the academic year. In this capacity, relational pedagogy allows the reader a unique lens through which to view the schooling process in this metropolitan southern town.

In the book, Jones examines topics such as standardized testing, racism, sexuality, cheating, among other topics, through a critical theory paradigm. In doing so, Jones is able to interweave theoretical concepts within the daily actions of the schooling process. As such, the text is a unique reconceptualization of schools and the purpose of schools.

Praise for My Second First Year:

"In My Second First Year, Dr. Jones discusses his experiences leaving academia and returning to a high school English classroom, a daunting task that few academics would attempt. As a biologist and without affiliation with a teacher preparation program, I can attest to the importance of Jones' work. This text illuminates the educational process for millions of children, which allows those of us not in the daily trenches of teaching K-12 students to experience the reality of our educational process. His discussions of school shootings, testing, and marginalization of students can become a catalyst that causes everyone in society to begin reexamining how we educate our children. Jones' book could become the commencement point for educational reform."

Linda Hensel, PhD
Mercer University

"In My Second First Year, Dr. Jones discusses his journey leaving higher education to return to a high school classroom. His powerful depictions of the realities of standardized testing, school shootings, racism, sexuality, and other topics cause the reader to reflect on all aspects of how children are educated. His use of relational pedagogy as his framework reminds us of the importance of positive relationships in schools and society. This text is a must read for anyone who advocates for our children."

Nila Burt, EdS
Assistant Principal
Northside High School
Georgia

"Many of the stories in My Second First Year will be familiar to many teachers working in American PK-12 public schools as they will be similar to their own experiences. Dr. Jones takes us on a journey that many of us in academia would be apprehensive to take. By providing example after example, he demonstrates the significance of relational pedagogy and how it can increase the likelihood of student success. In this climate of student-to-college discourse, Jones provides evidence on how positive relations between teacher and students benefit all students regardless of post-secondary plans. This is significant for at the end of the day, the goal of schooling is about more than whether or not our students find employment. It is more important that students grow into caring, lifelong learners who can find happiness regardless of occupational goals. Jones reminds us all why we became teachers in the first place and—for many—why many teachers choose to stay in the profession."

Vincent Youngbauer, PhD
Mercer University



Nanoscience Research Modules for Pre-Service STEM Teachers

Core Nanoscience Concepts as a Vehicle in STEM Education

Clair T. Berube, Hampton University; Shawn T. Dash, Hampton University; Cindy Thomas-Charles, Hampton University

2019. Paperback 9781641135528 \$45.99. Hardcover 9781641135535 \$85.99. eBook 9781641135542 \$65.

STEM (science, technology, engineering and mathematics) is a fairly new concept in American education. As separate subjects, science and math have been around for a long time but have rarely been taught as a seamless unit of skills; rather as discreet content areas. This is not how the real world outside of the classroom functions however; in actual research laboratories scientists infuse their science with math, and their math with science, and along with technology and engineering they solve real life problems. In practice you cannot separate the various fields, as you need all of them in order to discover the underpinnings of the natural world, cure a disease, or solve a problem with the space rover. The American future depends on a scientifically literate workforce, armed with knowledge about the laws and theories of science, based on empirical facts instead of beliefs. In addition, there is a shortage of graduates in STEM related disciplines. Economic data show that 1 million additional STEM graduates will be needed over the next decade to fill America's economic demand. STEM based jobs are expected to grow 17% in the next 10 years, outpacing the overall job growth of 10%. If teachers across America were trained with fundamental and impending scientific concepts in their science-methods courses at the university level, scientific literacy can only dramatically improve. Nanoscience is one such concept; as it is multidisciplinary in nature and is regarded as the basis for innovated technologies in many fields. The authors of this book seek to provide pre-service and in-service science teachers with high-quality STEM modules, with which to create lesson plans and problem-based lessons to use in

their future classrooms, both at the elementary and secondary level. Nanoscience was chosen since its applications reaches across virtually every scientific field; from biology to physics and for that matter all STEM domains.



Paradoxes of the Public School

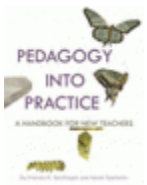
Historical and Contemporary Foundations of American Public Education

James E. Schul, Winona State University

2019. Paperback 978-1-64113-650-1 \$45.99. Hardcover 978-1-64113-651-8 \$85.99. eBook 978-1-64113-652-5 \$65.

Is the American public school doing what we want it to do? Or, is what we want it to do in conflict with what society allows it to do? This book takes on issues central to understanding the complexities of the American public school experience. Readers are simultaneously taken into the historical and contemporary context of these issues through an honest and provocative approach that engages them into the real world of school. Chapters revolve around key issues such as religion, democracy, teachers, race, reform, pedagogy, efficiency, freedom, segregation, social class, exceptionality, gender, technology, and accountability.

Paradoxes of the Public School promises to foster a thoughtful dialogue on the complexity of school and how best to improve it for the future. Teacher educators may find it useful to help develop teacher candidates' understanding of the nature of school. However, anyone interested in the nature of school will find this book insightful, clear, and easy to follow. All readers will find this book to be cutting edge as it creatively fills a dire need for a compelling tale of school that is both informative and thought provoking.



Pedagogy into Practice

A Handbook for New Teachers

Frances R. Spielhagen, Mount Saint Mary College; Nicole Speranzo, Mount Saint Mary College

2019. Paperback 978-1-64113-797-3 \$45.99. Hardcover 978-1-64113-798-0 \$85.99. eBook 978-1-64113-799-7 \$65.

The purpose of this book is to help new teachers transition from students in education courses to proactive educators who can translate what they have learned in methods classes into realistic practices as novice teachers. This book will help these candidates operationalize good educational pedagogy and understand the connections between theory and practice. This book will also explain the logical connections between standard curriculum theory and certification examinations like the edTPA.

PRAISE FOR PEDAGOGY INTO PRACTICE

An expert in teacher education and a novice teacher brilliantly combine forces to help teachers improve their first years in service. This text is skillfully crafted and thoughtfully laid out in a way that will provide you a roadmap to navigate the common issues and concerns all new teachers face. From understanding curriculum design to aligning assessments to planning, this valuable resource will be your "go-to" guide. Also, a powerful text for teacher training, you will want to make sure this text is close at hand.

Dr. Richard M. Cash
Educator and Consultant

Author of Advancing Differentiation: Thinking and Learning for the 21st Century "Long overdue and so needed....Pedagogy into Practice: A Handbook for New Teachers is an educational guide through the lenses of a master and novice educator. The authors converge their individual perspectives to provide a practical and insightful guide for teachers in all aspects of the teaching profession. Experienced and new teachers to the profession will refer to this handbook time and time again!"

Dana McDonough
2016 New York State Teacher of the Year



A Practical Guide for edTPA Implementation

Lessons From the Field

Lisa Barron, Austin Peay State University

2019. Paperback 978-1-64113-815-4 \$45.99. Hardcover 978-1-64113-816-1 \$85.99. eBook 978-1-64113-817-8 \$65.

edTPA is the most widely-used performance assessment for pre-service teachers in the United States, and a requirement in many states for teaching licensure. Through edTPA, teacher candidates demonstrate their effectiveness in different aspects of teaching, including planning, instruction, assessment, analysis of teaching, and use of academic language.

This book is a practical guide for anyone involved in edTPA implementation. The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities, who are in the field, and involved in the work. They represent diverse teacher preparation programs, each with their own strengths and challenges. This book addresses the challenges of edTPA, while providing practical strategies for educative and thoughtful implementation. Organized into four sections, each section explores a different aspect of edTPA implementation, and provides guidance for leading faculty and teacher candidates through edTPA.



Queen Mothers

Articulating the Spirit of Black Women Teacher-Leaders

Rhonda Jeffries, University of South Carolina

2019. Paperback 978-1-64113-725-6 \$45.99. Hardcover 978-1-64113-726-3 \$85.99. eBook 978-1-64113-727-0 \$65.

Black women's experiences functioning as mothers, teachers and leaders are confounding and complex. Queen Mothers from Ghanaian tradition are revered as the leaders of their matrilineal families and the teachers of the high chiefs (Müller, 2013; Stoeltje, 1997). Conversely, the influence of the British Queen Mother on Black women in the Americas translates as a powerless title of (dis)courtesy. Characterized as a deviant figure by colonialists, the Black Queen Mother's role as disruptive agent was created by White domination of Black life (Masanya, 2014) and this branding persists among contemporary perceptions of Black women who function as the mother, teacher, or leader figure in various spaces. Nevertheless, Black women as cultural anomalies were suitable to mother others for centuries in their roles as chattel and domestic servants in the United States. Dill (2014), Lawson (2000), Lewis (1977) and Rodriguez (2016) provide explorations of the devaluation of Black women in roles of power with these effects wide-ranging from economic and family security, professional and business development, healthcare maintenance, political representation, spiritual enlightenment and educational achievement.

This text interrogates contexts where Black women function as Queen Mothers and contests the trivialization of their manifold contributions. The contributed chapters explore: The myriad experiences of Black women mothering, teaching and leading their children, families and communities; how spirituality has influenced the leadership styles of Black women as mothers and teachers; and how Black women are uniquely positioned to mother, teach, and lead in personal and professional spaces.



Supervision Modules to Support Educators in Collaborative Teaching

Helping to Support & Maintain Consistent Practice in the Field

Kathryn L. Lubniewski, Monmouth University; Debbie F. Cosgrove, Elmhurst College; Theresa Y. Robinson, Elmhurst College

2019. Paperback 978-1-64113-584-9 \$45.99. Hardcover 978-1-64113-585-6 \$85.99. eBook 978-1-64113-586-3 \$65.

The classroom teacher in the 21st century is no longer a solo practitioner. What can school leaders use to facilitate on-going, job-embedded, intentionally focused professional development that is unique to the collective needs of teacher pairs and teams as they work together? What can teacher preparation supervisors provide to support teacher candidates and cooperating teachers as they plan, teach, and assess student learning in a co-teaching context?

Supervision Modules to Support Educators in Collaborative Teaching is a research-based supervisory handbook designed to promote on-going teacher reflection and development in collaborative teaching contexts. It is a tool for school leaders and teacher preparation supervisors to use for in-service and pre-service teacher development at all grade levels PK-12.

The handbook's many resources provide practical guidance for meaningful teacher development that is field-based, relevant to daily teacher work, and artfully presented to build collaboration among teachers as they reflect and learn together. Unique to this approach is that school leaders and supervisors learn alongside teachers and teacher candidates as relevant topics are explored. The handbook contains a collection of eighteen interactive, activity-based modules that focus on topical content knowledge and productive teaching practices. Embedded in the modules are pair and team activities that address problem-solving, dimensions of collaborative teaching, communication and collaboration skill development, understanding of diversity, cultural responsiveness, and

shared understanding of evidence-based practices.

This resource is easy to use. Once school leaders and supervisors select a module topic to address the needs of a particular pair or team, they are supported with foundational knowledge of the most current research on the topic, discussion questions about the topic, suggestions of productive practices, questions to deepen personal and group understanding, reflective professional growth activities, critical analysis of teaching scenarios, and monitoring, follow-up, and goal setting strategies. Modules can be used in any order and include reproducible materials for pairs and teams to use as they collaborate and grow professionally.



Teaching and Learning About Genocide and Crimes Against Humanity Fundamental Issues and Pedagogical Approaches

Samuel Totten, University of Arkansas, Fayetteville

2019. Paperback 9781641133524 \$45.99. Hardcover 9781641133531 \$85.99. eBook 9781641133548 \$65.

Teaching and Learning About Genocide and Crimes Against Humanity: Fundamental Issues and Pedagogical Approaches by Samuel Totten, a renowned scholar of genocide studies and Professor Emeritus, College of Education and Health Professions, University of Arkansas, Fayetteville, is a culmination of 30 years in the field of genocide studies and education. In writing this book, Totten reports that he “crafted this book along the lines of what he wished had been available to him when he first began teaching about genocide back in the mid-1980s. That is, a book that combines the best of genocide theory, the realities of the genocidal process, and how to teach about such complex and often terrible and difficult issues and facts in a theoretically, historically and pedagogically sound manner.” As the last book he will ever write on education and educating about genocide, he perceives the book as his gift to those educators who have the heart and grit to tackle such an important issue in their classrooms.



Teaching and Learning at a Distance Foundations of Distance Education 7th Edition

Michael Simonson, Nova Southeastern University; Susan M. Zvacek, University of Denver; Sharon Smaldino, Northern Illinois University

2019. Paperback 978-1-64113-626-6 \$45.99. Hardcover 978-1-64113-627-3 \$85.99. eBook 978-1-64113-628-0 \$65.

Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in-service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs.

The teacher or trainer who uses this book will be able to distinguish between appropriate uses of distance education. In this text we take the following themes:

The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing. This definition is based on the work of Desmond Keegan, but is unique to this book. This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica.

The second theme of the book was the importance of research to the development of the contents of the book. The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence. Certainly there are “rules of thumb”, but we have always attempted to only include recommendations that can be supported by research.

The third theme of Teaching and Learning at a Distance is derived from Richard Clark’s famous quote published in the Review of Educational Research that states that media are mere vehicles that do not directly influence achievement. Clark’s controversial work is discussed in the book, but is also fundamental to the book’s advocacy for distance education – in other words, we authors did not make the claim that education delivered at a distance was inherently better than other ways people learn. Distance delivered instruction is not a “magical” approach that makes learners achieve more.

The fourth theme of the book is equivalency theory. Here we presented the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment. Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face to face classroom.

The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive – that it should cover as much of the various ways instruction is made available to distant learners as is possible. It should be a single source of information about the field.



Teaching English Language Learners in Secondary Subject Matter Classes

2nd Edition

Yu Ren Dong, Queens College, CUNY

2019. Paperback 978-1-64113-774-4 \$45.99. Hardcover 978-1-64113-775-1 \$85.99. eBook 978-1-64113-776-8 \$65.

This book is for secondary subject matter teachers and administrators who work with English language learners (ELLs) in subject matter classes. It is also for college professors who prepare pre-service teachers to work with those students. The book brings together insights from linguistic, socio-cultural, educational, cognitive, developmental perspectives of what it means for ELLs to learn both English and subject matter knowledge in English as a second language. It delineates unique challenges that ELLs experience, offers ELLs' learning stories, and suggests concrete strategies with classroom teaching examples across academic disciplines.

The 2nd edition broadens the scope of the 1st edition in several aspects. Specifically, it includes two chapters about secondary ELLs' previous educational experiences in their home countries, a chapter on subject matter lesson planning with ELLs in mind with teacher collaborative strategies, and more principle-based and field-tested effective instructional and assessment strategies for working with ELLs.



Teaching STEM to First Generation College Students

A Guidebook for Faculty & Future Faculty

Gail Horowitz, Poly Prep Country Day School

2019. Paperback 978-1-64113-596-2 \$45.99. Hardcover 978-1-64113-597-9 \$85.99. eBook 978-1-64113-598-6 \$65.

Do you ever feel like more and more of your students come to your classroom not knowing how to study or what to do in order to be successful in your class? Some students come to college knowing the ropes, knowing what it takes to be successful as STEM students. But many do not. Research shows that students who are the first-generation in their family to attend or complete college are likely to arrive at your classroom not knowing what it takes to be successful. And data shows that more first-generation students are likely to be arriving on your doorstep in the near future. What can you do to help these students be successful?

This book can provide you with some research based methods that are quick, easy, and effortless. These are steps that you can take to help first-generation college students succeed without having to change the way you teach.

Why put in this effort in the first place? The payoff is truly worth it. First-generation college students are frequently low-income students and from ethnic groups underrepresented in STEM. With a little effort, you can enhance the retention of underrepresented groups in your discipline, at your institution and play a role in national efforts to enhance diversity in STEM.

"This book provides an excellent description of dealing with immigrant and first generation college STEM students whose socioeconomic backgrounds often hinder them from reaching their full potential. The text touches on various aspects of student, faculty and mentor interaction that will lead to the exploitation of the student natural talents and provide life changing outcomes."

~ **Paris Svoronos, Ph.D.**

Queensborough Community College of CUNY

"Gail Horowitz's new book Teaching STEM to First Generation College Students is a timely and important resource to improve the success of college students who come from families with little or no experience in the US higher education system. "First-gens" are a growing population whose academic success is important to both the institutions they attend and our nation's economy. Dr. Horowitz, an experienced chemistry educator, describes in detail the challenges first-gens face in historically difficult STEM classes. In doing so, she is honest but also optimistic. First-gens encounter difficulty not merely with the technical subject matter they may have been poorly prepared for in high school, but also with their own wrong-headed beliefs about how to study and where to find help on campus. At the same time, Horowitz is also highly respectful of the strengths that many first-gens bring to college, strengths often under the radar of instructors who may only see inexplicable behaviors they attribute to first-gens being clueless, unmotivated, or irresponsible. Horowitz provides an excellent review of constructs from psychology about students' and teachers' beliefs about academic success and failure, demonstrating that first gens are too often tripped by self-defeating and often incorrect beliefs about their legitimacy as college students and what it takes to pass difficult STEM courses. These, she explains, fuel first-gen students' fear about revealing their ignorance and illegitimacy as college students. With clear-eyed and experienced-based optimism about techniques that help first-gens succeed, she then gives excellent, specific suggestions for faculty, graduate teaching assistants, and the students themselves to help first-gens learn to "do" STEM courses and college successfully. This is an important and highly-recommended book, a gift of honesty and hope, by an experienced STEM instructor who clearly cares deeply about first-gen students and their college experience."

~ **Dr. Louise Hainline**

CUNY - Brooklyn College

Director, Center for Achievement in Science Education (CASE)

Director of NYS Collegiate Science and Technology Entry Program (CSTEP)

Director of NIH Minority Access to Research Careers (MARC)

Director, NSF Improving Undergraduate STEM Education (IUSE) Peer-Assisted Team Research program

Director, Brooklyn College subcontract, NSF Institutional Research and Academic Career Development Awards (IRACDA) to SUNY Stony Brook

"As the college population becomes more diverse, STEM instructors have a responsibility to cultivate the success of all students. In this important and engaging book, Gail Horowitz provides a valuable resource for understanding the educational experiences of first-generation students and why they often struggle in STEM courses. The author persuasively conveys two important insights. First, that first-generation students can achieve success in STEM courses by becoming self-regulated learners. Second, that college faculty and graduate instructors can easily introduce effective learning strategies into their courses. These arguments are supported by extensive references to the research literature, which provide a wealth of additional resources. Just as important, however, is the deep humanity that the author brings to her subject—a sincere belief that our classrooms and colleges are made better by the aspirations, resilience, and experiences of first-generation students."

~ **Dr. Trace Jordan**
New York University

"G. Horowitz's book should be required reading for both teachers and students. It provides valuable insights into the behaviors and coping mechanisms of not only many first-generation college students, but also continuing generation students who struggle with STEM coursework. Recognizing these behaviors and mindsets is the first step towards becoming a better educator."

~ **Leda Lee, M.S.**
Brooklyn College



Teaching Writing as Journey, Not Destination

Essays Exploring What "Teaching Writing" Means

P. L. Thomas, Furman University

2019. Paperback 9781641135122 \$45.99. Hardcover 9781641135139 \$85.99. eBook 9781641135146 \$65.

American author Kurt Vonnegut has famously declared that writing is unteachable, yet formal education persists in that task. Teaching Writing as Journey, Not Destination is the culmination of P.L. Thomas's experiences as both a writer and a teacher of writing reaching into the fourth decade of struggling with both.

This volume collects essays that examine the enduring and contemporary questions facing writing teachers, including grammar instruction, authentic practices in high-stakes environments, student choice, citation and plagiarism, the five-paragraph essay, grading, and the intersections of being a writer and teaching writing. Thomas offers concrete classroom experiences drawn from teaching high school ELA, first-year composition, and a wide range of undergraduate and graduate courses. Ultimately, however, the essays are a reflection of Thomas's journey and a concession to both writing and teaching writing as journeys without ultimate destinations.



Transformative Education for the Second Renaissance

John P. W. Hudson, Retired teacher. Richmond SD#38 BC Canada; Nanshan Experimental School, Shenzhen, China

2019. Paperback 978-1-64113-653-2 \$45.99. Hardcover 978-1-64113-654-9 \$85.99. eBook 978-1-64113-655-6 \$65.

Transformative Education for the Second Renaissance follows educator John PW Hudson through a personal and professional journey that led him to respond to what he sees as underlying fissures in the bedrock of educational practice. At the height of his career, he was seconded by the Richmond (BC Canada) school district to teach a demonstration class in the Nanashan Xian Middle School in Shenzhen, China, at the request of the school, and philanthropists Joe and Margaret Li, initiators of the project and sponsors. His assignment was to demonstrate and explain Western teaching methods to educators and other interested parties including university students and their professors from various parts of China, local and national education officials, teachers at the Nanshan Xian middle school (where he lived and taught for two years), and civic officials as well. Most days a television camera was in the room, and several adults sitting watching.

Throughout his career, Hudson was intensely interested in how children learn, how and why they thrive or fail, educational philosophy, and how educational infrastructures and practices impact learners and professionals alike. After teaching Music, English and business education for twenty years at the junior high school level, Hudson turned his sights to the elementary level and taught intermediate classroom for the last thirteen years before going to China. All of these experiences left him with lingering questions which came into sharp focus in China, where traditional practices are entrenched.

Primarily, Transformative Education for the Second Renaissance explores history, philosophy, research, politics and real human stories to encapsulate the driving forces of education that need adjustment, particularly assessment. Hudson describes the transition from analog to digital as the Second Renaissance, and how findings in brain research characterize how our understanding of learning has changed in modern practice from transmissive to transformative. Not a traditional academic treatise, Hudson's book reads more like a coffee shop discussion, but the reasoning and conclusions will resonate with experienced educators. Hudson's goal is to kick-start discussion about the changes he proposes, and frame a narrative to move education into our rapidly changing

educational landscape. This is not a book on methods; it is a foundational work that Hudson hopes will lead to lively discussion and critical debate.



Algebra for the Middle Grades

Francis Gardella, Hunter College-CUNY; Maria DeLucia, Middlesex County College

2020. Paperback 978-1-64113-845-1 \$45.99. Hardcover 978-1-64113-846-8 \$85.99. eBook 978-1-64113-847-5 \$65.

Algebra in the Middle Grades addresses topics that are formalized in the first half of an Algebra 1 course, focusing on linear equations, their graphs and their applications to problem solving. The book is intended to be used by students in the middle school in preparation for the formal study of Algebra 1. In this, it is a truly Pre-Algebra program.

Algebra in the Middle Grades is an approach that brings Algebra to the students. It is written to have the essential elements of Algebra be understood on an inductive level so that when students later address the topic formally, there will be an informal background to create deep understanding.

The approach is extremely visual using both algebra tile-type diagrams along with graphs for equations and grids for ratio. In this way, the text gives students 3 aspects of a topic, the Numerical, the Geometric and the Algebraic. The text places the Numerical and Geometric first having understanding in these contexts leading to understanding in an Algebraic, symbolic context.



Are They Too Hard on Them?

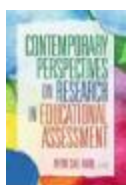
Student Discipline in Charter and Regular Public Schools

William Sampson, DePaul University; Nandhini Gulasingam

2020. Paperback 978-1-64802-031-5 \$45.99. Hardcover 978-1-64802-032-2 \$85.99. eBook 978-1-64802-033-9 \$65.

While much of the debate over the growth of charter schools center on the student academic performance of charter schools as well as the financial impact that they have on school budgets, there is a growing concern that charter schools use harsh discipline to nudge certain students out. The concern is that charter schools use excessive discipline not just to bring about order and rigor in schools, but to push students who might cost more to educate or lower test scores to leave charter schools.

Given that charter schools, unlike regular public schools, are free to admit or eject whomever they want, there is concern that those schools are not only skimming in admissions, but also pushing out certain kinds of students. While several scholars have raised this concern, there is not much research on this critical topic. The current book changes that. We compare student discipline rates in four major cities among regular and charter schools to determine whether charter schools are more likely than regular schools to discipline students. We also study the relationships among a host of variables by six different discipline categories.



Contemporary Perspectives on Research in Educational Assessment

Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates

2020. Paperback 9781641139373 \$45.99. Hardcover 9781641139380 \$85.99. eBook 9781641139397 \$65.

Assessment and evaluation have always been an integral part of educational process. Quality and purposeful assessment can assist in students' learning and their achievement. While there has been a rapid growth in international, standardized student assessments in the past few decades, a large number of education systems participating in these assessments are now focusing their attention on developing new national, within-country assessments to evaluate educational standards and to modify the curriculum to better suit to the demands of the 21st century. Education systems that are successful in linking the national curriculum and assessments directly to international standards are performing better on international standardized assessments of reading, mathematics, and science. This book covers studies related to educational assessment in addressing quality of education and performance improvement. The book presents the distinguished and exemplary works by educators and researchers in the field highlighting the contemporary trends and issues, creative and unique approaches, innovative methods, frameworks, pedagogies and theoretical and practical aspects in assessment processes in various educational settings.



Creating and Sustaining Effective K-12 School Partnerships

Firsthand Accounts of Promising Practices

Ahmad R. Washington, University of Louisville; Ramon B. Goings, Loyola University Maryland; Malik S. Henfield, Loyola University Chicago

2020. Paperback 978-1-64113-794-2 \$45.99. Hardcover 978-1-64113-795-9 \$85.99. eBook 978-1-64113-796-6 \$65.

Although teachers, school counselors, and administrators are all situated within educational settings tasked with supporting students' educational development, rarely do these professionals have sufficient opportunities to learn from and collaborate with one another before entering these schools. Unfortunately, many of these professionals are unaware of the primary and secondary responsibilities their peers and colleagues assume. What's worse, this lack of insight potentially compromises the extent to which educational leaders can forge effective partnerships that benefit students from the most alienated, disenfranchised and marginalized communities (e.g., Black children in under-resourced schools). While the educational discourse has included recommendations for maximizing interactions between these educational professionals, the collective voices of teachers, school counselors and administrators in regards to these issues has not been adequately examined.

Thus, this book is a compilation of manuscripts and studies that explore partnerships and strategies educators and educational leaders use to produce positive socio-educational outcomes for Black students in various contexts. "Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices" is unique because it illuminates examples of effective school-community partnerships that foster positive student outcomes. "Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices" is intended as a practical text for committed educational leaders, at different professional points (e.g., practicing teachers, pre-service school counselors and teachers), who are eager to transform the current educational trajectory of Black children through interventions that show promise.



Globalization on the Margins (2nd Edition)

Education and Post-Socialist Transformations in Central Asia

Iveta Silova, Arizona State University; Sarfaro Niyozov, University of Toronto

2020. Paperback 978-1-64113-882-6 \$65.99. Hardcover 978-1-64113-883-3 \$99.99. eBook 978-1-64113-884-0 \$65.

Reflecting on almost three decades of postsocialist transformations, the second edition of *Globalization on the Margins* explores continuities and changes in Central Asian education development since the dissolution of the Soviet Union in 1991, with a particular focus on the developments that took place since the production of the first edition in 2011. Rather than viewing these transformations in isolation, the authors place their analyses within the global context by reflecting on the interaction between Soviet legacies and global education reform pressures in the Central Asian countries of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. This new edition, in addition to a revised introduction and a newly added conclusion, consists of four thematic sections, each reflecting a key theme in the educational life of the Central Asian states. These thematic sections, introduction and conclusion collectively update our understanding of the recent developments and challenges in education of the five Central Asian states. They, however, go beyond mere information update, so as to complicate, re-engage, re-form and re-define the margins, taking up 'margins' a conceptual, geographic, cultural, and geo-political construct. Notwithstanding the diversity of local and international authors, variety of theoretical perspectives, methodological approaches, and conceptual lenses, the essays reveal the complexity and uncertainty of the post-socialist education transformations. Instead of portraying the transition process as the influx of Western ideas into the region, *Globalization on the Margins* provides new lenses to critically examine education as a contested field of diverse perspectives, competing forces, and multidirectional flow of ideas, concepts, and reforms in Central Asia.

ENDORSEMENTS:

"Hindsight famously brings clarity. And, much of what happened after the fall of the Berlin Wall and the collapse of the Soviet Union has now been correctly decided over to historians. Nonetheless, we ignore that history at our peril. The contributors to this volume show that carefully textured and historically attuned education research generates deep insights into ongoing transformations and the political, cultural, social and economic structures, relations, and practices that do the work of producing margins and centers in the first place."

~ **Noah W. Sobe**, *Loyola University Chicago*

"Globalization on the margins and at the epicentre of the battles of the Great Powers. Two excellent educators, Sarfaro Niyozov and Iveta Silova, compiled a timely and long-awaited scholarly work based on empirical research in societies, which had similar history close to three decades ago. All the contributors are prolific educators who know the education system from within and without, who either hailed from the region or have spent a considerable amount of time to know the systems well. The book contains remarkable stories of education through the ups and downs of historical evolution. It is a must-read primer for anyone interested in learning about high quality research in the field of education in Central Asia. It is a huge contribution to educational research with an impact on research and teaching for years to come."

~ **Duishon Shamatov**, *Nazarbayev University, Kazakhstan*

"The challenge of moving Central Asia from the borders of the Soviet Empire to the world's center is the focus of the discussions in 'Globalization on the Margins.' The transition to the Western models of education was happening in the context of major paradigm shift, which entire humanity was experiencing and which could be described as the arrival of the new post-industrial civilization. During this process, Central Asian countries have been pushed to the margins, because their contribution to the wealth of the new world know-how was much less pronounced than that of their Western neighbours. Therefore, investment into the research that contributes to local knowledge production seems a natural solution to the problem. All the contributors to this book have a

vast experience in the region and many of their observations are thought provoking. This is a very insightful and much needed book."
~ **Elena Lenskaya**, *Moscow School of Social and Economic Sciences, Russia*



Inclusive Education

A Systematic Perspective

Aimee Howley, WordFarmers Associates; Cassandra M. Faiella, The University of Cincinnati; Stephen D. Kroegeer, The University of Cincinnati; Barbara Hansen, Muskingum University

2020. Paperback 978-1-64113-928-1 \$65.99. Hardcover 978-1-64113-929-8 \$95.99. eBook 978-1-64113-930-4 \$65.

This book answers two questions: What does the implementation of inclusive education require of a system of education and all parts of the system? How do various parts of the education system act on their commitment to inclusive educational practice? Decades after major legislation (i.e., the Civil Rights Act, the Elementary and Secondary Education Act, and the Education for All Handicapped Children Act) made high-quality education a fundamental right for all children in the United States, the dream of diverse, inclusive, democratic schooling has yet to be realized. Nevertheless, some classrooms, schools, districts, states, and universities have made progress. *Inclusive Education: A Systematic Perspective* explores the theoretical implications of inclusive practice as well as illustrative case studies and evaluation findings from states, educator preparation programs, districts, and schools that have reframed their work around the principles of inclusive practice. Whether these organizations position the work as “social justice education,” “culturally responsive teaching,” or “inclusion,” their efforts lead in the same direction—toward higher quality and more equitable education for all. The chapters will be relevant to graduate students, faculty members, and education leaders, at all levels, who seek a comprehensive overview of the commitment and practice of “inclusive education”. Chapters vary in their approaches to the topic, some presenting theoretical underpinnings, others describing practices or programs at particular sites, others reporting findings from empirical studies, and edited interviews with state and district leaders of inclusive-education initiatives. The book explores why inclusion is important and how it can be accomplished.



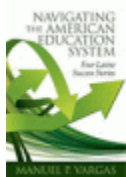
The Investments

An American Conspiracy

Clair T. Berube, Virginia Wesleyan University

2020. Paperback 978-1-64113-990-8 \$45.99. Hardcover 978-1-64113-991-5 \$85.99. eBook 978-1-64113-992-2 \$65.

This book examines American societal structures and institutions, beginning and ending with public education, and exposes how dysfunction and the investment in this dysfunction is an actual political agenda. *The Investments* focuses on the capitalization, privatization and dismantling of public education, and how other social systems such as for-profit prisons, healthcare (or the lack thereof), racism and current immigration issues, the investment in criminalizing people called “the other”, and the military/industrial complex are all co-dependent and symbiotic. At the Nexus of it all is American public education. An educated population threatens the status quo, so the pipeline between public education and other social institutions is real. Each has a toxic connection and reliance to each other. Each chapter will delve into the rigging that takes place to purposefully attempt to cripple public education and consciously create a permanent underclass, usually without the knowledge of the general public; and the egos, identities and sinister political forces behind such manipulation. Education is the hub of this book: because public education is the best vehicle for democracy America has ever known, and therefore, unbeknownst to many Americans, in the crosshairs. There is a vast conspiracy for power and control going on in our country; and many Americans are ignorant of the conspiracy. This book pulls back the curtain on the investment some in power have made in their efforts to create a permanent underclass in American society.



Navigating the American Education System

Four Latino Success Stories

Manuel P. Vargas, California State University, San Marcos

2020. Paperback 978-1-64802-019-3 \$45.99. Hardcover 978-1-64802-020-9 \$85.99. eBook 978-1-64802-021-6 \$65.

Navigating the American Education System: Four Latino Success Stories showcases the educational journey of four Latino/a men and women who navigated the American education system successfully. Their success is significant given the multiple and varied challenges that most Latinos/as encounter throughout the K–20 educational continuum. The purpose of this book is not only to show and tell, but to describe ordinary people attaining extraordinary results, who might also stand as good role models for the youngest- and fastest-growing group—Latinos/as—in this country. Researchers of this topic offer compelling statistics, such as the following projection: Out of 100 Latino/a students, a few more than 50 will finish high school; out of this number, five will enroll in college; and out of the original 100, less than one percent will complete a doctorate. While the causes of low academic attainment for Latinos may vary, including limited financial resources and cultural differences, the lack of Latino role models in K–20 education may be a significant contributing factor.

The expression, “You can’t be what you don’t see” is especially applicable to Latino/a students who seldom see people like them in positions of prominence and power in educational environments. Across the country, and in particular in states with high numbers of Latino/a students, as the K–20 student body becomes darker, the teaching and decision-making personnel remain light-skinned. Consequently, the absence of role models for an increasing number of students of color may contribute to low levels of aspiration. Many attempts and existing literature regarding the achievement gap of students of color, especially Latinos/as, seem to have had modest or no impact, even when statistical analysis and sound rationales are provided. On the other hand, the stories included in this book offer an alternative that may have an impact and long-lasting effect in the lives of students of color.

Story messages tend to stay longer with us and enable us to make sense of complex situations, such as education, culture, and personality traits—persistence, motivation, resilience. Consequently, the stories in this book become vehicles to learn from real-life examples the abstractions of education, home and school culture, and other factors that contribute to academic success. Furthermore, the stories encourage people to write, tell, and share experiences to address ongoing problems; invite change where change is needed; organize thoughts and seek meaningful solutions; invite us to become cognizant about how our emotions direct our thoughts and “move mountains”; enable us to discover undercurrents that hinder organizational communication; direct us to pay attention to the little things that matter and build trust; awaken the good in people through an invitational approach, as opposed to one that it’s mandated; push us to avoid playing it safe and stick out our emotional necks when dealing with people; seek authentic voices to make room for new thinking; make time for people; and allow our voices to define the values we embrace.



Pathways into the Political Arena

The Perspectives of Global Women Leaders

Dionne Rosser-Mims, Troy University; Janet R. McNellis, Holy Family University; Juanita Johnson-Bailey, University of Georgia; Chrys Egan, Salisbury University

2020. Paperback 978-1-64113-969-4 \$45.99. Hardcover 978-1-64113-970-0 \$85.99. eBook 978-1-64113-971-7 \$65.

As epitomized in the 2016 U.S. Presidential election, women in politics may hit a “glass ceiling” or in the case of former U.K. Prime Minister, Theresa May in 2019, go over a “glass cliff”. Even though women are starting to experience more success gaining offices at state and local levels, women’s participation in the political arena is still disproportionately low. This book explores current research findings, development practices, theory, and the lived experience to deliver provocative thinking that enhances leadership knowledge and improves leadership development of women around the world.



Pedagogy of Vulnerability

Edward J. Brantmeier, James Madison University; Maria K. McKenna, University of Notre Dame

2020. Paperback 978-1-64802-025-4 \$45.99. Hardcover 978-1-64802-026-1 \$85.99. eBook 978-1-64802-027-8 \$65.

The purpose of this text is to elicit discussion, reflection, and action specific to pedagogy within education, especially higher education, and circles of experiential learning, community organizing, conflict resolution and youth empowerment work. Vulnerability itself is not a new term within education; however the pedagogical imperatives of vulnerability are both undertheorized in educational discourse and underexplored in practice. This work builds on that of Edward Brantmeier in *Re-Envisioning Higher Education: Embodied Pathways to Wisdom and Transformation* (Lin, Oxford, & Brantmeier, 2013). In his chapter, “Pedagogy of vulnerability: Definitions, assumptions, and application,” he outlines a set of assumptions about the term, clarifying for his readers the complicated, risky, reciprocal, and purposeful nature of vulnerability, particularly within educational settings.

Creating spaces of risk taking, and consistent mutual, critical engagement are challenging at a moment in history where neoliberal forces impact so many realms of formal teaching and learning. Within this context, the divide between what educators, be they in a classroom or a community, imagine as possible and their ability to implement these kinds of pedagogical possibilities is an urgent conundrum worth exploring. We must consider how to address these disconnects; advocating and envisioning a more holistic, healthy, forward thinking model of teaching and learning. How do we create cultures of engaged inquiry, framed in vulnerability, where educators and students are compelled to ask questions just beyond their grasp? How can we all be better equipped to ask and answer big, beautiful, bold, even uncomfortable questions that fuel the heart of inquiry and perhaps, just maybe, lead to a more peaceful and just world?

A collection of reflections, case studies, and research focused on the pedagogy of vulnerability is a starting point for this work. The book itself is meant to be an example of pedagogical vulnerability, wherein the authors work to explicate the most intimate and delicate aspects of the varied pedagogical journeys, understandings rooted in vulnerability, and those of their students, colleagues, clients, even adversaries. It is a work that “holds space.”



Standards for Preparing Teachers of Mathematics

(color version)

Association of Mathematics Teacher Educators (AMTE)

2020. Paperback 9781641139991 \$69.99. Hardcover 9781648020001 \$95.99. eBook 9781641139984 \$65.

Also available in a [black + white version](#)

AMTE, in the Standards for Preparing Teachers of Mathematics (SPTM), puts forward a national vision of initial preparation for all Pre-K–12 teachers who teach mathematics. SPTM contains critical messages for all who teach mathematics, including elementary school teachers teaching all disciplines, middle and high school mathematics teachers who may teach mathematics exclusively, special education teachers, teachers of emergent multilingual students, and other teaching professionals and administrators who have responsibility for students' mathematical learning. SPTM has broad implications for teacher preparation programs, in which stakeholders include faculty and administrators in both education and mathematics at the university level; teachers, principals, and district leaders in the schools with which preparation programs partner; and the communities in which preparation programs and their school partners are situated.

SPTM is intended as a national guide that articulates a vision for mathematics teacher preparation and supports the continuous improvement of teacher preparation programs. Such continuous improvement includes changes to preparation program courses and structures, partnerships involving schools and universities and their leaders, the ongoing accreditation of such programs regionally and nationally, and the shaping of state and national mathematics teacher preparation policy. SPTM is also designed to inform assessment practices for mathematics teacher preparation programs, to influence policies related to preparation of teachers of mathematics, and to promote national dialogue around preparing teachers of mathematics. The vision articulated in SPTM is aspirational in that it describes a set of high expectations for developing a well-prepared beginning teacher of mathematics who can support meaningful student learning. The vision is research-based and establishes a set of goals for the continued development and refinement of a mathematics teacher preparation program and a research agenda for the study of the effects of such a program. SPTM contains detailed depictions of what a well-prepared beginning teacher knows and is able to do related to content, pedagogy, and disposition, and what a strong preparation program entails with respect to learning experiences, assessments, and partnerships. Stakeholders in mathematics teacher preparation will find messages related to their roles.

Standards for Preparing Teachers of Mathematics includes standards and indicators for teacher candidates and for the design of teacher preparation programs. SPTM outlines assessment practices related to overall quality, program effectiveness, and candidate performance. SPTM describes specific focal practices by grade band and provides guidance to stakeholders regarding processes for productive change.



Standards for Preparing Teachers of Mathematics

(black + white version)

Association of Mathematics Teacher Educators (AMTE)

2020. Paperback 9781641139960 \$59.99. Hardcover 9781641139977 \$85.99. eBook 9781641139984 \$65.

Also available in a [color version](#)

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Taking Play Seriously (2nd Ed.)

A Challenge of Learning

Ole Fredrik Lillemyr, Queen Maud University College

2020. Paperback 978-1-64802-067-4 \$45.99. Hardcover 978-1-64802-068-1 \$85.99. eBook 978-1-64802-069-8 \$65.

In the book, the author is focusing the importance of play for children from 0 years up to 8-12 years of age, e.g. in ECE centers and elementary schools. In particular, the importance of play for learning, through motivation as related to self-competence, inspiration and engagement. In this second edition, the author is emphasizing more thoroughly the importance of play as a challenge of learning, with implications for children, as well as for teachers. Further, the author is referring to how meaning making in children's production of multi-module narrative products can contribute to their digital personal formation. The selection of theories presented in the second edition is somewhat expanded, and in the end the author is presenting a few important educational challenges of the field of children's play.



Valuing Other Voices

Discourses that Matter in Education, Social Justice, and Multiculturalism

Festus E. Obiakor, Sunny Educational Consulting

2020. Paperback 978-1-64113-925-0 \$45.99. Hardcover 978-1-64113-926-7 \$85.99. eBook 978-1-64113-927-4 \$65.

How can we build an organization or institution that treats people equitably? How do we develop conscientious communities where people's voices are heard and not silenced? How can we go from half-truths and alternative facts to real truths? How can we reduce or eliminate societal ills such as racism, ethnocentrism, xenophobia, religious dogmatism, sexism, homophobia, tribalism, colonial mentality, slave mentality, Messiah Complex, and terrorism? How can we get into the mind's eyes of others and "treat them as we would like to be treated?" How do we create environments that stimulate fearless or "hearty" conversations between peoples? How do we learn from history or other people's experiences to make functional goal-directed decisions? And, how can we inspire people to value their differences and similarities as they think and talk in our global village? These are questions that deserve answers in our respective communities, states, nations, and world. This book, *Valuing Other Voices: Discourses That Matter in Education, Social Justice, and Multiculturalism* opens doors of communication for all people willing to create a community, state, nation, or world of harmony.

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