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1. Culturally Responsive Relationships Focused Pedagogies: The Key to Quality Teaching andCreating Quality Learning Environments
   Catherine Maree Burgess, University of Sydney, Australia
   John Robert Evans, University of Technology Sydney, Australia

   This chapter examines the importance of culturally responsive relationships-focused pedagogical approaches in engaging Aboriginal students in their learning and the significance of this to improving their educational outcomes. Significantly, the themes and issues raised in this chapter reflect much of the international literature on Indigenous, minority and marginalized students.

2. Global Education Professional Development: A Model for Cross-Cultural Competence
   Ellen Yeh, Columbia College Chicago, USA
   Monika Jaiswal-Oliver, Columbia College Chicago, USA
   Gigi Posejpal, Columbia College Chicago, USA

   This chapter examines a model to help educators, administrators, and policy makers to (1) comprehend current policies, practices, experiences as well as strategies in global classrooms; (2) understand how instructors can help ESL learners adjust to the U.S. academic language and culture and how this support could affect learners’ effectiveness, attitudes and confidence; and (3) acquire the knowledge of how to integrate technology into the curriculum and consider technology as meaningful learning environments that could support not only language but also intercultural and global literacy skills (framed within a social constructivist stance that examines the nature of dialogic meaning making and hybrid teaching) presents a reflective case study of a
specific instance of hybrid teaching with preservice teachers in a graduate course on the
languages and literacies of bilingual elementary children.

3. Preparing Teacher Candidates for Diverse Classrooms: The Role of Teacher
Preparation Programs
Judi Simmons Estes, Park University, USA
This chapter suggests that teacher preparation programs, regardless of geographic location and
demographics of their teacher candidates, model a spirit of inclusivity and be intentional in
offering an integrated approach to preparing teacher candidates to be highly-effective in working
with all students regardless of diversity represented.

4. Cultural Self-Study as a Tool for Critical Reflection and Learning: Integral
Analysis and Implications for Pre-Service Teacher Education Program
Natalie J. Pitre, Queen’s University, Canada
Veronika Bohac Clarke, University of Calgary, Canada
This chapter examines a research study based on the Cultural Self-Study method with a specific
example used to illustrate how the tool and its application look in real life, and the
recommendations for the use of self-study in pre-service teacher training.

5. Demographic Imperativeness: Critical Issues in Preparing Minority Teacher
Candidates in Teacher Education
Amy Yun-Ping Chen, Saint Louis University, USA
This chapter examines the demand, struggle, and recruitment of minority teacher candidates in
teacher education. The main goals of this chapter are to: (1) survey the impact of teacher
demographics on student learning processes and academic achievements; (2) identify the
promise and pitfalls of diversifying teacher candidates in preparation programs; and (3) provide a
scholarly basis for future developments.

6. Teacher Education and Digital Equity: Research in the Millennium
Anita Rao Mysore, Independent Researcher, India
This chapter examines both conceptual and empirical reviews and studies conducted in this millennium to bring about digital equity. This chapter informs teacher education programs, researchers, school administrators, policymakers, teachers, and other stakeholders about evidences and recommendations to bring about digital equity in US K-12 and teacher education.

7. Exploring Technology Through Issues of Social Justice

Courtney Kay Clausen, University of Northern Iowa, USA

This chapter explores technology through issues of social justice. The research question guiding this project was: How does the integration of cultural competencies and culturally responsive teaching impact student learning in the secondary classroom? This chapter examines pedagogy and practice highlighting the integration of culturally relevant pedagogy and cultural relevant teaching into a computer science course focused on current events and issues of social justice.

8. We Drank the Cola in Collaboration: Voices of Haitian Teachers in Haiti

Sarah Q. Coupet, Educational Consultant, USA
Guerda Nicolas, University of Miami, USA

This chapter discusses the notion of developing high quality teachers in the light of education reform using a Case Study of teachers in Haiti. This chapter validates previous research that suggests that high quality in-service teacher professional development leads to improved instruction, student learning, and ultimately promotes social equity.

9. This Is How I Learn: Co-Creating Space for Students’ Voices

Jessica H. Burbach, Portland YouthBuilders, USA
Staci B. Martin, Portland YouthBuilders, USA
Javonta Arnold-Fowlkes, Portland YouthBuilders, USA
Johnathan Sakaith, Portland YouthBuilders, USA
Cheyenne Julius, Portland YouthBuilders, USA
Andrew Hibbs, Portland YouthBuilders, USA

This chapter presents research on how Culturally Responsive Mathematics Teaching (CRMT) and a critical hope framework can be used as learning tools in the alternative high school
classroom. The study shows how 12 high school students and two teachers, one in high school and one in post-secondary, can work together to nurture students’ personal and collective identity, agency, and hope. The chapter utilizes the concept of the “six words” from the Race Card Project (Norris, 2015) to co-create spaces that question the dominant narrative, which describes students as dropouts, and that offer spaces of hope and solidarity.

10. Developing Equity Literacy through Diverse Literature for Children and Young Adults

Suzanne Fondrie, University of Wisconsin Oshkosh, USA
Marguerite Penick-Parks, University of Wisconsin Oshkosh, USA
Omobolade Delano-Oriaran, St. Norbert College, USA

This chapter highlights the application of the equity literacy framework as a curricular approach to infusing diverse and multiple perspectives in PK-12 school curriculum, and presents a rationale for developing equity literacy in PK-12 students. It provides texts and related teaching ideas appropriate for supporting that development.


Anita Bright, Portland State University, USA
James Gambrell, Portland State University, USA

This chapter engages educators in considering how the key ideas in Critical Race Theory may be applicable in their own settings. The authors explain ways to define, identify, and disrupt microaggressions, and explore ways to serve as empathetic allies to marginalized students, families, and teachers. This chapter includes vignettes that highlight the processes of calling in and being called in as a means to work towards greater equity and reduced oppression in educational and social settings.

12. “I don’t see color, I grade on content”: An Approach to Addressing Embodied Microaggressive Behaviors in Preservice Teacher Programs
This chapter explores the development and subconscious expressions of microaggressive behaviors and language that are embodied throughout life. This chapter also provides strategies for teacher educators to build upon the framework of “care” (Pang, Stein, Gomez, Matas & Shimogori, 2011) that often underlies teacher candidates’ desire to enter the profession in order to help them recognize and deal with embodied values that result in microaggressive acts in the classroom.

13. Dispositions and Early Childhood Education Preservice Teachers: A Social Justice Stance

Ursula Thomas, Georgia State University – Perimeter College, USA

This chapter examines the development of social justice dispositions in early childhood preservice teachers. This chapter elicits a critical debate to help teacher educators explore areas of the early childhood program that need revisions to equip relevant preservice teachers with multiple opportunities and field placement.

14. Bridging the L1-L2 Divide: Learner-Centered Instruction in the Heritage/L2 Spanish Classroom

Bridget M. Morgan, Indiana University South Bend, USA

This chapter engages the reality of the university classroom that includes heritage-learners (HL) and second-language learners (L2) of Spanish. This chapter discusses how implementation of progressive assignment design and targeted learning skills development supported L2 students and transitional bilinguals in a mixed classroom.

15. Developing Resilience through Experiences: El Camino Al Exito

Jennifer L. Penland, Sul Ross State University, U.S.A.
This chapter examines resiliency theory, as an expanding ideology attempting to provide supportive resources with suggestions for how education practitioners might function, as positive social change agents in organizations and institutions. Findings suggested: 1) strengthened positive external support systems, such as mentoring and experiential learning programs, 2) increased personalized academic learning environments and 3) affirmation of the “value” in higher education.

16. International Faculty Development in U.S. Higher Education

Tony Lee, University of Oklahoma, USA
Doo Hun Lim, University of Oklahoma, USA

This chapter provides a review of the common issues that international faculty face in U.S. higher education institutions. Also, recommendations of the types of support systems that institutional administrators can implement to support their international faculty members are provided.

17. Using Multimodal Literacies to Support Language Development for English Language Learners

Peggy Semingson, The University of Texas at Arlington, USA
Carla Amaro-Jiménez, The University of Texas at Arlington, USA

This chapter focuses on ways that teacher educators can foster English Language Development using a multimodal and multiple literacies approach (e.g., Gee, 2003). Also, specific methods and digital tools that prepare educators to use technology to foster English Language Development are described and specific resources that can be used are identified.

18. Supporting Language and Literacy Development for English Language Learners
Beatrice Adera, West Chester University, USA

This chapter provides an overview of the policies regarding education of English language
Leaners (ELLs), examines different ethnic groups represented within ELL subgroups including
basic demographic information across the different states in the U.S. Also, it examines
challenges hindering school success and effective instructional support and strategies that
facilitate language development and academic literacy.

19. An Integral Analysis of Labeling, Inclusion, and the Impact of the K-12
School Experience on Gifted Boys

Laurie Alisat, University of Calgary, Canada
Veronika Bohac Clarke, University of Calgary, Canada

This chapter describes the practices of identifying and labeling gifted boys, from the perspective
of gifted boys attending high school and from the perspectives of a school system. The authors
use Wilber’s (2000, 2006) Integral model as a conceptual framework to framework for
understanding the multiple factors impacting gifted students’ daily experiences, engagement and
achievement.

20. Multiculturalism in Special Education: Perspectives of Minority Children in
Urban Schools.

Zandile P. Nkabinde, New Jersey City University, USA

This chapter explores multicultural education in the context of special education. Multicultural
education as an effective intervention in urban schools and culturally responsive teaching to
enhance meaningful student learning are also examined.