Table of Contents

Preface .......................................................................................................................................... xii

Chapter 1
Building Culturally-Competent School Practices in Rural and Small Cities:
Recommendations for Practice .................................................................................................... 1
   Sarah L. Crary, North Dakota State University, USA
   Elizabeth A. Gilblom, North Dakota State University, USA

Chapter 2
Revolutionizing Education ......................................................................................................... 27
   Nadira Jack, Jersey City Global Charter School, USA

Chapter 3
‘So, Are You Hindi?’: Religion and Education in South Asian Narratives ............. 58
   M. Gail Hickey, Purdue University, Fort Wayne, USA

Chapter 4
Revisiting Equity, Equality, and Reform in Contemporary Public Education..... 84
   Marquis Grant, Grand Canyon University, USA

Chapter 5
Marginalized Communities, Curriculum, Children (MC3) ............................. 126
   Denise Davis-Cotton, University of South Florida, Sarasota-Manatee, USA

Chapter 6
Education as the Practice of Freedom: Writing Truth Into the Curriculum
Across the Globe ......................................................................................................................... 161
   Marva McClean, Independent Researcher, USA
   Marcus Waters, Griffith University, Australia
Chapter 7
High-Leverage Practices for All Students.................................190
   Pam Epler, Independent Researcher, USA

Chapter 8
Reciprocal Peer Mentoring: Practical Implications in Practicum.................215
   Seyit Ahmet Çapan, Harran University, Turkey

Chapter 9
Gender, Education, and Careerism: The Recurring “Conflict” Between
Ovaries and Brains in the 19th and Early 20th Centuries..........................235
   Omar Swartz, University of Colorado Denver, USA
   Candace Nunag Tardío, University of Colorado Denver, USA

Chapter 10
Characteristics of Effective Military Charter Schools...........................253
   Timothy Weekes, Holy Names University, USA
   Mark Patrick Ryan, National University, USA

Chapter 11
An Analytical Study of the Provision of Mental Health Services for Students
With Disabilities in Public School Settings: Mental Health for Students With
Disabilities ...........................................................................................................278
   Marquis Grant, Grand Canyon University, USA

Compilation of References ..............................................................................292

About the Contributors ....................................................................................334

Index ..................................................................................................................337