

Acceptance, Understanding, and the Moral Imperative of Promoting Social Justice Education in the Schoolhouse

Nicholas D. Young

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Series in Education



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It is a pleasure to use this opportunity to thank Sue Clark for her tremendous contributions to this book as our chief editor. She has unmatched wordsmithing skills and a pleasant demeanor that make her a wonderful colleague on all of our projects. May our readers know that she is the “talent behind the curtain”; and she knows that we are grateful for all she does to make our words shine.

Preface

Acceptance, Understanding, and the Moral Imperative of Promoting Social Justice Education in the Schoolhouse examines the critical issues associated with the topic of social justice in preschool through grade 12 (P-12) education. This book is most appropriate for preservice and veteran teachers, school and educational psychologists, related special education service professionals, educational administrators, guidance counselors, graduate education professors, policy-makers, parents and student leaders who wish to gain a better understanding of how social justice can and should become a valuable part of the educational landscape.

Understanding the challenges related to educational inequity requires a comprehensive and systematic re-examination of educational reform; more specifically, this book defines social justice education, offers different perspectives from major thought leaders, and examines the challenges faced by different populations when it comes to receiving equal opportunity and treatment. Emphasis will be placed on programs, approaches, and strategies to increasingly teach tolerance, respect, and understanding within and between these groups and members of the majority culture. The focus, then, will be educational practices designed to prepare students from diverse backgrounds to be active, contributing, and fully participatory members of our contemporary society.

Our motivation for writing this book arose due to...

- Our concern that due to race, ethnicity, gender, socioeconomic status, and so many other indicators, all students in America are not given the same opportunities in school;
- Our belief that helping educators understand and implement social justice in the classroom will increase the equity between students;
- Our awareness that equity in the classroom is the first step to more positive social and academic outcomes throughout a school career;
- Our knowledge that students are our greatest hope for the future and providing them with equitable opportunities in

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About the Primary Authors

Nicholas D. Young, PhD, EdD

Dr. Nicholas D. Young has worked in diverse educational roles for more than 30 years, serving as a teacher, counselor, principal, special education director, graduate professor, graduate program director, graduate dean, and longtime psychologist and superintendent of schools. He was named the Massachusetts Superintendent of the Year, and he completed a distinguished Fulbright program focused on the Japanese educational system through the collegiate level. Dr. Young is the recipient of numerous other honors and recognitions including the General Douglas MacArthur Award for distinguished civilian and military leadership and the Vice Admiral John T. Hayward Award for exemplary scholarship. He holds several graduate degrees including a PhD in educational administration and an EdD in educational psychology.

Dr. Young has served in the U.S. Army and U.S. Army Reserves combined for over 34 years; and he graduated with distinction from the U.S. Air War College, the U.S. Army War College, and the U.S. Navy War College. After completing a series of senior leadership assignments in the U.S. Army Reserves as the commanding officer of the 287th Medical Company (DS), the 405th Area Support Company (DS), the 405th Combat Support Hospital, and the 399th Combat Support Hospital, he transitioned to his current military position as a faculty instructor at the U.S. Army War College in Carlisle, PA. He currently holds the rank of Colonel.

Dr. Young is also a regular presenter at state, national, and international conferences; and he has written many books, book chapters, and/or articles on various topics in education, counseling, and psychology. Some of his most recent books include *The Burden of Being a Boy: Bolstering Educational and Emotional Well-Being in Young Males* (under contract); *Creating Compassionate Classrooms: Understanding the Continuum of Disabilities and Effective Educational Interventions* (2019); *The Special Education Toolbox: Supporting Exceptional Teachers, Students, and Families* (2019); *The Empathic Teacher: Learning and Applying the Principles of Social Justice Education to the Classroom* (2019); *Educating the Experienced: Challenges and Best Practices in Adult Learning* (2019); *Securing the*

Schoolyard: Protocols that Promote Safety and Positive Student Behaviors (2019); *Sounding the Alarm in the Schoolhouse: Safety, Security and Student Well-Being* (2019); *The Soul of the Schoolhouse: Cultivating Student Engagement* (2019); *Embracing and Educating the Autistic Child: Valuing Those Who Color Outside the Lines* (2019); *From Cradle to Classroom: A Guide to Special Education for Young Children* (2019); *Captivating Classrooms: Educational Strategies to Enhance Student Engagement* (2019); *Potency of the Principalship: Action-Oriented Leadership at the Heart of School Improvement* (2018); *Soothing the Soul: Pursuing a Life of Abundance Through a Practice of Gratitude* (2018); *Dog Tags to Diploma: Understanding and Addressing the Educational Needs of Veterans, Servicemembers, and their Families* (2018); *Turbulent Times: Confronting Challenges in Emerging Adulthood* (2018); *Guardians of the Next Generation: Igniting the Passion for Quality Teaching* (2018); *Achieving Results: Maximizing Success in the Schoolhouse* (2018); *From Head to Heart: High Quality Teaching Practices in the Spotlight* (2018); *Stars in the Schoolhouse: Teaching Practices and Approaches that Make a Difference* (2018); *Making the Grade: Promoting Positive Outcomes for Students with Learning Disabilities* (2018); *Paving the Pathway for Educational Success: Effective Classroom Interventions for Students with Learning Disabilities* (2018); *Wrestling with Writing: Effective Strategies for Struggling Students* (2018); *Floundering to Fluent: Reaching and Teaching the Struggling Student* (2018); *Emotions and Education: Promoting Positive Mental Health in Students with Learning* (2018); *From Lecture Hall to Laptop: Opportunities, Challenges, and the Continuing Evolution of Virtual Learning in Higher Education* (2017); *The Power of the Professoriate: Demands, Challenges, and Opportunities in 21st Century Higher Education* (2017); *To Campus with Confidence: Supporting a Successful Transition to College for Students with Learning Disabilities* (2017); *Educational Entrepreneurship: Promoting Public-Private Partnerships for the 21st Century* (2015); *Beyond the Bedtime Story: Promoting Reading Development during the Middle School Years* (2015); *Betwixt and Between: Understanding and Meeting the Social and Emotional Developmental Needs of Students During the Middle School Transition Years* (2014); *Learning Style Perspectives: Impact Upon the Classroom* (3rd ed., 2014); and *Collapsing Educational Boundaries from Preschool to PhD: Building Bridges Across the Educational Spectrum* (2013); *Transforming Special Education Practices: A Primer for School Administrators and Policy Makers* (2012); and *Powerful Partners in Student Success: Schools, Families and Communities* (2012). He also co-authored several children's books to include the popular series *I am Full of Possibilities*. Dr. Young may be contacted directly at nyoung1191@aol.com.

Elizabeth Jean, EdD

Dr. Elizabeth Jean has served as an elementary school educator and administrator in various rural and urban settings in Massachusetts for more than 20 years. As a building administrator, she has fostered partnerships with staff, families, various local businesses, and higher education institutions. Further, she is currently a graduate adjunct professor at the Van Loan School of Education, Endicott College and previously taught at the College of Our Lady of the Elms. In terms of formal education, Dr. Jean received a BS in education from Springfield College; an MEd in education with a concentration in reading from the College of Our Lady of the Elms; and an EdD in curriculum, teaching, learning, and leadership from Northeastern University.

Dr. Jean is a primary author on *The Burden of Being a Boy: Bolstering Educational and Emotional Well-Being in Young Males* (under contract); *The Empathic Teacher: Learning and Applying the Principles of Social Justice Education to the Classroom* (2019); *From Cradle to Classroom: A Guide to Special Education for Young Children* (2019); *The Potency of the Principalship: Action-Oriented Leadership at the Heart of School Improvement* (2018); *Dog Tags to Diploma: Understanding and Addressing the Educational Needs of Veterans, Servicemembers and their Families* (2018); *Stars in the Schoolhouse: Teaching Practices and Approaches that Make a Difference* (2018); *From Head to Heart: High Quality Teaching Practices in the Spotlight* (2018); *From Lecture Hall to Laptop: Opportunities, Challenges and the Continuing Evolution of Virtual Learning in Higher Education* (2017). She has also written book chapters on such topics as emotional well-being for students with learning disabilities, post-secondary campus supports for emerging adults, parental supports for students with learning disabilities, home-school partnerships, virtual education, public and private partnerships in public education, professorial pursuits, technology partnerships between P-12 and higher education, developing a strategic mindset for LD students, the importance of skill and will in developing reading habits for young children, and middle school reading interventions to name a few. Additionally, she has co-authored and illustrated several children's books to include *Yes, Mama* (2018), *The Adventures of Scotty the Skunk: What's that Smell?* (2014), and the *I am Full of Possibilities* Series for Learning Disabilities Worldwide. She may be contacted at elizabethjean1221@gmail.com.

Teresa Allissa Citro, PhD

Dr. Citro is the Chief Executive Officer, Learning Disabilities Worldwide, Inc. and the Founder and President of Thread of Hope, Inc. She is a

graduate of Tufts New England Medical School and Northeastern University, Boston. Dr. Citro has co-edited several books on a wide range of topics in special education, and she co-authored a popular children's series *I Am Full of Possibilities*. She is the co-editor of two peer review journals including *Learning Disabilities: A Contemporary Journal and Insights on Learning Disabilities from Prevailing Theories to Validated Practices*. She is the mother of two beautiful children and resides in Boston, Massachusetts.