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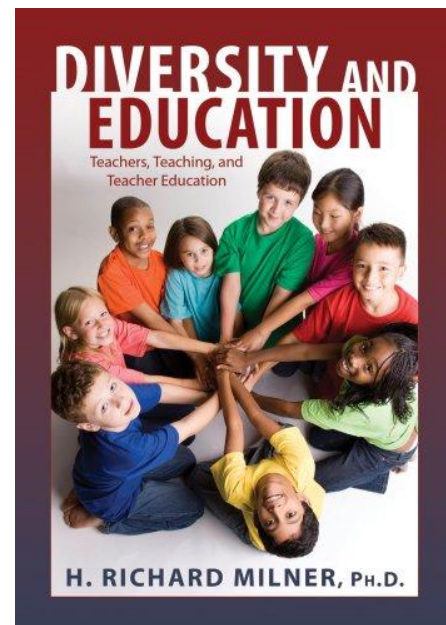
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Faculty at colleges of education, school district leaders, policy makers, principals, and classroom teachers are becoming more interested in how to best serve students' needs in an increasingly diverse population. H. Richard Milner, IV, the Betts Associate Professor of Teaching and Learning at Vanderbilt University, has compiled a comprehensive anthology from authors who address topics of education and diversity from numerous theoretical, empirical, and practical angles in his edited volume, *Diversity and Education: Teachers, Teaching, and Teacher Education*. Milner and the twenty-two other scholars he has brought together, offer readers perspectives into how educational stakeholders at all levels can re-think and re-affirm



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the importance of addressing the needs of the ethnically, linguistically, racially, and culturally diverse students occupying the spaces in the nation's schools.

In the Foreword, Geneva Gay, an internationally regarded scholar in the field of Multicultural Education, provides a rich overview of the book's main themes while evaluating the continued contextual, theoretical, and practical importance of diversity in education. While noting the important lessons one could glean from this volume, Gay candidly writes about her responses to each of the chapters. In addition, she offers novice students and seasoned scholars of diversity and Multicultural Education key topics to consider as they engage with the research, theories, applications, and best practices of practitioners who work with diverse student populations.

In addition to introducing major ideas and concepts in the Multicultural Education, Gay also provides essential insight into the use of stories or narratives in each chapter. These serve as, what Gay (2009) refers to in the Foreword as, "a powerful linkage between the conceptualization and actualization of ideas related to educating students who are not members of the mainstream U.S. society" (p. xvii). They provide vivid images for the reader, as many expose mostly the authors' own individual experiences and interactions with issues of diversity and Multicultural Education.

Narratives, according to Gay (2009) provide accounts that "make the authors and their proposals more personable, and improve the overall meaningfulness of the text for different learners or consumers of the content" (p.xvii). A major achievement for Milner resides in the inclusivity of these narratives. While some chapters contain the authors' personal reflections, all chapters include at least some narrative or story that integrates experiences of individuals to highlight or counter current theories and understandings. In Milner's introduction he presents his idea of the *confluence of diversity*. This coming together or rather convergence of diversity is another hallmark of this volume. Throughout the book, nuanced approaches to diversity are revealed in the methods each author takes to address this important topic.

H. Richard (Rich) Milner, IV is the Betts Associate Professor of Education in the Department of Teaching and Learning at Vanderbilt University. His PhD is in educational policy and leadership from Ohio State University. His research and service have been honored with the Scholars of Color in Education Early Career Award (2006) of the American Educational Research Assoc.



However, the discussion of diversity, which is sometimes viewed only in the periphery in teacher education programs or professional development seminars, is front and center, and given the attention it warrants as a most critical topic in education.

The volume is divided into five distinct sections, totaling fifteen chapters. Section one, *Race and Gender: African American Males in P-12 Schools* contains three chapters that explore rationales underlying African American males' successes and sometimes, failures in schools. While exploring the social underpinnings of the complex dimensions of race and Black male school experiences, the authors investigate the intersection of race, gender, and masculinity. The third chapter unpacks those same issues, but focuses on the implications of education for Black male athletes.

In chapter one, "African American Males in Urban Schools: No Excuses – Teach and Empower", after providing a compelling narrative of his own school experience, Milner confronts the excuse-laden rationale for why Black males are not succeeding in schools. He calls for a *counter-narrative*, (Ladson-Billings & Tate, 1995; Morris, 2004; Parker, 1998; Solorzano & Yoss, 2001; Tate, 1997 cited in Milner, 2009) or rather a redirection of the conversation on Black-male success in schools that focuses on what he refers to as, *Next Level Education* (p.6). Rooted in a firm belief in the ability of Black males to achieve excellence in all types of schools, next level education has five central principles. These principles are aimed at molding students' individual attitudes toward learning while providing guidance to teachers' and administrators' school and classroom practice. "First, teachers and students must envision life beyond their present situations; Second, they must come to know themselves in relation to others; Third, they must speak possibility and not destruction; Fourth, they must care and demonstrate care; and Fifth, they must change their thinking in order to change their actions" (Milner, 2009, p.8). Milner resolutely emphasizes the possibility for Black males to succeed in urban schools and classrooms in spite of tremendous odds. While stressing that Black-male success is

occurring at numerous high achieving urban schools, Milner declares that focusing on this population is still one of the most salient and important research agendas.

In chapter 2, “The Other Side of Gender: Understanding Black Masculinity in Teaching and Learning”, authors Kathy-Ann C. Hernandez and James Earl Davis (2009) investigate “the complex interplay of sociocultural, school, and classroom contexts to help understand the increased risk of Black males” (p. 18). Using a social constructivist perspective to define what it means to be Black and what it means to be male, the authors join being a Black male to the sociocultural, school, and classroom contexts that impact their lives. In addition to offering recent statistics, and a review of important research findings and theoretical understandings, the authors provide teacher intervention strategies for augmenting these various contexts for the betterment of Black males.

While chapters 1 and 2 provide significant overviews of Black males’ school experiences overall, chapter 3, “Preparing African American Male Student-Athletes for Post-Secondary Education: Implications for Educational Stakeholders”, delves into the specific school experiences and life trajectories of the Black male student-athlete. John N. Singer begins with a compelling narrative centered on how he and his brother’s lives were influenced by their experiences and involvements as student-athletes. Considering that Black males use athletics differently to help gain entrance into post-secondary education, Singer brilliantly outlines the complexities involving the Black male student-athlete experience. He begins with a thoughtful review of the purpose of the education for Black males then contextualizes their unique roles in school and society that appears to value their athletic attributes more than their academic potential. Singer (2009) ends his chapter with useful recommendations for coaches, teachers, and counselors who all “play critical roles in helping these students discover who they are as human beings, and what their potential and purpose in life might be” (p.47). While Milner, Hernandez & Davis, and Singer in chapters 1-3 focus primarily on Black males, Section 2, *Race and Gender*:

African American Females in P-12 Schools and School Leadership, provides two chapters that uncover much of the current empirical and theoretical literature on Black females. Moreover, these chapters offer critical perspectives on how Black females have traditionally been viewed by the media, and educated in schools. In addition, a chapter is included that focuses on how Black females can be best prepared to serve as principals and administrators in contemporary schools.

Kimberly L. King-Jupiter (2009) in Chapter 4, “Protecting Our Daughters: A Review of the Scholarship on African American Females”, notes that much of the literature on Black adolescent females is short of a discussion of, “the lived experiences of African American girls who succeed despite lack of family material resources and underresourced schools” (p. 53). Considering this, King-Jupiter investigates how Black girls’ mothers, fathers, and teachers can help them survive and succeed given the societal messages and negative stereotypes that permeate the media about Black females. In her meta-analysis, King-Jupiter begins with an illuminating critique of Black female media representation. She continues with a discussion of Black parenting styles and gender-based teaching methods, and details issues that surround Black female mental and physical health. King-Jupiter presents a revealing personal account, where the author observed her preschool daughter, the only Black girl in the classroom, not engaged in activities with other students. When King-Jupiter and the teacher met briefly in the hallway, the author expressed her concerns with her daughter not being pushed to engage more in the lessons. King-Jupiter writes how the teacher reaffirmed many of the perceptions teachers commonly hold of Black girls and Black parenting styles detailed earlier in the chapter. While this being a remarkable connection of practice and theory for the reader, another triumph of this illuminating chapter is that the author offers readers self-reflections that allow for processing and synthesizing of the reading while simultaneously allowing readers to connect personal ideas to their professional practice as teachers, principles, and policy makers.

In chapter 5, “Mentoring and Support for Aspiring Female Leaders”, April L. Peters, with a particular focus on the intersection of race and gender, first presents an in-depth historical analysis of Black women’s roles in educational administration. Peters’ then, skillfully explores the various frameworks and models that explain the barriers for women seeking school leadership positions, and details the various leadership approaches that inform women’s practices. Peters’ greatest success in the chapter is the account of her personal journey in a principal internship program. She ushers the reader through her daily struggles in a large comprehensive high school as a principal intern. With little support from her untrained mentor principal, and little time in the day to reflect in this “learn as you go” environment, Peters powerfully presents a narrative that situates the theory of school leadership, the history of Black women’s roles within it, and the readers own perceptions in a conceptual triangle of insight that resonates remarkably. Peters ends her chapter with a productive critique of her principal training program, focusing on the betterment of central office policy and the professional improvement of the numerous practitioners involved in the training and mentoring of aspiring school leaders. After this chapter, the volume shifts its focus from race and gender, to a focus on the cultural and linguistic diversity of contemporary schools.

Considering the linguistically diverse nature of current student populations, Section 3, *Race, Language, and Learning* contains two chapters that probe deeply into the school experiences of English Language Learners, and uncover the best policies and practices that support and encourage their development. In chapter 6, “Principles of Practice for Working with English Language Learners” by Vicki Nilles and Francisco Rios (2009), propose five key principles of practice for “educators, parents, coaches and anyone else who works directly with ELLs” (p. 87). The practices are the following: “Building a Caring Community; Recognize that Identities are Critical; Affirm Students’ Assets; Pursue a Linguistically Responsive Pedagogy; and, Adopt a Holistic View” (p. 87). Using Nilles’s personal experiences with a biracial/bicultural, Mexican and Caucasian student named Anthony, the authors successfully use Anthony’s experiences

in schools with critical investigations of theoretical implications as a context to draw applications of the five key principals. The chapter ends with thoughtful questions for teachers of ELLs to consider in their practice.

In Chapter 7, “Strength-Based Instruction for Early Elementary: Students Learning English as a Second Language”, Youb Kim, Laura Roehler and P. David (2009) Pearson, note the importance of teachers, especially in early elementary, to focus on the strengths of ESL students as opposed to focusing on their weaknesses and use these strengths to build English language skills. Citing numerous researchers, Kim, Roehler, and Pearson (2009) position ESL students as *sense-makers* and *effective communicators*, and contextualize these labels for students within an early elementary classroom where two key principles for crafting effective instruction are readily implemented within discourse activities (p.107). With a major focus on oral conversations, the first key principle is the gradual release of information. The teacher provides students with examples of proper questioning technique, and then gradually shifts this responsibility back to the students themselves to create their own questions in a dialogue (Kim, Roehler, & Pearson, 2009, p. 109). The second key principle is that teachers foster students ownership by providing classroom opportunities for students to participate talking in English, while the teacher continuously models English language usage until the students initiate oral interactions. Included in this chapter are examples of student-teacher and student-researcher interactions that effectively highlight language modeling, and questioning in working with ESL students. Section 4, *Diversity, Teacher Education, and Higher Education*, the longest section of the volume, addresses how pre-service teachers can be prepared to work in schools with diverse student populations. Increasingly, classroom teachers do not reflect the ethnicity of the students they teach. More specifically, with White, mostly middle-class, females serving as teachers in diverse classrooms, the question remains how can professors and teacher trainers best prepare this teaching force for the ethnic and linguistic diversity they will encounter in America’s classrooms?

Chapter 8, “Designing Self-Efficacy Building Interventions in the Preparation of Culturally Responsive Teachers”, by Kamau Oginga Siwatu begins with a thorough review of the literature detailing culturally responsive teaching. Siwatu then explores the concept of self-efficacy, a most crucial and often overlooked area in teacher preparation. Siwatu (2009) defines self-efficacy as an individual’s belief in their ability to perform a certain task or put certain ideas and beliefs into practice and stresses the importance of self-efficacy building activities in preparing pre-service and in-service teachers for culturally responsive teaching (p. 121). Siwatu further asserts that many teachers do not feel adequately prepared to face the challenges they might find in their practice with diverse student populations. Finally, Siwatu details numerous, specific interventions aimed at helping teachers build self-efficacy as they learn to be more culturally responsive in their practice.

Continuing the focus on pre-service teachers, JoAnn Phillion in chapter 9 titled, “Study Abroad in Teacher Education: Preparing Pre-Service Teachers to Work with Diverse Students in a Globally Interdependent World”, discusses a three week study abroad experience that places pre-service teachers in a rural school in Honduras. For Phillion (2009) study abroad programs can be vital tools for promoting multicultural awareness. According Phillion (2009) students who experience a diverse environment, engage in discourse in a language other than English, and work with students unlike themselves will be better prepared to work with historically underserved students (p. 136-7). The author provides the specific guidelines for developing a study abroad program and details the research that was conducted on the program, while admitting both the good and bad about the outcomes of the program’s implementation. A key issue Phillion (2009) boldly and courageously confronts in the chapter is how the program, through the immersion into Honduran culture, provides an opportunity for the mostly female, and White pre-service teachers to experience being the “other” (p. 144). Phillion writes that her students “discomfort with not being fluent in Spanish, and not implicitly knowing cultural norms, is apparent in interviews and many journal entries” (p. 144). Challenging students to

be the “other” is a most resounding theme in chapters 9,10, 11, and 12 as each of the authors see tremendous value for pre-service teachers to experience diversity from the perspective of the “other” as opposed to merely discussing it in classes (Delpit, 1995; Ladson-Billings, 2001). As a result, new teachers become more empathetic and considerate to the needs of the diverse student populations they will encounter in the field.

Chapter 10, “Pre-Service Teacher Engagement in Urban Community – Based Field Experiences: Implications for Praxis”, by Robin Vann Lynch (2009), begins with the author affirming the importance of pre-service teachers, “who are most often White, female, middle class and monolingual, to begin to understand their own social locations and privilege in order to positively affect student learning” (p. 147). To expose pre-service teachers to the realities of the urban environment, Vann Lynch describes how she incorporated the Philadelphia Mural Arts tour (<http://www.muralarts.org>) into her Schools in Society freshman seminar to introduce the community in which the students would eventually serve as practice teachers. Vann Lynch then presents the data from the study of candid responses from the individual students to provide a vivid account of how the freshmen perceived the urban setting. Vann Lynch’s (2009) rationale for the mural tour in the early foundations curriculum is to help pre-service teachers consider the realities present in urban education, and in most cases “to interrupt misperceptions and stereotypical understandings of urban communities” (p. 153). In addition to providing experiential learning for pre-service teachers, Vann Lynch notes the importance of building the confidence and courage needed for success in urban classrooms. And it is here, with regards to how praxis can be constructed, where I see a clear correlation to Siwatu’s (2009) discussion of the importance of self-efficacy building in Chapter 8.

Chapter 11, “Pre-Service Teachers’ Experiences in Teacher Education: What We Taught and What They Learned about Equitable Education” by Kathy L. Wood continues the discussion on how pre-service teachers should be best

equipped to incorporate diversity in their teaching practices. Wood achieves this by addressing the structure of a current teacher education program at a particular School of Education in the northeast where she notes how pre-service teachers lack sufficient preparation to forge down the path of equitable and culturally relevant teaching. In an initial study of undergrads in teacher education courses, many claimed early on in their training that “children are children”, and continued to view their work with colorblind lens in the discourse of diversity (Wood, 2009, p. 166). Focus groups were conducted for students toward the end of their teacher education program, and while many said “experience in the field” is the best preparation for understanding diversity and “culturally relevant pedagogy” (Ladson-Billings, 1994), there seemed to be a lack of emphasis on diversity issues addressed in actual teacher education courses (Wood, 2009, p. 168). Wood confronts this reality and provides clear and useful recommendations to education departments for implementation practices for pre-service teachers.

In chapter 12, “How Higher Education Can Support and Enhance Diversity Efforts for Students”, Richard J. Reddick resoundingly calls for the urgent need for colleges and universities to promote diversity and cross-cultural connections throughout academic and social learning experiences. Reddick begins by introducing Diego a bilingual, fourth-grade student at an urban elementary school on the East Coast. Diego wonders one day about going to college after hearing a speech by Mr. Salazar, a college graduate and teacher at his school. Reddick then introduces Jennifer, a White, second-year teacher at Diego’s school. Jennifer graduated from a high school where most of the parents went to college. She decided she wanted to teach after volunteering in an afterschool program while in college. Reddick creatively uses these two individuals to help introduce the implications of diversity in higher education. Reddick details the findings from research he did with others in the National Campus Diversity Project (NCDP) at the Harvard Graduate School of Education. They found three areas – termed *educational capital*, *institutional capital*, and *human capital*, which if implemented appropriately were successful

in promoting achievement in students of color and affected the racial climate on campus most positively (Whitla, Howard, Tuitt, Reddick, & Flanagan, 2005). Reddick provides an overview of each of these areas, while providing useful tools for implementation for higher education stakeholders at all levels. Reddick (2009) eloquently concludes by referring back to Jennifer and Diego, offering the following:

By preparing teachers like Jennifer for the realities of the multicultural classroom, and supporting the ambitions and goals of students like Diego, higher education practitioners can affect change in classrooms across the nation and set opportunities in motion so that future collegians have every chance of success, regardless of their ethnic, racial, socioeconomic, and linguistic background (p. 190). Clearly, for Reddick, the implications of promoting diversity on college campuses and ensuring college students are well suited for their work in the world, is more far reaching than just the education of students on the campuses themselves. These collegians eventually go on to impact the lives of students in classrooms across the nation.

Finally, section 5, titled *Race, Class, and Culture*, is more like a collage of chapters that did not fit neatly into the other sections. Addressing issues, as varied as social justice focused research, to practices in gifted education placement, each chapter is a success individually, as opposed to in their thematic placement with the others.

Chapter 13, “Research With a Heart: Activist Practitioner Inquiry on the Landscape of Diversity”, by Ming Fang He and William Ayers, begins with a litany of statistics providing evidence for how global diversity parallels with that seen in America. Considering how rapidly cultures are beginning to intersect, He and Ayers (2009), note how “cultural diversity, juxtaposed with linguistic diversity, has emerged as one of the urgent challenges facing educators in the twenty-first century” (p. 196). The authors note this new world landscape of diversity as a context to introduce their re-thinking of practitioner-based inquiry concerning issues of diversity. By focusing on developing an inquiry method

most appropriate for understanding the complexity and contradiction engendered by diversity, He and Ayers detail how new waves of thinking are challenging previous notions of research. Noting the recent paradigm shifts in educational research, the authors provide a comprehensive overview to arrive at the notion of activist practitioner research, with its elements of personal, participatory, and political implications (He & Ayers, 2009). He and Ayers then provide three vivid narratives by other authors that illuminate the three facets of this activist practitioner inquiry model. They conclude with an honest discussion of the potentials and challenges of this model.

Donna Y. Ford, Gilman W. Whiting and James L. Moore (2009), find the underrepresentation of Black, American Indian, and Latino students in gifted education, AP classes, and colleges and universities as a most unrelenting dilemma (p. 217). Focusing on African American students for this inquiry, Chapter 14, “Underrepresentation of African American Students in Gifted Education: Recruitment and Retention Problems and Promises”, uncovers that an important issue to the recruitment and retention of Black students in gifted education seems to be the prevalence of *deficit thinking* and *deficit orientation* (Ford, Moore, & Milner, 2005; Moore et al., 2006, cited in Milner, 2009) resulting in discriminatory policies and practices that harm the academic access of diverse groups. The authors provide detailed historical references to the pervasiveness of deficit orientation in educational history. In addition, the authors discuss notions that contest educational policies, standardized testing methods, Eurocentric curriculum, and pre-service teachers dispositions for incorporating diversity in the classroom. Concluding with a call for a rethinking of the notion of giftedness, the authors provide suggestions for addressing these issues to not just recruit but retain African Americans in gifted education.

In chapter 15, Sherick A. Hughes concludes the volume with “Reframing Class and Socioeconomic Status: Inequity in Teaching and Teacher Education”. In it he addresses the difference between class and socioeconomic status (SES) and its implications for schooling. Hughes then provides a

thorough, yet succinct, overview of social class theories before launching into a top-down, critical literature review of how the ideological, political, schooling, parent, and student-centered issues surrounding class and SES are uncovered in education. To provide an example of these and other issues, Hughes turns provides a case study of *Project Change*, a school-based initiative that confronts class and SES issues through the systematic empowerment of students to impact change in their own school and community. Using Project Change as a model, Hughes discusses lessons like the revisiting of the notion of caring in education, the importance of battling re-segregation, and the insistence of repaying the education debt. The hope is that teachers and teacher educators will incorporate these ideas in their practice to confront issues of class and SES.

Milner has done an outstanding job with this volume. The contributors bring a wide expanse of experience and knowledge bases to their scholarship, reflected in the narrative perspectives from which they draw and highlight their insights. Considering the globalization of education, and demographic shifts many schools and districts are confronting, this volume is most timely. Its tone, highlighted by the dovetailing of each author's narratives, is scholarly yet approachable by those outside the academy.

While this volume has some major achievements there are a few drawbacks. First, for the space allotted, unequal attention was given to African American students' school experiences. Asian and Latino students' experiences, especially those who are not English Language Learners, are not specifically explored sufficiently, while Native American students and teacher experiences are not addressed at all. Second, a discussion on the high school and university practices and policies that address the struggles of students systematically discriminated against because of their sexual orientation, would have helped make the volume even more inclusive. Finally, while independent school educators, and diversity coordinators could incorporate the various classroom best practices, the volume could have benefitted from a discussion centered on the experiences of students of color in predominantly White, private, parochial, or Catholic

elementary, middle, and high schools. These few drawbacks detract little from this work, as this is still a major contribution to the discussion of diversity and education.

This book would prove beneficial to scholars interested in diversity and equity issues for teacher and administrator preparation. Also, administrators and district policy makers grappling with diversity concerns within their school communities would find invaluable insights especially in the statistics, and literature reviews found in many chapters in the volume. This book is also a useful reference tool for those involved in teacher education and training, pre-service teachers beginning their practice in diverse schools. Graduate students interested in equity issues in schools, Multicultural Education broadly, or the underlying themes and theories that guide researchers when investigating the experiences of students of color would also find tremendous value in owning this book. Overall, *Diversity and Education: Teachers, Teaching, and Teacher Education* is truly a remarkable volume.

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