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Making Meaning of Whiteness Race, Culture, and Identities in Second Language Education
A Window Into Four Children's White Identity Critical Race Theory in Elementary Social Studies Unconscious Bias in Schools Unconscious Bias in Schools Unconscious Bias in Schools White and Jewish in the United States Raceless Elite Universities and the Making of Privilege Multicultural Literature and Pedagogy Becoming "Black" in America: Exploring Racial Identity Development of African Immigrants New Perspectives on Racial Identity Development Exploring the Social and Academic Experiences of International Students in Higher Education Institutions Family, Identity and Mixedness Let's Get Real Anti-racist Teachers Handbook of Racial-Cultural Psychology and Counseling, Training and Practice Exploring the Associations Between Racial Identity Attitudes and Social Justice Outcomes in African American College Students: a Mixed Methods Investigation Hues of Brown Exploring White Racial Identity and Its Impact on Psychotherapy and Psychotherapy Organisations Be(com)ing Korean in the United States: Exploring Ethnic Identity Formation Through Cultural Practices African American Identity Below the Surface Racism and Racial Identity Piecing Me Together Racial Inequality in Mathematics Education Paradigms of Clinical Social Work Exploring Race in Predominantly White Classrooms Exploring Racial/ethnic Identity as a Mediator for the Relationship Between Classroom Diversity and School Belonging Bridging Literacy and Equity The Center Must Not Hold Diverse Millennial Students in College Narrative Enquiry and Analysis Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling Talking About Structural Inequalities in Everyday Life The SoJo Journal We Can't Teach What We Don't Know, Third Edition Bridging Research and Practice to Support Asian American Students Racial Inequality in Mathematics Education

In Unconscious Bias in Schools, two seasoned educators describe the phenomenon of unconscious racial bias and how it negatively affects the work of educators and students in schools. “Regardless of the amount of effort, time, and resources education leaders put into improving the academic achievement of students of color,” the authors write, “if unconscious racial bias is overlooked, improvement efforts may never achieve their highest potential.” In order to address this bias, the authors argue, educators must first be aware of the racialized context in which we live. Through personal anecdotes and real-life scenarios, Unconscious Bias in Schools provides education leaders with an essential roadmap for addressing these issues directly. The authors draw on the literature on change management, leadership, critical race theory, and racial identity development, as well as the growing research on unconscious bias in a variety of fields, to provide guidance for creating the conditions necessary to do this work—awareness, trust, and a “learner ’ s stance.” Benson and Fiarman also outline specific steps toward normalizing conversations about race; reducing the influence of bias on decision-making; building empathic relationships; and developing a system of accountability. All too often, conversations about race become mired in questions of attitude or intention – “But I ’ m not a racist!” This book shows how information about unconscious bias can help shift conversations among educators to a more productive, collegial approach that has the potential to disrupt the patterns of perception that perpetuate racism and institutional injustice. Tracey A. Benson is an assistant professor of educational leadership at the University of North Carolina at Charlotte. Sarah E. Fiarman is the director

of leadership development for EL Education, and a former public school teacher, principal, and lecturer at Harvard Graduate School of Education. Approaching the question of identity through a lens that combines interactionist and intersectional perspectives, and applies two strands of sociological theories, Mengxi Pang invites readers to unravel the process of identity-making and to delineate the effect of family and wider society on the formation of mixed identities in Scotland. This qualitative study critically examined how African immigrants experience racialization and the process of developing Black racial consciousness. Focus group interviews were conducted to sample the collective racial experience among African immigrants. Thematic analysis was used as the basic methodology for analyzing the data. It was discovered that the participants "become African" and also "become Black" during the process of racial identification. "Becoming African" and "Becoming Black" constituted two sets of processes that simultaneously shaped the identity of African immigrants as they assimilated into the United States. From the study it became evident that there was tension between ethnic identification as African and racial identification as Black. Most of the participants affirmed their ethnic identity as African over their racial identity. Using the culturalist racist discourse as the conceptual framework, I argued that ethnic definitions do not overturn the negative connotations of blackness. Rather, it assumes the contemporary colorblind nature of American society while the system of racism stays the same. Describes the decision of several white student teachers to create teaching strategies that eliminate white privilege in schools, and analyzes the role of racial identity in the creation and use of teaching practices. In *Unconscious Bias in Schools*, two seasoned educators describe the phenomenon of unconscious racial bias and how it negatively affects the work of educators and students in schools. "Regardless of the amount of effort, time, and resources education leaders put into improving the academic achievement of students of color," the authors write, "if unconscious racial bias is overlooked, improvement efforts may never achieve their highest potential." In order to address this bias, the authors argue, educators must first be aware of the racialized context in which we live. Through personal anecdotes and real-life scenarios, *Unconscious Bias in Schools* provides education leaders with an essential roadmap for addressing these issues directly. The authors draw on the literature on change management, leadership, critical race theory, and racial identity development, as well as the growing research on unconscious bias in a variety of fields, to provide guidance for creating the conditions necessary to do this work—awareness, trust, and a "learner's stance." Benson and Fiarman also outline specific steps toward normalizing conversations about race; reducing the influence of bias on decision-making; building empathic relationships; and developing a system of accountability. All too often, conversations about race become mired in questions of attitude or intention – "But I'm not a racist!" This book shows how information about unconscious bias can help shift conversations among educators to a more productive, collegial approach that has the potential to disrupt the patterns of perception that perpetuate racism and institutional injustice. Tracey A. Benson is an assistant professor of educational leadership at the University of North Carolina at Charlotte. Sarah E. Fiarman is the director of leadership development for EL Education, and a former public school teacher, principal, and lecturer at Harvard Graduate School of Education. Cross-cultural experiences in university settings have a significant impact on students' lives by enriching the learning process and promoting cultural awareness and tolerance. While studying abroad offers students unique learning opportunities, educators must be able to effectively address the specific social and academic needs of multicultural learners. *Exploring the Social and Academic Experiences of International Students in Higher Education Institutions* is a pivotal reference source for the latest research on the issues surrounding study abroad students in culturally diverse educational environments. Featuring various perspectives from a global context on ensuring

the educational, structural, and social needs of international students are met, this book is ideally designed for university faculty, researchers, graduate students, policy makers, and academicians working with transnational students. Making a case for the "fierce urgency of now," this new edition deepens the discussion of race and social justice in education with new and updated material. Aligned with our nation's ever more diverse student population, it speaks to what good teachers know, what they do, and how they embrace culturally responsive teaching. This volume is a collection of all-new original essays covering everything from feminist to postcolonial readings of the play as well as source queries and analyses of historical performances of the play. The Merchant of Venice is a collection of seventeen new essays that explore the concepts of anti-Semitism, the work of Christopher Marlowe, the politics of commerce and making the play palatable to a modern audience. The characters, Portia and Shylock, are examined in fascinating detail. With in-depth analyses of the text, the play in performance and individual characters, this book promises to be the essential resource on the play for all Shakespeare enthusiasts. 2018 Newbery Honor Book and Coretta Scott King Author Award Winner 'Important and deeply moving' JOHN GREEN 'Timely and timeless' JACQUELINE WOODSON Jade is a girl striving for success in a world that seems like it's trying to break her. She knows she needs to take every opportunity that comes her way. And she has: every day Jade rides the bus away from her friends to a private school where she feels like an outsider, but where she has plenty of opportunities. But some opportunities Jade could do without, like the mentor programme for 'at-risk' girls. Just because her mentor is black doesn't mean she understands where Jade is coming from. Why is Jade always seen as someone to fix? But with a college scholarship promised at the end of it, how can Jade say no? Jade feels like her life is made up of hundreds of conflicting pieces. Will it ever fit together? Will she ever find her place in the world? More than anything, Jade just wants the opportunity to be real, to make a difference. NPR's Best Books of 2017 A 2017 New York Public Library Best Teen Book of the Year Chicago Public Library's Best Books of 2017 A School Library Journal Best Book of 2017 Kirkus Reviews' Best Teen Books of 2017 2018 Josette Frank Award Winner This study interrogates the prevailing views of racial identity construction in the process of counseling. In the US, West Indian emigres can often struggle to understand and adjust to the different ways in which race, class, and gender are constructed. Scholars have proposed in fact that West Indians often redefine themselves against the negative, racist perceptions of African Americans by emphasizing their own cultural/ethnic particularity, a strategic adjustment that can create tension between these culturally different but racially similar groups. In this critical qualitative research study, the investigator examined 12 consecutive therapy sessions that involved a Black West Indian female client and an African American female therapist. The investigator sought to answer the following questions: (a) How and when does the client talk about issues of race and culture and (b) How does the therapist respond? (c) How do the client and therapist explore and understand racial identity and cultural identity during the therapy process? and (d) What changes or adjustments over the course of therapy are evidenced in the client and therapist with regard to their respective racial and cultural identities? Findings of this study reveal patterns in the data related to (a) therapy process issues specific to fostering or threatening the working alliance; (b) content issues specific to the negotiation of mental health issues as relevant to racial, cultural and sociopolitical topics; and (c) shifts in therapist and client discourse over the course of the therapy. Implications for future research are discussed. The SoJo Journal: Educational Foundations and Social Justice Education is an international, peer-reviewed journal of educational foundations. The College of Education at San Jose State University hosts the journal. It publishes essays that examine contemporary educational and social contexts and practices from critical perspectives. The SoJo Journal: Educational Foundations and Social Justice Education is

interested in research studies as well as conceptual, theoretical, philosophical, and policy-analysis essays that challenge the existing state of affairs in society, schools, and (in)formal education. A guide to the latest research on how young people can develop positive ethnic-racial identities and strong interracial relations Today ' s young people are growing up in an increasingly ethnically and racially diverse society. How do we help them navigate this world productively, given some of the seemingly intractable conflicts we constantly hear about? In *Below the Surface*, Deborah Rivas-Drake and Adriana Umaña-Taylor explore the latest research in ethnic and racial identity and interracial relations among diverse youth in the United States. Drawing from multiple disciplines, including developmental psychology, social psychology, education, and sociology, the authors demonstrate that young people can have a strong ethnic-racial identity and still view other groups positively, and that in fact, possessing a solid ethnic-racial identity makes it possible to have a more genuine understanding of other groups. During adolescence, teens reexamine, redefine, and consolidate their ethnic-racial identities in the context of family, schools, peers, communities, and the media. The authors explore each of these areas and the ways that ideas of ethnicity and race are implicitly and explicitly taught. They provide convincing evidence that all young people—ethnic majority and minority alike—benefit from engaging in meaningful dialogues about race and ethnicity with caring adults in their lives, which help them build a better perspective about their identity and a foundation for engaging in positive relationships with those who are different from them. Timely and accessible, *Below the Surface* is an ideal resource for parents, teachers, educators, school administrators, clergy, and all who want to help young people navigate their growth and development successfully. Racial categorization at the state level and personal experiences of racial identity are very important in Singapore. In this case study, I investigate the idea of mixed race, or mixed ethnic identity, in Singapore, using narrative enquiry and analysis. Illustrating how narrative can be used in research on identity, I discuss the process of carrying out 20 in-depth, narrative interviews in person and online, with individuals of mixed Chinese and European descent, seeking to encourage stories of what it means to be of mixed descent in this context. This narrative focus drew on the storied quality of social life and the stories people told, as I explored how individuals locate themselves within social structures: as mixed race within singular racial frameworks. The case shows how participants were closely involved in the research process, and how I sought to maintain a reliable and transparent progression from recruitment and interviewing, to analysis and writing. "This sourcebook is a resource for new and seasoned educators and practitioners as well as for students. As former student affairs practitioners ourselves, we believe it is crucial for educators to have a basic understanding of the needs, experiences, and theoretical frameworks relevant to Asian Americans in order to both inform your work and challenge your thinking about how best to serve this diverse population. For those of you new to learning about Asian American students, we hope the information in this volume will provide you with knowledge that can broaden your perspectives on today's college students. For those already working with Asian American students, we hope this volume will provide you with evidence to support and/or advocate for your programs and services as well as additional ideas for best practices. For Asian American students, we hope this sourcebook will help to validate and make sense of your own experiences as you move through your college career."--Page 6. This new book is a vital resource for any teacher or administrator to help students tackle issues of race, class, gender, religion, and cultural background. Authors Martha Caldwell and Oman Frame, both lifelong educators, offer a series of teaching strategies designed to encourage conversation and personal reflection, enabling students to think creatively, rather than stereotypically, about difference. Using the Transformational Inquiry model, your students will learn to explore their own identities, share stories and thoughts with their peers, learn more through reading and research, and ultimately take

personal, collaborative action to affect social change in their communities. You'll learn how to: Facilitate dynamic classroom discussions in a safe and empathetic environment Encourage students to think and talk objectively about complex and sensitive issues such as race, gender, and social class Help students cultivate valuable communication, critical thinking, and writing skills while developing their identities in a healthy way. Develop your teacher identity in a positive way to better support your students' growth and self-discovery The strategies in this book can be adapted for any middle school or high school curriculum, and each chapter includes a variety of lesson plans and handouts that you can use in the classroom immediately. These resources can also be downloaded from the authors' website: www.ichangecollaborative.com. An updated edition with new perspectives on racial identity and significant attention on intersectionality

New Perspectives on Racial Identity Development brings together leaders in the field to deepen, broaden, and reassess our understandings of racial identity development. Contributors include the authors of some of the earliest theories in the field, such as William Cross, Bailey W. Jackson, Jean Kim, Rita Hardiman, and Charmaine L. Wijeyesinghe, who offer new analysis of the impact of emerging frameworks on how racial identity is viewed and understood. Other contributors present new paradigms and identify critical issues that must be considered as the field continues to evolve. This new and completely rewritten second edition uses emerging research from related disciplines that offer innovative approaches that have yet to be fully discussed in the literature on racial identity. Intersectionality receives significant attention in the volume, as it calls for models of social identity to take a more holistic and integrated approach in describing the lived experience of individuals. This volume offers new perspectives on how we understand and study racial identity in a culture where race and other identities are socially constructed and carry significant societal, political, and group meaning. Although multicultural education has made significant gains in recent years, with many courses specifically devoted to the topic in both undergraduate and graduate education programs, and more scholars of color teaching in these programs, these victories bring with them a number of pedagogic dilemmas. Most students in these programs are not themselves students of color, meaning the topics and the faculty teaching them are often faced with groups of students whose backgrounds and perspectives may be decidedly different – even hostile – to multicultural pedagogy and curriculum. This edited collection brings together an interdisciplinary group of scholars of color to critically examine what it is like to explore race in predominantly white classrooms. It delves into the challenges academics face while dealing with the wide range of responses from both White students and students of color, and provides a powerful overview of how teachers of color highlight the continued importance and existence of race and racism. **Exploring Race in Predominately White Classrooms** is an essential resource for any educator interested in exploring race within the context of today's classrooms

Designed to mirror how social work theory and practice is taught, **Paradigms of Clinical Social Work, Volume 3** presents new therapeutic models through an imaginary family experiencing common social work problems. This two-volume handbook offers a thorough treatment of the concepts and theoretical developments concerning how to apply cultural knowledge in theory and practice to various racial and cultural groups. Volume Two focuses on practice and training, and addresses such topics as: assessment testing group therapy occupational therapy supervision ethics couples and family therapy continuing education

This book focuses on the math identity construction of 11 Black students. High school students' perception of what/who is a math person constrained and limited their sense of belonging to the community of doers of mathematics. This study offers new insights into the racial opportunity-gap in mathematics education. The book, **Talking About Structural Inequalities in Everyday Life: New Politics of Race in Groups, Organizations, and Social Systems**, provides critical attention to contemporary, innovative, and cutting-edge issues in group,

organizational, and social systems that address the complexities of racialized structural inequalities in everyday life. This book provides a comprehensive focus on systemic, societal, and organizational functioning in a variety of contexts in advancing the interdisciplinary fields of human development, counseling, social work, education, public health, multiculturalism/cultural studies, and organizational consultation. One of the most fundamental aspects of this book engages readers in the connection between theory and praxis that incorporates a critical analytic approach to learning and the practicality of knowledge. A critical emphasis examines how inequalities and power relations manifest in groups, organizations, communities, and social systems within societal contexts. In particular, suppressing talk about racialized structural inequalities in the dominant culture has traditionally worked to marginalize communities of color. The subtle, barely visible, and sometimes unspeakable behavioral practices involving these racialized dynamics are explored. This scholarly book provides a valuable collection of chapters for researchers, prevention experts, clinicians, and policy makers, as well as research organizations, not-for-profit organizations, clinical agencies, and advanced level undergraduate and graduate courses focused on counseling, social work, education, public health, organizational consultation and advocacy. In *Unconscious Bias in Schools*, two seasoned educators describe the phenomenon of unconscious racial bias and how it negatively affects the work of educators and students in schools. "Regardless of the amount of effort, time, and resources education leaders put into improving the academic achievement of students of color," the authors write, "if unconscious racial bias is overlooked, improvement efforts may never achieve their highest potential." In order to address this bias, the authors argue, educators must first be aware of the racialized context in which we live. Through personal anecdotes and real-life scenarios, *Unconscious Bias in Schools* provides education leaders with an essential roadmap for addressing these issues directly. The authors draw on the literature on change management, leadership, critical race theory, and racial identity development, as well as the growing research on unconscious bias in a variety of fields, to provide guidance for creating the conditions necessary to do this work--awareness, trust, and a "learner's stance." Benson and Fiarman also outline specific steps toward normalizing conversations about race; reducing the influence of bias on decision-making; building empathic relationships; and developing a system of accountability. All too often, conversations about race become mired in questions of attitude or intention-"But I'm not a racist!" This book shows how information about unconscious bias can help shift conversations among educators to a more productive, collegial approach that has the potential to disrupt the patterns of perception that perpetuate racism and institutional injustice. Tracey A. Benson is an assistant professor of educational leadership at the University of North Carolina at Charlotte. Sarah E. Fiarman is the director of leadership development for EL Education, and a former public school teacher, principal, and lecturer at Harvard Graduate School of Education. Despite the vast research by various education specialists regarding the state of emergency as it relates to the Black male student and his success, little is known about the effects the social studies can have on their lives. Much of what is published about Black male students academic and personal lives, portrays these young men as defiant, unengaged, undereducated, and socially bankrupt. This study attempted to provide a voice for these young men through a transformative mixed method approach. The students and their social studies teachers completed a survey that examined their attitudes and beliefs of the social studies and how it could be used to instill a positive self-identity within this group of students. The students also took the Multidimensional Inventory Survey, developed upon a phenomenological view of the correlations between a person self-identity and his or membership within a particular race (Rowley, Sellers, Chavous, & Smith, 1998), to gain sight into how they believed they identified as males within the Black race. The students and teachers were then interviewed to triangulate the

quantitative findings. The analysis of the data yielded the following: 1) Black boys enjoyed the social studies particularly when presented in a culturally relevant format, 2) Black boys possessed high levels of Black identity and closely aligned with teachers who viewed them as individuals and identified with the issues they encountered, 3) Teachers of these Black boys held them to high standards and did not compromise these expectations, 4) Teachers insinuated a culturally relevant social studies curriculum yielded increases in their Black male students self-identities, 5) Black boys wanted a space to feel valued, and the social studies classes in which they were enrolled, provided this positive valuation of them, which improved their own self-identities.

African American Identity: Racial and Cultural Dimensions of the Black Experience, edited by Jas M. Sullivan and Ashraf M. Esmail, is a multidisciplinary exploration of the African American racial identity. The contributors to this volume cover a broad spectrum of disciplines, exploring questions like what is racial identity, how do we quantify it, and what effects do racial identity have on psychological, political, educational, and health-related behavior. In this collection, white women philosophers engage boldly in critical acts of exploring ways of naming and disrupting whiteness in terms of how it has defined the conceptual field of philosophy. Focuses on the whiteness of the epistemic and value-laden norms within philosophy itself, the text dares to identify the proverbial elephant in the room known as white supremacy and how that supremacy functions as the measure of reason, knowledge, and philosophical intelligibility. While critical race theory is a framework employed by activists and scholars within and outside the confines of education, there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership. With a continued top-down approach to educational policy and practice, it is imperative that higher education leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms/manifestations of oppression (Stovall, 2004). In the tradition of critical race theory, we are charged with the task of operationalizing theory into practice in the struggle for, and commitment to, social justice. Though higher education leaders and leadership programs are often absent in this process, given their influence and power, higher education leaders need to be engaged in this endeavor. The objective of this edited volume is to draw upon critical race counter-stories and praxis for the purpose of providing higher education leaders-in-training and practicing higher education leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within higher education. An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression. More precisely, this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in higher education. Through the use of critical race methodology and counter-storytelling (Solórzano & Yosso, 2002), contributors will share and interrogate their experiences while offering current and future higher education leaders insight in recognizing how racism functions within their respective institutions, and how they can address it. The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for higher education leaders to develop a critical race praxis and anti-racist approach to leadership. While many institutions have developed policies to address the myriad needs of Millennial college students and their parents, inherent in many of these initiatives is the underlying assumption that this student population is a homogeneous group. This book is significant because it addresses and explores the characteristics and experiences of Millennials from an array of perspectives, taking into account not only racial and ethnic identity but also cultural background, sexual orientation,

and socioeconomic status differences—all factors contributing to how these students interface with academe. In providing a “ voice ” to “ voiceless ” populations of African American, Asian American, Bi/Multi-Racial, Latino, Native American, and LGBT millennial college students, this book engages with such questions as: Does the term “ Millennial ” apply to these under-represented students? What role does technology, pop culture, sexual orientation, and race politics play in the identity development for these populations? Do our current minority development theories apply to these groups? And, ultimately, are higher education institutions prepared to meet both the cultural and developmental needs of diverse minority groups of Millennial college students? ” This book is addressed primarily to college and university administrators and faculty members who seek greater depth and understanding of the issues associated with diverse Millennial college student populations. This book informs readers about the ways in which this cohort differs from their majority counterparts to open a dialogue about how faculty members and administrators can meet their needs effectively both inside and outside the classroom. It will also be of value to student affairs personnel, students enrolled in graduate level courses in higher education and other social science courses that explore issues of college student development and diversity, particularly students planning to work with diverse Millennial college students in both clinical or practical work settings. Contributors: Rosie Maria Banda; Fred Bonner, II; Lonnie Booker, Jr.; Brian Brayboy; Mitchell Chang; Andrea Domingue; Tonya Driver; Alonzo M. Flowers; Gwen Dungy; Jami Grosser; Kandace Hinton; Mary Howard-Hamilton; Tom Jackson, Jr.; Aretha F. Marbley; Samuel Museus; Anna Ortiz; Tammie Preston-Cunningham; Nana Osei-Kofi; Kristen Renn; Petra Robinson; Genyne Royal; Victor Saenz; Rose Anna Santos; Mattyna Stephens; Terrell Strayhorn; Theresa Survillion; Nancy Jean Tubbs; Malia Villegas; Stephanie J. Waterman; Nick Zuniga. Extraordinary K – 12 teachers show us what social equity literacy teaching looks like and how it advances children's achievement. Chapters identify six key dimensions of social equity teaching that can help teachers see their students' potential and create conditions that will support their literacy development. Serving students well depends on understanding relationships between race, class, culture, and literacy; the complexity and significance of culture; and the culturally situated nature of literacy. It also requires knowledge of culturally responsive practices, such as collaborating with and learning from caregivers, using cultural referents, enacting critical and transformative literacy practices, and seeing the capacities of English Language Learners and children who speak African American Language. Providing an extraordinary picture of the inner workings of elite universities, *Elite Universities and the Making of Privilege* draws on current debates on education and inequality and considers the relevance of universities ' global brand identities. Using the work of Bourdieu and critical race theory to explore how identity, experience and family background affects how people navigate the social space of the university, this book is underpinned with empirical research that considers different social, economic and educational contexts. Using interview accounts of graduate students, this book highlights ambiguities in how eliteness works as both a recognisable marker of institutional status and a marker that is rarely quantified or defined. Combining intellectually rigorous, accessible and controversial chapters, *Elite Universities and the Making of Privilege* is crucial reading for anyone looking to understand how race and class affect those navigating elite universities. This study explores what it means to be a white anti-racist teacher through interviews with six white public schoolteachers who perceive that anti-racism is a goal of their teaching. The findings illustrate that 1) the teachers hold various understandings of anti-racist identity; 2) being both white and anti-racist creates dilemmas for these teachers because of their awareness of power and privilege; and 3) despite their variety of racial identity development, these teachers reported similar classroom approaches. The findings suggest the need for anti-racist multicultural teacher education to help teachers expand their understanding of anti-

racism and anti-racist practices. The concept and construct of race is often implicitly yet profoundly connected to issues of culture and identity. Meeting an urgent need for empirical and conceptual research that specifically explores critical issues of race, culture, and identities in second language education, the key questions addressed in this groundbreaking volume are these: How are issues of race relevant to second language education? How does whiteness influence students' and teachers' sense of self and instructional practices? How do discourses of racialization influence the construction of student identities and subjectivities? How do discourses on race, such as colorblindness, influence classroom practices, educational interventions, and parental involvement? How can teachers transform the status quo? Each chapter is grounded in theory and provides implications for engaged practice. Topics cover a wide range of themes that emerge from various pedagogical contexts. Authors from diverse racial/ethnic/cultural backgrounds and geopolitical locations include both established and beginning scholars in the field, making the content vibrant and stimulating. Pre-reading Questions and Discussion Questions in each chapter facilitate comprehension and encourage dialogue. This book focuses on the math identity construction of 11 Black students. High school students' perception of what/who is a math person constrained and limited their sense of belonging to the community of doers of mathematics. This study offers new insights into the racial opportunity-gap in mathematics education. School belonging has been linked to many positive outcomes, including academic engagement, intrinsic motivation, and general self-esteem. However, most research studying school belonging has not directly examined the roles that classroom composition and racial/ethnic identity play. As American schools become increasingly racially/ethnically diverse, it is critical to consider the effect of these diverse classrooms on an individual's feeling of school belonging. This present study examines the relationship between classroom racial/ethnic composition and school belonging. Further, the study proposes that an individual's racial/ethnic identity will partially mediate the relationship between classroom composition and school belonging. We recruited 50 participants from two high schools in rural Eastern Oregon. Participants completed a series of measures to examine their racial/ethnic identity, sense of school belonging, and perceptions of school diversity. Classroom composition did not predict school belonging, nor was the relationship mediated by an individual's racial/ethnic identity. However, we did find that an individual's racial/ethnic identity significantly predicted their sense of school belonging. The present study contributes to a growing body of research that explores the implications of an increasingly diverse school environment and its implications for student development.