

CONTEXTUALIZING CRITICAL
RACE THEORY ON INCLUSIVE
EDUCATION FROM A
SCHOLAR-PRACTITIONER
PERSPECTIVE

INTERNATIONAL PERSPECTIVES ON INCLUSIVE EDUCATION

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INTERNATIONAL PERSPECTIVES ON INCLUSIVE
EDUCATION VOLUME 22

**CONTEXTUALIZING
CRITICAL RACE THEORY
ON INCLUSIVE EDUCATION
FROM A
SCHOLAR-PRACTITIONER
PERSPECTIVE: DOES IT
REALLY MATTER?**

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INVESTOR IN PEOPLE

We are dedicating this book to all educators who are not afraid to struggle against oppression, racism, and any form of social and educational injustice, abuse, and subordination. Like we put into practice ourselves, we also encourage courageous educators around the world to strive to work together and nurture each other's personal and professional growth through love, kindness, and true generosity.

Love always!

—Jose and Heidi

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Heidi Luv Strikwerda, EdD, has been involved in education for 15 years as a teacher, administrator, English Learner Program Administrator, and adjunct Professor at the University of Redlands. She is a research-based intellect and is a passionate advocate in making equitable changes for all students.

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ABOUT THE CONTRIBUTORS

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April M. Clay, EdD, is the founder and CEO of Clay Counseling Solutions and also the Executive Director of Clay Counseling Foundation, a mental health nonprofit organization. For over 10 years, she has led a team of mental health professionals who provide counseling and consulting services to schools, corporations, individuals, and families. Under her leadership, Clay Counseling provides mental health therapy and social emotional support to over 2,000 children and adults each year. Dr. Clay possesses a License in Marriage and Family Therapy, a Pupil Personnel Services Credential in School Counseling and a Doctorate in Educational Justice. In 2021–2022, she served as an executive coach for the Racial Equity Fellowship Program. April has delivered keynote speeches, served on discussion panels, and presented at esteemed research conferences. At the collegiate level, April has led the school counseling program for a private

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Mousumi De, PhD, is an Assistant Professor of Curriculum and Instruction in the Department of Teaching and Learning, School of Education at the University of Redlands. Her teaching, research, and practice focus on using the arts and technology for promoting multicultural and peace education, social justice education, social and emotional learning, conflict transformation, education for global citizenship and sustainable development, and social development of minority, marginalized, and indigenous communities. De also focuses on promoting STEM education, technology integration in art and education, and art-based teaching, learning, and assessment methods. De has a PhD in Curriculum and Instruction from Indiana University, Bloomington, with a major in Art Education and a minor in Educational Psychology, an M Phil in Media Studies focusing on Interactive Documentaries for Peacebuilding, and an MA in Design and Digital Media from Coventry University, UK.

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James O. Fabionar, PhD, is an Associate Professor of Teacher Education with the Department of Learning and Teaching. Prior to coming to University of San Diego, he was a Lecturer with the College of Social Sciences and Interdisciplinary Studies at California State University, Sacramento, where he taught courses in ethnic studies, Asian American studies, and social science education. He is a former high school history social science teacher and holds a PhD in School Organization and Educational Policy from the University of California, Davis. Dr. Fabionar's research builds from his experiences as a former high school teacher, administrator, and cooperating teacher and explores the work of successful students and educators in challenging community and organizational contexts. He brings critical theoretical perspectives to matters concerning vulnerable youth populations, including developing and implementing culturally responsive and socially just curriculum and instruction, extending out-of-school-time and youth development programs to low-income and marginalized populations, and building strong school-to-university pathways for historically under-served groups. He teaches graduate courses on diversity and inclusion in schools, equity and advocacy in educational systems, history of curriculum theory, secondary social science methods, and critical social theory and education. He is currently developing a global study course in the Philippines on globalization and schooling in post-colonial contexts.

Marni E. Fisher, PhD, has 26 years of experience in education, spanning K-8, leadership, undergraduate, and graduate education. She is currently an administrator in a K-8 school and teaches in the English and humanities honors programs at Saddleback College. She developed prismatic theory and prismatic inquiry for educational research. Currently, the Research Co-Chair for CCTE, she has also presented over 60 times at conferences and published a handful of articles and book chapters. Her latest peer-reviewed journal article was published with *UNESCO Prospects, Quarterly Review of Comparative Education*, and her second book, *Lessons From the Transition to Pandemic Education*, was published in 2021.

Bill Hedrick has served as an elected trustee for the Riverside Community College District since 2016. Prior to his election to the RCCD Board, Hedrick was a trustee for Corona-Norco Unified School District for 22 years. Hedrick taught in California's Los Angeles, Orange, and Rialto Unified Districts for 36 years, and subsequently worked for the California Teachers Association (CTA) as field staff. As an advocate for families and educators in California's High Desert, he provided support and training across a variety of topics, including wealth inequality, economic justice, and labor history. Hedrick holds a bachelor's degree from

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Ayanna M. Blackmon-Balogun, EdD, is a passionate educator and has been for the last 29 years in the capacities of an instructional assistant, teacher, literacy coach, master teacher, and equity and access district administrator. She received her Bachelor of Arts degree from California State University San Bernardino, two Master's of Arts degrees from Azusa Pacific University and California State University, San Bernardino, both in education. She earned a Doctorate Degree in Educational Justice from University of Redlands. She is a published author of several books, devotionals, and research articles. Her first children's book was published in 2009, entitled *Because I Love You So Much: The Influence of Motherly Love*. Her latest literary contribution in research is a presentation entitled, *Culturally Relevance and Responsive Writing: A Tool to Engage Student Voice*. She has co-authored several research articles and currently working on writing a book on her journey and experiences as a Black female educator/researcher with an advanced degree. Dr. Balogun has served as a Board of Trustee for Fontana Unified School District and as a Board Member of National Black Grad for several years. Ayanna is the Founder and Executive Director of the nonprofit, Emerging Beauty, Inc. which specializes in providing health and youth development education services in the community. Fun fact, Ayanna and her husband are chiefs Imole 1 and YeYe Imole in Ikorodu Kindom of Nigeria. In her spare time, she enjoys reading, fishing and spending time with her children, Ashanti and Genesis, and grandchildren Ahking and Ahzariah.

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Gabriel Nuñez-Soria was born and raised in San Diego, California, unceded Kumeyaay territory. He earned his bachelor's degree in cultural and social anthropology from Stanford University, and his teaching credential and master's degree in education and counseling from San Diego State University. As part of the inaugural class of the doctoral program in Education for Social Justice at the University of San Diego, Gabriel completed his doctorate with Chicana/o elders regarding their development of critical consciousness. Gabriel has over 20 years of service in education, as a tutor, teacher, lead teacher, Assistant Principal, and Principal. He has been focused for over a decade on creating trauma-resilient equity focused communities of learners and leaders, both in educational and community spaces. His efforts include empowering leadership development and implementation of trauma-informed and resiliency building programs and systems aimed at developing and maintaining humanizing spaces for youth and adults. Gabriel currently serves as Area D Superintendent for San Diego Unified School District, where he supports the district vision of distributive leadership, love, and ubuntu. Gabriel also conducts educational consulting and executive and leadership coaching with the goals of increasing restorative justice and equitable leadership and educational practices. Gabriel loves hanging out with his wife and their three boys, going on hikes, playing board games, and watching movies and shows. Some of Gabriel's hobbies include chess, martial arts, and drumming.

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Conroy Reynolds, PhD, is a distinguished counselor educator, dedicated to integrating critical pedagogy into his teaching for over 15 years. He has served as the Senior Clinical Professor, Practicum Coordinator, and Chair of the Department of Counseling and Human Services in the School of Education at the University of Redlands. He holds a PhD in Marriage and Family Therapy from Loma Linda University. His recent publication, "Spirituality Among People With Disability: A Nationally Representative Sample," further exemplifies his commitment to intersectional counseling research. He also chaired the transformative Annual Symposium on Critical Spirituality, Social Justice, and Mental Health at the University of Redlands. His commitment to exploring innovative pedagogical approaches and his passion for social justice position him as a leading voice in the counselor education landscape.

Zulema Reynoso, PhD, is a staff developer, educational consultant, Adjunct Professor, and researcher working with k-12 institutions and educational technology companies across the US to meet the needs of multilingual learners and critically reimagine English Language Development (ELD) pedagogy and instruction. Having earned a PhD in Education for Social Justice from the University of San Diego, Zulema employs arts-based and youth participatory

action research (YPAR) with multilingual learners to disrupt systemic inequities. She co-founded an ed-tech start-up that formatively assesses language development in speaking and writing through art and multimodal literacies, which was developed in the field with student and teacher participation. With nearly three decades of serving multilingual learners, Zulema leveraged her undergraduate and graduate training in art and art history, a teaching credential in social science, and a Master of Arts in educational administration to serve Los Angeles, San Diego, and New York City public schools, with a focus on multimodal literacies, elevating youth voices, and unmasking marginalizing practices in standardized assessments. Her arts-based and critical-translanguaging approaches in classrooms and with educators have translated into actionable practice and growth in student achievement. Zulema also served as a staff developer for the NYC Department of Education and has presented at conferences, including AERA, NYC Social Studies Conference, and NCTE. Zulema has been a loyal San Diego Comic-Con attendee since the 1990s, and she enjoys making art with her daughter, bidding in comic book auctions with her husband, and volunteering in arts in corrections programs.

Lisa Santos Tabarez has been an educator for over 30 years. She has spent her educational career as a teacher, counselor, and administrator for students as young as three years old to adulthood. She has experience working in adult charter, Tribal private, and K-12 public school settings in Kern, Riverside, and Imperial counties. While leading the work at Imperial High School, Lisa was proud to see the school awarded the Dispelling the Myth Award by the Education Trust for closing the achievement gap for all students. In addition to this award, Lisa's work with Imperial High School is highlighted in *How It's Being Done: Urgent Lessons from Unexpected Schools* published by the Harvard Press in 2009, and in *Getting It Done: Leading Academic Success in Unexpected Schools* also published by the Harvard Press in 2011. Lisa has earned a Bachelor of Arts degree in Communications, a Master of Arts in Education Counseling, and is currently a doctoral candidate at the University of Redlands' Leadership for Educational Justice program. Lisa is passionate about providing relevant and dynamic learning experiences for all students.

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SERIES EDITOR PREFACE

The adoption internationally of inclusive practice as the most equitable and all-encompassing approach to education and its relation to compliance with various international Declarations and Conventions underpins the importance of this series for people working at all levels of education and schooling in both developed and less developed countries. There is little doubt that inclusive education is complex and diverse and that there are enormous disparities in understanding and application at both inter- and intra-country levels. A broad perspective on inclusive education throughout this series is taken, encompassing a wide range of contemporary viewpoints, ideas, and research for enabling the development of more inclusive schools, education systems, and communities.

Volumes in this series on *International Perspectives on Inclusive Education* contribute to the academic and professional discourse by providing a collection of philosophies and practices that can be reviewed by considering local, contextual, and cultural situations to assist governments, educators, peripatetic staffs, and other professionals to provide the best education for all children. Each volume in the series focuses on a key aspect of inclusive education and provides critical chapters by contributing leaders in the field who discuss theoretical positions, quality research, and impacts on school and classroom practice. Different volumes address issues relating to the diversity of student need within heterogeneous classrooms and the preparation of teachers and other staffs to work in inclusive schools. Systemic changes and practice in schools encompass a wide perspective of learners to provide ideas on reframing education to ensure that it is inclusive of all. Evidence-based research practices underpin a plethora of suggestions for decision-makers and practitioners, incorporating current ways of thinking about and implementing inclusive education.

While many barriers have been identified that may potentially constrain the implementation of effective inclusive practices, this series aims to identify such key concerns and offer practical and best-practice approaches to overcoming them. Adopting a thematic approach for each volume, readers will be able to quickly locate a collection of research and practice related to a topic of interest. By transforming schools into inclusive communities of practice all children can have the opportunity to access and participate in quality and equitable education to enable them to obtain the skills to become contributory global citizens. This series, therefore, is highly recommended to support education decision-makers, practitioners, researchers, and academics, who have a professional interest in the inclusion of children and youth who are potentially marginalizing in inclusive schools and classrooms.

Volume 22 in the *International Perspectives on Inclusive Education* series brings a new perspective to earlier discussions about inclusive education. Although all previous volumes in the series have considered a wide range of different aspects about inclusion, they have mainly revolved around inclusion for learners with disability or special educational needs. While this volume similarly considers learners with specific needs, these are not necessarily related to disability. Following the UNESCO approach to view inclusion as much more diverse, with an emphasis on needing to cater for the needs of ALL learner groups, this volume focuses on the increasing challenges being felt by probable injustices or exclusionary practices that are underpinned by race. Volume 22 in the series continues to revolve around the numerous factors that can impact on inclusion or lead to exclusion while bringing together an eclectic collection of chapters exploring the influence of different aspects of race on potential inequities and inequalities in education systems. By utilizing the theoretical and practical application of critical race theory (CRT), the authors explore the impact that race has on providing equitable and inclusive educational systems across a diversity of cultures and social contexts.

Within each chapter, authors reflect upon the impact of race across a broad range of identities that can be culturally, socially, or emotionally disenfranchised when schooling is not inclusive of all learners and especially those of color and from different racial backgrounds. Consideration is given to various indigenous groups, the Black-white divide, tribal groups, African Americans, Latino's, and Asian American cultures. In addition, other groups that have been historically marginalized such as LGBTQ groups, homeless populations, and low-income groups are also included in the dialogues. Each chapter is thoughtfully presented and moves beyond just aiming to identify the challenges, toward discussing positive ways forward to ensuring equity through the provision of equal justice and hope.

The editors of Volume 22 strongly justify their use of CRT to undertake an effective exploration of the needs of people who systemically experience subordination and injustice either because of their identities or race. They posit CRT as a serious approach for providing a liberating mechanism for those who have traditionally been marginalized and unable to draw appropriate attention to their unique needs if they are to be represented fully within an inclusive society. Through ensuring that chapter authors include relevant historical background that acknowledges and highlights the challenges faced by various racial groups, the discussions have been able to capture the impact of previous exclusionary approaches on how they are treated today. Chapter authors utilize this knowledge to unpack how these previous inequalities should be addressed. They provide relevant and tactful suggestions that challenge the reader to reconsider how germane the current schooling curriculum, pedagogy, funding, and assessment mechanisms are. This is done by using a critical lens in identifying and analyzing the educational barriers, as well as providing solutions to meet the needs of all diverse learners.

I highly recommend Volume 22 in the *International Perspectives on Inclusive Education* series as an extremely thoughtful and highly pertinent and significant

book for all those interested in ensuring a socially just and appropriate inclusive education, especially for learners from different social, cultural, and racial identities.

Chris Forlin
Series Editor

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CRITICAL RACE THEORY AS WAY TO HEAL OUR DIFFERENCES: A FOREWORD

My first encounter with Dr. Jose Lalas was on a flight from San Jose to Ontario, California, after attending the Spring California Council on Teacher Education (CCTE) conference, as I was the current president of CCTE at that time. He taught at the University of Redlands where I had been a Professor, but I had left to teach for the University of San Diego. As we chatted for the one-hour flight we found much in common, our passion on issues of social justice, equity, and access, as well as support of English Language Learners, as we both had experienced many turbulent times in our professional career. He was amazed how I had made professional connections state-wide, nationally, and internationally and had somewhat mastered the art of publication, not because of being a strong writer but because of knowing how the dominant ideologists were looking for in the publication arena. Dr. Lalas listened with deep thought and asked thoughtful questions. This was one of many of our professional and personal encounters that we continue to have. Since his early activist days in his native Philippines, he personifies scholar-practitioner attributes. He is praised for his gratitude, his expert knowledge, his dedication to supporting youth and colleagues both in the Philippines and in the United States. His mentoring now includes fellow doctoral students from multiple higher education institutions, a true mentor, a true social justice warrior, and one whom I call my friend. He has become one of the most prolific writers I know, who writes with passion, with heart, and with hope. He is always thinking about how he can help and mentor others just as he has mentored and co-authored many publications with Dr. Heidi Strikwerda, a true researcher-scholar who is still in the trenches providing hope to our youth in schools. Therefore, it is with great honor that my colleague Jose has asked me to write the foreword to this timely and much needed guest edited book with a focus on Critical Race Theory (CRT).

Dr. Jose Lalas and Dr. Heidi Strikwerda once again examine a current educational challenge in the book series on *International Perspectives on Inclusive Education* with this guest edited book *Contextualizing Critical Race Theory on Inclusive Education*. They gift us with one of the edited texts on CRT and supporting concepts that is “the” most needed in these challenging educational and political times in our nation’s history. This book will have historical impact since by the time of this writing and publication the world would have witnessed a world pandemic, Covid-19, that wreaked havoc worldwide, affecting many communities of color the most, including education and resources. The election of Donald B. Trump, a one term United States president in 2016, running again in 2020 with the same divisive language and vision. At the same time witnessed the criminal indictment of that same president who turned himself in a Federal

Court in Florida on Tuesday June 13th to face multiple criminal charges regarding the handing of United States Government Classified Documents after he left office. Ironically, Florida is one of the many states that has outlawed CRT and its tenets in educational systems. Therefore, this is a time where educational decisions, including legislative laws at the global, national, and local level continue to be enacted, many that contribute to educational injustices that impact and dehumanize our students of color in all our educational systems.

Therefore, this book could not have been written at a better time as it combines a strategic collection of book chapters that bridge the many concepts and theory of CRT by many researchers who are also practitioners in their fields of expertise. This is something rarely seen. The authors give us an insightful view of the landscape in a manner that unmask knowledge that has been twisted regarding what CRT is and its tenets and how it supports the rich contributions of the many cultures and groups who have traditionally been overlooked because of oppressive laws, resulting by disenfranchising many communities of color. What makes *Contextualizing Critical Race Theory on Inclusive Education* distinct from other books is that its content makes it a “one stop knowledge hub” where innovation on the topic is housed in its most current state. The editors of the book contribute their own Introduction and Epilogue that fully is aligned with CRT as well as support of the knowledge of each of the contributing chapters. They valorize the importance of CRT as a tool to fully challenge the injustices and inequities in our educational and political systems. These injustices marginalize indigenous peoples and communities who have experienced oppressiveness prior and since the first Europeans set foot in the Americas. Therefore, denying the many communities and their stories that are part of this rich textbook, including African American, Asian American and Pacific Islanders, Native American, Indigenous Peoples, Latinx, LGBTQ, Homelessness and Unhoused individuals, Students with Special Needs, and native peoples from global nations, such as the Philippines. One cannot celebrate the contributions of the communities of color when historical inequalities and human sufferings continue to exist at the expense of dominant ideology that continues to devalue the richness within them and throughout them.

As globalization is more evident throughout the 21st century the promulgation of laws that further divides us physically and emotionally cannot continue to be passed by generations as it will devastate our imagination. This can further lead to the continued *otherness* that has been part of our landscape through the many “isms” and Xenophobia experienced by people and communities of color. As the guest editors write-Race Matters-ethnicity, language, religion, ability/disability, gender, sexual orientation, social class, and citizenship status matter. CRT and its concepts meet the needs of all educators and students.

In a poignant style and manner, the authors of each of the contributing chapters in *Contextualizing Critical Race Theory on Inclusive Education* edited book Drs. Lalas and Strikwerda provide just that-successful stories and strategies of effective services to African American, Asian American and Pacific Islanders, Native American, Indigenous Peoples, Latinx, LGBTQ, Homelessness and Unhoused individuals, Students with Special Needs, and native peoples from

global nations, such as the Philippines. They provide opportunities for students to allow for counter stories because of feelings of outcast, experiences of racism and its implications of policy, the person, systems, and on historical facts. They examine Anti-Blackness Education and the desire for schooling that needs to be liberatory and meaningful. This book will be of high interest to educators, teachers, and school administrators both in k-12 settings as well as in higher education. Of most importance is the content knowledge that is included in each chapter which can better inform legislative and policy members in their decision-making process so they may make the right education and policy decisions affecting marginalized groups and communities for generations to come.

A key component of the book is how the many chapters weave the concepts of CRT and the branching of identity and experiences of the many rich groups that make this nation. LatCrit is addressed and its impact on Latinx, Latinidad, and Latinx identity and how it can influence educators, youth, and communities to increase critical consciousness. TribalCrit discusses its colonization of the many tribal nations and its educational impact as well as effective instructional practices to consider. AsianCrit focuses on the impact on Asian American experiences, and it's camouflaged by the stereotypical treatment as model minorities, while DisCRit addresses Special and Inclusive education labels which have continued to perpetuate racism which leads to inequitable and access to services and resources from transitional Kindergarten to age 21. Further, Prismatic Inquiry is also seen through a DisCRit lens as the author takes a researcher-participant story role to provide educational practices and improve the training of educators and school leaders.

The relevance of *Contextualizing Critical Race Theory on Inclusive Education* is not on the offshoots of multiple Crits but the relevance of CRT and Queer Theory is also introduced, as it relates to program evaluation about its relationship on a district-wide Ethnic Studies Reform Initiative in one of the largest k-12 school districts in California. The school district was able to move forward, clarify goals, and develop implementation plans of effective Ethnic Studies curriculum and pedagogy. At the same time CRT examines the state of Indigenous Filipino Peoples and their importance of the integration of a socially just inclusive and organic curriculum by the Philippines government and its education agenda to support the Indigenous Filipino Peoples, which is rarely seen. The concept of Allyship and Social Just struggles, and skills needed for effective allyship are also discussed as well as the role of allies in dismantling inequitable systems that continue to privilege white supremacy through direct action that result in legislative laws in government, in k-12 systems and in higher education. One framework where less has been documented and researched prior to the pandemic, and the current state of the use of drugs, such as Fentanyl is CRT in clinician-based settings. A Clinical Practice framework in counselor education is long past due because of entrenched Eurocentric, racially, oppressive assumptions in mental health care, particularly in communities of color. We know that our tasks as CRT educators is not easy as researcher-scholar-practitioners, teachers, k-12 administrators and higher education faculty and student affairs personnel face an undaunting journey moving forward. All while attempting to

teach and educate toward a more socially just society that will be equitable, and more healing in our current and challenging education and political climate as the right and conservative activists and politicians continue to shut down discussions about race and CRT through legislation as they know it cannot be done by taking on the masses.

I close by thanking the guest editors, Dr. Jose Lalas and Dr. Heidi Strikwerda's insightful and brilliance of this well-thought-out edited book series on *International Perspectives on Inclusive Education* with this guest edited book *Contextualizing Critical Race Theory on Inclusive Education* by which the editors and contributing authors challenge us to think deeper and to question dominant group ideology and ideologist. These are groups and individuals who have taken the banner to further divide us by dehumanizing our own spirits so we may falter and fall to our knees, so we may continue to beg for forgiveness for all their wrong-doings and social and educational injustices, and inequities that we face daily. The authors provide a more humanistic and socially just, culturally proficient pedagogy approach to be considered by those who work in our k-12 and higher education institutions, policymakers, as well as society in general. Let's continue the legacy of the many who introduced us to CRT and who continue to guide us – Derrick Bell, Kimberlé Crenshaw, Gloria Ladson-Billings, Richard Delgado, Jean Stefancic, Eduardo Bonilla, and Daniel Solorzano to name a few, as well as others whose voices are never silenced-Paolo Freire, Donaldo Macedo and many others. Let's not let their work be in vain.

With Gratitude
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PROLOGUE

How did the writing of this book on Critical Race Theory (CRT) come about?

As a person who had a fortune of growing up in a semi-colonial country, it is not difficult to understand why and how one race can enjoy the right to dominate and be more superior than another in all aspects of the relatively weaker nation's informal and formal social, cultural, political, economic, and educational norms. Early on during my undergraduate education at the University of the Philippines, I quickly learned about the impact of colonialism and bureaucrat capitalism – in exacerbating the social, cultural, and political injustices and the subordination of locals by foreign powers who enjoy its racial superiority.

When I immigrated to the United States in 1974 and pursued the path to become a classroom teacher and University Professor, I became aware, slowly but reflectively, about the role of race, racial identity, cultural differences, national origins, gender, sexuality, and racism in either enhancing life experiences or making them difficult to handle. As a Bachelor of Science degree holder, I coped to survive as a gardener, dish washer, dietary aide, bilingual tutor, and instructional assistant before I became a classroom teacher, a reading resource specialist, and an ESL/language arts/reading specialist in a public school.

I never thought of writing a book about race and what race does as a University Professor with concentrated academic backgrounds and classroom experiences in teaching foundations of literacy and reading/language arts methods. My earlier works have focused on literacy, making instructional adaptation, student engagement, and children's literature. As a novice faculty from California State University, Dominguez Hills where I earned my tenure and rank of full Professor, my area of focus changed when I Co-Chaired the creation of the University of Redlands' EdD program and founded the university's Center for Educational Justice in 2004 and directed it until 2022. The emphasis of my writing switched to social and educational justice.

As Director of the Center for Educational Justice hosting its annual summer institutes on leadership for educational justice, I learned a deeper understanding of issues, concerns, theories, and perspectives from reading the works of and listening to several keynote speakers that we featured such as James Banks on multicultural education, Jean Anyon on social class and urban education, Donaldo Macedo on critical pedagogy, David Berliner on poverty and out-of-school factors, Luis Moll on funds of knowledge, Tyrone Howard on the impact of race and culture in schools, and Gloria Ladson-Billings on CRT on education. When I Co-Chaired the annual spring conference of the California Council on Teacher Education in 2012 with the theme on race, student engagement, and schooling practices, I invited Daniel Solorzano and Adrienne Dixson, two

leading researchers and theorists using CRT as a lens, and Tyrone Howard. My conscious effort to read the works of these scholars while chairing and completing the doctoral dissertations of my 30 graduate students along these perspectives have given me the insight and courage to pursue the line of serious study that focuses on diversity, equity, inclusion, justice, race, and racism.

Why a book on critical theory on inclusive education? When I met my coeditor, Dr. Heidi Strikwerda, who was my former doctoral student then, my view of race and race relations and its intersectionality with culture, social class, and gender developed even deeper. I learned a lot from her tenacity and hard work ethics in helping herself and her family with her nonstop working to provide her children a better education and better life possibilities. During the COVID-19 pandemic, we co-facilitated over 30 webinars on issues related to equity, social justice, and student engagement attended by thousands of people. Our conversations and presentations at international, regional, and local professional conferences and meetings led to several published education articles and our coedited book *Minding the Marginalized Students Through Inclusion, Justice, and Hope: Daring to Transform Educational Inequities*. Thank you, Dr. Heidi Strikwerda, for your collaboration and love.

Currently, there is an ongoing backlash against ideas that resonate with diversity, equity, inclusion, and justice including the banning of books, workplace trainings on equity, and any narratives and practices that somehow connect with CRT. I myself survived the effort of some citizens to recall me as a member of the Board of Education because of my inclusion of CRT in my university teaching and what they called “a personal politically fueled equity agenda.”

This book that I am coediting with Heidi is very timely and relevant to what is happening around us. The participation of my scholar-practitioner-advocate colleagues who have kindly and unselfishly contributed their powerful diverse ideas in applying CRT makes this book very exciting and groundbreaking. We have a united voice in saying that our society and its citizens must be more informed to have the ability to acquire, recognize, and analyze knowledge that is socially and culturally constructed. This book is for educational and social justice and rejects any form of subordination of any human being. Therefore, contextualizing CRT on inclusive education from different categories of difference such as that of being Black, Latinx, Asian, and individuals with special ability and disability and have diverse gender, sexual orientation, religion, and other social, economic, cultural, and even political identities or ideologies is needed to make our world peaceful, productive, and joyful.

Jose W. Lalas, PhD
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We are very thankful to all the brilliant and courageous scholar-practitioners who contributed unselfishly in completing the chapters of this book. Their research, research-based, and/or best-practice ideas will be very informative in moving the agenda forward of presenting critical race theory (CRT) as a critical and helpful perspective in research, teaching, administration, and policy development in K-16, all in the spirit and space for a socially and educationally just inclusive education. We are very happy and thankful for Dr. Reyes Quezada of the University of San Diego for lending his personal support in writing the foreword of our book and who also led his doctoral students in writing the chapter on Latino/a critical race theory.

Personally as the lead editor of this book, I am grateful to my former doctoral students, April M. Clay and Ayanna M. Blackmon-Balogun for introducing me to CRT, for inspiring me to read more about it when I was chairing their dissertations, and for encouraging me to meet and invite Gloria Ladson-Billings as keynote speaker at the annual summer institute on leadership for educational justice hosted by the Center for Educational Justice, University of Redlands. Of course, my heartfelt appreciation to Heidi Strikwerda, another former doctoral student, for inspiring me and working alongside with me in co-facilitating several summer institutes, school superintendents' forum, and many workshops and webinars during the pandemic.

Most of all, Heidi and I as coeditors, would like to thank Dr. Chris Forlin for giving us the opportunity to contribute to her *International Perspectives on Inclusive Education* book series.