

CULTURAL LEARNING IN URBAN SCHOOLS AND MINORITY SERVING INSTITUTIONS

This book provides a comprehensive analysis of the social and organizational factors shaping K-16 teachers' cultural learning processes, through both a systematic review of the extant literature on K-12 urban teacher thinking and interviews with instructional staff at a high-performing minority serving institution (MSI). It highlights common challenges K-16 educators face in navigating cultural differences between themselves and their students. Drawing from cultural psychology, organizational behavior, and organizational psychology, the book offers evidence-based insights for creating school systems in which educators working with students from low-income and other minoritized cultural communities can critically examine and challenge their cultural assumptions to create more inclusive and supportive learning environments for all students, as well as develop and implement more culturally responsive classroom management practices.

TIFFANY BROWN is an organizational psychologist and adult learning expert whose work is focused on how cultural politics shape professional and psychological experiences in multicultural organizations. She earned a Bachelor of Science in Foreign Service studying cultural politics at Georgetown University, a Master of Arts in social-organizational psychology at Teachers College, Columbia University, as well as a Master of Education in policy and management and a PhD in education from Harvard University. She previously taught courses in psychology and urban studies at the City University of New York, as well as in organizational studies and educational leadership at the University of Connecticut.

THE PROGRESSIVE PSYCHOLOGY BOOK SERIES

This book is part of the Cambridge University Press book series, *Progressive Psychology*, edited by Fathali M. Moghaddam. As the science of human behavior, psychology is uniquely positioned and equipped to try to help us make more progress toward peaceful, fair, and constructive human relationships. However, the enormous resources of psychology have not been adequately or effectively harnessed for this task. The goal of this book series is to engage psychological science in the service of achieving more democratic societies, toward providing equal opportunities for all. The volumes in the series contribute in new and unique ways to highlight how psychological science can contribute to making justice a more central theme in health care, education, the legal system, and business, combatting the psychological consequences of poverty, ending discrimination and prejudice, better understanding the failure of revolutions and limits on political plasticity, and moving societies to more openness. Of course, these topics have been discussed before in scattered and ad hoc ways by psychologists, but now they are addressed as part of a systematic and cohesive series on *Progressive Psychology*.

CULTURAL LEARNING IN URBAN SCHOOLS AND MINORITY SERVING INSTITUTIONS

A Guide for Educators

TIFFANY BROWN



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press & Assessment

978-1-009-37704-1 — Cultural Learning in Urban Schools and Minority Serving Institutions

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Frontmatter

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CAMBRIDGE
UNIVERSITY PRESS

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of Cambridge University Press & Assessment,
a department of the University of Cambridge.

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www.cambridge.org

Information on this title: www.cambridge.org/9781009377041

DOI: 10.1017/9781009377034

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When citing this work, please include a reference to the DOI 10.1017/9781009377034

First published 2025

A catalogue record for this publication is available from the British Library

A Cataloging-in-Publication data record for this book is available from the Library of Congress.

ISBN 978-1-009-37704-1 Hardback

ISBN 978-1-009-37708-9 Paperback

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