Social Justice in Practitioner Publications: A Systematic Literature Review

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ABSTRACT: A review of the current research literature demonstrates that teaching for social justice has been accepted by the research community as best practice for students, especially diverse students from traditionally marginalized populations and communities. However, best practices do no practical good if they are not implemented into real classroom teaching. Teachers must have access to theoretically-sound, research-based, instructional practices in order for classroom implementation to occur. This paper seeks to answer whether these theories and practices which support social justice education are being circulated in practitioner oriented journals, where they are highly accessible to classroom teachers. We conducted a systematic literature review of 12 top practitioner journals across content areas. We found 68 articles focused on social justice education. Our findings indicate that the social justice articles being published in practitioner journals include some strategies to incorporate into teaching practices; however, many recommendations only support superficial social justice education elements rather than truly addressing inequities in schools and society by fully delving into all tenets of teaching for social justice.

Introduction

While social justice education and critical pedagogy have made waves in the research community since the late 1970s, a disconnect remains between what the academy purports as best practices and what teachers and administrators have access to in order to support these best practices. Social justice education and critical pedagogy include creating opportunities for students to use their own identity and experiences to determine solutions to solve problems (Cammarota, 2011) and empowering students and educators to transform educational and social inequities (Han, Madhuri, & Scull, 2015). These are necessary for growth and identity development of students in urban settings. Without this positive identity development and social and academic growth, many students may become reliant on the school system to provide tools for academic success which the schools are unable to fully deliver. As a result, schools can become places where "students are locked out of social and cultural benefits" (Ladson-Billings, 2011, p. 36).

Additionally, in an age of standards-based education, there is often insufficient time for teachers to "better understand the various 'truths' that exist and [to] better recognize their own responsibility toward sharing multiple perspectives with their students" (Baily, Stribling, & McGowan, 2014, p. 257). Sharing multiple perspectives includes telling a story or delivering information from different points of view, allowing students to see multiple sides to a story. Integrating social justice education within the curriculum in authentic ways takes a backseat to existing policies shaping K-12 education (Darling-Hammond, 2010). Furthermore, the lack of

diversity among teacher educators and the inability to move beyond theory to practice due to minimal resources and information often hinders the use of social justice curricula in K-12 education (Baily & Katradis, 2016).

A review of the current research literature clearly demonstrates critical pedagogy and teaching for social justice have been accepted by the research community as best teaching practices for students, especially diverse students from traditionally marginalized populations and communities frequently found in urban and urban-like settings (Berry & Walkowiak, 2012; Brown, Kloser, & Henderson, 2012; Ford, 2011; Ladson-Billings, 2011; Milner, 2012). The transformative abilities of this theoretical perspective are key to successful academic pursuits for students of color. However, best practices do no practical good if they are not implemented into real classroom teaching. If teachers lack access to resources making them aware of critical pedagogy, teaching for social justice, and the related supporting instructional practices, they cannot be expected to integrate these approaches into their teaching or accept social justice curriculum, critical pedagogy, or teaching in urban settings (Han et al., 2015). Essentially, critical pedagogy is the lens in which social justice curriculum is established and successfully implemented in urban settings (Han et al., 2015). Additionally, since schools in urban areas typically have access to fewer resources than schools in rural and suburban areas, with more staff turnover and curricular inconsistencies (Milner, 2006, 2010), integration of these practices proves even more difficult. This paper seeks to answer whether these theories and practices of critical pedagogy and social justice are being circulated in practitioner-oriented journals where they are highly accessible to classroom teachers.

Literature Review

Although not a new phenomenon, today's students of color are often marginalized in schools as evidenced by higher rates of disciplinary referrals (Alexander, 2010) while simultaneously being held to lower academic standards, due largely to cultural mismatch in schools and because "we live in a society that nurtures and maintains stereotypes" (Delpit, 2006, p. xxiii). Battling these stereotypes in the classroom requires an arsenal of teaching tools and strategies, including teaching for social justice by advocating for and empowering students to be agents of change for equity in their classrooms, schools, and communities (Nieto & Bode, 2008). Teaching for social justice begins with an understanding of critical pedagogy. Critical pedagogy is simultaneously a mindset, a theory, and a collection of classroom practices driving teaching for social justice. While somewhat broad and cumbersome for classroom teachers to manage, incorporating the theory and practice of critical pedagogy and teaching for social justice is crucial for student success in a world where they are pressured to conform and assimilate to their society (Stovall, 2006). Empowering students to question, analyze, and increase awareness of inequities in the educational system (i.e., critical pedagogy) can be made possible through education emphasizing the attainability of justice in all societal aspects (i.e., social justice).

In the following section, we first define critical pedagogy and social justice education. Next, we use the framework proposed by Nieto and Bode (2008) to connect theory and practice. We accomplish this by outlining how critical pedagogy can be used in the classroom to promote social justice education, leading to the purpose of the present study - discerning whether results discussed in the research community highlighting social justice pedagogy are being made accessible to classroom practitioners. Specifically, are explicit recommendations for implementation being made for classroom use?

Critical Pedagogy and Social Justice Education

Critical pedagogy has been evolving and building in popularity since Paulo Freire's (1970) publication, *Pedagogy of the Oppressed,* and the national focus on civil liberties (e.g., Giroux, 2003), specifically inequities within the educational system. While there exists no singular definition of critical pedagogy, many researchers have drafted intersecting definitions. McLaren and Jaramillo (2014) described critical pedagogy as a "narrative of universal emancipation" (p. 69), while Thomson-Bunn's (2014) definition of critical pedagogy serves to empower students to become aware of inequities within the educational system and the larger community, including the presence of racism, sexism, classism, and ableism. Such awareness and acknowledgement leads to student empowerment to advocate and promote democratic change (Kellner, 2000). Freire (1993) identified necessary inequity changes within educational contexts; change which is needed in order to build meaningful relationships among teachers and students in culturally mismatched urban schools (Darder, 2010). When students feel they are supported, respected, and empowered by their teachers, their motivation and achievement is more likely to increase (Allen et al., 2013).

While the work of Freire spoke to themes of emancipation from an educational perspective, it did not explicitly articulate classroom practices for teachers and students. Freire later extended his focus on inequity, highlighting a method of increasing possibility for transformation through his praxis (1993). Praxis, making critical reflection and taking action, happens when students see a need in their world, study to understand the need, and then present solutions to the need based upon their research (Cammarota, 2011). Ladson-Billings (1995b) took Freire's theoretical work and began to flesh out explicit actions to best serve marginalized student populations. Specifically, Ladson-Billings reiterates the need for the rejection of a deficit mindset in schools and society, noting truly culturally relevant teaching includes three elements: "an ability to develop students academically, a willingness to nurture and support cultural competence, and the development of a sociopolitical or critical consciousness" (p. 483).

Presently, to understand student development, we look to Emdin's (2016) conceptualization of "reality pedagogy" in which he synthesizes the work of the aforementioned scholars. Reality pedagogy, the process of focusing on students' cultural understanding (Emdin, 2016), assists educators in understanding the foundational knowledge students possess in the areas of justice and inequity awareness. This understanding aids teachers in meeting their students where they are concerning social justice awareness, and providing necessary information to empower students to critically analyze the current system. Not only does Emdin (2016) provide specific practices able to implement into classrooms, but also provides personal reflections on his own early years teaching to encourage novice teachers to engage in the same practice. Providing a framework accompanied by explicit action items for classroom teachers allows social justice research to become accessible; the theoretical to become practical.

When charting an evolution of critical pedagogy from its creation to present day, several elements repeatedly appear. These elements combine mindset, theory, and practice, all focused on emancipation and social justice. Social justice, defined by Johnson (2011) as "justice that is attainable in all facets of society" (p. 175), is education to liberate those in marginalized societal positions rather than to perpetuate the status quo present in society. This further solidifies today's iteration values and honors difference and culture, while simultaneously questioning and threatening the current hegemonic practices and beliefs.

Classroom Practices

Without access to current research, teachers will continue to blindly lead their students

down a misguided path of critical pedagogy in the worthy and well-intentioned pursuit of teaching for social justice. Conversely, they may not incorporate it at all due to lack of understanding or confidence in the framework itself. Classroom practices supporting the tenets of critical pedagogy and teaching for social justice are broken into four components and explored in depth by Nieto and Bode (2008), who define social justice as "a philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity" (p. 11). Each component (discussed in depth below) is critical to student success, and arguably, must be present in order to foster truly equitable education and teaching that promotes social justice.

Challenge current ideology. Nieto and Bode's (2008) first component focuses on the need for practices that challenge current understandings and question misconceptions, stereotypes, and assumptions. In the classroom, this means the teacher consistently focuses on incorporating themes of inequality and inequity, both on an individual and systemic level. Students are encouraged to problem solve and seek ways to create equity and fairness not only within their classrooms, but in the greater community.

Student access to resources. The second component highlights providing access to materials and resources needed for all students to learn and achieve their maximum potential. This includes providing material resources such as textbooks, novels, curriculum materials, worksheets, and reflective writing topics, representative of the student population being served. The teacher then provides rigorous, culturally relevant academic activities allowing students to demonstrate their learning. Additionally, students need access to emotional resources, including a teacher that holds high expectations for all students, and truly believes all students can learn and achieve at high levels. This component also incorporates addressing school policies and practices that impede students from equitable access to quality teaching, such as retention and using high-stakes testing scores to determine class placement.

Honoring student talents and strengths. The third component requires acknowledging and drawing upon students' strengths in the classroom. This component is largely based on the rejection of a deficit mindset towards students, looking at the vast array of strengths, prior knowledge, and abilities students bring to the classroom. Such recognition includes honoring student culture, experience, and language. Because this component fundamentally centers on honoring each student's life experiences, individuality must be considered when planning instruction to best allow students to access and demonstrate their funds of knowledge (Gonzalez et al., 1995).

Creating a supportive learning environment. The final component details creating a classroom environment that supports critical thinking and promotes social action and change. This component allows critical pedagogy to extend beyond the school walls and empowers students to create change within their communities. This begins with teachers, classrooms, and schools actively engaging with parents and families in multiple capacities, rather than providing minimal opportunities for parents and families to interact with the school system. Parent involvement and engagement should be reconceptualized to honor the support parents are able to provide not only at school, but also within the home and community. Finally, this component encourages partnerships between schools and communities, giving students an opportunity to affect positive change beyond the borders of their school building and to work towards a more equitable community.

Purpose of the Present Study

Today's schools are becoming increasingly diverse learning spaces. Multiple researchers note systemic factors and hegemonic forces in the current academic system that prevent diverse

learners from fully connecting with their academic environments, therefore ensuring limited success (for example, see Meier, Stewart, & England, 1989; Noguera, 2014). One method identified to combat this phenomenon is the use of critical pedagogy. Explicitly focusing on equitable educational practices and schooling that empowers students and is emancipatory in nature; that is, implementing the tenets of critical pedagogy and the practices of teaching for social justice allows for resistance against the effects of inequities seen in urban schools (Anyon, 2005).

This paper reports the results of a systematic literature review to address whether a gap exists between what researchers are purporting to be best teaching practices for diverse students and what is being published in widely circulated practitioner journals. It is well known that in other educational fields, such as literacy, a gap exists between academic research and classroom practices (Delpit, 2012). By examining the prevalence of articles encouraging and educating on the topic of teaching for social justice, we can begin to discern whether a similar gap exists or if results discussed in the research community are being made accessible to classroom practitioners. Specifically, we seek to answer the following research question: Are practitioner journals publishing best practices for implementing social justice pedagogy in the classroom?

Methods

We conducted a systematic literature review to examine the use of critical pedagogy in practitioner-oriented journals. We chose a systematic literature review because, unlike narrative reviews, systematic literature reviews allow for identification of all relevant articles and thus a description of trends in current practice (Garrard, 2014). This methodology follows the precedent of other studies seeking to examine the content and quality of recommendations for classroom practice (e.g., Hodges, Feng, Kuo, & McTigue, 2016; Jagger & Yore, 2012; Wright, Franks, Kuo, Mctigue, & Serrano, 2016).

Sample

To explore the prevalence of articles published in journals most accessible to classroom teachers, we selected a total of 12 widely-circulated practitioner journals representing each content area. Specifically, we chose one journal focused on elementary level teachers, one journal for middle-school teachers, and one journal aimed at teachers working with high school students in each content area (See Table 1). We decided to review practitioner-oriented journals as these represent organizations with opportunities to, either directly or indirectly, classroom teachers with educational research. For instance, in addition to publishing three journals for practitioners, the National Science Teachers' Association (NSTA) sponsors multiple conferences each year offering "the latest in science content, teaching strategy, and research to expand...professional growth" (NSTA, 2017). Many of these publications also influence teacher education. For instance, Manzo, Manzo, and Thomas' (2009) *Content area literacy: A framework for reading-based instruction* cites over two dozen articles from the English/Language Arts journals included in this study.

Table 1: Journals included in systematic literature review

Content Area	Journal Title	*N* Articles published*	Grade focus	Sponsoring Organization
English/ Language Arts	*The Reading Teacher*	1,161	Elementary/ Early middle school	International Literacy Association
	Voices from the Middle	456	Middle School	National Council of Teacher of English
	Journal of Adolescent & Adult Literacy	818	High school	International Literacy Association
History/ Social Studies	*Social Studies and the Young Learner*	315	Elementary	National Council for the Social Studies
	Middle Level Learning	200	Middle School	
	Social Education	823	High School	
Math	*Teaching Children Mathematics*	694	Elementary School	National Council of Teachers of Mathematics
	Mathematics Teaching in the Middle School	688	Middle School	
	Mathematics Teacher	841	High School	
Science	*Science and Children*	1,055	Elementary School	National Science Teachers' Association
	Science Scope	945	Middle School	
	The Science Teacher	939	High School	

Number of articles estimated by searching databases for all publications in the journal between 2000 and 2015

Using the EBSCO database, we searched the archives for publications from the past 15 years from all 12 journals. To be included in the current study, the article title, full text, or keywords must contain at least one of the following search terms: *social justice*; *critical pedagogy*; *critical literacy*, or *emancipatory pedagogy* (referring to empowering the uncovering of unequal social positions and power relations between dominant groups and subjugated groups; Han et al., 2015). The search resulted in 225 articles, which represents approximately 2.5% of the nearly 9,000 articles published in these journals in this time frame. We conducted an abstract screening, removing irrelevant publications such as book reviews and those addressing adult learners. The screening resulted in 68 included articles, or less than 1% of the published articles.

Article Coding

We conducted a full-text coding of the 68 included articles, first highlighting key words from our search in the text, and noting how these phrases were used. For instance, some articles simply mentioned "social justice" as part of a literature review, while others defined the concept and used it to frame their classroom recommendations. Next, we looked to Nieto and Bode (2008) and their description of specific classroom practices constituting teaching for social justice. With this information in mind, we created concrete examples, showcasing what best practices would look like in a classroom (e.g. topics focusing on inequality would challenge current ideology), and coded the 68 articles for their inclusion. These categories were not mutually exclusive, as articles could make recommendations for more than one classroom practice. We divided the sample and conducted initial coding individually. We then met as a group and discussed each article and the rationale behind codings. We made minor adjustments until all three authors were in agreement.

Results

Overview of Included Articles

In this section, we provide a description of the included articles; however, a complete article list containing specific information is available in Appendix A. The majority of the articles reviewed (56.79%, $n = 46$), focused on recommendations for English/Language Arts, with a smaller emphasis in Social Studies (23.46%, $n = 19$), and very limited attention to Math (3.70%, $n = 3$). None of the included articles made recommendations for Science. The grade level distribution across the selected articles proved relatively equal.

Of the 68 reviewed articles, 53 (77.94%) explicitly stated they made recommendations for instruction based upon the key phrases chosen for this review. Like in research publications, these phrases were defined differently by various authors. *Critical literacy* occurred most often (50.62%, $n = 41$). Nearly half (43.21%, $n = 35$) used the term *social justice*, with fewer using the phrase *critical pedagogy* (8.64%, $n = 7$).

Recommendations for Classroom Practices

Our coding procedures, developed from the framework of Nieto and Bode (2008), revealed practitioner literature made recommendations for a variety of classroom practices (See Table 2).

Table 2: Findings for Recommendations for Classroom Practices (adapted from Nieto & Bode, 2008)

Component	Sample Classroom Practices	Articles Included
Challenges Current Ideology	● Topics that focus on inequality ● Encourage students to create equitable systems in and out of the classroom ● Community engagement and problem solving	$n = 54$, 66.67%
Culturally Relevant Resources	● Variety of texts representing marginalized populations used	$n = 42$, 51.85%
Drawing on Individual Strengths	● Incorporation of home culture, language, and experiences into lessons ● Free choice/self-selection of writing topics and readings ● Recognition of culture (beyond celebrations of stereotypical "holidays")	$n = 29$, 35.80%
Learning Environment	● Community engagement projects ● Discussion based learning ● Teacher as facilitator, not authority ● Mutual collaboration between student and teacher ● Lessons centered on empowerment for marginalized populations ● "Call to Action" based lessons	$n = 49$, 60.49%

Challenges Current Ideology. Within the 68 reviewed articles, 54 included content appropriately outlining ways to challenge current ideology. One emerging theme emphasized students making connections to the world outside of school. Authors argued these connections would not only help students understand what is being taught, but also make the learning permanent. Christie, Montgomery, and Staudt (2012), for example, highlight ways to encourage students to make a difference for equality outside of their classroom. These authors begin by describing a student's concern regarding graffiti defacing their local community. After making connections to a role model, literature was introduced to build schema for students to feel confident in how they could make a difference. Providing real world examples in addition to practical application, Christie and colleagues (2012) guide practitioners in leading their students to challenge issues affecting social justice in their community.

Creating a classroom that allows children to challenge current ideology begins with the teacher. Nussbaum (2002) outlines specific requirements that should be met by practitioners. First, a learning environment must be created where criticism and questioning is normal and valued. In addition, modeling appropriate actions, such as respect for different opinions, allows students to understand how to react to criticism and questioning. Lastly, teachers must develop a curriculum focused on cooperative learning, complex analysis, and uncertainty. This system will empower students to feel more comfortable in situations where they must question and critique

topics they may not understand or agree with.

Culturally Relevant Resources. Forty-two of the articles provided recommendations for incorporating culturally relevant resources in the classroom. Ciardello (2010), for instance, looks at resources for reading and writing poetry in relation to civic responsibility and social justice, explaining specific guidelines based upon social justice, as well as providing multiple resources practitioners can use to begin their poetry unit. These guidelines include: 1) Creating a classroom environment based upon literacy support as human right, 2) Introducing social justice poetry and its scope, 3) Providing examples of social justice poetry, 4) Making connections between social justice poetry and student's lives, 5) Establishing learning stations based upon social justice poetry, 6) Teaching reading and writing strategies, and 7) Selecting social justice topics.

Using resources to teach for social justice is not limited to reading text. Christensen (2006) details how to use works of art to look at situations from different perspectives. Christensen argues, by using art to understand history, students are able to perceive the heroes and heroines conventionally portrayed in social studies curriculum from a different perspective.

Drawing on Individual Strengths. We found examples of drawing upon individual student strengths, especially incorporating culture in a way allowing students to have choice in their learning, in 29 (42.65%) of the articles. As explained by Borsheim-Black, Macaluso, and Petrone (2014), one such way includes reading against the text. This technique involves students comprehending what is not being said (i.e., reading between the lines) as opposed to only understanding what the author explicitly stated. These authors present practitioners with questions for guiding understanding both with and against a piece of literature, allowing opportunities for developing a deeper understanding of different perspectives. Questions such as, "why is it important that we read this book?" encourage understanding with a text, while "whose story is emphasized or valorized?" are questions fostering development against the text (p. 126-127).

Taking a social justice approach to writing, explains Chapman, Hobbel, and Alvarado (2011), builds a student's confidence and allows them to accept differences among people and acknowledge criticism in their work, developing a sense of camaraderie among students. By providing a unit focused on writing for social justice, Chapman and colleagues (2011) offer practitioners a way to incorporate poetry into a lesson where students examine themselves, their community, and their world. Such evaluations further social justice education with incorporation of culture and experiences.

Learning Environment. Practitioner application for creating an environment based on collaboration, discussion, and action was exemplified in 49 (72.06%) of the articles. A key factor in teaching for social justice involves helping students "become critical participants in the world, asking questions...to make sense of what is happening around them," (Hendrickson, 2015, p. 367). For Hendrickson (2015), this was demonstrated through her work with math students, more specifically, using math to study fracking occurring in the community. Hendrickson (2015) explains how her students gained background knowledge of the topic, created questions involving mathematical explanations, performed research to answer their questions, and presented their findings on environmental impact in their community. By forcing the students to look at different perspectives, analysis concerning what they believed they knew about the concept occurred. Although the articles analyzed incorporate many of the major themes of teaching for social justice, some elements were strikingly absent, namely community engagement, empowerment, and calls to action.

Discussion

Upon review of the articles selected we noted several general themes. First, we will discuss those themes directly related to classroom practices. Next, we will describe aspects of critical pedagogy and teaching for social justice largely absent from the literature.

Classroom Practices

One of the most prevalent themes throughout this body of literature includes a call for critical questioning in the classroom. We found that authors tended to provide leading questions and question stems to engage students in critical discussions. Giving students a voice provides a strong foundation for an advancement in social justice. Being able to critically question and analyze power structures and inequities will ideally help students make informed decisions in the classroom environment, extending to situations they encounter outside the classroom as well.

The second theme addressed within many articles includes the creation and maintenance of a classroom community of learners. With any concept, students must feel comfortable to learn, take risks, and discuss topics presented in the classroom, which is only possible if practitioners set up an environment fostering and welcoming this type of dialogue. Without the establishment of a trusted classroom community, the necessary discussions will not likely occur, or if they are present, will lack authenticity and depth.

Additionally, many articles addressed the need for culturally relevant texts, often offering suggestions to aid practitioners. Choosing relevant text is one starting point for understanding how to teach for social justice, as stereotypical texts can do more harm than good by simply reinforcing previously held assumptions. Not only are the texts discussed in the articles presenting characters reflective of their communities and society at large, but they also address societal issues regarding power relationships, social injustice, racism, sexism, and governmental control.

Finally, another theme present throughout the articles analyzed included suggestions for addressing and working to change personal bias on the teacher's part. As noted earlier, researchers and practitioners in the fields of critical pedagogy and social justice education emphasize the importance of acknowledging personal bias. While indeed a critical first step for successful implementation, the published practitioner literature did little to address *how* to do this. Deconstructing beliefs, attitudes, and cultural perspectives requires a great deal of personal commitment, opportunities of exposure to cultures other than our own, and extended time for reflection and growth. Due to this, personal bias and perspectives, if truly changing and evolving, take a great deal of time to shift.

Gaps in Practitioner Literature

While a vast majority of the articles provided classroom suggestions for the incorporation of social justice and critical pedagogy themes, a limited number of the practitioner journal articles (23.8%) provided explicit ways to implement these practices. Essentially, through these publications, teachers are provided with a rationale for why these practices are important without being given the tools to easily apply them to their classrooms. Furthermore, much reviewed literature proved atheoretical, or without an explicit theoretical foundation in nature. This was especially true regarding the social studies journal publications. With the increased pressure on today's classroom teachers to infuse research-based practices into their teaching, the lacking theoretical basis in publications provides a major barrier to implementation. This pressure is doubly aimed at teachers in urban schools, many of which are labeled as needing improvement by local, state, and federal agencies. The hallmark of a good teacher is one who can take a recommendation and make modifications to fit his or her students' needs. However, if the

theoretical basis for a recommendation is unknown, it becomes difficult for teachers to ensure their changes maintain the effective components of the practice. For instance, many articles discussed the importance of culturally relevant texts. However, without the theoretical grounding explaining *why* culturally relevant materials are important, teachers end up attempting "to insert culture into the education, instead of inserting education into the culture" (Ladson-Billings, 1995a). In other words, teachers may utilize materials related to students' culture, but fail to use those materials to build a deeper connection between the students, their education, and their community.

While a handful of articles discussed the need for collaboration and partnership within and across school communities, this was one tenet largely absent in articles. Collaboration on both the macro and micro level within schools and communities remains absolutely critical to the success of social justice education, as it provides an authentic context in which learning and critical discussion can occur. Furthermore, strong culturally responsive partnerships between schools and communities are shown to be highly impactful on student outcomes in urban schools (Ford, 2011). By its very nature, critical pedagogy and teaching for social justice challenge the status quo, and this cannot always be authentically addressed solely within the school building walls. At the micro level, teachers must begin to collaborate more with one another on cross-curricular lessons. While fifteen articles from our sample noted interdisciplinary collaboration, only four (i.e., Albright, Purohit, & Walsh, 2002; George, 2002; McLaughlin & De Voogd, 2004; Young, 2001) explicitly discuss interdisciplinary collaboration in settings beyond the elementary school level.

Collaboration at the macro level must also be present for successful implementation of teaching for social justice. Examples could include classroom teachers partnering with universities or colleges in their area, matching researchers in educational curriculum and leadership programs with teachers actively in the field. These partnerships would provide opportunities for researchers to be actively engaged in the field as well as place classroom teachers in a position to access the breadth of knowledge available to the academic community. Furthermore, collaboration with researchers could encourage classroom teachers to publish their social justice education practices in practitioner publications.

Conclusion

It is apparent a gap exists between what is purported by research journals and what is being published in practitioner journals. To be sure, the social justice articles published in practitioner journals have a high rate of lessons or strategies to easily incorporate into teaching practices; however, many recommendations only support superficial social justice education elements rather than truly addressing inequities in schools and society by fully delving into all tenets of teaching for social justice. Future research should examine other avenues by which teachers access classroom resources, such as social media or online publications to see if these outlets, while not sponsored by research organizations, may be providing stronger recommendations for incorporating social justice into the classroom.

To narrow the gap between research and practice, the research community must begin to collaborate more effectively with classroom teachers. As long as their published work is largely inaccessible, it will not have the chance to be implemented into classrooms. In addition to the practitioner journals, each major content area organization has at least one research journal they publish and circulate to members. This is an excellent opportunity to begin integrating social justice educational research into the content area organizations. Furthermore, classroom teachers

need to be empowered to write and publish their experiences with social justice teaching. Circulating knowledge and strategies is critical to the success of marginalized student populations (Burke & Hardware, 2015).

Critical pedagogy is simultaneously a mindset, a theory, and a collection of classroom practices driving teaching for social justice (Stovall, 2006). While somewhat cumbersome for classroom teachers to manage, incorporating the theory and practice of critical pedagogy and teaching for social justice is crucial for student success, specifically in urban schools. Critical pedagogy implementation and social justice education in classrooms is not clear cut or easily measurable, standing as one reason it is likely avoided by classroom teachers. Furthermore, due to its nature of challenging the status quo and threatening current social, economic, and political systems, critical pedagogy has developed a radical and threatening stigma. This stigma associated with critical pedagogy and teaching for social justice must change in order to better serve our marginalized students and to ensure equitable educational opportunities in urban schools.

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Appendix A
List and Description of Articles Included in Review

Citation	Grade Level	Subject	Practical Teaching Application			
			Challenges Current Ideology	Culturally Relevant Resources	Drawing on Individual Strengths	Supportive Learning Environment
Albright et al. (2002)	6-8	ELA & Science	X			X
Bean & Harper (2006)	9-12	English/LA		X	X	X
Bean & Moni (2003)	9-12	English/LA	X	X		
Blackburn & Smith (2010)	9-12	English/LA	X	X		
Boatright (2010)	9-12	English/LA	X	X	X	X
Borsheim-Black et al. (2014)	9-12	English/LA	X		X	X
Bourke (2008)	K-5	English/LA	X			X
Brown (2013)	K-5	English/LA & S.S.		X	X	X
Chapman et al. (2011)	9-12	English/LA	X		X	
Cherland (2008)	9-12	English/LA	X	X	X	X
Christensen (2006)	K-5	Social Studies	X	X		
Christie et al. (2012)	K-5	Social Studies	X			X

Ciardiello (2004)	6-8	Social Studies	X	X		
Ciardiello (2010)	K-5	English/LA & S.S.	X	X		
Clarke & Whitney (2009)	6-8	English/LA	X			X
Dever et al (2005)	K-5	English/LA & S.S.	X	X		
Dorfman & Rosenberg (2013)	K-5	Social Studies	X	X	X	X
Dubois (2011)	K-5	Social Studies	X	X	X	X
Dunkerly-Bean et al. (2014)	6-8	English/LA	X	X		
Falter (2014)	9-12	English/LA	X	X		
Fertig (2005)	K-5	English/LA & S.S.				X
Ford & Neville (2006)	K-5	English/LA	X	X		X
Frye & Hash (2013)	6-8	English/LA & S.S.				X
Gainer (2013)	9-12	English/LA		X		X
Garrett & Schmeichel (2012)	9-12	Social Studies	X	X		
George (2002)	9-12	English/LA & S.S.	X	X		
Golden (2006)	K-5	English/LA & S.S.	X			

Hall & Piazza (2008)	K-5	English/LA	X	X	X	X
Harste & Albers (2013)	9-12	English/LA	X	X		
Hendrickson (2015)	6-8	Math			X	X
Johnson (2010)	6-8	English/LA		X	X	X
Johnson (2011)	6-8	Math	X	X		
Kelly (2012)	6-8	English/LA	X	X	X	X
Khasnabis & Upton (2013)	6-8	English/LA	X			X
Labadie, et al. (2012)	K-5	Social Studies		X	X	
Lapp et al. (2012)	K-5	English/LA & S.S.	X	X		
Lara & Leija (2014)	K-5	English/LA	X		X	X
Luke & Woods (2009)	6-8	English/LA	X	X		
Maples & Groenke (2009)	6-8	English/LA	X			
McCoy (2008)	6-12	Math	X			
McGinnis (2006)	6-8	English/LA		X	X	X
McLaughlin & De Voogd (2004)	6-12	English/LA & S.S.	X	X	X	X

Mellor & Patterson (2000)	9-12	English/LA	X			X
Morrell (2002)	6-12	English/LA		X		X
Myers & Beach (2001)	6-12	English/LA	X			X
Nussbaum (2002)	6-8	Social Studies	X		X	X
Ostrow (2003)	9-12	English/LA	X	X		
Pailliotet et al. (2000)	K-5	English/LA	X			
Park (2012)	6-12	English/LA	X		X	X
Perry et al. (2013)	9-12	English/LA			X	X
Phelps (2010)	9-12	English/LA	X	X	X	X
Powell et al. (2001)	K-5	ELA, S.S., & Science	X	X	X	X
Rozansky & Aagesen (2010)	6-8	English/LA	X	X	X	X
Sandmann (2004)	K-5	English/LA	X	X	X	X
Schieble (2012)	9-12	English/LA	X	X		
Sider (2010)	K-5	Social Studies	X			X
Simmons (2012)	9-12	English/LA	X	X		X
Soares & Wood (2010)	K-12	Social Studies	X	X	X	X

Sonu (2011)	K-5	English/LA & S.S.				X
Spector & Jones (2007)	6-8	English/LA				X
Stokes (2010)	K-12	Social Studies	X	X	X	X
Tyson & Park (2006)	K-5	English/LA & S.S.	X	X	X	X
Vasquez (2010)	K-5	English/LA			X	X
Wade (2000)	K-5	Social Studies	X			
Wilson & Laman (2007)	6-8	English/LA & S.S.	X	X	X	X
Wood & Jocius (2013)	K-5	English/LA	X	X		X
Yokota & Kolar (2008)	K-5	English/LA	X	X	X	X
Young (2001)	6-8	English/LA & S.S.	X		X	X
Total Percentage			54 66.67%	42 51.85%	29 35.80%	49 60.49%