

Nicholas D. Young, Elizabeth Jean, Teresa A. Citro

Empathic Teaching

Promoting Social Justice in the Contemporary Classroom

SERIES IN EDUCATION

About the author

Dr. Nicholas D. Young, PhD, EdD, has worked in diverse educational roles for more than 30 years, serving as a principal, special education director, graduate professor, graduate program director, graduate dean, and longtime superintendent of schools. He was named the Massachusetts Superintendent of the Year; and he completed a distinguished Fulbright program focused on the Japanese educational system through the collegiate level. Dr. Young is the recipient of numerous other honors and recognitions including the General Douglas MacArthur Award for distinguished civilian and military leadership and the Vice Admiral John T. Hayward Award for exemplary scholarship. Dr. Young has written extensively in the fields of education, counseling, and psychology.

Dr. Elizabeth Jean, EdD, has served as an elementary school educator and administrator in various rural and urban settings in Massachusetts for more than 20 years. As a building administrator, she has fostered partnerships with staff, families, various local businesses, and higher education institutions. Dr. Jean is currently a graduate adjunct professor at the Van Loan School of Education, Endicott College. She has written widely on topics in education from preschool to PhD.

Dr. Teresa A. Citro, PhD, is the Chief Executive Officer, Learning Disabilities Worldwide, Inc. and the Founder and President of Thread of Hope, Inc., She is a graduate of Tufts New England Medical School and Northeastern University, Boston. Dr. Citro has co-edited several books on a wide range of topics in special education and she co-authored a popular children's series *I Am Full of Possibilities*. She is the co-editor of two peer review journals including *Learning Disabilities: A Contemporary Journal* and *Insights on Learning Disabilities from Prevailing Theories to Validated Practices*.



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Summary

Empathic Teaching: Promoting Social Justice in the Contemporary Classroom is written for those who are committed to employing social justice practices in the classroom. The intent is to educate the next generation to value tolerance and to have respect and empathy for others in society. While this tome will largely focus on understanding the role that equity should play in P-12 education, it will do so with an acute awareness that there are myriad factors that influence student engagement and the motivation to learn. Although some of the subjects under consideration have been written about elsewhere broadly, this tome will offer a unique contribution by examining each from a social equity perspective. As schools move to ensure a more inclusive and well-rounded student body, this book will be a substantial asset to anyone interested in advancing a social justice agenda.

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