

ABOUT THE AUTHORS



H. Richard Milner IV (also known as Rich) is Professor of Education and Cornelius Vanderbilt Chair of Education at Vanderbilt University in Nashville, Tennessee. Dr. Milner is a fellow of the American Educational Research Association and the recipient of the National Association of Multicultural Education's Carl A. Grant Multicultural Research Award. Recently, he was honored with the John Dewey Award for relating research to practice and the Innovations in Diversity, Teaching, and Teacher Education Award from Division

K of the American Educational Research Association. His research, teaching, and policy interests include urban teacher education, African American literature, and the social context of education. In particular, Dr. Milner's research examines policies, environments, and practices that support teacher success in urban schools. His research has been recognized by the American Association of Colleges for Teacher Education's 2012 Outstanding Book Award and the American Education Studies Association's Critic's Choice Book Award for the widely read book *Start Where You Are but Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms* (Harvard Education Press, 2010). He is the author of *Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms* (Harvard Education Press, 2015) and a coeditor of the *Handbook of Urban Education* (Routledge Press, 2014). He consults with schools and districts across the United States and abroad.



Heather B. Cunningham is assistant professor of education at Chatham University in Pittsburgh, Pennsylvania. There, she teaches undergraduate and graduate-level courses in teacher education and shares her passion for helping new teachers understand how their cultural beliefs and values shape both teaching practices and student experiences. A classroom teacher for 13 years, she is licensed in the areas of social studies and English as a second language (ESL)/bilingual education. Her first teaching position was serving as an ESL

teacher with kindergarten and middle school students at the Nuestros Pequeños Hermanos home for children in rural Honduras. After that, she taught bilingual social studies to immigrant students at Roosevelt Senior High School in Washington, DC, and then joined the founding team of City Charter High School, a nationally ranked school in downtown Pittsburgh. At City High, Heather team-taught social studies as part of a two-person “cultural literacy” team. After her promotion to the position of master teacher, she continued to teach and also served as a coach for other teachers at the school.

Dr. Cunningham’s research and writing focus on preparing teachers to support students in urban spaces. This includes studying the roles race, ethnicity, poverty, and language play in the K–12 classroom and investigating what truly constitutes “effective teaching” in U.S. classrooms today. She enjoys designing and delivering professional development for both in-service teachers and university faculty on these topics. Dr. Cunningham also has a strong interest in the relationship among education, culture, and context on a global scale. In addition to her PhD in instruction and learning from the University of Pittsburgh, she holds a master of arts degree in international training and education from American University and has worked on education projects in Costa Rica, the Dominican Republic, and Malawi.



Lori Delale-O'Connor is an assistant professor of urban education at the University of Pittsburgh. She received a PhD in sociology from Northwestern University, where she was a certificate fellow in the Multidisciplinary Program in Education Sciences, a predoctoral training program funded by the Institute of Education Sciences. Dr. Delale-O'Connor also holds an MEd in secondary education from Boston College, where she was a Donovan Urban Scholar and taught secondary social studies in the Boston Public Schools.

Dr. Delale-O'Connor's work has

received support from the National Science Foundation, the Spencer Foundation, and the Institute of Education Sciences. Her scholarly research has appeared in publications including *Teachers College Record*, *Equity and Excellence in Education*, *Education and Urban Society*, and *Theory Into Practice*. Dr. Delale-O'Connor teaches courses to undergraduate and graduate students planning to become teachers in urban schools and to students who want to work in and with urban schools in other ways, including out-of-school time and policy. In addition, she has taught courses on the social contexts of education, as well as the history of and current practice in education reform. Her current teaching, research, and policy interests focus on the social contexts of education, with a focus on caregiver and community engagement. Dr. Delale-O'Connor previously worked as an evaluator to both in- and out-of-school time programs.



Erika Gold Kestenberg is the associate director of educator development and practice for the Center for Urban Education and a visiting assistant professor of urban education at the University of Pittsburgh. Dr. Kestenberg's degrees include a PhD in education, specifically administrative and policy studies with a multidisciplinary self-designed focus on social justice, a master's and teaching certificate in secondary education social studies, and a dual bachelor's in political science and history with a minor in

psychology. She also has a certificate in diversity and inclusion as well as extensive training in transformative intergroup dialogues and conflict mediation, which inform her work. Dr. Kestenberg received a Program Innovation Award, an Outstanding Service Award, and has been recognized twice by the city of Pittsburgh's City Council for her impactful service learning work with youth across the city.

Dr. Kestenberg codesigned a Certificate in Urban Education program and develops and manages the Urban Scholars Program at the University of Pittsburgh. She also teaches undergraduate and graduate students aspiring to become highly effective, culturally responsive teachers in urban schools and in higher education. Her courses include Identity, Power and Privilege; Culturally Relevant and Responsive Teaching; Relationship Building With Students, Families and Communities; Social Foundations of Education; Urban Scholars Seminars; and Becoming a Change Agent, all with a focus on urban contexts grounded in inclusion, equity, and justice. She also trains and coaches in-service educators and leaders around a variety of equity-based issues through multiple methods and approaches. Before working in higher education, Dr. Kestenberg was a teacher, a trainer, a coach, a consultant, a researcher, a program creator, an advocate, and an administrator in traditional and non-traditional urban educational and nonprofit spaces in the United States and Israel. In those spaces, she taught social studies, English language arts, English as a second language, service learning, and cross-cultural communication. She also developed and managed numerous education programs, including large-scale early childhood development centers and an alternative education high school. The most "challenging" students have always been her jam.