

JMTE Articles Addressing Inclusion, Diversity, Equity, and Access

As a service to members, the *Journal of Music Teacher Education* editorial team has collected this reference list of articles from the 30-year publication history of JMTE. Articles included in this list address dimensions of inclusion, diversity, equity, and access. The goal was to be inclusive of topics rather than authors, so this was not an attempt to provide a list of solely BBIPOC authors. Therefore, all authors, regardless of their racial, ethnic, or cultural identity, were considered for inclusion in this list if a particular article met the topic criteria. If you have published an article in JMTE you believe addresses these topics but it is not included in this list, please reach out to the [JMTE editor](#). We hope this resource list will be helpful to scholars doing important work in these areas.

- Bautista, A., Wong, J., & Cabedo-Mas, A. (2019). Music teachers' perspectives on live and video-mediated peer observation as forms of professional development. *Journal of Music Teacher Education*, 28(3), 28–42. <https://doi.org/10.1177/1057083718819504>
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- Bond, V. L., & Russell, J. A. (2021). Culturally responsive pedagogical/andragogical context knowledge: A conceptual model for music education. *Journal of Music Teacher Education*, 30(3), 11–25. <https://doi.org/10.1177/1057083721993738>
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- Escalante, S. (2020). Exploring access, intersectionality, and privilege in undergraduate music education courses. *Journal of Music Teacher Education, 29*(2).
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- Fiorentino, M. (2019). Considering antiracism in student teacher placement. *Journal of Music Teacher Education, 28*(3). <https://doi.org/10.1177/1057083718820713>
- Forrester, S. (2019). Community engagement in music education: Preservice music teachers' perceptions of an urban service-learning initiative. *Journal of Music Teacher Education, 29*(1). <https://doi.org/10.1177/1057083719871472>

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- Howard, K., Swanson, M., & Campbell, P. (2014). The diversification of music education: Six vignettes from a movement in progress. *Journal of Music Teacher Education*, 24(1).
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