



Book Series

# *Contemporary Perspectives on Supervision and Instructional Leadership*

Series Editors

Sheryl Cowart Moss, *Georgia State University*

 This book series is endorsed by the Council of Professors of Instructional Supervision.

This book series seeks to add to the body of knowledge on supervisory perspectives and practice in multiple domains of leadership. Current events and circumstances demand an increased emphasis on inclusivity, cultural proficiency, and instructional leadership. This means that leaders must be intentional and hypervigilant in looking for approaches to authentically involve microcultures, both academically and socio-emotionally. This intentional involvement may include reaching out to groups who do not even know how to express that they feel disenfranchised or marginalized.

This work is not confined to traditional roles of leadership, rather, it requires a willingness for those in traditional leadership roles to examine their own beliefs and practices, and to intentionally model inclusivity, cultural proficiency, and instructional leadership, while working to increase the leadership capacity of teachers and informal leaders. Within this perspective, clinical experiences for teacher and leader candidates become even more critical, as we must use theory to inform contextualized practice. Within this series, we will share emergent theoretical models as well as stories of best practices. We invite participation from established researchers, emerging scholars, and current practitioners to advance these ideas.

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Supervision in Clinically Based Teacher Education: Advances, Opportunities, and Explorations

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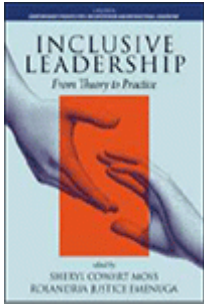
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## Inclusive Leadership From Theory to Practice

Sheryl Cowart Moss, Georgia State University; Rolandria Justice Emenuga, Justice Consulting Group

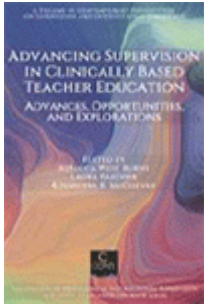
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Inclusive leaders create strong cultures with systems to respond to unique needs and encourage hidden potential. Inclusive leaders think in terms of each rather than all, and they strive to engage each child and adult. This perspective values individual cultural capital. (Cowart Moss, 2020; DeMatthews, 2018; McLeskey, Waldron, & Redd, 2019). Inclusive leadership requires district and school leaders to be intentional, hypervigilant, and to contextualize their work. These actions must be ongoing. They are not accomplishments, rather they must be a way of leading and seeing the world. (Berry, Cowart Moss & Gore, 2018; Mette, 2019).

Leaders can break down barriers or create obstacles. Ironically, leaders may perceive themselves as promoting inclusion while still operating within areas of implicit bias (Arnold, 2019; Theoharis & Causton-Theoharis, 2008; Willey & Magee, 2018). Barriers to inclusion may reside outside of a leader's direct control. They may be systemic, or they may arise in unforeseen and unpredictable crises, like the COVID-19 pandemic. While our schools continue to face enormous challenges from COVID-19, they also face stress from increasing awareness and reactions to systemic racism and political polarization. History shows collaboration and strong relationships can greatly impact responses to a crisis and the quality of rebuilding efforts after a crisis. (Stern, Cetron, & Markel 2009). It is increasingly important for school leaders to cultivate inclusive approaches, building repertoires of skills to meet the needs of the diverse, marginalized, and unsettled members of their school communities. Leaders must have theoretical and pedagogical tools for assessing their capacities and for reflecting on their progress. They must have access to resources and support for continued growth.

The ideal of inclusion is synonymous with belonging and caring, but ideals must be more than talking points. Inclusive leaders can parse out the subtleties that separate more abstract notions of justice and caring (Noddings, 2015) from specific actions that result in inclusive cultures. These leaders bridge the gap between theory and practice. This volume, *Inclusive Leadership: From Theory to Practice*, seeks to provide a more nuanced view of what it means to be an inclusive leader as it explores current research, practical applications, and personal narratives.

**CONTENTS:** Foreword, *David DeMatthews*. Introduction, *Sheryl Cowart Moss and Rolandria Justice Emenuga*. **SECTION I: EXAMINING THE INFLUENCES OF RESEARCH IN DISABILITY SERVICES, SOCIAL JUSTICE LEADERSHIP CULTURAL PROFICIENCY, AND PROGRAM DESIGN.** Beyond "Hang in There": A Qualitative Examination of How Inclusive Principals Support Beginning Special Education Teachers, *Erica D. McCray, Margaret L. Kamman, Maya Israel, Alexandria N. Harvey, and Emily Crews*. "And Only Connect!": Inclusive Leadership in a New Zealand Context, *Sylvia Robertson*. Principal Influence on Success for Students With Disabilities: An Exploration of Educator Perceptions of Inclusive Leadership, *Zak Dominello, Vanessa Giddings, and Amie Cieminski*. Inclusive Teacher Educator Leadership: Situating Reflective Practice Within Theory, Partnerships, and Equity in an Undergraduate Dual Licensure Educational Preparation Program, *William Hunter, Wesam Salem, Keishana Barnes, Logan Caldwell, and Jennifer Bubrig*. Navigating the In-Between: Defining the Third Space for Educational Leadership Programs, *James A. Zoll, Sheri Hardee, and Catherine Rosa*. **SECTION II: PRACTICAL APPLICATIONS: INCLUSIVE LEADERSHIP IN ACTION.** Practicing Inclusive Leadership by Nurturing and Developing Teacher Leaders, *Marla McGhee*. Disrupting the Status Quo: A Call for True Equity in Special Education, *Toni Barton*. Equity Labs—Can They Increase Teacher and Leader Effectiveness? *Georgia Evans*. Actions of Equitable, Socially Just, Culturally Responsive, and Inclusive Educational Leaders, *Amie B. Cieminski and Kristine J. Melloy*. **SECTION III: NARRATIVES—PERSONAL PERSPECTIVES ON THE FIELD.** Exploring Inclusive Leadership Through Tonglen: A Contemplative Framework for Supervision, *Steve Haberlin and Ian Mette*. Building a Stronger Leader Preparation Model: Inclusive Practice Grounded in Research and Experience. *Karen Caldwell Bryant, Jami Royal Berry, Robin Christian, Niles Davis, Michele Dugan, Brian Keefer, Kristen McRae, and Summer Tuggle Smith*. Inclusive Leaders Building Bridges to Learning, *Heather P. Williams and Jennifer L. Snow*. Rafael's Story: A Portrait of a Latinx School Leader in Georgia, *Taylor Barton*. Conclusion, *Sheryl Cowart Moss and Rolandria Justice Emenuga*. About the Contributors.



## Advancing Supervision in Clinically Based Teacher Education Advances, Opportunities, and Explorations

Rebecca West Burns, Kutztown University of Pennsylvania; Laura Baecher, Hunter College The City University of New York; Jennifer K. McCorvey, University of South Florida

2022. Paperback 978-1-64802-718-5 \$52.99. Hardcover 978-1-64802-719-2 \$94.99. eBook 978-1-64802-720-8 \$85.

Supervision in teacher education is entering an exciting time. In the last decade, national reports calling for the transformation of teacher preparation have advocated for greater school-university collaboration and increased clinical preparation of teachers (AACTE, 2018; NCATE, 2010). Thus, institutions with teacher preparation should be increasingly concerned with the clinical component of their teacher certification programs (AACTE, 2010; 2018; NCATE, 2001; NEA, 2014). However, supervision in teacher preparation has historically been held in low regard, (Beck & Kosnik, 2002; Feiman-Nemser, 2001; The Holmes Group, 1986; Hoover, O'Shea, & Carroll, 1988; Soder & Sirotnik, 1990) even though research has shown that high-quality supervision promotes teacher candidate learning (Bates, Dritis, & Ramirez, 2011; Burns, Jacobs, & Yendol-Hoppey, 2016; Darling-Hammond, 2014; Gimbert & Nolan, 2003; Lee, 2011). In fact, university supervisors "may be the most undervalued actors in the entire teacher preparation equation when one considers the knowledge, skills, and dispositions they must have to teach about teaching in the field" (Burns & Badiali, 2016, p. 156). Despite this research, the function of supervision has often been relegated to adjunct faculty or even removed the university-based supervisor altogether in some colleges/schools of education (McIntyre & McIntyre, 2020; NCATE, 2010; Slick, 1998; Zeichner, 1992, 2005). These practices are incredibly problematic for actualizing clinically based teacher education. Thus, the road to transforming teacher education must involve addressing such long standing misperceptions about what supervision is, what purpose it serves, and how it can be renewed from an afterthought to become the driving engine of high quality teacher preparation.

*Advancing Supervision in Clinically Based Teacher Education: Advances, Opportunities, and Explorations* aims to elevate supervision and supervisors, as undervalued actors, by disseminating high-quality manuscripts on this critical area of study. The chapters in this book tackle the persistent issue of devaluing and marginalizing supervision in some institutions of higher education by sharing current research, illuminating challenges of supervising in the current high stakes accountability climate, and offering innovative ideas that can improve supervision in clinically based teacher education.

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