



Book Series

Educational Leadership for Social Justice

Series Editors

Jeffrey S. Brooks, *RMIT University*; Denise E. Armstrong, *Brock University*; Ira Bogotch, *Florida Atlantic University*; Sandra Harris, *Lamar University*; Whitney Sherman Newcomb, *Virginia Commonwealth University*; George Theoharis, *Syracuse University*

Contact Jeffrey S. Brooks at: jeffrey.brooks@monash.edu for more information about this series.

The purpose of this book series is to promote research on educational leadership for social justice. Specifically, we seek edited volumes, textbooks, and full-length studies focused on research that explores the ways educational leadership preparation and practice can be a means of addressing equity concerns throughout P-20 education. Possible topics include, but are not restricted to the following issues:

- **Race** and educational leadership
- **Class** and educational leadership
- **Gender** and educational leadership
- **Ethics** and educational leadership
- **Ethnicity** and educational leadership
- **Culture** and educational leadership
- **LGBTQ** issues and educational leadership
- **Equity** and educational leadership
- **Access** to educational leadership
- **International and Comparative** perspectives on leadership for social justice
- **Research methodologies** and educational leadership for social justice

And many, many others...please contact us with your ideas and questions!

Proposal and Manuscript Submission Process

We invite you and your colleagues to submit a book proposal of approximately 5-8 pages. All proposals will undergo editorial team and/or blind peer review. Proposals should include the following sections:

1. Introduction and overview: Explain the scope of the book project and explain how it is grounded in and extends the extant educational leadership for social justice research base, broadly conceived. Proposals should be aligned with the purpose of the Information Age Publishing Educational Leadership for Social Justice Book Series.
2. Summary of contents: Provide a proposed table of contents, brief synopsis of each chapter, and an approximate page count for each chapter, including any references and appendices.
3. Timeline: The timeline should include initial phases of the publication process that will lead to initial submission of chapters. From that point, accepted manuscripts will undergo editorial and blind peer review.

Please note that while we encourage many kinds of proposals, including textbooks, edited volumes, and full length studies, we expect all proposals to be grounded in appropriate inquiry perspectives. We look forward to hearing from you!

Books in this series:

- School Leadership in a Diverse Society
- Adult Intentions, Student Perceptions
- Crossing the Bridge of the Digital Divide
- Within Reach
- Dear Gay, Lesbian, Bisexual, And Transgender Teacher
- Restorative Practice Meets Social Justice
- Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling
- Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling
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- Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings
- Caring Leadership in Turbulent Times
- Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice
- Shifting to Fit
- Educational Leadership for Ethics and Social Justice
- School Leadership in a Diverse Society
- Crises Of Identifying
- Anti-Racist School Leadership
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- Social Justice Leadership for a Global World
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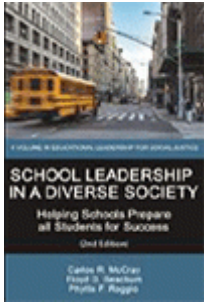
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School Leadership in a Diverse Society Helping Schools Prepare all Students for Success (2nd Edition)

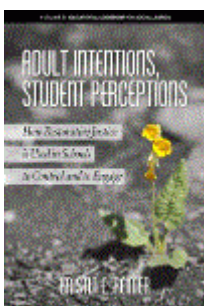
Carlos R. McCray, Montclair State University; Floyd D. Beachum, Lehigh University; Phyllis F. Reggio, Hunter College

2021. Paperback 978-1-64802-573-0 \$45.99. Hardcover 978-1-64802-574-7 \$85.99. eBook 978-1-64802-575-4 \$74.

With the increasing amount of diversity taking place in the United States and in our K-12 schools, this book will help school leaders become prepared. It is the school principal who sets the tone for the school culture and provides the vision as to the direction of the organization. Therefore, school principals will ultimately have a great impact in promoting cultural and social diversity. *School Leadership in a Diverse Society: Helping Schools Prepare all Students for Success (2nd Edition)* will help scholars and practitioners have a better understanding of the increasing amount of diversity that is occurring in American society. This book will give them the tools needed to lead schools to ensure that all students, regardless of their life circumstances and status, are provided a school experience that promotes high academic achievement and a sense of belonging.

Today, multiculturalism and diversity preparation are needed in our society, seemingly more so than when schools first made an earnest effort to integrate twenty years after *Brown V. Board of Education*. Just as it seemed the United States was making significant progress dealing with issues that have plagued this country for hundreds of years, recently, there has been a surge in diversity-related issues (the killing of unarmed African Americans, the unwarranted attacks on Asians, immigration debates, the recent rise of groups that support white supremacy, blackface incidents, increasing wealth divide between the ultra rich and the poor, religious backlash, etc.). These issues should remind us that the struggle for social equity continues into the present moment. Communities must work together to help fight rising intolerance and prejudice within our country and schools.

CONTENTS: Foreword, *Festus E. Obiakor*. Preface: Meeting Responsibilities While Facing New Realities, *Carlos R. McCray, Floyd D. Beachum, and Phyllis F. Reggio*. **PART I** CHAPTER 1: Three, Two, One: Revisiting the Realities of Racism in K-12 Schools. CHAPTER 2: Creating a Positive School Culture. CHAPTER 3: Examining School Discipline Policies: An Issue of Fairness. CHAPTER 4: A Tale of Two Cities: The Relevance of Multicultural Education. CHAPTER 5: School Leadership and Inclusive Education. CHAPTER 6: Dealing with Cultural Issues in Schools: A Support Model for Urban Leaders. CHAPTER 7: The Delivery of Instruction to Diverse Learners: A Path Towards an Equity Pedagogy. **PART II INTRODUCTION TO CASE STUDIES:** Principal Fred Jones. CHAPTER 8: Taboo Dating in the 21st Century at Payton High School. CHAPTER 9: Language, Liberty, and Leading for Diversity at Payton High. CHAPTER 10: The Intersection of Aestheticism and Administrative Placement at Payton High. Afterword, *Sean Warner*. References. About the Authors.



Adult Intentions, Student Perceptions How Restorative Justice is Used in Schools to Control and to Engage

Kristin E. Reimer, Monash University

2018. Paperback 978-1-64113-504-7 \$45.99. Hardcover 978-1-64113-505-4 \$85.99. eBook 978-1-64113-506-1 \$74.

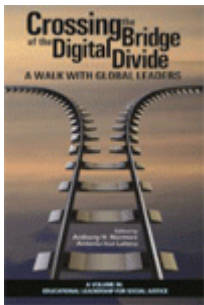
Restorative justice (RJ) is an idea whose time may have finally arrived. Although the concept has ancient roots and the term has existed in Western societies since the 1970s, only recently has it gained general public recognition. In schools, RJ's popularity is rising world-wide. In fact, education is the fastest growing area for the practice of RJ.

Despite an increasing number of schools embracing the approach, it is not clear what educational RJ practitioners are trying to achieve. *Adult Intentions, Student Perceptions: How Restorative Justice is Used in Schools to Control and to Engage* focuses on the use of RJ in one school in Scotland and one in Canada. While important to understand the intentions of educators in using RJ in schools, those aims must be examined alongside the actual impact that such practices have on students. RJ can be understood and experienced in dramatically different ways by those implementing it. For some, RJ is about creating an environment of and for student engagement that challenges traditional systems of discipline and facilitates learning. For others, RJ is simply another tool for solidifying compliance and meting out punishment, albeit in a kinder, gentler way. *Adult Intentions, Student Perceptions* provides the opportunity to delve deeply into the stories of two schools and the adults and young people who inhabit them, and consider the broad impact that differing educator

understandings of RJ have on students.

Adult Intentions, Student Perceptions is a timely book for RJ advocates and critics alike. It challenges a common assumption of some RJ advocates that implementing RJ necessarily creates a classroom environment of social engagement (where students are empowered to engage with one another and think critically, and school relationships and hierarchies are transformed). The student experience relayed in this book shows that RJ can as readily be mobilized to create classroom environments of social control (where students are taught obedience and compliance, and authority and hierarchy are reinforced). Reimer argues that RJ, by itself, does not guarantee certain qualities of relationship, but RJ does allow us to examine relational qualities and ask questions of how school relationships are used to engage and/or control students.

CONTENTS: Series Editor's Preface, *Jeffrey S. Brooks*. Foreword, *Joel Westheimer*. CHAPTER 1: Introduction: The Rise of Restorative Justice in Schools. CHAPTER 2: The Tensions Within Restorative Justice: A Continuum of Understandings. CHAPTER 3: Listening to the Voices in the Schools. CHAPTER 4: Rocky Creek: The Canadian School Story. CHAPTER 5: Rocky Creek Public School: Educator Intentions. CHAPTER 6: Rocky Creek Public School: Student Perceptions. CHAPTER 7: Royal Mills High School: The Scottish School Story. CHAPTER 8: Royal Mills High School: Educator Intentions. CHAPTER 9: Royal Mills High School: Pupil Perceptions. CHAPTER 10: Holding the Studies Side by Side. CHAPTER 11: Restorative Justice as a Window Into Relationships. References.



Crossing the Bridge of the Digital Divide A Walk with Global Leaders

Anthony H. Normore, California State University Dominguez Hills; Antonia Issa Lahera, California State University Dominguez Hills

2018. Paperback 978-1-64113-390-6 \$45.99. Hardcover 978-1-64113-391-3 \$85.99. eBook 978-1-64113-392-0 \$74.

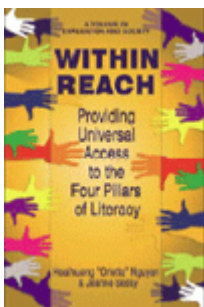
Crossing the Bridge of the Digital Divide: A Walk with Global Leaders explores the combined effect of the rapid growth of information as an increasingly fragmented information base, a large component of which is available only to people with money and/or acceptable institutional affiliations. In the recent past, the outcome of these challenges has been characterized as the "digital divide" between the information "haves" and "have nots" along racial and socio economic lines that seem to widen as time passes. To address the issues of digital equity and digital inequality in an effort to bridge the digital divide, educational scholars, researchers and practitioners are in positions to ensure equitable opportunities are made available for people of all ages, races, ability, sexual orientation, and ethnicity in support of social justice for bridging the digital divide. The digital divide addresses issues concerning equal opportunity, equity and access that have an effect on the development of marginalized and otherwise disenfranchised populations within and across systems nationally and internationally.

The contributing authors- representing Unites States, Canada, South Africa, New Zealand, and the UK - posit that education institutions can serve as the bridge to close the digital divide for students who do not have access to information technology in their homes. At a time when more computers are made available in schools than ever before, the digital divide continues to widen and fewer people in the lowest SES groups are given the opportunity to join the world of computer technology and the internet. As a result, the influence of leadership activity on institutional racism, gender discrimination, inequality of opportunity, inequity of educational processes, digital exclusion, and justice have gained currency and attention.

The contributing national and international authors examine the digital divide in terms of social justice leadership, equity and access. It is within this context that the authors offer discussions from a lens of their choice, i.e. conceptual, review of literature, epistemological, etc. By adopting an educational approach to bridging the digital divide, researchers and practitioners can connect and extend long established lines of conceptual and empirical inquiry aimed at improving organizational practices and thereby gain insights that might be otherwise overlooked, or assumed. This holds great promise for generating, refining, and testing theories of leadership for equity and access, and helps strengthen already vibrant lines of inquiry on social justice.

CONTENTS: Foreword: Bridging Divides in Cyber-Lives, *Jabari Mahiri*. Introduction, *Anthony H. Normore and Antonia Issa Lahera*. Series Editor's Preface, *Jeffrey S. Brooks*. **PART I: DYNAMICS OF DIGITAL AND SOCIAL INEQUITY.** Digital Equity and its Role in the Digital Divide, *Kitty Fortner, Anthony H. Normore, and Jeffrey S. Brooks*. An Examination of the Digital Divide and Its Dividing Factors in Formal Educational Settings, *Albert D. Ritzhaupt and Tina N. Hohlfeld*. Not All Young People "Use" the Internet: Exploring the Experiences of Ex-Use Amongst Young People in Britain, *Rebecca*

Eynon and Anne Geniets. PART II: DIGITAL EQUITY AND ACCESS ISSUES. Leading the Cohort across the Divide: Recent Best Practices to Enhance Cohort Teaching and Learning, Steven C. Williams. Walking the Pedagogical Line in Graduate Studies: Obstacles and Opportunities Transitioning to Digital and eLearning, Heather Rintoul and Duncan MacLellan. A Model for Addressing Adaptive Challenges by Merging Ideas: How One Program Designed a Hacking Framework to Address Adaptive Challenges and Discovered the Ecotone, Kendall Zoller, Antonia Issa Lahera, and Julie K. Jhun. Emerging Technologies for Learning: Using Open Education Resources (OER), Ruben Caputo. Partnering with Teachers to Bridge Digital Divides, Doron Zinger, Jenell Krishnan, and Mark Warschauer. Social Networking Technology and the Social Justice Implications of Equitable Outcomes for First-Generation College Students, Yesenia Fernandez, Nancy Deng, and Meng Zhao. The Habitus and Technological Practices of Rural Students: A Case Study, Laura Czerniewicz and Cheryl Brown. PART III: GLOBAL RESEARCH AND DEVELOPMENT IN TECHNOLOGY. The Digital Divide in Scientific Development and Research: The Case of the Arab World, Hamoud Salhi. Assistive Technology for Students with Disabilities: An International and Intersectional Approach, Sali S. Kulkarni, Jessica Parmar, Ann Selmi, and Avi Mendelson. Online Resource Courses to Enhance Education Abroad Learning: The Digital & Enhanced International Learning Divide, Gary M. Rhodes and Rosalind Latiner Raby. Biographies.



Within Reach Providing Universal Access to the Four Pillars of Literacy

Hoaihuong Nguyen, California State University; Jeanne Sesky, California State University

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Within Reach is a text for anyone interested in improving instructional practices with their students, and in expanding those practices from classroom to classroom. The multifaceted sections of the text broaden the audiences: teacher leaders, administrators, practicing teachers, and teacher/administrator preparation programs in higher education. The content from Within Reach can be used to build systems and practices to increase instructional effectiveness to address diverse students' learning needs. The text offers research-based, effective, instructional practices and how they relate to diverse learners and Common Core, as well as to understand how to employ teacher leaders to network such practices.

Within Reach is an excellent match for district and federal funding because it focuses on professional development to bridge the achievement gap, instructional accountability measures, and making connections to the Common Core. Districts can access funding through Title 1, Common Core funding initiatives, and federal grants. It can also be adopted in higher education teacher and administrator preparation programs. For example, in teacher preparation programs, Within Reach covers topics such as Teaching Multiculturalism Education, Teaching Students with Mild to Moderate Disabilities, Teaching English Language Learners, and Language Acquisition and Development Certification Courses, and Teacher Leadership.

CONTENTS: Foreword, *Anthony H. Normore*. Introduction: The Failure of Education: Keeping Students of Diversity at Arm's Length. Chapter 1: Out of Reach: Marginalization of the Diverse Learner. Chapter 2: Reaching Out: A Case for Universal Design. Chapter 3: Conversation Changes Things. Chapter 4: Universal Considerations for Reading. Chapter 5: Universal Considerations for Writing. Chapter 6: Teacher Leadership and Universal Design. About the Authors.



Dear Gay, Lesbian, Bisexual, And Transgender Teacher Letters Of Advice To Help You Find Your Way

William DeJean, Inspiration Unleashed; Jeff Sapp, California State University Dominguez Hills

2017. Paperback 9781681237527 \$45.99. Hardcover 9781681237534 \$85.99. eBook 9781681237541 \$74.

Dear Gay, Lesbian, Bisexual, And Transgender Teacher: Letters Of Advice To Help You Find Your Way is full of the voices of queer educators and calls for educational leaders to be allies in their social justice leadership roles. Queer professionals write personal letters to junior queer colleagues answering the general prompt, "What have you learned as a queer educator that you believe is essential to the success of current or future gay, lesbian, bisexual, or transgendered educators?" The responses are thoughtful, powerful, poignant, and direct.

The collection of letters includes senior queer professionals, pre-service teachers who were currently in university courses at the very beginning of their careers, PreK-12 professionals at the beginning, middle, and end of their careers, administrators, counselors, teacher-educators at the university level, community educational leaders, lawyers, and heterosexual allies. There are early childhood teachers, elementary teachers, middle school and high school teachers representing nearly every content area, special education teachers, GSA (Gay Straight Alliance) leaders, school counselors, university professors of education across various fields of specialization, and activists. There are many races and ethnicities represented as well as eight countries. There are rural professionals and urban professionals. There are gay, lesbian, bisexual, and transgendered educators represented. This group of letters represents the intersectionality of queerness in all of its rich splendor.

CONTENTS: Series Editor's Preface, *Jeffrey S. Brooks*. Introduction and Overall Framework, *Jeff Sapp and William DeJean*. Queer Leadership, *Jeff Sapp*. **PART I: PRESERVICE CREDENTIAL CANDIDATES.** Introduction, *Jeff Sapp*. Studying to Become a Teacher in a Rural Area: The Obstacles That Get in the Way, *Michelle Butters*. The First, Frightening Moment I Came Out: A Diary Entry on a Cold and Rainy Day, *Bernie Davern*. Out in the Staffroom, *Erin P. Greaves*. **PART II: PRE-K-12 EDUCATORS.** Introduction, *Jeff Sapp and William DeJean*. We Are Family: The Role of GLBTIQS Activism in Human Rights Education, *Geoff Allshorn*. Coming Out Again, and Again, and Again, *Melissa Ash-Balá*. Transparency, Visibility, and Belonging, *Hau Bui*. Come Out, Come Out, Where You Are: Bringing LGBT Matters Out of the Early Childhood Education Closet, *Kathy Cloughessy*. From a School Leader of the 21st Century to a Child of the Past and Teachers of the Future, *Shaun Dellenty*. On Being a Teacher First and Transgender Second, *Itsuki Doi*. Know and/of Established Rules, Practices, and Policies, *Dora J. Dome*. No More Schoolyard Bullies, *Raul Duque*. I Am Free, *Lorelei Estrada*. Ten Years of Inqueeries, *Tara Goldstein*. Advice From Beyond the Closet, *Janna Jackson*. That Gay Teacher, *Rebecca Langham*. The School Production and Queer Objects of Amusement, *Jack Migdalek*. Find Your Bottom Line, *Elizabeth Miline-Kahn*. To Come Out or Not to Come Out: Is it Worth the Risk? *Paul Chamness Miller*. Sleeping With a Mosquito, *Olivia Noto*. Confidence Is the Key, *Ginny Taylor*. **PART III: COUNSELORS AND MEDIATORS.** Introduction, *Carol Sullivan*. Be All of Whom You Are Early and Often, *Stuart Chen-Hayes*. A Toast for Amber and Lauren, *Erwin "Sino" Donato*. Coming Out With a Whisper, *Osvelio C. Lastre*. **PART IV: HIGHER EDUCATION.** Introduction, *Jeff Sapp*. Queer-Care, Oxygen Masks, and Other Insights Into Caring for Yourself and Your Queer Students, *Fiona J. Benson*. Some Reflections on Working Around Anger and Change for New Queers, *Michael Crowhurst*. Who You Are Matters, *William DeJean*. Delusions of Mediocrity: Queer Teachers and Business as Usual, *Anne Harris*. Down the Rabbit Hole: Learning New Perspectives Around Diverse Genders, Sexes, and Sexualities, *Terence Humphreys*. Crossing the Pacific Ocean: A Queer Man of Color's Journey of Crossing Cultural Borders in Higher Education in the United States. *Mitsunori Misawa*. Be the Change You Wish to See in the World: Telling Our Stories With Integrity and Passion, *Mara Sapon-Shevin*. I Wish I Had Read the Faculty Manual: Tips for Queers in the System, *Jeff Sapp*. Queers Are Pioneers: Keeping an Open Mind About Education, *Paul Venzo*. **PART V: ALLIES, ACCOMPLICES, AND COCONSPIRATORS.** Introduction: Acts of Solidarity—Reflections of Ally Work Within Queer School Movements, *Elexia McGovern-Reyes*. From Antiracist to Antiracist Racist, From Ally to Accomplice, *Christine Clark and Doris L. Watson*. I Felt the Breeze as You Sprinted by Me, *Paul Gorski*. Make Allies, *Sonia Nieto*. Answering the Call: We Are the Ones We Have Been Waiting For, *Lorri J. Santamaria*. Conclusion, *Jeff Sapp and William DeJean*. About the Editors.



Restorative Practice Meets Social Justice Un-Silencing the Voices of "At-Promise" Student Populations

Anthony H. Normore, California State University Dominguez Hills; Antonia Issa Lahera, California State University Dominguez Hills

2017. Paperback 9781681237275 \$45.99. Hardcover 9781681237282 \$85.99. eBook 9781681237299 \$74.

Restorative Practice Meets Social Justice: Un-silencing the Voices of "At-Promise" Student Populations is a collection of pragmatic urban school experiences that focus on restorative approaches situated in the context of social justice. By adopting this approach, researchers and practitioners can connect and extend long-established lines of conceptual and empirical inquiry aimed at improving school practices and thereby gain insights that may otherwise be overlooked or assumed. This holds great promise for generating, refining, and testing theories of restorative practices in educational leadership and will help strengthen already vibrant lines of inquiry on social justice. The authors posit that a broader conceptualization of social and restorative justice adds to extant discourse about students who not only experience various types of daily oppression in US schools but also regularly live on the fringes of society. Chapters are written by a combination of researchers and practicing school leaders who believe in the power of healing and restoring relationships within school communities as opposed to traditional punitive structures. The dynamic approaches discussed throughout the book urge school leaders, teachers, school community members, and those who prepare administrators to look within and build bridges between themselves and the communities in which they serve.

CONTENTS: Series Editor's Preface. Foreword, *John Bailie*. Introduction. Social Justice and Restorative Processes in Urban Schools: Historical Context, *Anthony H. Normore*. Growing Social Justice Leadership Through System Hacks: The Formula for Operationalizing Change, *Antonia Issa Lahera and Pamela Robinson*. The "At Promise" Model Minority Student: Providing Equity, Restorative Practices, and Access to Mental Health Supports, *H. Orletta Nguyen and Anthony Normore*. Mindful Schools: How Does a Restorative Academic Space Create a Responsive Program Culture for 16-24 Year Olds? *Roberto Rodriguez-Saavedra, Kimberly B. Hughes, and Sara A. M. Silva*. Using Communicative Intelligence to Situate Language in the Context of Restorative Practices to Create New Associations, *Kendall Zoller*. Restorative Practices and English Language Learners: Language Development in Relational Contexts, *Maggie Terry*. Connection to Community to Content, *Abdul Issa*. Using Restorative Principles to Redesign a Middle School for the Common Good, *Karen Junker and Harriet MacLean*. Cultivating Restorative Communities: A K-12 Systems Approach to Restorative Practices, *Jeffrey Garrett and Tanya Franklin*. Creating a Restorative Community: The View from the Principal's Chair, *Jose Luis Navarro and Jeanne Sesky*. **NARRATIVES: LEADERS' VOICES IN THE FIELD.** Critical Hope and Equity: The Conditions of Restorative Practices in an Urban High School, *Chris Carr, Omar Reyes, and Jeanne Sesky*. Using a Response to Intervention Pipeline to Respond to Chronic Underachievers, *Ed Castillo and Jeanne Sesky*. Restorative Practices in a Culturally Dislocated Urban High School: The Impact of Community Circles, *Trebor R. Jacquez and Jeanne Sesky*. "From Boys to Gentlemen": A Program for Restoring Positive Self-Image in Middle School Boys of Color, *Amen Rahh and Jeanne Sesky*. About the Contributors.



Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling

Tyson E.J. Marsh, University of New Mexico; Natasha N. Croom, Iowa State University

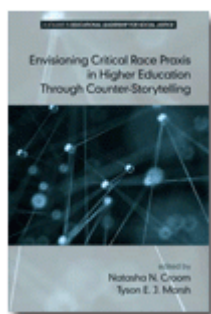
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While critical race theory is a framework employed by activists and scholars within and outside the confines of education, there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership. With a continued top-down approach to educational policy and practice, it is imperative that educational leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms/manifestations of oppression (Stovall, 2004). In the tradition of critical race theory, we are charged with the task of operationalizing theory into practice in the struggle for, and commitment to, social justice. Though educational leaders and leadership programs have been all but absent in this process, given their influence and power, educational leaders need to be engaged in this endeavor.

The objective of this edited volume is to draw upon critical race counter-stories and praxis for the purpose of providing leaders in training and practicing K-12 leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within K-12 schooling. An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression. More precisely, this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in K-12 schooling. Through the use of critical race methodology and counter-storytelling (Solórzano & Yosso, 2002), contributors will share and interrogate their experiences while offering current and future educational leaders insight in recognizing how racism functions within institutions and how they can address it. The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for educational leaders to develop a critical race praxis and anti-racist approach to leadership.

CONTENTS: Introduction: Envisioning Critical Race Praxis in K-12 Leadership through Counter-Storytelling, *Tyson E.J. Marsh and Natasha N. Croom*. **PART I—STUDENT VOICE.** "We Talk but We Don't Say Shit": Education and the Silencing of Student Voice, *Christopher Knaus*. Reclaiming the Innocence of Latino Males: A Message from Middle School Latino Boys to their Teachers, *Eligio Martinez, David Fernandez, Isaac Perez, and Guadalupe Montes*. Fitting "Out": How American Indian Students Make Sense of School Success, *Stephanie Masta Zywicki*. **PART II—LEADERSHIP.** The Burden of Admission: Profile of an African American Female Leader, *Rachelle Rogers-Ard*. Educational Leadership: A Critical, Racial, Theoretical Examination of the "We-Need-More-Leaders-of-Color" Discourse, *Nicholas D. Hartlep and Aza A. Baylor*. Ignored by the Board: Disrupting School Closure and Illuminating White Racism through Counter-storytelling, *Antonette Aragon*. **PART III—TEACHING AND LEADING.** Transformative Leadership and Creating Conditions to Empower Students Marginalized by Low Academic Expectations, *Daniel D. Liou and René Antrop-González*. Preparing Teachers to Work in Disenfranchised Communities: Deconstructing Latina/o Historical Trauma and Internalized Racism,

Marcos Pizarro. Racial Justice Leadership in Disenfranchised Latina/o Communities: A Model for Walking Social Justice in Schools, *Marcos Pizarro with Jaime, Rosalva Gaytan, Martha Naranjo, Carlos Navarette, and the MAESTR@S Collective.*



Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling

Natasha N. Croom, Iowa State University; Tyson E.J. Marsh, University of New Mexico

2016. Paperback 9781681234052 \$45.99. Hardcover 9781681234069 \$85.99. eBook 9781681234076 \$74.

While critical race theory is a framework employed by activists and scholars within and outside the confines of education, there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership. With a continued top-down approach to educational policy and practice, it is imperative that higher education leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms/manifestations of oppression (Stovall, 2004). In the tradition of critical race theory, we are charged with the task of operationalizing theory into practice in the struggle for, and commitment to, social justice. Though higher education leaders and leadership programs are often absent in this process, given their influence and power, higher education leaders need to be engaged in this endeavor.

The objective of this edited volume is to draw upon critical race counter-stories and praxis for the purpose of providing higher education leaders-in-training and practicing higher education leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within higher education. An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression. More precisely, this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in higher education. Through the use of critical race methodology and counter-storytelling (Solórzano & Yosso, 2002), contributors will share and interrogate their experiences while offering current and future higher education leaders insight in recognizing how racism functions within their respective institutions, and how they can address it. The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for higher education leaders to develop a critical race praxis and anti-racist approach to leadership.

CONTENTS: Introduction: Envisioning Critical Race Praxis in Higher Education through Counter-Storytelling, *Natasha N. Croom and Tyson Marsh*. The Importance of Racial Literacy and Racial Dialogues in Emerging Race Scholar Identity Development for Graduate Students of Color, *Blanca Vega, Dianne Delima, and Kendall Williams*. Tigre del Mar: A Boricua's Testimonio of Surviving a Doctoral Science Education, *Lisette Torres*. Being in the Black-White Binary: Admission Letter to an Asian American Graduate Student, *Joyce Lui*. Leadership, Accountability, and Diversity in Higher Education: A Critical Race Counter-Story, *Eugene Fujimoto and Noemy Medina*. La Comunidad es la Fuerza: Community Cultural Wealth of Latina/o Leaders in Community Colleges, *Ignacio Hernández, Jr.* Voices from the Margins: Illuminating Experiences of African American Women Senior Administrators in Higher Education, *Brenda Marina, Sabrina Ross, and Kimberly Robinson*. Critical Race Media Literacy and Critical Incidents of Retreating to Teachable Moments, *Vonzell Agosto, Zorka Karanxha, and Deirdre Cobb-Roberts*. First-Generation Pre-Tenure Faculty of Color: Navigating the Language of Academia, *Anjalé Welton, Montrisha Williams, Herb Caldwell, and Melissa Martinez*. Liberatory Graduate Education: (Re)Building the Ivory Tower through Critical Race Pedagogy, *Jessica Harris*.



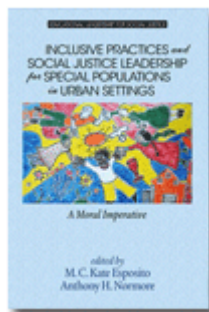
Urban Educational Leadership for Social Justice International Perspectives

Jeffrey S. Brooks, RMIT University; Melanie C. Brooks, Monash University

2015. Paperback 978-1-68123-176-1 \$45.99. Hardcover 978-1-68123-177-8 \$85.99. eBook 978-1-68123-178-5 \$74.

The chapters in *Urban Educational Leadership for Social Justice: International Perspectives* constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt the United States, Thailand and at a global level by comparing and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leadership understand that there are important lessons to be learned internationally and globally. This book includes important research conceived from these perspectives. Our hope is that individually and collectively, they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge and deepen extant lines of inquiry and begin others.

CONTENTS: Series Editor's Preface, *Jeffrey S. Brooks*. Introduction and Acknowledgement, *Jeffrey S. Brooks and Melanie C. Brooks*. Designing Democratic Community, *Lisa A. W. Kensler*. The Impact of No Child Left Behind on the Achievement Gap: A Decade View of Hampton Roads Area School Districts in Virginia, *Whitney Sherman Newcomb and Kerry Robinson*. Widening Participation in Higher Education in England: The Significance of Educational Leadership, *Michael F Watts*. Sustaining Social Justice: Strategies Urban Principals Develop to Advance Justice and Equity While Facing Resistance, *George Theoharis*. Effective Leadership in a Culturally Diverse Learning Environment, *Tim Grothaus, Karen S. Crum, and Anita B. James*. The Components of an Effective Mentoring Program From Turkish School Leaders' Perspective, *Adem Bayar*. Segregation and Poverty: Impacts on Reading Achievement and Leadership Implications, *Jennifer Clayton, Karen Sanzo, and Angela Rhett*. Leadership of Thai Public School Secondary Principals in an Era of Education Reform and Cultural Unrest, *Ekkarin Sungtong, Margaret Grogan, and Brendan Maxcy*. Unpacking Replicative and Transformative Approaches to Social Justice in Canada and the United States: Administrators' Perspectives, *Brenda J. McMahon and Denise Armstrong*. Sowing Seeds of Oppression for African American Education: Destiny or Design? *Curtis Williams and Jeffrey S. Brooks*. Revisiting Distributed Leadership: Examining the Risks of "Democratic" Participation for an Immigrant and Refugee Community, *Thu Suong Thi Nguyen and Brendan D. Maxcy*. Teaching in Cairo: Exploring Gender, Social Class, and Workplace Relationships, *Melanie C. Brooks*. Relational Leadership, Social Justice, and Spirituality Among Female Secondary School Leaders in Urban and Suburban Contexts, *Gaëtane Jean-Marie and Anthony H. Normore*. Cracking the Code: Illuminating the Promises and Pitfalls of Social Justice in Educational Leadership, *Floyd D. Beachum and Carlos R. McCray*.



Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings A Moral Imperative

M.C. Kate Esposito, California State University Dominguez Hills; Anthony H. Normore, California State University Dominguez Hills

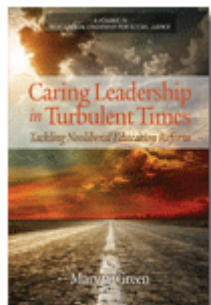
2015. Paperback 978-1-68123-107-5 \$45.99. Hardcover 978-1-68123-108-2 \$85.99. eBook 978-1-68123-109-9 \$74.

Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings: A Moral Imperative is comprised of a collection of chapters written by educators who refuse to let the voices of dissent remain marginalized in our discussion of education in the 21st century education. Drawing from the authors' extensive experience in educational research and practice, coupled with their commitment to inclusion of special populations and social justice they urge readers to examine how educational policies are produced for the least advantaged in our schools. Effective inclusionary practices most certainly benefit all students, including English language learners, those who face gender discrimination, those who are in the foster care system, and those who are Gay, Lesbian, Bisexual, or Transgendered.

This collection presents a broader theoretical inclusive framework rooted in social justice: which we assert, offers the best practices for a greater number of students who are at risk of minimal academic success. This broader conceptualization of inclusive schools adds to extant discourses about students with exceptional needs and provides effective strategies school leaders operating from a social justice framework can implement to create more inclusive school environments for all students, especially those in urban centers. It is hoped that lessons learned will improve the preparation and practice of school leaders, thus improve educational outcomes for students from special populations.

CONTENTS: Series Editor's Preface, *Jeffrey S. Brooks*. Foreword, *Peter McLaren*. Introduction and Overall Framework. Why Equity Matters in "Turn White and Speak English" Political Climate: English Language Learners and Educational Trajectories, *Irina S. Okhremtchouk*. Deaf Culture and Education: Toward a Culturally Relevant Leadership, *Catherine O'Brien and Jeffrey S. Brooks*. Creating Inclusive Schools for Gay, Bisexual, Lesbian, Transgender, and Queer/Questioning (GBLTQ) Students: Applying a Social Justice Framework, *James Thing and M. C. Kate Esposito*. Intersections of Autism, Race, and Class: A Social Justice Agenda for Inclusive Leadership Practices, *Melissa Spence and Edlyn Vallejo Peña*. Inclusion Needs of Youth in the Foster Care System Through Strategic Mentoring: A Social Justice Perspective, *Susanne M. Foulk*. Affect and Resilience in Urban Females: An Emerging Paradigm, *Theresa Garfield Dorel and Armando Tejada*.

Educating the Incarcerated Through a Community Jailing Model: A Social Justice Leadership Perspective, *Brantley R. Choate Sr. and Anthony H. Normore*. A Culturally Responsive Framework for Social Justice, *Mere Berryman, Ann Nevin, Suzanne SooHoo, and Therese Ford*. Our Forgotten Sons: The Underachievement of Boys of Color in America's Urban Centers, *Nicole Limperopulos*. Chemically Dependent Adolescent Latino Offenders: Restorative and Social Justice as Alternatives to Incarceration, *Paul M. Marietti, Janice Tucker, and Anthony H. Normore*. Implementing a Holistic Approach to Enhance Career Opportunities for Transition Students With Disabilities, *Susan Stuntzner and Bryan Austin*. About the Contributors.



Caring Leadership in Turbulent Times Tackling Neoliberal Education Reform

Mary G. Green, Acadia University

2014. Paperback 9781623967291 \$45.99. Hardcover 9781623967307 \$85.99. eBook 9781623967314 \$74.

This book analyzes education reform through the eyes of those entrenched in the process—policy makers, administrators, middle managers, principals, and teachers—in the context of care. A senior administrator, who participated in the implementation of an unprecedented series of reforms that flattened the education system in a Canadian province and rebuilt it with a new mandate, examines learning from the shortcomings of the past and provides a critical enquiry that can help determine the success or failure of future reform efforts by shedding light on the obstacles to avoid, problems to correct, and methods to embrace in order to overcome hurt and disappointment in a turbulent environment and foster more caring and effective educational organizations.

Few attempts have been made to write a book about women's work from the perspective of those in senior leadership roles in education; others have written about it but not experienced it firsthand. This book illuminates the controversial debate between women and gender in education and challenges assumptions about equity and the caring and democratic nature of education. It contributes to a broader understanding and knowledge of the complexities of leadership work within education, which in turn can lead to improvement in professional relationships as well as organizational effectiveness. The book contains enlightening and compelling stories about the unique and shared experiences of people navigating turbulence within an organization.

Author Mary Green draws on her career spent teaching and learning to provide a unique Canadian perspective and context. She offers a rigorous self, social, historical, and political reflection of educators, who despite experiencing particular challenges, draw purpose from faith in the possibilities and potential of more caring practice in education. The content will prove useful to those committed to infusing more humanity into work in education with reference to individuals, institutions, and the social and political challenges in the field. Specifically, this book is relevant to graduate students in faculties of education, policy makers, principals, other administrators, and organizational leaders. Universal issues of power and politics reveal interconnections between the personal and the global workplace, underscoring the importance of care in the workplace.

CONTENTS: Foreword. Series Editor's Preface. Preface. Acknowledgements. 1 Framing the Issues: Theoretical Dispositions and Guiding Principles. 2 A Researcher Practitioner's Personal and Professional Narrative. 3 Global and Local Contexts. 4 Neo-Liberalism and Caring in Policy. 5 Rationalism or Humanism. 6 "Insiders" Experience Turbulence. 7 From Enlightenment to Empowerment. 8 Building Caring Bridges Toward More Socially Just Educational Communities. References. About the Author.



Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice

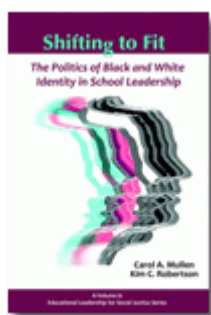
Whitney Sherman Newcomb, Virginia Commonwealth University; Katherine Cumings Mansfield, Virginia Commonwealth University

2014. Paperback 9781623967031 \$45.99. Hardcover 9781623967048 \$85.99. eBook 9781623967055 \$74.

The idea for this book was born from discussions at several recent academic events including the Women Leading Education (WLE) International Conference in Volos, Greece (2012) and the University Council for Educational Administration (UCEA) Conference in Pittsburgh, Pennsylvania (2011) as well as from informal dialogue amongst ourselves and various colleagues, both new and veteran to the field of educational leadership and, in particular, dedicated to the study of women in leadership. At both the WLE Conference and the UCEA Conference, we heard frustration from veteran women in the field that the study of women in leadership is stagnant and has not moved forward in several years; with scholars new to the field continuing to write and publish work about barriers to aspiring and practicing women leaders (the same types of reports that began the "formal" inquiry into women's lives as leaders back in the 1980s) without being able to push forward with "new" information or ideas for change. In essence, the concerns and questions that were posed from some veteran women were: Why are we continuing to report the same things that we reported 30 years ago?; Why are we still talking about barriers to women in leadership?; and Why haven't we moved past gender binaries in regard to leadership ideas and practice? Considering these questions, some women new to the field countered with their own set of responses and questions that included: Is it not significant to report that some women are still experiencing the same types of barriers in leadership that were highlighted 30 years ago?; Is it accurate to report that all women's voices have now been heard/represented?; and How can we report something different if it hasn't happened?

The discussions that have ensued between veteran women and those new to the field inspired us to develop a book that situates women in leadership exactly where we are today (and reports the status of girls who are positioned to continue the "good fight" that began many years ago) and that both highlights the changes that have occurred and reports any stagnancy that continues to threaten women's positionality in educational leadership literature, practice, and policy. It forefronts the voices of women educational scholars who have (and are) interrupting, disrupting, and revolutionizing educational policy and practice. Our book reports women's leadership activities and knowledge in both the k-12 and university settings and concludes with chapters ripe with ideas for pushing for change through policy, advocacy, and activism. The final chapter presents themes that emerged from the individual chapters and sets forth an agenda to move forward with the study of women in leadership.

CONTENTS: Introduction: Where Have We Been? Where Are We Going? *Charol Shakeshaft*. Prologue: Applying Torque to the Flywheel, *Whitney Sherman Newcomb and Katherine Cumings Mansfield*. **Part I: Looking Back to Understand the Present.** Re(considering) Gender Scholarship in Educational Leadership, *Margaret Grogan*. The Stalled Gender Revolution: Implications for Women Leaders, *Mary Hermann*. Passion, Pedagogies, and Politics: Feminists in Academe, *Miriam E. David*. **Part II: Understanding And Strengthening Students' Lived Experiences.** "More than a School": Providing a Safe Space for Girls to Rewrite, Direct, and Act Their Life Stories, *Katherine Cumings Mansfield*. Building a Youth Leadership Fortress: High School Women of Color as Visible Activists, *Anjalé Welton, Brooke Brock, and Mercedes Perry*. African American Female Students at Historically Black Colleges and Universities: Historical and Contemporary Considerations, *Marybeth Gasman*. Reforming School Reform: The Need for Addressing Gender and Sexuality Issues in Teacher Preparation Programs, *Cathy A. R. Brant*. **Part III: Understanding and Strengthening Leaders' Lived Experiences.** "I'm Either Nice or I'm a Bitch": Gender Entrapment and Black Female Principals, *Noelle Witherspoon*. African American Women Educational Leaders in Turnaround Schools: Narratives on Transforming Urban School Communities, *Cosette M. Grant*. Interrupting No More: Why Women Leave the Position of Superintendent, *Kerry K. Robinson*. Collaborative Feminism at Work: Networking for Success, *Whitney Sherman Newcomb*. **Part IV: Pressing Forward to Change the Future.** Using the Senses in Reflective Practice to Prepare Women for Transforming Their Learning Spaces, *Christa Boske*. Using Feminist Perspectives to Interrupt and Disrupt "Gender Neutrality" and Revolutionize Organizational and Policy Studies, *Katherine Cumings Mansfield, Anjalé D. Welton, and Margaret Grogan*. Activism and Community Engagement to Promote Girls and Women: To Have Voice and Choice, *Rachel McNae*. The Pensive Athena: Lessons on Leadership, Career, and Leveraging Change, *Autumn Tooms Cyprès*. Epilogue: "Well-Behaved Women Seldom Make History", *Katherine Cumings Mansfield and Whitney Sherman Newcomb*. About the Contributors.



Shifting to Fit

The Politics of Black and White Identity in School Leadership

Carol A. Mullen, Virginia Tech; Kim Robertson

2014. Paperback 9781623966614 \$45.99. Hardcover 9781623966621 \$85.99. eBook 9781623966638 \$74.

While social identity challenges probably confront all school administrators, the authors focus on a doubly marginalized leadership population—Black female principals—whose experiences are rarely tapped. Based on lessons from this study and the literature reviewed, the authors think that leadership preparation programs should give prospective administrators opportunities to gain knowledge and develop skills relevant to navigating their leadership identities.

In the age of accountability, and with the pressures placed on the education system to ensure the success of all students, school leaders are under constant scrutiny. The appearance, speech, body language, and interactions of principals with students, parents, teachers, and community members are dissected. Stretching to satisfy expectations, many principals find themselves trying to conform to a predefined image. Work pressures like these prove immeasurably intense for many Black women. Society has subscribed to certain beliefs about different groups, and these beliefs affect the roles, responsibilities, and identities of the individuals. They can have a positive or negative influence.

Many principals have created professional identities that they have fine-tuned and learned to steer. Trial and error has helped them learn identity-fitting techniques, while other principals may still be learning how to effectively manage people, address supporters and nonsupporters, and be politically savvy. Regardless of how they develop their identity, principals work toward inventing and branding themselves, fulfilling public identities (e.g., caregiver) and trying out new identities, such as commander-and-chief. Black female principals must navigate their identities as bicultural beings with different stakeholder groups and within work spaces that are traditionally geared to monocultural White males.

CONTENTS: Foreword, *Noelle Witherspoon Arnold*. Preface: Work Shifts and Identity Shifting. 1. Snapshot. 2. Under the Watchful Eyes of the Public. 3. Theorizing About Identity Politics in School Leadership. 4. Race-Sensitive Methods of Inquiry. 5. Interviews With Black Female Principals. 6. Identity Issues in a Black Female Principal's Diary. 7. Behavioral Shifts of Black Female Principals on the Job. 8. Educating For Critical Consciousness in Leadership Preparation. 9. Parting Reflections, In Solidarity. 10. Appendixes. Notes. References. About the Authors.



Educational Leadership for Ethics and Social Justice Views from the Social Sciences

Anthony H. Normore, California State University Dominguez Hills; Jeffrey S. Brooks, University of Idaho

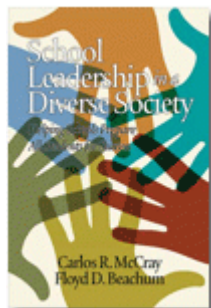
2014. Paperback 9781623965358 \$45.99. Hardcover 9781623965365 \$85.99. eBook 9781623965372 \$74.

The purpose of this book is to examine and learn lessons from the way leadership for social justice is conceptualized in several disciplines and to consider how these lessons might improve the preparation and practice of school leaders. In particular, we examine philosophy, anthropology, sociology, economics, political science, public policy, and psychology. Our contention is that the field of educational leadership might consider taking a step backward in order to take several forward. That is, educational leadership researchers might re-examine social justice, both in terms of social and individual dynamics and as disciplinary-specific, multidisciplinary and interdisciplinary phenomenon. By adopting this approach, we can connect and extend long-established lines of conceptual and empirical inquiry and thereby gain insights that may otherwise be overlooked or assumed. This holds great promise for generating, refining, and testing theories of social justice in educational leadership and will help strengthen already vibrant lines of inquiry. That is, rather than citing a single, or a few, works out of their disciplinary context it might be more fruitful to situate educational leadership for social justice research in their respective traditions. This could be carried out by extending extant lines of inquiry in educational leadership research and then incorporating lessons gleaned from this work into innovative practice. For example, why not more clearly establish lines of educational leadership and justice research into the Philosophy of Social Justice, Economics of Social Justice, Political Studies of Social Justice, Sociology of Social Justice, Anthropology of Social Justice, and the Public Policy of Social Justice as focused and discrete areas of inquiry?

Once this new orientation toward the knowledge base of social justice and educational leadership is laid, we might then seek to explore some of the natural connections between traditions before ultimately investigating justice in educational leadership through a free association of ideas as the worlds of practice and research co-construct a "new" language they can use to discuss educational leadership. Such an endeavor may demand reconceptualization of both the processes and products of collaborative research and the communication of findings, but it will demand a breaking-down of methodological and epistemological biases and a more meaningful level and type of engagement between primary and applied knowledge bases.

CONTENTS: Series Editor's Preface, *Jeffrey S. Brooks*. Foreword, *Gary L. Anderson*. Introduction, *Anthony H. Normore and Jeffrey S. Brooks*. The Strategic Merging of Political Orientation and Social Justice Leadership, *Sarah Diem and Bradley W. Carpenter*. Positive Psychology as a Foundation for Social Justice Leadership, *Derik Yager-Elorriaga and Paula T. McWhirter*. Pedagogy of the Discipline: How Black Studies Can Influence Educational Leadership, *Gaëtane Jean-Marie and T. Elon Dancy*. What School Leaders Do Not Know About Law Will Hurt Them and Others: The Importance of Quality Legal Counsel and Collaborative Skills, *Nancy D. Erbe*. Bending Toward Justice? What Public Policy Can Tell Us about Leadership for Social Justice, *Genevieve Siegel-Hawley*. In Pursuit of Social Justice: The Influence of Anthropology in

Facilitating Models of Participation, Agency, and Equity in Education, *Diane Rodriguez-Kiino and George J. Petersen*. Changing Views of Economics of Inequality and Implications for Leadership and Learning, *Lynn Ilon and JuYoung Lee*. A Philosophical Deconstruction of Leadership and Social Justice Associated with the High-Stakes Testing and Accountability System, *Tawannah G. Allen, Fenwick W. English, and Rosemary Papa*. Sociology and Social Justice: Prospects for Educational Leaders in the United States, *Mark Berends*. I've Done My Sentence, but Committed No Crime: An Interdisciplinary Perspective on Violence Exposure, Urban Male Adolescents, and Educational Leadership, *Nicole Limperopulos*. About the Contributors.



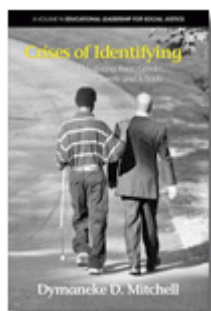
School Leadership in a Diverse Society Helping Schools Prepare All Students for Success

Carlos R. McCray, Fordham University; Floyd D. Beachum, Lehigh University

2014. Paperback 9781623965297 \$45.99. Hardcover 9781623965303 \$85.99. eBook 9781623965310 \$74.

The purpose of this work is to broaden the scholarly dialogue in educational leadership and to address the changing role of the American school principal in the twenty-first century with regard to increasing diversity in the United States. This book seeks to provide theoretical and practical insight into the role of school principals dealing with an ever-increasing multicultural student population. We cover an array of issues that we believe are critical in order for the twenty-first century school principal to be effective and relevant. A primary inquiry that needs to be made is: Are school leaders taking seriously the increasing social and cultural diversity in their schools? It is the school principal who sets the tone for the school culture and who provides the vision as to the direction of the organization. We endeavor to help scholars and practitioners have a better understanding of the importance of the diversity of their students, and to give them the tools to appropriately lead schools in ways that ensure all students, regardless of their life circumstances and status, are provided a school climate that promotes high academic achievement and a sense of belonging.

CONTENTS: Foreword, Ira Bogotch. Preface. Acknowledgements. 1 Utilizing Multicultural Education for a Pedagogy of Self-Development. 2 Bridging the Gap: Going Beyond Traditional Thought. 3 Taboo Dating in the 21st Century at Payton High School: (Case Study) 4 The Role of Principals as Bridge Builders. 5 Language, Liberty, and Leading for Diversity at Payton High: (Case Study) 6 Using Culturally Relevant Leadership to Address Cultural Collision and Collusion in Urban Schools. 7 The Intersection of Aestheticism and Administrative Placement at Payton High: (Case Study) Afterword, Festus E. Obiakor. References



Crises Of Identifying Negotiating And Mediating Race, Gender, And Disability Within Family And Schools

Dymaneke D. Mitchell, National Louis University

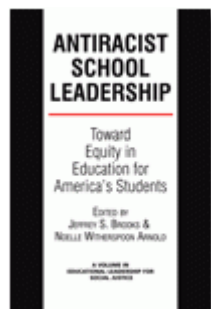
2013. Paperback 9781623960919 \$45.99. Hardcover 9781623960926 \$85.99. eBook 9781623960933 \$74.

Although there has been an increase in literature regarding children of color with disabilities, it mainly focuses on their experiences in one social context. *Crises of Identifying: Negotiating and Mediating Race, Gender, and Disability within Family and Schools* includes narratives on the familial and educational experiences in public, private, and institutional educational settings of five African American adults who have disabilities associated with blindness, cerebral palsy, and speech impairment. As a deaf African American female, the author and researcher also highlights her familial and educational experiences throughout the book as a frame of analysis. This book can serve as a literary resource to academics and educational programs and/or institutions as well as an informational guide to parents, teachers, administrators, and paraprofessionals/caregivers of children with disabilities regarding the significance of leadership, advocacy, activism, and identification development within familial and educational contexts on the experiences of children including the impact of complex dynamics that exist within and between families and schools.

Hopefully, this book will provide parents, teachers, administrators, and paraprofessionals with an understanding and comprehension of complexities concerning disability, gender, and race within family and schools including their association

with crises of identifying, essentialist discourses, as well as power and privilege dynamics. This book consists of nine chapters which are organized into three parts. Part I focuses on background, rationale, theoretical and methodological underpinnings of the research this book is based on. Part II introduces the reader to the narratives of five African Americans with disabilities. Each narrative provides insights into the lived experiences and leadership qualities of two males and three females. Part III presents the concluding chapters of the book and highlights the significance of this research for the educational field including disability studies, teacher education programs, and special education.

CONTENTS: Series Editor's Preface. Preface. Acknowledgements. **PART I: TRYING TO ATTAIN ESSENCE.** 1 Negotiating and Mediating Identities and Contexts. 2 Universalism and Intersectionalities. **PART II: INTERCONTEXTUALITY.** 3 Are You a Trekkie? 4 I Don't Like to Be Pigeonholed. 5 My Mother Was Like My Bodyguard. 6 I'm Not Crippled; I'm Handicapped. 7 I Don't Want to Be Seen in Public with You. **PART III: SIGNIFICANCE OF RESEARCH.** 8 Emerging Themes. 9 Conclusions and Recommendations. References.



Anti-Racist School Leadership Toward Equity in Education for America's Students Introduction

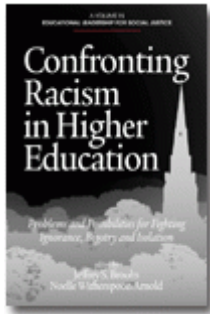
Jeffrey S. Brooks, University of Idaho; Noelle Witherspoon-Arnold, University of Missouri-Columbia

2013. Paperback 9781623962210 \$45.99. Hardcover 9781623962227 \$85.99. eBook 9781623962234 \$74.

Since the passing of Brown versus Board of Education to the election of the first Black president of the United States, there has been much discussion on how far we have come as a nation on issues of race. Some continue to assert that Barack Obama's election ushered in a new era—making the US a post-racial society. But this argument is either a political contrivance, borne of ignorance or a bold-faced lie. There is no recent data on school inequities, or inequity in society for that matter, that suggests we have arrived at Dr. King's dream that his "four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Children today are instead still judged by the color of their skin, and this inequitable practice is manifest in today's schools for students of color in the form of: disproportionate student discipline referrals, achievement and opportunity gaps, pushout rates, overrepresentation in special education and underrepresentation in advanced coursework, among other indicators (Brooks, 2012). Though issues of race in the public education system may take an overt or covert form; racial injustice in public schools is still pervasive, complex and cumulative. For example, many students of color, year after year, do not have access to "good" teachers, experience low staff expectations, and are subject to "new and improved" forms of tracking (Brooks, Arnold & Brooks, in press).

The authors in this book explore various ways that racism are manifest in the American school system. Through a plurality of perspectives, they deconstruct, challenge and reconstruct an educational leadership committed to equity and excellence for marginalized students and educators.

CONTENTS: Acknowledgments. Introduction—Antiracist School Leadership: Toward Equity in Education for America's Students, *Noelle Witherspoon Arnold and Jeffrey S. Brooks*. White Principals and Race-Conscious Leadership, *George Theoharis and Marcelle Haddix*. Race and Racial Discrimination in Schools: School Leaders' Courageous Conversations, *Gaetane Jean-Marie and Katherine Mansfield*. Providing Space to Talk About Race in the Elementary Reading Classroom: Instructional Leadership for Social Justice, *Liz Hollingworth*. Latino/a Educational Leaders: Racial-Identity and the Promotion of Leadership for Social Justice, *Elizabeth Murakami-Ramalho and Frank Hernandez*. Equity in Education: Using Invitational Theory to Assess Students' Perspectives of the School Environment, *Molly Killingsworth*. A Practical and Hope-filled Tool to Address the "Achievement Gap", *María L. Gabriel*. The Cultural Divide: Connecting Working-Class and Ethnic-Minority Students and Families to Schools, *Mark Anderson*. Unspoken Realities: White, Female Teachers Discuss Race, Students, and Achievement in the Context of Teaching in a Majority Black Elementary School, *Joy K. Williams*. The Assistant Principal's Duties, Training, and Challenges: From Color-Blind to a Critical Race Perspective, *Lisa Nieuwenhuizen, Ph.D. and Jeffrey S. Brooks*. About the Authors.



Confronting Racism in Higher Education Problems and Possibilities for Fighting Ignorance, Bigotry and Isolation

Jeffrey S. Brooks, University of Idaho; Noelle Witherspoon-Arnold, University of Missouri-Columbia

2013. Paperback 9781623961565 \$45.99. Hardcover 9781623961572 \$85.99. eBook 9781623961589 \$74.

Racism and ignorance churn on college campuses as surely as they do in society at large. Over the past fifteen years there have been many discussions regarding racism and higher education. Some of these focus on formal policies and dynamics such as Affirmative Action or The Dream Act, while many more discussions are happening in classrooms, dorm rooms and in campus communities. Of course, corollary to these conversations, some of which are generative and some of which are degenerative, is a deafening silence around how individuals and institutions can actually understand, engage and change issues related to racism in higher education. This lack of dialogue and action speaks volumes about individuals and organizations, and suggests a complicit acceptance, tolerance or even support for institutional and individual racism. There is much work to be done if we are to improve the situation around race and race relation in institutions of higher education.

There is still much work to be done in unpacking and addressing the educational realities of those who are economically, socially, and politically underserved and oppressed by implicit and overt racism. These realities manifest in ways such as lack of access to and within higher education, in equitable outcomes and in a disparity of the quality of education as a student matriculates through the system. While there are occasional diversity and inclusion efforts made in higher education, institutions still largely address them as quotas, and not as paradigmatic changes. This focus on “counting toward equity rather” than “creating a culture of equity” is basically a form of white privilege that allows administrators and policymakers to show incremental “progress” and avoid more substantive action toward real equity that changes the culture(s) of institutions with longstanding racial histories that marginalize some and privilege others.

Issues in higher education are still raced from white perspectives and suffer from a view that race and racism occur in a vacuum. Some literature suggests that racism begins very early in the student experience and continues all the way to college (Berlak & Moyenda). This mis-education, mislabeling and mistreatment based on race often develops as early as five to ten years old and “follows” them to postgraduate education and beyond.

CONTENTS: Acknowledgements. *Confronting Racism in Higher Education. Problems and Possibilities for Fighting Ignorance, Bigotry and Isolation*, Noelle Witherspoon Arnold and Jeffrey S. Brooks. Examining the Blockages of Race-Related Conversations in the Classroom: From Recognition to Action, Sarah Diem and Bradley W. Carpenter. Persistence is Chess, Not Checkers: A Counterstory on the Lives and Strategies of Six African American Administrators at One Predominantly White Institution, Brandon L. Wolfe. Combat in the Academy: Racial Battle Fatigue, Role Strain, and African American Faculty at Public Community Colleges, Tamara Nichele Stevenson. Critical Race Theory and College Readiness: A Review of the Literature, Chad Everett Kee. An Overview of the History, Research, and Culture of Historically Black Greek Letter Organizations, Andre Brown. Legal and Educational Foundations in Critical Race Theory, Evelyn Y. Young. Critical Race Theory and Its Viability as a Tool for Critiquing Current Theoretical Leadership: Constructions of African American Women, Collette Madeleine Bloom. Re(thinking) Race: Positioning Multiracial Representations within Critical Pedagogy, Claire Peinado Fraczek. Who's Zoomin' Who?: A Critical Race Analysis of Florida's Public High School Graduates, Terri Watson and Jennifer Sughrue. Neither Latino nor White Enough: Educational Experiences of Meso Hispanic, Meso American, Urban, and Suburban Public High School Students, Paula Marie Gallegos. About the Contributors.



Educational Leadership Building Bridges Among Ideas, Schools, And Nations

Christa Boske, Kent State University

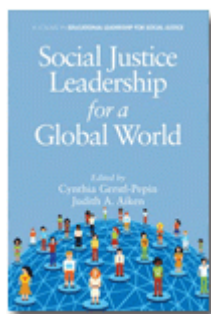
2013. Paperback 978-1-61735-989-7 \$65.99. Hardcover 978-1-61735-990-3 \$95.99. eBook 978-1-61735-991-0 \$74.

Educational Leadership: Building Bridges Among Ideas, Schools, and Nations breaks new ground by connecting many

ideas to educational leadership that have traditionally been discussed as part of leaders' contexts by connecting them and showing how international issues can unite scholars and educators in action. The book draws on the authors' extensive experiences in U.S. public schools, research in the field of educational leadership, and programmatic practices to prepare school leaders to commit themselves to social justice.

The book provides a forum for this important work in the ongoing conversation about equity and excellence in education, and the role(s) leadership can assume in building bridges among ideas, people, and educational organizations. Chapters center on creating spaces for vigorous dialogue. Authors call upon scholars and practitioners to reconsider their intent to empower those who live on the margins. The dynamic approaches discussed throughout the book urge school leaders, teachers, school community members, and those who prepare administrators to look within and build bridges between themselves and those they serve.

CONTENTS: Series Editor's Preface, *Jeffrey S. Brooks*. Foreword, *Michael Dantley*. The Next Era of School Leadership, *Christa Boske*. **SECTION I: CONSIDERING HISTORICAL, CULTURAL, AND POLITICAL CONTEXTS FOR BRIDGE BUILDING.** Significance of Bridge Building in Schools: Forwarding the Field of Educational Leadership, *Christa Boske*. Bridging Transformational Educational Leaders and Youth Activists: Human Rights Pedagogy for Social Justice, *Azadeh F. Osanloo*. **SECTION II: BUILDING BRIDGES TO EMPOWER MARGINALIZED SCHOOL COMMUNITIES.** Problematizing Family Engagement in Building Bridges to Improve Mathematics Education: Spaces for Participation, *Javier Díez-Palomar, Marta Civil, and Silvia Molina Roldán*. Pedagogy of Self-Development: The Role the Black Church Can Have on African American Students, *Carlos R. McCray, Cosette M. Grant, and Floyd D. Beachum*. Building Bridges to Address Issues of Gender: School Leaders' Role in Promoting Equity, *Jennifer R. Curry and Laura H. Choate*. Native American Doctoral Students Build a Bridge into Community Engagement, *Dana E. Christman*. The Silent Minority: Invisible Bridges Among African Immigrants in America, *Teresa A. Wasonga*. **SECTION III: PREPARING SCHOOL LEADERS TO BUILD BRIDGES IN THEIR SCHOOL COMMUNITIES.** Photo Elicitation and Critical Geography as Bridge Building: Lessons From an Educational Leadership Classroom, *Noelle Witherspoon Arnold*. Creating Social Justice Leaders: Building Bridges Between School Leaders and Communities They Serve, *Christa Boske*. Preparing Principals for Social Justice Leadership Through Bridge Building: A Conceptual Framework for Cultivating Authentic Collaborative Leadership in Urban Schools, *Elizabeth Alvarado and Robert Cooper*. Social Justice Leadership Building Bridges: Creating an Institutional Culture of Care in Schools, *Robert Cooper and Moses Chikwe*. **SECTION IV: PROFILES OF BRIDGE BUILDERS.** The Legacy of Leadership: Mentoring and What It Means to be a Black Man, *Mariel J. Sallee*. "Part of the Fabric of How We Do Things": Unexpected Commitment to Including All Students, *George Theoharis and Deborah Capri*. Moving Beyond Colonialism: Authentic Caring and Leadership in Arizona, *Thad Dugan*. Read With Passion, *Joanne Kilgour Dowdy and Christa Boske*. Heartbeat of a Caring School Leader, *Lynn Robbins, Ira Bogotch, and Dilys Schoorman*. More Bridging Needed, *Christa Boske*. Epilogue: Many Great Insights ... What Next? *Jeffrey S. Brooks*



Social Justice Leadership for a Global World

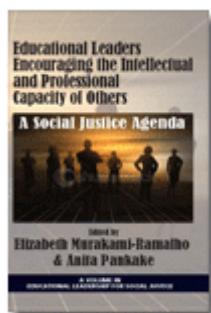
Cynthia Gerstl-Pepin, University of Vermont; Judith A. Aiken, University of Vermont

2012. Paperback 978-1-61735-924-8 \$65.99. Hardcover 978-1-61735-925-5 \$95.99. eBook 978-1-61735-926-2 \$74.

The global economic meltdown has highlighted the interconnectedness of nations. This book seeks to provide an overview of topics, issues, and best practices related to defining social justice leadership given our increasingly global world. Refugees and immigrants from around the globe now inhabit schools and institutions of higher education across the nation and US students, teachers, and leaders are traversing international borders both physically and virtually through international collaboration, technology, and exchange programs. Although there have been increased efforts and scholarship in support of diversity and multicultural awareness, these efforts have largely focused on the US. We acknowledge that many leadership theories are "domestic" in that they typically incorporate US perspectives or a single-culture description of effective leadership. This book provides a deeper understanding of diverse and multicultural perspectives as they relate to a world that is becoming increasingly interconnected economically, socially, and culturally. Particular attention is paid to providing specific strategies for social justice leaders working in PK-12 and/or higher education, and leadership preparation programs to promote effective leadership that reflects multicultural understanding of the diversity both within and outside the US. Within the context of leadership practice, internationalization offers new insights and ideas about leadership aims, processes, and competencies as a means for addressing equity concerns throughout PK-20 education.

CONTENTS: Series Editor's Preface, *Jeffrey S. Brooks*. Preface: Social Justice Leadership for a Global World. **SECTION I:**

FRAMEWORKS FOR CONCEPTUALIZING INEQUALITY. Sociocultural Factors Affecting Minority Achievement: What Every School Leader Should Know, *Charles Williams*. Creating Safe LGBT School Environments for Students and Staff, *Tiffany Wright and Nancy Smith*. Overcoming Cultural Collision in Educational Leadership: A Global Ethical Analysis, *Lisa Bass*. **SECTION II: INTERNATIONAL AND GLOBAL PERSPECTIVES ON SOCIAL JUSTICE LEADERSHIP.** Contested Power! College Heads in the Muslim Society of Pakistan, *Saeeda Shah*. Instructional Leadership in American and Chinese Schools: A Comparative Case Study, *Anna Q. Sun*. Social Justice and Multicultural Leadership in Taiwan: Empowering New Immigrants, *Yu-min Chien and Hsiang-I Chiu*. Considering Incompatibility: Promoting Culturally Relevant Teaching and Learning in the United States and New Zealand, *Jennifer J. Huber, Anne Hynds, Seena Skelton, Amy M. Papacek, Taucia Gonzalez, and Lisa Lacy*. Lessons from Differences: The Search for Social Justice Leadership in Education, *Dennis Conrad, Deborah Conrad, Anjali Misra, and Michele Pinard*. Crumbling Barriers: A Comparative Study of International Teachers' Experiences of Educational Leadership in Their Home Countries and the United States, *R. Martin Reardon and Risha R. Berry*. **SECTION III: STRATEGIES FOR DEVELOPING SOCIAL JUSTICE LEADERS.** Using Documentary Film to Teach Social Justice and Global Awareness in Educational Leadership, *Joseph A. Polizzi and Erin San Clementi*. Transpositions Toward Becoming Leading Subjects, *Kelly Clark-Keefe and Vachel Miller*. Learning from Failure: Relational Humility and Leadership for Global Realities, *Francois J. Guilleux*. Transformative School Leadership: Deconstructing Self and Agency in a Global World, *Lyndsay J. Agans and Susan Korach*. Preparing Culturally Competent Instructional Leaders, *Maysaa Barakat, Ellen Reames and Lisa Kensler*. **SECTION IV: STRATEGIES FOR K-12 SOCIAL JUSTICE LEADERSHIP.** Changing Complex Educational Systems: A Framework for Collaborative Social Justice Leadership, *Elizabeth Kozleski, David Gibson and Anne Hynds*. Cross-Boundary Leadership: A Reform Model in Title I Elementary Schools, *Gaetane Jean-Marie and Katherine A. Curry*. Toward a More Perfect Union: Culturally Responsive Leadership through Social Justice, *Rhonda Blackwell-Flanagan*. Narrative Inquiry as a Culturally Relevant Leadership Strategy for Social Justice, *Alexandre Ilungu Muzaliwa and Mary E. Gardiner*. Culturally Responsive Leadership Strategies to Promote Multicultural Teaching, *Jasmine Peña*. **SECTION V: STRATEGIES FOR HIGHER EDUCATION SOCIAL JUSTICE LEADERSHIP.** Think Justice: Pushing The Boundaries of Black College Presidential Leadership, *Marybeth Gasman, Jameel Scott, and Nelson Bowman III*. Using the Equity Scorecard to Identify and Close Gaps in Educational Outcomes, *Abbie Robinson-Armstrong*. Making a Case for Education Evaluation with a Diversity Lens, *Diane R. Fuselier-Thompson*. Providing a Culturally Responsive Experience for Foreign Students in U.S. Higher Education, *Clementine Msengi, Israel G. Msengi, and Sandra Harris*. "Do You Hear What I Hear?" Culture and Communication in Teacher Education, *Michelle L. Page*. About the Editors. About the Contributors.



Educational Leaders Encouraging the Intellectual and Professional Capacity of Others A Social Justice Agenda

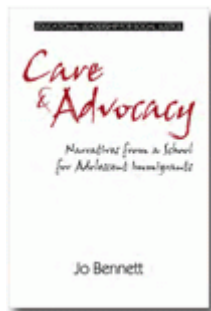
Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Anita McCoskey Pankake, The University of Texas - Pan American

2012. Paperback 978-1-61735-623-0 \$45.99. Hardcover 978-1-61735-624-7 \$85.99. eBook 978-1-61735-625-4 \$74.

This book examines how to encourage the development of others towards social justice practices. The processes of development include practices such as mentoring, coaching, professional development, and the exploration of alternatives to reculture the work environment and enhance collaborative partnerships. Many groups play a role in the leadership and improvement of social justice opportunities in education, such as students, new teachers, veteran teachers, teacher leaders, new campus leaders, veteran campus leaders, parents, district leaders, non-certified school personnel and board of education members. Their preparation and development are explored in this volume through the people's voices and experiences. Finally, challenges can be recognized in the effort to encourage the development of others, including local and federal policies, new forms of academic delivery, and the preparation of leaders in ever-evolving educational structures. These issues will be fully explored with the aim of informing practitioners and scholars in the field of educational leadership.

CONTENTS: Introduction: Educational Leaders Encouraging the Intellectual and Professional Capacity of Others: A Social Justice Agenda, *Elizabeth Murakami-Ramalho and Anita Pankake*. **PART 1: THE FOUNDATION OF SOCIAL JUSTICE: DEVELOPING OTHERS.** Building Capacity: The Foundation of Developing Others, *Anita Pankake and Jesus (Chuey) Abrego, Jr.* A Context for Developing Social Justice for Staff and Students: Communities of Professional Learners, *Stephanie A. Hirsh and Shirley M. Hord*. Reculturing Organizations, *Jane B. Huffman*. Philosophical Reflections on Moral Transformative Leadership, *JoAnn Franklin Klinker and David Thompson*. Leadership for Social Justice: A Matter of Influencing Policy Development, *Jeanne L. Surface, Peter J. Smith, Kay A. Keiser, and Karen L. Hayes*. **PART II: BUILDING SOCIAL JUSTICE: INTELLECTUAL AND PROFESSIONAL CAPITAL.** Teacher Induction: A Process for Advancing Social Justice, *Maria B. Roberts and Anita Pankake*. Barriers and Marginalization in Female Teacher Leadership, *Shirley J.*

Mills and Janine Schall. Professional Development to Strengthen Department Chair Instructional Leadership Capacity: Advancing Social Justice in Urban High Schools, *Hans W. Klar and Paul V. Bredeson*. Lessons from a Principal Preparation Program: Creating Support through Social Justice Practices, *Elizabeth Murakami Ramalho, Encarnacion Garza Jr., and Betty Merchant*. Voices of Veteran Administrators, *Marilyn L. Grady, Marlie Williams, and Julie Gaddie*. Critical Differences in Superintendency Seekers, *Ava J. Muñoz, Shirley J. Mills, Anita M. Pankake, and Elizabeth Murakami*. Advancing Social Justice through Support Personnel, *Fernando Valle and Sylvia Mendez-Morse*. Charter Schools: Meeting the Democratic Mission of Public Education, *Ann Allen and Martyza Gawlik*. **PART III: MENTORING STRATEGIES FOR BUILDING INTELLECTUAL AND PROFESSIONAL CAPACITY.** Service Learning Provides University Students with a Vehicle to Address: Inequities in Urban Education, *Diane Proft ta Schiller and Mary Charles*. Mentoring Women and Minority Educational Leaders: The Need for Research, *Gloria Crisp*. Building Bridges and Epistemologies among Practitioners and Researchers in Educational Leadership, *Ashley Oleszewski and Elizabeth Murakami-Ramalho*. Mentoring as a Social Justice Equalizer in Higher Education for Women, *Whitney H. Sherman and Margaret Grogan*. Mentoring Relationships in Higher Education: An Important Means of Encouraging the Development of Others, *Maria Simmonson and Ava Munoz*. Epilogue: "I'm still here, God". *Fenwick W. English*.



Care & Advocacy Narratives from a School for Immigrant Youth

Jo Bennett, Austin Independent School District, Austin, Texas

2012. Paperback 978-1-61735-659-9 \$45.99. Hardcover 978-1-61735-660-5 \$85.99. eBook 978-1-61735-661-2 \$74.

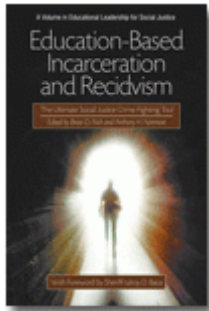
This is a book of oral narratives, collected from participants at a school created for first-generation, immigrant youth. The narrations from the students, teachers, administration, professional staff, and support personnel document the power of caring relationships in an educational setting.

The narratives underscore the importance of teachers, students, and staff working together and their stories are relevant for any school setting. It turns out that teachers and students both have a need, even a longing, for connection.

The narratives bring Nel Noddings' Care Theory to life and show how this theory can be practiced both inside and outside the classroom to bring about a school-wide change in culture. From the receptionist to the principal; from the the social worker to the teacher, the study shows that the daily interactions are as important as the academics in the school setting to improve inequities. Social justice takes on a new meaning, with this focus on social exchanges and personal well-being.

The book can benefit those in the field as well as in teacher and leadership preparation programs; those wanting to conduct research with vulnerable populations can also benefit from this study.

CONTENTS: Acknowledgements. Series Editor's Preface. Preface and Dedication. Background and Rationale of This Study. 1 The Newcomer Academy. 2 The Profiles of Care. 3 Why is the Care Ethic Important? Making the Invisible Visible. 4 The Practice of Care. 5 Practice of Care: Building Relationships. 6 The Practice of Care: A Transformational Aspect. 7 The Practice of Care: Satisfying a Longing. 8 The Practice of Personal Advocacy: Meeting Social, Emotional, and Personal Needs of Students. 9 The Practice of Advocacy: Working as Academic Advocates for Students. 10 The Practice of Advocacy: Teachers Working as a Team. 11 The Practice of Advocacy: The Role of Leadership. Postscript: Migratory Path of Monarch Butterflies. Appendix A: Researcher's Stance, Ethics, and Narrative Inquiry. Appendix B: School Data. Appendix C: Poems Written after the Death of Juan and My Mother. Appendix D: A Roadmap of a Student's Life. Appendix E: Photograph Described in Chapter 3. References.



Education-Based Incarceration and Recidivism The Ultimate Social Justice Crime Fighting Tool

Brian D. Fitch, Los Angeles County Sheriff's Department; Anthony H. Normore, California State University Dominguez Hills

2012. Paperback 978-1-61735-710-7 \$45.99. Hardcover 978-1-61735-711-4 \$85.99. eBook 978-1-61735-712-1 \$74.

Education-Based Incarceration and Recidivism: The Ultimate Social Justice Crime Fighting Tool takes a penetrating look at the needs and challenges of society's disenfranchised jail populations. It is incumbent to encourage public awareness of the causes that underlie the destructive cycles plaguing these populations, including the abuse and neglect that cycle through generations. When effectively addressed through education the economic burden on society is lightened and an advocacy to increase understanding engenders a humane response. When connecting education-based incarceration to leadership and social justice, several issues come to mind, beginning with the universal understanding that definitions of social justice are based on a variety of factors, like political orientation, religious background, and political and social philosophy. An increased body of researchers in educational leadership, ethics, law, sociology, corrections, law enforcement, criminal justice, and public health agree that social justice is concerned with equal justice, not just in the courts, but in all aspects of society. Social justice demands that people promote a just society where people have equal rights and opportunities; everyone, from the poorest person on the margins of society to the wealthiest deserves an even playing field.

The intended audience for this book includes academics, national and international law enforcement agencies, and correctional institutions interested in establishing and assessing the effectiveness of an education-based incarceration program. This book can be used by educators and students interested in studying organizational leadership, correctional theory, recidivism, social and restorative justice, and education-based incarceration.

CONTENTS: Series Editor Preface, *Jeffrey S. Brooks*, Prologue, *Brian D. Fitch and Anthony H. Normore*. Foreword, *Leroy D. Baca*. Acknowledgments. **PART I: THE CULTURE AND POLITICS OF CORRECTIONS: A SOCIAL JUSTICE PHENOMENON.** A Review of Evidence: The Case for Evidence-Based Incarceration, *Brian D. Fitch and Rakel Delevi*. History and Politics of Correctional Education, *Amy Widestrom, David R. Werner, and Sylvester "Bud" Pues*. Assessing Educational Need to Individualize Learning in an Incarcerated Setting, *Brian Mattson, M. C. Esposito, and Carolyn Eggleston*. **PART II: THE HUMAN SIDE OF EDUCATION-BASED INCARCERATION: UNDERSTANDING RECIDIVISM.** Prison Education: The Inmate as Student, *David R. Werner, Amy Widestrom, and Sylvester "Bud" Pues*. Impact of Correctional Staff Attitudes on Inmate Education, *Raquel Warley*. Disruptive Innovation: The Role of Technology in Advancing Educational Achievement Among Inmate Populations, *Brian D. Fitch, Brian Mattson, and Jeff Mulhausen*. The Reentry Process—Linking Inmates to Community Services: Parallels to the Transition of Youth With Disabilities to a Quality Adult Life, *Jessica Nolan Daugherty, Laura S. Abrams, and Gary Greene*. **PART III: PROMISING AND PROVEN "BEST PRACTICES": GLOBAL PERSPECTIVES.** Maximizing Benefits of Correctional Educational Programs: Best Practices, *M. C. Esposito, Anthony H. Normore, and Arthur A. Jones*. International and Comparative Survey of Best Practices in Correctional Education, *Arthur A. Jones, Richard Gordon, and Richard Haesly*. Teaching Strategies and Practices for Correctional Education, *Sara A.M. Silva, Kimberly B. Hughes, Selene Kurland, June Kizu, and Sylvester "Bud" Pues*. **PART IV: IMPLICATIONS FOR THE FUTURE OF CORRECTIONAL EDUCATION.** Summary, Conclusions, and Recommendations, *Anthony H. Normore, Brian D. Fitch, and Sarah Camp*. About the Authors.



The Emperor Has No Clothes Teaching About Race And Racism To People Who Don't Want To Know

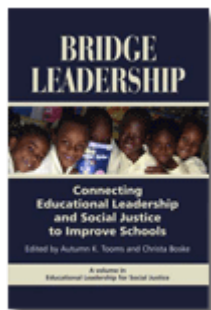
Tema Okun, National-Louis University

2010. Paperback 978-1-61735-104-4 \$45.99. Hardcover 978-1-61735-105-1 \$85.99. eBook 9781617351068 \$74.

The Emperor Has No Clothes: Teaching About Race and Racism to People Who Don't Want to Know offers theoretical grounding and practical approaches for leaders and teachers interested in effectively addressing racism and other oppressive constructs. The book draws both on the author's extensive experience teaching about race and racism in classroom and community settings and from the theory and practice of a wide range of educators, activists, and researchers committed to social justice.

The first chapter looks at the toxic consequences of our western cultural insistence on profit, binary thinking, and individualism to establish the theoretical framework for teaching about race and racism. Chapter two investigates privileged resistance, offering a psycho/social history of denial, particularly as a product of racist culture. Chapter three reviews the research on the construction and reconstruction of dominant culture both historically and now in order to establish sound strategic approaches that educators, teachers, facilitators, and activists can take as we work together to move from a culture of profit and fear to one of shared hope and love. Chapter four lays out the stages of a process that supports teaching about racist, white supremacy culture, explaining how students can be taken through an iterative process of relationshipbuilding, analysis, planning, action, and reflection. The final chapter borrows from the brilliant, brave, and incisive writer Dorothy Allison to discuss the things the author knows for sure about how to teach people to see that which we have been conditioned to fear knowing. The chapter concludes with how to encourage and support collective and collaborative action as a critical goal of the process.

CONTENTS: Series Editor's Preface Acknowledgments Explanations and Terms Introduction: The Emperor Has No Clothes 1. The Tailors Weave: White Supremacy Culture 2. Refusing to See: Privileged Resistance 3. A Different Parade: Cultural Shift 4. Aspiring to See: a Process of Antiracist Pedagogy 5. Reflections on the Parade: What I Know for Sure Poem: The Long Road After The Parade: Epilogue References



Bridge Leadership

Connecting Educational Leadership and Social Justice to Improve Schools

Autumn K. Tooms, Kent State University; Christa Boske, Kent State University

2010. Paperback 978-1-60752-349-9 \$45.99. Hardcover 978-1-60752-350-5 \$85.99. eBook 9781607523512 \$74.

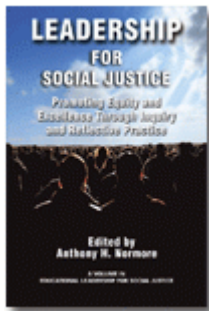
This is the first chronicle of the history of social justice as a line of inquiry within the field of educational administration. Editors Tooms and Boske have amassed a collective voice of leaders in the field of Educational Administration who have broken barriers and expanded the field through their own work and scholarship within a national and international arena. Many of these narratives are the first time tellings of the challenges and successes found in the works of this group of scholars of historic significance.

This collection is written and organized into practical and easy to digest sections. They are part history lesson, and part practical teaching tool for those who prepare school leaders. Anyone from school leaders to academics interested or charged with unpacking the messy intersections between school leadership and issues of social justice will find inspiration and easy to understand explanations of leadership and equity work within the chapters presented.

Endorsement: "Bridge Leadership is a powerful and fascinating new volume that explores the intersections of social justice and educational leadership. What distinguishes it from other social justice work is that it is much more personal than most such texts. Many of the book's authors share poignant excerpts of their life stories and connect them to the theoretical constructs, historical events, and political struggles of social justice. The foregrounding of these personal stories and the bridges they create with social justice gives the volume a raw power not found in other social justice works. I could not put the volume down!" ~ Ulrich C. Reitzug, University of North Carolina, Greensboro

CONTENTS: Foreword, *Margaret Grogan*. Series Editor Preface, *Jeffrey S. Brooks*. Introduction: Social Justice and Doing "Being Ordinary", *Christa Boske and Autumn K. Tooms*. **PART I: LOOKING INWARD.** Surviving While Dismantling One's Professional Culture: The Honor/Struggle for the Feminist Academic, *Catherine Marshall*. Scenic Overlook: Chapters 1 and 2. A Time to Grow: Workplace Mobbing and the Making of a Tempered Radical, *Christa Boske*. Scenic Overlook: Chapters 2 and 3. What's a Nice Dyke Like You Embracing This Postmodern Crap? *Catherine A. Lugg*. Scenic Overlook: Chapters 3 and 4. "Fire in the Belly": Igniting a Social Justice Discourse in Learning Environments of Leadership Preparation, *Gaetane Jean-Marie*. **PART II: THE LEADERSHIP BRIDGE.** Leading Justly in a Complex World, *Carolyn M. Shields*. **PART III: LOOKING OUTWARD.** The Miseducation of a Professor of Educational Administration: Learning and Unlearning Culturally (Ir)relevant Leadership, *Jeffrey S. Brooks*. Scenic Overlook: Chapters 5 and 6. Individual Transformation for Global Impact: Increasing Global Citizenship Through Study Abroad, *Colleen L. Larson and Teboho Moja*. Scenic Overlook: Chapters 6 and 7. Unlocking the Door to International Collaboration: The Power of Interpersonal Relationships and Learning Communities, *Bruce Barnett and Gary O'Mahony*. Scenic Overlook: Chapters 7 and 8. Personal Reflections on an Organizational Transformation: UCEA's Re-Emerging Role in a World of Interdependent Nations, *Stephen Jacobson*. **PART**

IV: THE REFLECTING POOL. The Reflecting Pool, Autumn K. Tooms and Christa Boske. Epilogue, Ira Bogotch and Dilys Schoorman. About the Authors.



Leadership for Social Justice Promoting Equity and Excellence Through Inquiry and Reflective Practice

Anthony H. Normore, California State University Dominguez Hills

2008. Paperback 978-1-59311-997-3 \$45.99. Hardcover 978-1-59311-998-0 \$85.99. eBook 9781607529026 \$74.

The purpose of this book series is to promote research on educational leadership for social justice. Specifically, we seek edited volumes, textbooks, and full-length studies focused on research that explores the ways educational leadership preparation and practice can be a means of addressing equity concerns throughout P-20 education.

Within this book *Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice* the contributors provide a variety of rich perspectives to the social justice phenomenon from the lens of empirical, historical, narrative, and conceptual designs. These designs reiterate the importance of bridging theory and practice while simultaneously producing significant research and scholarship in the field. Collectively, the authors seek to give voice to empowering, social justice-focused research—an area that continues to garner much interest in the areas of educational leadership research, teaching, and learning. In conjunction with the “theme” of this issue, the chapters offer research from an American perspective and offer suggestions, and implications for the field of educational leadership on both a national and international level. The collection contributes to research, theory and practice in educational and community settings.

CONTENTS: Series Editor’s Preface. Book Editor’s Preface. Acknowledgements. PART I: COMMITMENT TO SOCIAL JUSTICE, EQUITY, AND TOLERANCE. A Repository of Hope for Social Justice: Black Women Leaders at Historically Black Colleges and Universities, Gaetane Jean-Marie and Anthony H. Normore. Separate is Inherently Unequal: Rethinking Commonly Held Wisdom, Jonathan D. Lightfoot. (OUT)siders at the Gates: Administrative Aspirants’ Attitudes Towards the Gay Community, Autumn Tooms and Judy A. Alston. “They don’t speak English”: Interrogating (Racist) Ideologies and Perceptions of School Personnel in a Midwestern State, Gerardo R. López and Vanessa A. Vázquez. PART II: PROMOTING SOCIAL JUSTICE PEDAGOGY. From Scientific Management to Social Justice ... and Back Again? Pedagogical Shifts in the Study and Practice of Educational Leadership, Jeffrey S. Brooks and Mark T. Miles. School Reform and Freire’s Methodology of Conscientization, Kathleen S. Sernak. A neglected dimension of social justice: A model for science education in rural schools, Mary John O’Hair and Ulrich C. Reitzug. PART III: COLLABORATIVE PARTNERSHIPS FOR SOCIAL JUSTICE: COMMUNITIES, YOUTH, AND SCHOOL-LINKED SERVICES. A Collaboration of Community Educators Follows Crisis in Cincinnati: Two Museums and a University Join Forces to Promote Understanding, Lionel H. Brown, Judith I. Larsen, Ruth S. Britt, Donna M. Ruiz, and Rachel Star. Student Voice Or Empowerment? Examining the Role of School-Based Youth-Adult Partnerships as an Avenue Toward Focusing on Social Justice, Dana L. Mitra. Leadership for Social Justice and Morality: Collaborative Partnerships, School-Linked Services, and the Plight of the Poor, Anthony H. Normore and Roger I. Blanco. PART IV: ETHICAL LEADERSHIP AND PRINCIPLES OF SOCIAL JUSTICE. Ethics, Values, and Social Justice Leadership: Embarking on a Moral Quest for Authenticity, Pauline Leonard. (Re-) Constructing a Movement for Social Justice in Our Profession, Steven Jay Gross. A New DEEL for an Old Problem: Social Justice at the Core, Valerie A. Storey and Thomas E. Beeman. Ethics and Social Justice Within the New DEEL: Addressing the Paradox of Control/Democracy, Joan Poliner Shapiro. About the Authors.



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