

INFORMATION AGE PUBLISHING

BLACK STUDIES 2016

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RECENT TITLES

AFRICAN AMERICAN MALE SERIES: GUIDING THE NEXT GENERATION THROUGH MENTORING, TEACHING AND COUNSELING



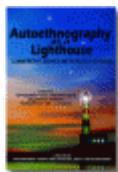
Counseling African American Males Effective Therapeutic Interventions and Approaches

Dr. William Ross, Prairie View A&M University

A volume in the series *African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling*
2016. Paperback 9781681235493 \$45.99. Hardcover 9781681235509 \$85.99. eBook 9781681235516 \$50.

There is no one method for doing culturally alert counseling. Instead, culturally alert counseling consists of intentionally adapting existing ways to help clients (1) understand their socially constructed worldviews through culture, (2) appreciate their various cultures, (3) to make choices about adherence to cultural norms, and (4) to recognize and respond to external bias relating to their cultural group membership.

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



Autoethnography as a Lighthouse Illuminating Race, Research, and the Politics of Schooling

Stephen Hancock, University of North Carolina at Charlotte; Ayana Allen, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2015. Paperback 9781623968229 \$45.99. Hardcover 9781623968236 \$85.99. eBook 9781623968243 \$50.

This work uses autoethnography as an enterprise to deconstruct barriers that support the invisibility of diverse epistemologies. The reality of invisibility and silence has plagued "unvalued others" in their attempt to make known the cultural significance found in the planning and execution of research. As a result, this book purposes to support the visibility and voice of marginalized scholars who conduct autoethnographic research from a racial, gendered, and critical theoretical framework. This work further supports authentic inquiry as it examines and reexamines culturally diverse epistemologies as a viable and valuable framework for conducting autoethnographic research. Specifically, this work highlights racialized epistemologies as an inescapable factor in autoethnographic research in the context of schools.



Exploring Issues of Diversity within HBCUs

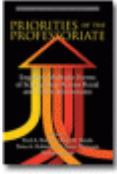
Ted N. Ingram, Bronx Community College; Derek Greenfield; Joelle D. Carter, Arkansas Tech University; Adriel A. Hilton, Western Carolina University

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2015. Paperback 978-1-68123-098-6 \$45.99. Hardcover 978-1-68123-099-3 \$85.99. eBook 978-1-68123-100-6 \$50.

The purpose of this edited volume is to examine the historical and contemporary dynamics of diversity as well as the realities, challenges, and opportunities associated with diversity work at Historically Black Colleges and Universities (HBCUs). This proposed book will include four sections, focusing on the historical developments and socio-political factors impacting diversity work at HBCUs, organizational structure and philosophical approaches, challenges and opportunities facing particular populations, and analysis of best practices.

This text is designed to provide an overview and better understanding of diversity and multiculturalism that exists in historically Black colleges and universities. The contents of the text will examine equity and inclusion efforts in these institutions, and will explore various theories and practices utilized within the academy. Also, the text will examine race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. The goal of the

book is to assist students, faculty, and staff in the higher educational landscape in developing their own understandings of historical and contemporary issues related to diversity at HBCUs. Critical analysis of the multiple worldviews will be discussed as we explore the origin, nature and scope of multiple ideologies within diversity, equity and inclusion at HBCUs. In addition, this book will be an invaluable teaching resource for faculty in Educational Leadership Programs, Student Affairs Programs, or Sociology Programs, and other fields interested in issues of retaining and supporting diverse college students.



Priorities of the Professoriate Engaging Multiple Forms of Scholarship Across Rural and Urban Institutions

Fred A. Bonner, II, Prairie View A&M University; Rosa M. Banda, Rutgers; Petra A. Robinson, Louisiana State University; Chance W. Lewis, University of North Carolina at Charlotte; Barbara Lofton, University of Arkansas-Fayetteville

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2015. Paperback 978-1-68123-070-2 \$45.99. Hardcover 978-1-68123-071-9 \$85.99. eBook 978-1-68123-072-6 \$50.

Established in 2006, the American Association of Blacks in Higher Education (AABHE), formerly constituted as the Black Caucus (American Association of Higher Education), has been the consistent voice of Black issues in academe. According to the stated mission, the AABHE pursues the educational and professional needs of Blacks in higher education with a focus on leadership, equity, access, achievement and other vital issues impacting students, faculty, staff, and administrators. AABHE also facilitates and provides opportunities for collaborating and networking among individuals, institutions, groups and agencies in higher education in the United States and internationally. This 2012 year will mark the beginning of the AABHE research consortium, an arm of the organization that will advance scholarly research and publications to highlight critical issues pertinent to the success and uplift of Black populations across the higher education diaspora.

This book will explore important issues across multiple fields—fields represented by the scholars/members of AABHE. AABHE scholars will contribute chapters based on their disciplinary expertise. The work of Earnest Boyer as articulated in the book *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship* will be used as the conceptual foundation to ground this important work. A particular focus on the elements of Boyer's seminal work will include chapters devoted to the Scholarship of Teaching and Learning; Scholarship of Engagement; Scholarship of Discovery; and Scholarship of Integration. This scholarly book is unique in that it provides essential insight on how not only faculty, but also administrators who are invested in insuring that the priorities of the professoriate are aligned with the mission and vision of urban postsecondary institutions.



Reaching the Mountaintop of the Academy Personal Narratives, Advice and Strategies From Black Distinguished and Endowed Professors

Gail L. Thompson, Fayetteville State University; Fred A. Bonner, II, Prairie View A&M University; Chance W. Lewis, University of North Carolina at Charlotte

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2015. Paperback 9781681233192 \$45.99. Hardcover 9781681233208 \$85.99. eBook 9781681233215 \$50.

Since the U.S. Civil Rights era, the racial composition of higher education has changed dramatically, resulting in an increase in the number of African American students and African American faculty in predominantly white institutions (PWI). Nevertheless, the number of African American endowed or distinguished professors remains small.

Because it is difficult for African American faculty to attain these prized positions, those who have done so possess invaluable knowledge that may be beneficial to others. *Reaching the Mountaintop of the Academy: Personal Narratives, Advice and Strategies from Black Distinguished and Endowed Professors*, fills an important niche in the canon of higher education literature. In the autobiographical chapters that follow, numerous distinguished and endowed professors (1) describe their personal journey to the distinguished or endowed professorship; (2) explain important life lessons that they learned during their journey; (3) describe their current professional goals; and (4) offer suggestions and recommendations for graduate students, untenured faculty, tenured faculty, and college/university administrators. At a time when many predominantly white higher education institutions continue to have difficulty attracting and retaining African American faculty, and African American faculty continue to struggle for full inclusion in the academy, this book is timely and needed.



School Counseling for Black Male Student Success in 21st Century Urban Schools

Malik S. Henfield, University of San Francisco; Ahmad R. Washington, University of Louisville

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2015. Paperback 978-1-68123-194-5 \$45.99. Hardcover 978-1-68123-195-2 \$85.99. eBook 978-1-68123-196-9 \$50.

Discussions and research related to the salience of Black male student needs and development in relation to their general success and well-being is well-documented in many fields. Indeed, many studies have found that healthy masculine identity development is associated with a number of positive outcomes for males in general, including Black males. In school counseling literature, however, this discussion has been relatively absent—particularly regarding those students living in urban contexts. Indeed, research devoted to the study of Black males in the school counseling literature focuses almost exclusively on race and issues associated with its social construction with only cursory, if any, attention given to their masculine identity development as a function of living in urban communities and attending urban schools. Based on this lack of information, it is probably a safe assumption that intentional, systematic, culturally relevant efforts to assist Black males in developing healthy achievement and masculine identities based on their unique personal, social, academic experiences and future career goals are not being applied by school counselors concerned with meeting students' needs.

School counselors are in a unique position, nonetheless, to lend their considerable expertise—insights, training and skills—to improving life outcomes among Black males—a population who are consistently in positions of risk according to a number of quality of life indicators. Without knowledge and awareness of Black males' masculine identity development in urban areas, coupled with the requisite skills to influence the myriad factors that enhance and impede healthy development in such environments, they are missing out on tremendous opportunities which other professions appear to understand and, quite frankly, seem to take more seriously. As such, this book proposes to accomplish two specific goals:

1. Highlight the plight of Black males with specific emphasis on the ecological components of their lives in relation to current school culture and trends.
2. Encourage school counselors to give more thought to Black male identity development that takes into consideration differential experiences in society as a whole, and schools in particular, as a function of the intersection of their race, as well as their gender.

The first rationale for this book, then, is to highlight the plight of Black males with specific emphasis on the ecological components of their lives in relation to current school culture and trends (e.g., standards-based accountability practices) in urban environments. However, the role of school counselors has never been fully integrated into educational reform programs. As such, their positions are often unregulated and determined by people in positions of power who do not understand their training, job-specific standards and, thus, potential impact on the lives of Black male students. As a result, their vast potential to develop strong interventions designed to address the myriad racial and masculine factors that serve to enhance and impede Black males' academic achievement is often unrealized. Therefore, the second reason for this special issue is to include the scholarship of professional school counselors and counselor educators with policy change in mind. Scholars will be invited to contribute manuscripts that explore race, masculinity and academic achievement in relation to the role of school counselors. This is designed to encourage school counselors and counselor educators to give more thought to Black male identity development that takes into consideration differential experiences in society as a whole, and schools in particular, as a function of the intersection of their race, as well as their gender.



Cultivating Achievement, Respect, and Empowerment (CARE) for African American Girls in PreK-12 Settings Implications for Access, Equity and Achievement

Dr. Patricia J. Larke, Texas A&M University; Dr. Gwendolyn Webb-Hasan, Texas A&M University; Ms. Jemimah L. Young, University of North Texas

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2016. Paperback 9781681235066 \$45.99. Hardcover 9781681235073 \$85.99. eBook 9781681235080 \$50.

chapters discuss issues impacting the education of African American girls and many of challenges that they encounter during their schooling experiences. The chapters were written by 24 authors including a school superintendent, university administrator and professors, classroom teacher, mother and a 10th grade African American student.

The 20 chapters of the book are organized into four sections. Section one introduces the book and provides critical perspectives. Section Two focuses on Curriculum and instruction. Section Three shares information from significant stakeholders while the last section includes other schooling experiences and ends with a powerful poem by a tenth grade African American girl, entitled "Proud." The forward of the book, written by a Japanese American scholar, Valerie Pang, denotes the urgency of the book noting that the book "warms the heart." The book ends with an epilogue, written by an African American scholar, Tyrone Howard, who has a vested interest in African American males. He shares commanding interest in this

scholarship, because what happens to African American females, impacts African American males and the entire African American community.

EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE



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

A volume in the series *Educational Leadership for Social Justice*
2015. Paperback 978-1-68123-107-5 \$45.99. Hardcover 978-1-68123-108-2 \$85.99. eBook 978-1-68123-109-9 \$50.

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.



Urban Educational Leadership for Social Justice International Perspectives

Jeffrey S. Brooks, Monash University; Melanie C. Brooks, University of Idaho

A volume in the series *Educational Leadership for Social Justice*
2015. Paperback 978-1-68123-176-1 \$45.99. Hardcover 978-1-68123-177-8 \$85.99. eBook 978-1-68123-178-5 \$50.

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.



Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling

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

A volume in the series *Educational Leadership for Social Justice*
2016. Paperback 9781681234052 \$45.99. Hardcover 9781681234069 \$85.99. eBook 9781681234076 \$50.

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.

ISSUES IN THE RESEARCH, THEORY, POLICY, AND PRACTICE OF URBAN EDUCATION



Teach & Thrive Wisdom from an Urban Teacher's Career Narrative

Kristina Valtierra, Colorado College

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*
2016. Paperback 9781681235813 \$45.99. Hardcover 9781681235820 \$85.99. eBook 9781681235837 \$50.

Teacher burn out contributes to the epidemic of early career exit. At least half of all new K-12 teachers leave the profession by the time they reach their fifth year of teaching. Conversely, there are urban teachers who survive burn out and thrive as career-long educators. This book results from an in-depth qualitative study that explored one 40-year veteran teacher's career narrative, analyzing how she not only survived the burn out epidemic, but also thrived as a highly effective career-long urban teacher.

Part 1 of this book uses a critical socio-political lens is used to guide readers through the complexities of career thrival. Framed within the story of one new urban teacher's typical morning, the book begins with an overview of the socio-political forces that lead to urban teacher burn out. In spite of the obstacles, the more hopeful idea of urban teacher thrival is uncovered through narrative methodology. Part 2 is dedicated to the dynamic narrative of a veteran urban teacher career journey. This inspiring story is related to frameworks established in Part 1, as well as painting a picture of how public education has evolved over the last 40 years, and it's impact on the lives of teachers.

Part 3 takes a deeper dive into three salient themes that permeated throughout the participant's story. First hope springs eternal is the idea that sustaining hope supported the teacher's career thrival. Next, the extended education family is the notion that familial-like relationships at school nourished her longevity. The third theme, creative autonomy, reveals that by being empowered with opportunities for curriculum development and instructional decision-making the teacher maintained her passion. This book concludes with recommendations for teachers, educational leaders and teacher educators to develop and maintain thriving teachers.



Working (With/out) the System Educational Leadership, Micropolitics and Social Justice

James Ryan, Ontario Institute for Studies in Education; Denise E. Armstrong, Brock University

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*
2016. Paperback 9781681232249 \$45.99. Hardcover 9781681232256 \$85.99. eBook 9781681232263 \$50.

This edited collection of chapters from invited scholars, explores issues of social justice and micropolitics in educational institutions. More specifically, it examines the ways in which social justice workers navigate, or can navigate, (micro) political systems in their quest to promote social justice. Issues of social justice and micropolitics are particularly important in this day and age as standardizing regimes and polarizing forces continue to erode the already perilous condition of the traditionally disadvantaged. While social justice workers make it a point to acknowledge the plight of the less fortunate, their well-meaning attempts to take action are not always successful. This requires that they acknowledge the realities of the micropolitical environments in which they work, and to take action in these arenas if they are to achieve their social justice goals.

The title of the book, Working (With/out) the System, draws attention to the ways in which social justice workers/leaders (teachers, administrators, students, community members) navigate educational institutions and the wider social systems that are not always hospitable to changes that promote

social justice. This volume describes the prospects, possibilities and actual practice of working with, working without, and working outside of educational organizations to promote social justice. Among other topics, the chapters probe:

- the manner in which social justice-minded leaders navigate micropolitical environments
- the ways in which social justice minded leaders promote and sustain social justice action within systemic contexts
- the difficulties and successes that they experience.

RESEARCH FOR SOCIAL JUSTICE: PERSONAL~PASSIONATE~PARTICIPATORY



Are You Mixed?

A War Bride's Granddaughter's Narrative of Lives In-Between Contested Race, Gender, Class, and, Power

Sonia E. Janis, University of Georgia

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*
2016. Paperback 9781681233871 \$45.99. Hardcover 9781681233888 \$85.99. eBook 9781681233895 \$50.

In *Are You Mixed?*, Sonia Janis explores the spaces in-between race and place from the perspective of an educator who is multi-racial. As she reflects on her own experiences as a seventh grade student up to her eventual appointment as a school administrator, she learns of the complexity of situating oneself in predetermined demographic categories. She shares how she explores the intricacies of undefined spaces that teach her to embrace differences, contradictions, and complexities in schools, neighborhoods and communities.

Exploring the in-betweenness (Anzaldúa & Keating, 2002; He, 2003, 2010) of her life as a multi-race person problematizes imbedded notions of race, gender, class, and power. The power of this memoir lies in its narrative possibilities to capture the contradictions and paradoxes of lives in-between race and place, "to honor the subtleties, fluidities, and complexities of such experience, and to cultivate understanding towards individual ... experience and the multicultural/multiracial contexts that shape and are shaped by such experience" (He, 2003, p. xvii). This memoir creates new ways to think about and write about in-between experience and their relevance to multicultural and multiracial education.

Janis challenges educators, teachers, administrators, and policy makers to view the educational experience of students with multiracial, multicultural, and multilingual backgrounds by shattering predetermined categories and stereotyped classifications and looking into unknown and fluid realms of the in-betweenness of their lives. This challenge helps create equitable and just opportunities and engender culturally responsive and inspiring curricular and learning environments to bring out the best potential in all diverse schools, communities, neighborhoods, tribes and societies.



Beyond Retention

Cultivating Spaces of Equity, Justice, and Fairness for Women of Color in U.S. Higher Education

Brenda L. H. Marina, Baltimore City Community College; Sabrina N. Ross, Georgia Southern University

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*
2016. Paperback 9781681234144 \$45.99. Hardcover 9781681234151 \$85.99. eBook 9781681234168 \$50.

In *Beyond Retention: Cultivating Spaces of Equity, Fairness, and Justice for Women of Color in U.S. Higher Education*, Brenda Marina and Sabrina N. Ross address the continued underrepresentation of women faculty of color at predominantly White colleges and universities through a creative convergence of scholarship focused on intellectual activism and structural change. Inspired by the African American oral tradition of call and response, this text illuminates the calls, or personal narratives of women faculty of color who identify racialized, gendered, sexualized, and class-based challenges associated with work in predominantly White institutions. Accounts of social justice-oriented strategies, policies, and practices that support women faculty of color and reflections by women of color who are senior faculty members serve as literal and metaphorical responses. The convergence of calls for social justice and equity-minded responses and reflections in this text provide intellectual foundations for the development of higher education spaces where women faculty of color can thrive.

Beyond Retention is a critical geographic project intended to identify and mitigate structures of oppression that act as barriers to the full incorporation of women of color in predominantly White academic contexts. This text will be of interest to scholars interested in curriculum topics of race, gender, sexuality, and place. The text offers strategies for coping and success for women of color in doctoral programs, faculty positions, and mid-level administration positions within the academy; as such, *Beyond Retention* will be a valuable addition to the reading libraries of each of these groups. Men and women with interests in the experiences of educators of color within predominantly White contexts will also gain valuable insights from this book, as will individuals interested in various areas of women studies, multicultural education, and diversity.

Beyond Retention also provides accounts of practices and policies that have been successful in supporting the needs of women faculty of color; knowledge gained from this text will be useful for higher education administrators seeking to improve the campus climate for faculty of color. Additionally, human resource directors, equal opportunity specialists and diversity trainers will find this text helpful when considering strategies for managing diversity.

RESEARCH ON AFRICAN AMERICAN EDUCATION



Using Past as Prologue Contemporary Perspectives on African American Educational History

Dionne Danna, Indiana University; Michelle A. Purdy, Washington University in St. Louis; Christopher M. Span, University of Illinois at Urbana-Champaign

A volume in the series *Research on African American Education*
2015. Paperback 978-1-68123-170-9 \$45.99. Hardcover 978-1-68123-171-6 \$85.99. eBook 978-1-68123-172-3 \$50.

In 1978, V. P. Franklin and James D. Anderson co-edited *New Perspectives on Black Educational History*. For Franklin, Anderson, and their contributors, there were glaring gaps in the historiography of Black education that each of the essays began to fill with new information or fresh perspectives. There have been a number of important studies on the history of African American education in the more than three decades since Franklin and Anderson published their volume that has pushed the field forward. Scholars have redefined the views of Black southern schools as simply inferior, demonstrated the active role Blacks had in creating and sustaining their schools, sharpened our understanding of Black teachers' and educational leaders' role in educating Black students and themselves with professional development, provided a better understanding and recognition of the struggles in the North (particularly in urban and metropolitan areas), expanded our thinking about school desegregation and community control, and broadened our understanding of Black experiences and activism in higher education and private schools.

Our volume will highlight and expand upon the changes to the field over the last three and a half decades. In the shadow of 60th anniversary of *Brown v. Board of Education* and the 50th anniversary of the 1964 Civil Rights Act, contributors expand on the way African Americans viewed and experienced a variety of educational policies including segregation and desegregation, and the varied options they chose beyond desegregation. The volume covers both the North and South in the 19th and 20th centuries. Contributors explore how educators, administrators, students, and communities responded to educational policies in various settings including K-12 public and private schooling and higher education. A significant contribution of the book is showcasing the growing and concentrated work in the era immediately following the *Brown* decision. Finally, scholars consider the historian's engagement with recent history, contemporary issues, future directions, methodology, and teaching.

URBAN EDUCATION STUDIES SERIES



Better Principals, Better Schools What Star Principals Know, Believe, and Do

Delia Stafford, Haberman Educational Foundation; Valerie Hill-Jackson, Texas A&M University

A volume in the series *Urban Education Studies Series*
2015. Paperback 9781681233642 \$34.99. Hardcover 9781681233659 \$74.99. eBook 9781681233666 \$50.

A school is only as good as its principal. This quip forms the thesis of *Better Principals* as it provides a bird's eye view on the enactment of Haberman's eleven core functions of a star principal. *Better Principals* is imperative for two main reasons. First, the achievement gap between 20 million children in poverty and their mainstream counterparts is continuing to become even wider. Many students are constantly subjected to inequality of educational opportunity, which limits their future opportunities. Second, Haberman is one of the most prolific producers of administrators of the twentieth century (and into the twenty-first century). He reminds us that quality school systems, with quality leaders, benefit our society. Haberman explained that there is often selection blindness when it comes to identifying school leaders, and this deficiency has many negative consequences for education in general, and learners in particular. Haberman has generated theories, training programs and tools to engender substantive changes needed to produce better schools. Each chapter in this volume contains reflection questions for discussion to remind us all why selecting quality principals must be paramount when hiring school leaders. These illustrative book chapters emphasize the execution of Haberman's star principal ideology.

Praise for *Better Principals, Better Schools*

“Not every educator is suited to leading – or teaching – in the most challenging urban schools. Yet, nowhere else is excellence in leading – and teaching -- more critical to the success of students. This volume based on the pioneering work of Martin Haberman offers a practical response to those who say the task of instructional leadership is beyond the capability of principals. The authors offer concrete examples of how successful urban school leaders find the time and capacity to inspire and manage learning under difficult conditions. Just as important, the authors ground their examples in a set of clear justifiable principles that can be used by others to guide their own practice.”

Dr. Philip Hallinger

Professor, Chulalongkorn University (Thailand)

“If great teaching and more of it are the key ingredients for any successful school, then great leadership is the critical path. Better Principals, Better Schools turns this theory into model lessons for all current and aspiring school leaders.”

Mike Feinberg

Co-founder KIPP Schools

NO SERIES



Not For Ourselves Alone

The Legacies of Two Pioneers of Black Higher Educational Institutions in The United States

H. J. Lucas, Bethune Cookman University

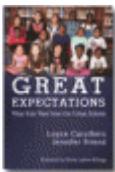
2015. Paperback 9781623969585 \$45.99. Hardcover 9781623969592 \$85.99. eBook 9781623969608 \$50.

For over 200 years Black colleges and universities have anchored the African American community. The legacy of these institutions has been to equip African Americans with the skills needed to be successful leaders. This book considers the leadership of Bishop Daniel Alexander Payne of Wilberforce University and Rev. Dr. Joseph Robert of Morehouse College as pioneers of Black higher education.

This book aims to respond to the research question: if quality of leadership is the most important element in the production of a quality college or university then what are the important variables, incidents, and/or circumstances that result in quality amongst Black higher educational institutions? Important dimensions of this book are the data collection and analysis of artifacts that uncover Presidents Payne and Robert's leadership style and approach. Comparing and contrasting their leadership dynamics, this book adds a second dimension by assessing these presidents' use of servant leadership in creating servant institutions.

Throughout the narrative, the reader is immersed in the telling of Presidents Payne and Robert's development as pioneers of Black higher education. Experiencing the challenges and triumphs of each through the telling of their personal and professional contributions, this book is one-of-a kind. Carefully weaving together primary source materials throughout the narrative, this book ensures the reader is informed of the various complexities of leadership within Black higher education post-Civil War. By book's end, the reader is guided through a masterfully written, comparative historical study that uncovers surprising similarities and differences between the presidents and the colleges.

Overall this book offers insight into the unique experiences of founding leaders in Black higher education in the United States. This book reintroduces to the world two immensely influential thinkers, educators and religious leaders whose ideas, decisions, sacrifices and legacies have and continue to impact generations of African American leaders.



Great Expectations

What Kids Want From Our Urban Public Schools

Loyce Caruthers, University of Missouri – Kansas City; Jennifer Friend, University of Missouri - Kansas City

2016. Paperback 9781681234403 \$45.99. Hardcover 9781681234410 \$85.99. eBook 9781681234427 \$50.

This book explores meaningful and effective use of student voice in urban school renewal efforts through strategies that include: surveys, interviews, focus groups, visual and video projects, social media, and student participation in governance. Chapters provide a definition of student voice, context for public schooling in the United States, and introduce a framework for including student voice in school renewal processes. Examples guide readers to implementation of the framework to include student voices in diverse educational settings. Authentic voices of approximately 175 students interviewed by the authors express what it is that they really want from public schools and how pre K-12 educators can provide a structure for ongoing student participation in governance and the work of the school.

The existing literature explores student characteristics such as poverty, cultural diversity, and what the experts believe students need public schools to

provide. Within the research, urban public schools and technical reform are often explored and examined separately from conversations about what students want from schools, excluding opportunities for their voices and diverse perspectives to be heard. Listening to students describe instances of bullying or teachers' low academic expectations provides educators with opportunities to address issues that impede student learning. The uniqueness of this framework for including student voice is that it provides multiple opportunities for students in any grade level to tell us what it is they want from public schools, and to make meaningful and lasting contributions to school renewal efforts.



Pyrrhic Victory The Cost of Integration

Daniel F. Upchurch, Alabama Agricultural and Mechanical University

2016. Paperback 9781681233819 \$45.99. Hardcover 9781681233826 \$85.99. eBook 9781681233833 \$50.

“Segregation now, Segregation tomorrow, Segregation forever”. Was there some truth behind this famous speech given by George Wallace? Did African Americans truly benefit from the results of *Brown v. the Board of Education* or did they get the short end of the stick? Over the years, the Black community has suffered major losses in the areas of education, business and gender identity due to integration.

The founders of the NAACP objectives were to unite and educate a suppressed race that would fight against social injustice and bring capital into the Black community. Initially, these ideologies were well represented by this noble organization; however during and after the decision of the *Brown* versus the Board of Education case things drastically changed.

The once unified organization began to have major conflicts with Black educators. Some rejoiced over this landmark victory, citing that justice had finally prevailed, while other embraced for the worst, believing that the outcome from the case was only a Pyrrhic victory. This book aims to understand the effects of integration on the African American community and offers inspiration to those who want to change and build a better and strong Black community.

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