

Handbook of Research on Educational Leadership for Equity and Diversity

Edited by

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Handbook Of Research On Educational Leadership For Equity And Diversity

Judd E. Hollander



Handbook Of Research On Educational Leadership For Equity And Diversity:

Handbook of Research on Educational Leadership for Equity and Diversity Linda C. Tillman, James Joseph Scheurich, 2013-08-21 The rapid growth of diversity within U S schooling and the heightened attention to the lack of equity in student achievement school completion and postsecondary attendance has made equity and diversity two of the principle issues in education educational leadership and educational leadership research The Handbook of Research on Educational Leadership for Equity and Diversity is the first research based handbook that comprehensively addresses the broad diversity in U S schools by race ethnicity culture language gender disability sexual identity and class The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking biases and prejudices that undermine school success for many groups of students Well known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders Each chapter reviews theoretical and empirical evidence of these inequities and provides research based recommendations for practice and for future research Celebrating the broad diversity in U S schools the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity and provides evidence based practices to promote student success for all children **A Case Study Approach to**

Educational Leadership Sharon D. Kruse, Julie A. Gray, 2018-07-04 A Case Study Approach to Educational Leadership takes on six core areas of school leadership organizational vision curriculum instruction and assessment school and external community school climate and culture equity and improvement innovation and reform Using a case learning approach this volume introduces salient theoretical and empirical literature in each core area and provides illustrative cases designed for individual and group analysis Written for aspiring educational leaders this book facilitates the discussion and reflection of individual and collective professional judgment and helps developing leaders make sense of the challenges school leaders face today Special Features Featured Cases direct readers toward the issues of practice embedded within the theoretical content area Linkage to relevant Professional Standards for Educational Leaders PSEL standards ground each chapter in the latest guidelines for the field Discussion Questions foster reflection of content and practical applications Leadership Activities and Web Based Resources support leaders in making further connections to practice **Decolonizing**

Educational Knowledge Ann E. Lopez, Herveen Singh, 2024-06-03 This volume explores theories and practices of decolonizing education drawing on international perspectives from scholars across the globe to engage new knowledges and build solidarities across different spaces Decolonization is an ongoing process in which educators community members and practitioners alike have a stake in challenging Eurocentric paradigms and ways of knowing The book showcases the contributions of praxis oriented scholars and practitioners who seek to engage in decolonizing praxis that unsettles educational norms forging new ways of thinking about teaching learning and leadership *The IMPACT of the Scholarly*

Practitioner Doctorate Stephanie Smith Budhai, Deanna Hill, 2024-03-11 The IMPACT of the Scholarly Practitioner Doctorate Developing Socially Just Leaders to Make Equitable Change is a collection of shared counternarratives between EdD alums and their supervising professor mentors detailing their dissertation in practice DiP journeys as scholarly practitioners and the impact of the scholarly practitioner doctorate on their paths from doctoral students to socially just leaders in a wide range of educational fields The IMPACT of the Scholarly Practitioner Doctorate posits these relationships as the catalyst in bringing theory learned in course work to scholarly research that is positioned within practice focused on contributing to equity centered work The book serves as an exemplar learning companion to a wide audience and diverse EdD programs looking to modify develop or redesign their programs to align with The Carnegie Project on the Education Doctorate CPED concepts including signature pedagogy laboratories of practice inquiry as practice and mentoring and advising The IMPACT of the Scholarly Practitioner Doctorate demonstrates how change in education community and organizations have been impacted in efficacious ways EdD students and their supervising professors faculty and administrators will be able to use this book s content as their own catalyst for building socially just leadership knowledge skills and dispositions while preparing their EdD students to exhibit equitable change in the professional practice areas they are in Perfect for courses such as Introduction to Educational Research Social Justice Education Foundations Leadership for Equity and Social Change Transformative Leadership Foundations of Inquiry for Social Justice Qualitative Inquiry for Social Justice Critical Perspectives for Equity in Education Engaging in Critical Social Theories for Designing Research for Equity and Social Justice Reform and Change for Social Justice Educational Leadership Development *The Essential Renewal of America's Schools* Carl Glickman, Ian M. Mette, 2020 What can educational leaders do to create schools that are purposeful moral and successful This book outlines a practical framework to replace dependence on top down state and federal regulations with locally guided initiatives to address local goals Building on Glickman s classic *Renewing America s Schools* this resource is for anyone involved with school change in today s complex times *Cultural Awareness and Diversity Management in Contemporary Education* Özen, Hamit, Polat, Gülşah, 2024-12-10 In education cultural awareness and diversity management are essential elements for creating inclusive and equitable learning environments Cultural awareness enables educators to recognize and respect the diverse backgrounds perspectives and experiences of students fostering a sense of belonging Diversity management in turn involves implementing strategies that ensure all students are supported and valued regardless of their cultural linguistic or social differences By embracing these principles educators can promote a more dynamic and enriched learning experience where every student has the opportunity to succeed Cultural Awareness and Diversity Management in Contemporary Education educators can create inclusive supportive environments by recognizing and valuing the diverse backgrounds of their students It examines strategies for fostering equity reducing bias and promoting a deeper understanding of cultural differences to enhance the overall learning experience Covering topics such as conflict

management skills disadvantages students and women leadership this book is an excellent resource for educators school administrators education policymakers curriculum developers and teacher education programs **Handbook of Research on the Education of School Leaders** Michelle D. Young, Gary M. Crow, 2016-08-19 The Handbook of Research on the Education of School Leaders brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today With contributions from the field's foremost scholars this new edition investigates the methodological foundations of leadership preparation research reviews the pedagogical and curricular features of preparation programs and presents valuable insights into the demographic economic and political factors affecting school leaders This volume both mirrors the first edition's macro level approach to leadership preparation and presents the most up to date research in the field Updates to this edition cover recent state and federal government efforts to improve leadership in education new challenges for the field and significant gaps and critical questions for framing researching evaluating and improving the education of school leaders Sponsored by the University Council of Educational Administration UCEA this handbook is an essential resource for students and scholars of educational leadership as well as practitioners policymakers and other educators interested in professional leadership **Supervision** Jeffrey Glanz, Sally J. Zepeda, 2015-10-30 Supervision New Perspectives for Theory and Practice co edited by two prominent scholars in the field Jeffrey Glanz and Sally Zepeda draws attention to supervision as a function that is often misunderstood under appreciated and frequently controversial Much has changed in the last two decades in the education world These changes have inevitably influenced the theory and practice of supervision This text includes some of the top scholars in the field in the USA to offer their insights to important topics and issues in supervision To strike a balance the editors also included award winning practitioners who share their insights about supervision We hope that this volume raises awareness to several critical issues that affect teachers administrators and policy makers With the range of topics associated with supervision we believe that the authors offer an informed and lively discussion of supervision in the present and future contexts of schools Through our efforts we believe that the multiple contexts in which supervision unfolds are examined alongside trends including high stakes testing the uses of data the work superintendents do to supervise principals and the type of supervision that builds a just and caring school culture that is culturally relevant and respectful for teachers and leaders **Data Cultures in Higher Education** Juliana E. Raffaghelli, Albert Sangrà, 2023-03-07 This collection focuses on the role of higher education institutions concerning datafication as a complex phenomenon It explores how the universities can develop data literacies shaping tomorrow skills and formae mentis to face the most deleterious effects of datafication but also to engage in creative and constructive ways with data Notably the book spots data practices within the two most relevant sides of academics professional practice namely research and teaching Hence the collection seeks to reflect on faculty's professional learning about data infrastructures and practices The book draws on a range of studies covering the higher education

response to the several facets of data in society from data surveillance and the algorithmic control of human behaviour to empowerment through the use of open data The research reported ranges from literature overviews to multi case and in depth case studies illustrating institutional and educational responses to different problems connected to data The ultimate intention is to provide conceptual bases and practical examples relating to universities faculty development policies to overcome data practices and discourses fragmentation and contradictions in a nutshell to build fair data cultures in higher education *Handbook of Urban Educational Leadership* Muhammad Khalifa, Noelle Witherspoon Arnold, Azadeh F.

Osanloo, Cosette M. Grant, 2015-06-01 This authoritative handbook examines the community district and teacher leadership roles that affect urban schools It will serve as a foundation for pedagogical and educational leadership practices that foster social justice equity and advocacy for those who have been traditionally and historically underserved in education The handbook's ten sections cover topics as diverse as curriculum instruction and educational outcomes gender race and class higher education and leadership preparation and support Its twenty nine chapters offer both American and international perspectives Storying Leadership for Equity, Diversity, and Inclusion Ambika Gopal Raj, Socorro Orozco, 2024-09-17 This

book positions the concept of Storying as integral to leadership in qualitative research drawing on a wide range of studies and perspectives by diverse minoritized leaders Presenting stories of leadership resistance diversity and cultural wealth these chapters highlight problems of practice from Latinx Black and BIPOC administrators special education teachers EOP community college students and parents including those undocumented Crucially the book showcases where leadership in place is exemplified through storying arguing that storying is more empowering in qualitative research since it acknowledges the identities and reflexivity of both the researcher and the researched This significant aspect of research methodology not only addresses cultural historicity but also fosters authentic representations of participant identities and lived experiences The chapters directly and innovatively address these power dynamics and show how they are re negotiated within spaces that are culturally relevant socially situated and historically constructed They demonstrate how through storying the limits of textual interpretations can be traversed This unique volume contributes to the growing literature on the largest minority group in the United States and is highly relevant to those with interests in educational leadership race and ethnicity research methods and qualitative research *Models of Secondary Education and Social Inequality* Hans-Peter Blossfeld, Sandra

Buchholz, Jan Skopek, Moris Triventi, 2016-11-25 From an international comparative perspective this third book in the prestigious eduLIFE Lifelong Learning series provides a thorough investigation into how social inequalities arise during individuals secondary schooling careers Paying particular attention to the role of social origin and prior performance it focuses on tracking and differentiation in secondary schooling examining the short and long term effects on inequality of opportunities It looks at ways in which differentiation in secondary education might produce and reproduce social inequalities in educational opportunities and educational attainment The international perspective allows illuminating

comparison in light of the different models rules and procedures that regulate admission selection and learning in different countries **JSL Vol 25-N5 JOURNAL OF SCHOOL LEADERSHIP**,2015-10-08 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

Understanding Gifted Adolescents Joanna Simpson,Megan Glover Adams,2015-12-16 Understanding Gifted Adolescents Accepting the Exceptional addresses the basis of exclusive education for gifted adolescents from the theoretical perspective of social identity Using the lens of social identity theory and adolescent development related to giftedness this book builds the case for a curriculum for gifted adolescents By providing a comprehensive foundation for exploring the concept of a more exclusive education scholastically and debunking the elitist concept of gifted education this book is a well organized and clearly structured exposition for the philosophy of gifted education as well as a means of putting a curricular model into practice in American high schools With pointed critiques of differentiated instruction in the general education classroom and the current trend of standardization and normalization in the current educational climate a new philosophy for addressing gifted education is presented **Latinas Leading Schools** Melissa A Martinez,Sylvia

Méndez-Morse,2021-01-01 As the first scholarly book of its kind this edited volume brings together educational leadership scholars and practitioners from across the country whose research focuses on the unique contributions and struggles that Latinas across the diaspora face while leading in schools and districts The limited though growing scholarship on Latina administrators indicates their assets particularly those rooted in their sociocultural linguistic and racial ethnic backgrounds their cultura are undervalued in research and practice Hernandez Martinez Rivera Mendez Morse 2000 Mendez Morse Murakami Byrne Jimenez Martinez Marquez Cantu Rocha 2016 The impetus for this book is to acknowledge explore theorize and expand our understanding of how Latinas success as school and district leaders is informed by such gifts including their prioritizing of familia and comunidad relationship building reciprocity and advocacy in the face of such challenges Thus this volume covers four topical areas 1 Testimonies and reflections from the field Testimonios y reflexiones del campo 2 Leading in relationship comadrisimo with and for community Liderazgo en relaci n comadrisimo con y para la omunidad 3 School community leaders hip Lider azgo escolar y comunitario 4 Learning from the experiences of others Aprendiendo de las experiencias de otras *Culturally Responsive Instructional Supervision* Dwayne Ray Cormier,Ian M. Mette,Yanira Oliveras,2024 This practical book is for instructional leaders who want to embrace their role as equity leaders and actively

work to dismantle harmful educational practices It shows how to establish diverse and representative supervision teams that provide formative feedback to support teachers on their journey toward becoming culturally responsive practitioners *A Global Perspective of Social Justice Leadership for School Principals* Pamela S. Angelle, 2017-05-01 Within education there have been some notable attempts to frame social justice in ways that can help to explain and understand the practices of those working in schools especially school leaders The research contained in this book seeks to enhance our understanding of school leaders actions as they work to promote socially just practices and or outcomes in a range of different national contexts The unique nature of this research is that studies took place in numerous schools across the globe in a variety of contexts yet utilized the same research protocols This has allowed the researchers to draw conclusions at an international level about social justice decision making the supports and barriers brought on school leaders by national policy and mandates and the essential nature of context in the work of social justice leadership The audience will include scholars on a global scale given that cases in the book include authors and principals from around the world The book can also serve as a text for leadership preparation courses as well as courses in social justice research design and qualitative research methodologies Courses in human relations and communication can use the content as examples of the negotiations and challenges of teamwork in international settings A primary audience for the book is system school level leaders in contexts and communities throughout the world for understanding comparative leadership and social justice decision making Current principals will find the cases useful as reflexive tools for their own work Educational leaders educational reformers and policy makers will benefit from this book as they seek to understand the impact of their work and its influence on promoting equity in schools across the globe *Organizational Theory for Equity and Diversity* Colleen A. Capper, 2018-10-17 *Organizational Theory for Equity and Diversity* covers the full range of organizational theories as applied to educational leadership practice and research exploring not only traditional perspectives but also critically oriented epistemologies including Critical Race Theory LatCrit Asian Tribal Crit and Black Crit Disability Studies theories feminist theories Queer Theory and theories of intersectionality Each chapter features teaching suggestions discussion questions and questions to help aspiring leaders critically analyze their leadership strengths and limitations in order to understand apply and integrate theories into practice This valuable text provides aspiring school leaders and administrators with the theory and tools for creating equitable and diverse schools that are effective and sustainable *Handbook of Research on Transforming Teachers' Online Pedagogical Reasoning for Engaging K-12 Students in Virtual Learning* Niess, Margaret L., Gillow-Wiles, Henry, 2021-06-25 The COVID 19 pandemic drastically transformed the classroom by keeping students and teachers apart for the sake of safety As schools emptied remote learning rapidly expanded through online services and video chatrooms Unfortunately this disrupted many students and teachers who were not accustomed to remote classrooms This challenge has forced K 12 teachers to think differently about teaching Unexpectedly and with little time to prepare they have been confronted with redesigning their

curriculum and instruction from face to face to online virtual classrooms to protect students from the COVID 19 virus while ensuring that these new online initiatives remain sustainable and useful in the post pandemic world As teachers learn to take advantage of the affordances and strengths of the multiple technologies available for virtual classroom instruction their instruction both in online and face to face will impact what and how students learn in the 21st century The Handbook of Research on Transforming Teachers Online Pedagogical Reasoning for Engaging K 12 Students in Virtual Learning examines the best practices and pedagogical reasoning for designing online strategies that work for K 12 virtual learning The initial section provides foundational pedagogical ideas for constructing engaging virtual learning environments that leverage the unique strengths and opportunities while avoiding the weaknesses and threats of the online world The following chapters present instructional strategies for multiple grade levels and content areas best practices that work clearly describing why they work and the teachers pedagogical reasoning that supports online implementations The chapters provide ways to think about teaching in virtual environments that can be used to guide instructional strategy choices and recognizes the fundamental differences between face to face and virtual environments as an essential design component Covering such topics as K 12 classrooms pedagogical reasoning and virtual learning this text is perfect for professors teachers students educational designers and developers instructional technology faculty distance learning faculty and researchers interested in the subject

Encyclopedia of Diversity in Education James A. Banks, 2012-05-17 The diversity education literature both nationally and internationally is broad and diffuse Consequently there needs to be a systematic and logical way to organize and present the state of research for students and professionals American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live work and lead With continually evolving information on diversity policies practices and programs it is important to have one place where students scholars teachers and policymakers can examine and explore research policy and practice issues and find answers to important questions about how diversity in U S education enriched with theories research and practices in other nations are explained and communicated and how they affect institutional change at both the K 12 and postsecondary levels With about 700 signed entries with cross references and recommended readings the Encyclopedia of Diversity in Education 4 volumes in both print and electronic formats will present research and statistics case studies and best practices policies and programs at pre and postsecondary levels Diversity is a worldwide phenomenon and while most of the entries in the Encyclopedia will focus on the United States diversity issues and developments in nations around the world including the United States are intricately connected Consequently to illuminate the many aspects of diversity this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity From A to Z this Encyclopedia will cover the full spectrum of diversity issues including race class gender religion language exceptionality and the global dimensions of diversity as they relate to education This four volume reference work will be the definitive reference for diversity issues in education in the

United States and the world

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