

**Vanessa Siddle Walker**

**WITH ULYSSES BYAS**



# HELLO PROFESSOR

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**A BLACK PRINCIPAL AND  
PROFESSIONAL LEADERSHIP IN  
THE SEGREGATED SOUTH**

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# Hello Professor A Black Principal And Professional Leadership In The Segregated South

**Kate Rousmaniere**



## **Hello Professor A Black Principal And Professional Leadership In The Segregated South:**

**Hello Professor** Vanessa Siddle Walker, 2009 Like many black school principals Ulysses Byas who served the Gainesville Georgia school system in the 1950s and 1960s was reverently addressed by community members as Professor He kept copious notes and records throughout his career documenting efforts to improve the education of blacks Through conversations with Byas and access to his extensive archives on his principalship Vanessa Siddle Walker finds that black principals were well positioned in the community to serve as conduits of ideas knowledge and tools to support black resistance to officially sanctioned regressive educational systems in the Jim Crow South Walker explains that principals participated in local regional and national associations comprising a black educational network through which power structures were formed and ideas were spread to schools across the South The professor enabled local school empowerment and applied the collective wisdom of the network to pursue common school projects such as pressuring school superintendents for funding structuring professional development for teachers and generating local action that was informed by research in academic practice The professor was uniquely positioned to learn about and deploy resources made available through these networks Walker s record of the transfer of ideology from black organizations into a local setting illuminates the remembered activities of black schools throughout the South and recalls for a new generation the role of the professor in uplifting black communities

*Leadership in Turbulent Times* Henry Tran, Gaëtane Jean-Marie, 2023-08-01 The first of two volumes *Leadership in Turbulent Times* draws upon cutting edge theories and evidence based strategies by integrating conceptual and empirical work addressing educational leadership in these unprecedented and turbulent times with a particular focus on the P 12 education workplace

*The Principal's Office* Kate Rousmaniere, 2013-09-17 The Principal s Office is the first historical examination of one of the most important figures in American education Originating as a head teacher in the nineteenth century and evolving into the role of contemporary educational leader the school principal has played a central part in the development of American public education A local leader who not only manages the daily needs of the school but also represents district and state officials the school principal is the connecting hinge between classroom practice and educational policy Kate Rousmaniere explores the cultural economic and political pressures that have impacted school leadership over time and considers professionalization the experiences of women and people of color and progressive community initiatives She discusses the intersections between the role of the school principal with larger movements for civil rights parental and community activism and education reform The school principal emerges as a dynamic character in the center of the educational enterprise ever maneuvering between multiple constituencies responding to technical and bureaucratic demands and enacting different leadership strategies By focusing on

the historic development of school leadership this book provides insights into the possibilities of school improvement for contemporary school leaders and reformers Culturally Responsive School Leadership Muhammad Khalifa, 2020-07-27 Culturally Responsive School Leadership focuses on how school leaders can effectively serve minoritized students those who have been historically marginalized in school and society The book demonstrates how leaders can engage students parents teachers and communities in ways that positively impact learning by honoring indigenous heritages and local cultural practices Muhammad Khalifa explores three basic premises First that a full fledged and nuanced understanding of cultural responsiveness is essential to successful school leadership Second that cultural responsiveness will not flourish and succeed in schools without sustained efforts by school leaders to define and promote it Finally that culturally responsive school leadership comprises a number of crucial leadership behaviors which include critical self reflection the development of culturally responsive teachers the promotion of inclusive anti oppressive school environments and engagement with students indigenous community contexts Based on an ethnography of a school principal who exemplifies the practices and behaviors of culturally responsive school leadership the book provides educators with pedagogy and strategies for immediate implementation **Crossing Segregated Boundaries** Dionne Danns, 2020-10-16 Students who attended desegregated schools in the 1980s actively engaged to make integration work while navigating segregated boundaries Crossing Segregated Boundaries details the struggles that students schools and communities undergo to integrate and highlights how Chicago s implementation of desegregation focused on school choice and used public transportation to avert busing protests JSL Vol 21-N4 JOURNAL OF SCHOOL LEADERSHIP, 2014-04-01 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 Intersectional Identities and Educational Leadership of Black Women in the USA Sonya Douglass Horsford, Linda Tillman, 2016-04-08 This volume examines the educational leadership of Black women in the U S as informed by their raced and gendered positionalities experiences perspectives and most importantly the intersection of these doubly marginalized identities in school and community contexts While there are bodies of research literature on women in educational leadership as well as the leadership development philosophies and approaches of Black or African American educational leaders this issue interrogates the ways in which the Black woman s socially constructed intersectional identity informs her leadership values approach and impact As an act of self invention the volume simultaneously showcases the research and voices of Black

women scholars perspectives traditionally silenced in the leadership discourse generally and educational leadership discourse specifically Whether the empirical or conceptual focus is a Black female school principal African American female superintendent Black feminist of the early twentieth century or Black woman education researcher the framing and analysis of each article interrogates how the unique location of the Black woman at the intersection of race and gender shapes and influences their lived personal and or professional experiences as educational leaders This collection will be of interest to education leadership researchers faculty and students practicing school and district administrators and readers interested in education leadership studies leadership theory Black feminist thought intersectionality and African American leadership This book was originally published as a special issue of the International Journal of Qualitative Studies in Education Walking Away Alexander B. Pratt, Kevin Donley, Sage Hatch, Staci L. Tharp, Freyca Calderon-Berumen, 2024-09-01 Walking away is both refusal and production Tuck Grant Woodson Harney Hartman 2007 survivance Powell 2002 Sabzalian 2019 Vizenor 2008 testimonios Calderon Berumen 2021 Delgado Bernal Burciaga Latina Feminist Group 2001 and other forms of critical pedagogy and curriculum In other words walking away presumes both the rejection of a form of status quo walking away from something and a new direction taken a walking toward something else In the context of education many teachers and researchers have reached that breaking point where when no more curricular pedagogic violence can be survived and it is in that moment that those researchers and teachers actively remove themselves from those systems and assert new courses with new possibilities This edited volume is a collection of works chronicling acts of refusal that manifest as walking away In some cases what is walked away from is the erasure of experience in curriculum while in others it is a fundamentalist religious experience In still other cases what is walked away from is the carceral nature of school discipline policies In each case walking away is resistance refusal and re co producing new possibilities and agencies What is walked toward is a new curriculum pedagogy of resistance sometimes within and sometimes without that place ENDORSEMENTS Walking Away provides a window into what it is for educators to form a new world Enter Walking Away and walk into Leonard Harris Purdue University Walking away is sure to inspire pre service educators practicing teachers and others to participate in the construction of more just and equitable worlds Tristan Gleason Cal Poly Humbolt Ultimately Walking Away represents the capacious thinking that emerges from the various connections conversations and profound contributions of each author Boni Wozolek Pennsylvania State University Abington Campus This important book insists that we as curriculum scholars seriously ask ourselves what our roles and responsibilities are as academics researchers and educators in these dire times Jennifer A Sandlin Arizona State University **Justice for Black Students** Kofi Lomotey, 2022-08-30 A 2023 SPE Outstanding Book Award Winner In Justice for Black Students Black Principals Matter Kofi Lomotey begins with a two pronged premise 1 Black students do not receive a quality education in US public or private schools and 2 Black principals like Black teachers can make a positive impact on the academic and overall success of Black students Through the

chronicling of his own work over 50 years as a practitioner and an academic Lomotey puts forth this argument with a focus on Black principals In this book he positions his 1993 coining of the term ethno humanism a role identity which he attributes to successful Black principals as a fundamental critical component of the leadership of these principals In reprinting three of his earlier articles and sharing new information including a review of the literature on Black male principals he provides a broad based description of this role identity and then links it to the more recent concepts of culturally responsive culturally relevant teaching pedagogy and culturally responsive culturally relevant school leadership before describing the implications for Black students of his own work and of other research that has been conducted on Black principals This volume is essential reading for all educators interested in seeing a significant improvement in the academic and overall success of Black students Preservice teachers practitioners and administrators will find enormous value in the book s message Perfect for courses such as Introduction to Education Leadership for Equity and Social Justice in Education Black Education Multicultural Education School Leadership Culturally Responsive Leadership **Gone Home** Karida L. Brown, 2018-08-06 Since the 2016 presidential election Americans have witnessed countless stories about Appalachia its changing political leanings its opioid crisis its increasing joblessness and its declining population These stories however largely ignore black Appalachian lives Karida L Brown s *Gone Home* offers a much needed corrective to the current whitewashing of Appalachia In telling the stories of African Americans living and working in Appalachian coal towns Brown offers a sweeping look at race identity changes in politics and policy and black migration in the region and beyond Drawn from over 150 original oral history interviews with former and current residents of Harlan County Kentucky Brown shows that as the nation experienced enormous transformation from the pre to the post civil rights era so too did black Americans In reconstructing the life histories of black coal miners Brown shows the mutable and shifting nature of collective identity the struggles of labor and representation and that Appalachia is far more diverse than you think *The African American Struggle for Secondary Schooling, 1940-1980* John L. Rury, Shirley A. Hill, 2015-04-24 This is the first comprehensive account of African American secondary education in the postwar era Drawing on quantitative datasets as well as oral history this compelling narrative examines how African Americans narrowed the racial gap in high school completion The authors explore regional variations in high school attendance across the United States and how intraracial factors affected attendance within racial groups They also examine the larger social historical context such as the national high school revolution the civil rights movement campaigns to expand schooling and urging youth to stay in school and Black migration northward Closing chapters focus on desegregation and the urban crisis of the 1960s and 1970s that accelerated White flight and funding problems for urban school systems The conclusion summarizes these developments and briefly looks at the period since 1980 when secondary attainment levels stopped advancing for Blacks and Whites alike Book Highlights A comprehensive history drawing on statistical analysis archival research and interviews with African Americans who attended school in the 1940s and 1950s

Lessons from the past showing how parents and local communities played the most direct and dynamic role in the fight for access to education Today s major challenges including the growth of inner city poverty and changing family structures John L. Rury is professor of education and by courtesy history at the University of Kansas Shirley A. Hill is professor of sociology at the University of Kansas Based on prodigious research *The African American Struggle for Secondary Schooling* sets a new standard of excellence in social history and policy studies The authors evocatively recreate the passions of the civil rights movement and centrality of public schools in the ongoing quest for justice opportunity and freedom William J. Reese Carl F. Kaestle WARF Professor of Educational Policy Studies and History University of Wisconsin Madison This book is a rich and compelling addition to the literature on secondary education generally and on secondary education for African Americans specifically It will set the standard for historical studies on American high schools for a long time to come Jeffrey Mirel David L. Angus Collegiate Chair of Education Professor of History University of Michigan *The African American Struggle for Secondary Schooling* fills a major gap in the history of African American educational history This book will be on my shelf and will no doubt be on the shelves of scholars and students who study African American educational history Thomas V. O'Brien Professor and Chair Department of Educational Studies and Research University of Southern Mississippi This is the only book length account of the growth and impact of secondary education for African Americans post 1930 With a unique and original analysis the authors frame key themes not only within the common historiographical tradition of an unfolding of growth and development over time but correctly understand that high school entailed opportunities for attainment in a broader social sense as well Michael Fultz Professor Department of Educational Policy Studies University of Wisconsin Madison

**Complementary Research Methods for Educational Leadership and Policy Studies** Chad R.

Lochmiller, 2018-08-30 This edited volume brings together leading scholars from the fields of educational leadership and policy studies to discuss qualitative quantitative and mixed research methods in an accessible and pedagogically well designed volume Authors discuss ways in which various research methodologies and methods can productively be brought together to expand our current understanding of leadership issues and the contemporary policy context that surrounds them Chapters provide both practical recommendations for using the methods discussed as well as suggestions for further reading

How Did We Get Here? Henry Tran, Douglas A. Smith, 2022-06-01 Teacher attrition is endemic in education creating teacher quantity and quality gaps across schools that are often stratified by region and racialized nuance Cowan et al 2016 Scafidi et al 2017 This reality is starkly reflected in South Carolina Not too long ago on May 1 2019 a sea of approximately 10 000 people dressed in red convened at the state capital in downtown Columbia SC Bowers 2019b This statewide teacher walkout was assembled to call for the improvement of teachers working conditions and the learning conditions of their students The gathering was the largest display of teacher activism in the history of South Carolina and reflected a trend in a larger wave of teacher walkouts that have rippled across the nation over the last five years The crowd comprised teachers

from across South Carolina who walked out of their classrooms for the gathering as well as numerous students parents university faculty and other community members that rallied with teachers in solidarity Undergirding this walkout and others that took hold across the country is a perennial and pervasive pattern of unfavorable teacher working conditions that have contributed to what some are calling a teacher shortage crisis Chuck 2019 We have focused our work specifically on the illustrative case of South Carolina given the extreme teacher staffing challenges the state is facing Across numerous metrics the South Carolina teacher shortage has reached critical levels influenced by teacher recruitment and retention challenges For instance the number of teacher education program completers has declined annually dropping from 2 060 in 2014 15 to 1 642 in the 2018 19 school year Meanwhile the number of teachers leaving the teaching field has increased from 4 108 1 to 5 341 3 across that same period CERRA 2019 These trends are likely to continue as COVID 19 has put additional pressure on the already fragile teacher labor market Some of the hardest to staff districts are often located in communities with the highest diversity and poverty To prosper and progress reformers and public stakeholders must have a vested interest in maintaining full classrooms and strengthening the teaching workforce An important element of progress towards tackling these longstanding challenges is to gain a comprehensive understanding of the problem While teacher shortages are occurring nationwide Garcia Weiss 2019 how they manifest regionally is directly influenced by its localized historical context and the evolution of the teaching profession s reputation within a state Thus the impetus of this book is to use South Carolina as an illustrative example to discuss the context and evolution that has shaped the status of the teaching profession that has led to a boiling point of mass teacher shortages and the rise of historic teacher walkouts

Thinking About Black Education  
Hilton Kelly, Heather Moore Roberson, 2023-03-24 2024 SPE Outstanding Book Award Winner In this pioneering interdisciplinary reader Hilton Kelly and Heather Moore Roberson have curated essential readings for thinking about black education from slavery to the present day The reading selections are timeless with both historical and contemporary readings from educational anthropology history legal studies literary studies and sociology to document the foundations and development of Black education in the United States In addition the authors highlight scholarship offering historical conceptual and pedagogical gems that shine a light on Black people s enduring pursuit of liberatory education This book is an invitation to a broad audience from people with no previous knowledge to scholars in the field to think critically about Black education and to inspire others to uncover the agency dreams struggles aspirations and liberation of Black people across generations Thinking About Black Education An Interdisciplinary Reader will address essential readings in African Americans education The text is inspired by the editors diverse backgrounds in interdisciplinary scholarship and professional communities Necessary after 400 years of struggle for people of African American descent to become fully educated citizens with all the rights and privilege that true freedom brings it can serve as a cornerstone during this quadricentennial moment by showcasing canonical cutting edge and essential scholarship that people of African descent have produced in the United

States The collection includes many of the great foundational thinkers and writers of the last 100 years Selections include work from Heather Andrea Williams James D Anderson Elizabeth McHenry D M Douglas Vanessa Siddle Walker Thomas Sowell Trudier Harris Signithia Fordham and John U Ogbu A A Akom Mano Singham Gloria Ladson Billings bell hooks William F Tate IV James Earl Davis Emery Petchauer Michael J Dumas and kihana miraya ross Thinking About Black Education is an essential text for a variety of Black Studies courses but it should also appeal to a broader audience of students and scholars interested in racial equity and social justice across the disciplines Perfect for courses such as Black Education from Slavery to Freedom Foundations of American Education Introduction to Africana Studies Introduction to Foundations of Education Schools Society Race and Education African American Education African American Philosophy Education in African American Culture *Histories of Social Studies and Race: 1865-2000* Christine Woyshner, Chara Haeussler Bohan, 2012-09-06 This collection of historical essays on race develops lines of inquiry into race and social studies such as geography history and vocational education Contributors focus on the ways African Americans were excluded or included in the social education curriculum and the roles that black teachers played in crafting social education curricula

*Bertha Maxwell-Roddey* Sonya Y. Ramsey, 2022-06-21 This biography of educational activist and Black studies pioneer Bertha Maxwell Roddey examines a life of remarkable achievements and leadership in the early years of the desegregated South Sonya Ramsey describes how Maxwell Roddey and her peers turned hard won civil rights and feminist milestones into tangible accomplishments in North Carolina and nationwide from the late 1960s to the 1990s **South Carolina Women** Marjorie Julian Spruill, Valinda W. Littlefield, Joan Marie Johnson, 2012-06-01 Covering an era from the early twentieth century to the present this volume features twenty seven South Carolina women of varied backgrounds whose stories reflect the ever widening array of activities and occupations in which women were engaged in a transformative era that included depression world wars and dramatic changes in the role of women Some striking revelations emerge from these biographical portraits in particular the breadth of interracial cooperation between women in the decades preceding the civil rights movement and ways that women carved out diverse career opportunities sometimes by breaking down formidable occupational barriers Some women in the volume proceeded cautiously working within the norms of their day to promote reform even as traditional ideas about race and gender held powerful sway Others spoke out more directly and forcefully and demanded change Most of the women featured in these essays were leaders within their respective communities and the state Many of them such as Wil Lou Gray Hilla Sheriff and Ruby Forsythe dedicated themselves to improving the quality of education and health care for South Carolinians Septima Clark Alice Spearman Wright Modjeska Simkins and many others sought to improve conditions and obtain social justice for African Americans Others including Victoria Eslinger and Tootsie Holland were devoted to the cause of women s rights Louise Smith Mary Elizabeth Massey and Mary Blackwell Butler entered traditionally male dominated fields while Polly Woodham and Mary Jane Manigault created their own small

businesses A few including Mary Gordon Ellis Dolly Hamby and Harriet Keyserling exercised political influence Familiar figures like Jean Toal current chief justice of the South Carolina Supreme Court are included but readers also learn about lesser known women such as Julia and Alice Delk sisters employed in the Charleston Naval Yard during World War II

**Schooling the Movement** Derrick P. Alridge, Jon N. Hale, Tondra L. Loder-Jackson, 2023-04-20 A fresh examination of teacher activism during the civil rights movement Southern Black educators were central contributors and activists in the civil rights movement They contributed to the movement through their classrooms schools universities and communities Drawing on oral history interviews and archival research *Schooling the Movement* examines the pedagogical activism and vital contributions of Black teachers throughout the Black freedom struggle By illuminating teachers activism during the long civil rights movement the editors and contributors connect the past with the present contextualizing teachers longstanding role as advocates for social justice *Schooling the Movement* moves beyond the prevailing understanding that activism was defined solely by litigation and direct action forms of protest The contributors broaden our conceptions of what it meant to actively take part in or contribute to the civil rights movement

*Dual Language Education: Teaching and Leading in Two Languages* David E. DeMatthews, Elena Izquierdo, 2019-05-13 This book provides a comprehensive and interdisciplinary examination of dual language education for Latina o English language learners ELLs in the United States with a particular focus on the state of Texas and the U S Mexico border The book is broken into three parts Part I examines how Latina o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities Part II examines bilingualism biliteracy and dual language education as an effective model for addressing the inequities identified in Part I Part III examines research on dual language education in a large urban school district a high performing elementary school that serves a high proportion of ELLs along the Texas Mexico border and best practices for principals and teachers This volume explores the potential and realities of dual language education from a historical and social justice lens Most importantly the book shows how successful programs and schools need to address and align many related aspects in order to best serve emergent bilingual Latino as from preparing teachers and administrators to understanding assessment and the impacts of financial inequities on bilingual learners Peter Sayer The Ohio State University USA

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