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*An Emerging Vision For
Closing The
Achievement Gap*

The purpose of this work is to
broaden the scholarly dialogue in

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educational leadership and to address the changing role of the American school principal in the twentyfirst century with regard to increasing diversity in the United States. This book seeks to provide theoretical and practical

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insight into the role of school principals dealing with an everincreasing multicultural student population. We cover an array of issues that we believe are critical in order for the twentyfirst century school

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principal to be effective and relevant. A primary inquiry that needs to be made is: Are school leaders taking seriously the increasing social and cultural diversity in their schools? It is the school principal who sets the

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tone for the school culture and who provides the vision as to the direction of the organization. We endeavor to help scholars and practitioners have a better understanding of the importance of the diversity of their students,

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and to give them the tools to appropriately lead schools in ways that ensure all students, regardless of their life circumstances and status, are provided a school climate that promotes high academic

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achievement and a sense of belonging.

The central unifying theme of this state-of-the-art contribution to research on literacy is its rethinking and reconceptualization of individual

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differences in reading. Previous research, focused on cognitive components of reading, signaled the need for ongoing work to identify relevant individual differences in reading, to determine the relationship(s) of

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individual differences to reading development, and to account for interactions among individual differences. Addressing developments in each of these areas, this volume also describes affective individual

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differences, and the environments in which individual differences in reading may emerge, operate, interact, and change. The scant comprehensive accounting of individual differences in reading

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is reflected in the nature of reading instruction programs today, the outcomes that are expected from successful teaching and learning, and the manner in which reading development is assessed. An

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important contribution of this volume is to provide prima facie evidence of the benefits of broad conceptualization of the ways in which readers differ. The Handbook of Individual Differences in Reading moves

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the field forward by encompassing cognitive, non-cognitive, contextual, and methodological concerns. Its breadth of coverage serves as both a useful summary of the current state of knowledge and a

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guide for future work in this area. Schools and teachers are facing various challenges in a rapidly changing world. In such circumstances, discussing and sharing concerns of mutual interest regarding policy, practice

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and research is crucial to creating more sophisticated understandings of the various challenges as a first step in the improvement of education. While the future should not be imprisoned in the past, the past

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does provide valuable lessons that will undergo new iterations in constructing the future. The future will be multi-faceted and complex and the different chapters included in this book are intended to provide important

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contributions from which to build the future of education. The different chapters provide readers with international perspectives, frameworks and empirical evidence of legacies, continuities and changes in

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educational policy, practice and research in teaching, teacher education and learning. We hope that they inspire the readers to build the future and to change their own professional realities.

—Cheryl J. Craig, Ph.D.,

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Professor, University of Houston,
Houston, TX, USA, Secretary,
ISATT This book metaphorically
captures the looking backward to
the past—pressing forward to the
future that typically takes place
on celebratory occasions. It

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causes us to pause and remember even as we race toward a time unknown to us. In a sense, the authors featured in this book serve as tour guides pointing out legacies, continuities and changes in teaching and

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teacher education. I strongly urge readers not only to peruse the chapters that follow, but to distill them to their essences and to glean what is of value to be learned from them. In conclusion, the ISATT Executive

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especially thanks the co-editors of this volume who have compiled a superb collection of chapters on a timely and relevant topic.

Toward Excellence with Equity
shares reasons why racial

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achievement gaps are a major concern in education, stressing how specific school policies, practices, and social processes can reduce these achievement gaps and boost equity.

This book offers a history of

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African American education,
while also serving as a
companion text for teachers,
students and researchers in
cultural criticism, American and
African American studies,
postcolonialism, historiography,

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and psychoanalytics. Overall, it represents essential reading for scholars, critics, leaders of educational policy, and all others interested in ongoing discussions not only about the role of community, family, teachers and

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others in facilitating quality education for the citizenry, but also about ensuring the posterity of a society via equal access to, and attainment of, quality education by its constituents of color. Particularly, this volume

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fills a void in the annals of African American history and African American education, by addressing the vibrancy of an education ethos within Black America which has unequivocally served as cultural, historical,

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political, legal and theoretical references.

Making a case for the “fierce urgency of now,” this new edition deepens the discussion of race and social justice in education with new and updated material.

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Aligned with our nation's ever more diverse student population, it speaks to what good teachers know, what they do, and how they embrace culturally responsive teaching. This essential text is widely used in

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teacher preparation courses and
for in-service professional
development. New for the Third
Edition: A revised Introduction
that places the book in the
context of the 50th anniversary
of the 1963 march on

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Washington. An updated analysis of White social dominance, bringing in Critical Race Theory and reflecting on the racist reaction to the election of our first Black President. More detail to the White Identity Orientations

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model, bringing in the personal life experiences of several contemporary White racial-justice activists. A new section, “The Whiteness of School Reform,” demonstrating how White social dominance drives

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much of the corporate school reform movement. A richer discussion of the seven principles for Culturally Responsive Teaching, drawing lessons from the author's transformative work with school

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districts throughout the country. An expanded Reflection and Discussion Guide authored by two educators who have been using the book in professional development sessions for many years. “More teachers need to

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read this book, more schools need to make sure it is in their libraries, and more colleges of education need to include it as mandatory reading.” —From the Foreword by Sonia Nieto, University of Massachusetts at

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Amherst “This Third Edition deepens the critically conscious framework it provides to support the development of highly effective, culturally relevant, and responsive educators.”

—Christine Clark, University of

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Nevada, Las Vegas Critical
Acclaim for We Can't Teach
What We Don't Know! "Offers a
healing vision for the future of
education in pluralistic nations."
—Rethinking Schools "An
indispensable resource for

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anyone struggling to understand the role that Whites play in multicultural education.”

—Teaching Tolerance “This work clearly deserves the enthusiastic praise it receives from major multicultural thinkers such as

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James Banks, Sonia Nieto, and
Christine Sleeter.” —Journal of
Moral Education

Addressing the disparity in test
scores between black and white
children remains one of the
greatest social challenges of our

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time. Between the 1960s and 1980s, tremendous strides were made in closing the achievement gap, but that remarkable progress halted abruptly in the mid 1980s, and stagnated throughout the 1990s. How can

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we understand these shifting trends and their relation to escalating economic inequality? In *Steady Gains and Stalled Progress*, interdisciplinary experts present a groundbreaking analysis of the

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multifaceted reasons behind the test score gap—and the policies that hold the greatest promise for renewed progress in the future. Steady Gains and Stalled Progress shows that while income inequality does not

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directly lead to racial differences in test scores, it creates and exacerbates disparities in schools, families, and communities—which do affect test scores. Jens Ludwig and Jacob Vigdor demonstrate that

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the period of greatest progress in closing the gap coincided with the historic push for school desegregation in the 1960s and 1970s. Stagnation came after efforts to integrate schools slowed down. Today, the test

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score gap is nearly 50 percent larger in states with the highest levels of school segregation.

Katherine Magnuson, Dan Rosenbaum, and Jane Waldfogel show how parents' level of education affects

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children's academic performance: as educational attainment for black parents increased in the 1970s and 1980s, the gap in children's test scores narrowed. Sean Corcoran and William Evans present

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evidence that teachers of black students have less experience and are less satisfied in their careers than teachers of white students. David Grissmer and Elizabeth Eiseman find that the effects of economic deprivation

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on cognitive and emotional development in early childhood lead to a racial divide in school readiness on the very first day of kindergarten. Looking ahead, Helen Ladd stresses that the task of narrowing the divide is

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not one that can or should be left to schools alone. Progress will resume only when policymakers address the larger social and economic forces behind the problem. Ronald Ferguson masterfully interweaves the

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volume's chief findings to highlight the fact that the achievement gap is the cumulative effect of many different processes operating in different contexts. The gap in black and white test scores is

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one of the most salient features of racial inequality today. *Steady Gains and Stalled Progress* provides the detailed information and powerful insight we need to understand a complicated past and design a better future.

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Based on the work of real leaders and educators in high-performing, urban schools across the country, this book unpacks five key practices that are integral to improving achievement and postsecondary

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outcomes for Latino students. These inspiring stories affirm that excellence and equity are possible when educators come together around an important purpose and focus on the needs, strengths, and interests of all

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their students. Full of specific examples and guidance, each chapter also includes an assessment tool designed to help school leaders reflect upon their current practices, affirm school strengths that resemble

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the exemplary practices described in the chapters, and help educators pinpoint opportunities to strengthen practices in ways that can improve the postsecondary readiness of their students. This

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important book will help leaders create a positive school culture, coherent school design, and develop the practices and policies that support Latino students in their performance and help students realize their

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potential.

[Key Uses for Accessing Content](#)
[Five Practices for Improving the](#)
[Success of Latino Students](#)
[Handbook of Individual](#)
[Differences in Reading](#)
[Race and Achievement among](#)

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[African American Youth](#)

[Eight Propositions](#)

[Fire in the Heart](#)

[White Teachers, Multiracial
Schools](#)

[Guiding Teams to Excellence](#)

[With Equity](#)

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[Child Development at the
Intersection of Race and SES
Why There Are No Bad Schools
in Raleigh
A Community of Voices on
Education and the African
American Experience](#)

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[Youth Experiences of Uneven
Opportunity](#)

[Culturally Proficient Facilitation](#)

[Jsl Vol 21-N1](#)

**This second edition of the
Handbook of Urban Education
offers a fresh, fluid, and diverse**

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range of perspectives from which the authors describe, analyze, and offer recommendations for urban education in the US. Each of the seven sections includes an introduction, providing an overview and contextualization of

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the contents. In addition, there are discussion questions at the conclusion of many of the 31 chapters. The seven sections in this edition of the Handbook include: (1) Multidisciplinary Perspectives (e.g., economics,

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health sciences, sociology, and human development); (2) Policy and Leadership; (3) Teacher Education and Teaching; (4) Curriculum, Language, and Literacy; (5) STEM; (6) Parents, Families, and Communities; and

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**(7) School Closures,
Gentrification, and Youth Voice
and Innovations. Chapters are
written by leaders in the field of
urban education, and there are 27
new authors in this edition of the
Handbook. The book covers a**

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**wide and deep range of the
landscape of urban education. It is
a powerful and accessible
introduction to the field of urban
education for researchers,
theorists, policymakers and
practitioners as well as a critical**

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call for the future of the field for those more seasoned in the field. An up-close look at the education arms race of after-school learning, academic competitions, and the perceived failure of even our best schools to educate children

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Beyond soccer leagues, music camps, and drama lessons, today's youth are in an education arms race that begins in elementary school. In Hyper Education, Pawan Dhingra uncovers the growing world of

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high-achievement education and the after-school learning centers, spelling bees, and math competitions that it has spawned. It is a world where immigrant families vie with other Americans to be at the head of the class,

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putting in hours of studying and testing in order to gain a foothold in the supposed meritocracy of American public education. A world where enrichment centers, like Kumon, have seen 194 percent growth since 2002 and

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target children as young as three. Even families and teachers who avoid after-school academics are getting swept up. Drawing on over 100 in-depth interviews with teachers, tutors, principals, children, and parents, Dhingra

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dives into the why people participate in this phenomenon and examines how schools, families, and communities play their part. Moving past "Tiger Mom" stereotypes, he addresses why Asian American and white

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**families practice what he calls
"hyper education" and whether
or not it makes sense. By taking a
behind-the-scenes look at the
Scripps National Spelling Bee,
other national competitions, and
learning centers, Dhingra shows**

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**why good schools, good grades,
and good behavior are seen as not
enough for high-achieving
students and their parents and
why the education arms race is
likely to continue to expand.
Fire in the Heart uncovers the**

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**dynamic processes through which
some white Americans become
activists for racial justice. The
book reports powerful accounts of
the development of racial
awareness drawn from in-depth
interviews with fifty white**

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**activists in the fields of
community organizing, education,
and criminal justice reform.**

**Drawing extensively on the rich
interview material, Mark Warren
shows how white Americans can
develop a commitment to racial**

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justice, not just because it is the right thing to do, but because they embrace the cause as their own. Contrary to much contemporary thinking on racial issues focused on altruism or interests, Warren finds that cognitive and rational

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**processes alone do little to move
whites to action. Rather, the
motivation to take and sustain
action for racial justice is
profoundly moral and relational.
Warren shows how white activists
come to find common cause with**

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people of color when their core values are engaged, as they build relationships with people of color that lead to caring, and when they develop a vision of a racially just future that they understand to benefit everyone--themselves,

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**other whites, and people of color.
Warren also considers the
complex dynamics and dilemmas
white people face in working in
multiracial organizations
committed to systemic change in
America's racial order, and**

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provides a deeper understanding and appreciation of the role that white people can play in efforts to promote racial justice. The first study of its kind, *Fire in the Heart* brings to light the perspectives of white people who are working day-

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**to-day to build not a post-racial
America but the foundations for a
truly multiracial America rooted
in a caring, human community
with equity and justice at its core.
Theorising Identity and
Subjectivity in Educational**

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Leadership Research brings together a range of international scholars to examine identity and subjectivities in educational leadership in new and original ways. The chapters draw on a variety of approaches in theory

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and method to demonstrate the important new developments in understanding identity and subjectivity beyond the traditional ways of understanding and thinking about identity in the field of educational leadership. The

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book highlights empirical, theoretical and conceptual research that offers new ways of thinking about the work of educational leaders. The authors take critical approaches to exploring the influences of gender,

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**race, sexuality, class, power and
discourse on the identity and
subjectivity formation of
educational leaders. It provides
global perspectives on educational
leadership research and
researchers and offer exciting new**

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approaches to theorising and researching these issues. This book will appeal to researchers, students, and professionals working in the fields of educational leadership and sociology, and the chapters within

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offer readers new perspectives in understanding educational leaders, their work and their identities.

As media reports declare crisis after crisis in public education, Americans find themselves hotly

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debating educational inequalities that seem to violate their nation's ideals. Why does success in school track so closely with race and socioeconomic status? How to end these apparent achievement gaps? In the Crossfire brings historical

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perspective to these debates by tracing the life and work of Marcus Foster, an African American educator who struggled to reform urban schools in the 1960s and early 1970s. As a teacher, principal, and

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superintendent—first in his native Philadelphia and eventually in Oakland, California—Foster made success stories of urban schools and children whom others had dismissed as hopeless, only to be assassinated in 1973 by the

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**previously unknown Symbionese
Liberation Army in a bizarre
protest against an allegedly racist
school system. Foster's story
encapsulates larger social changes
in the decades after World War
II: the great black migration from**

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South to North, the civil rights movement, the decline of American cities, and the ever-increasing emphasis on education as a ticket to success. Well before the accountability agenda of the No Child Left Behind Act or the

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rise of charter schools, Americans came into sharp conflict over urban educational failure, with some blaming the schools and others pointing to conditions in homes and neighborhoods. By focusing on an educator who

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worked in the trenches and had a reputation for bridging divisions, In the Crossfire sheds new light on the continuing ideological debates over race, poverty, and achievement. Foster charted a course between the extremes of

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demanding too little and expecting too much of schools as agents of opportunity in America. He called for accountability not only from educators but also from families, taxpayers, and political and economic institutions. His effort to

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mobilize multiple constituencies was a key to his success—and a lesson for educators and policymakers who would take aim at achievement gaps without addressing the full range of school and nonschool factors that create

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them.

**Provides practical applications of
democratic teaching for classes in
history/social studies education,
multicultural and social justice
education, community service and
civic engagement, and education**

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**and public policy. We, the
Students and Teachers shows
history and social studies
educators how to make school
classrooms into democratic spaces
for teaching and learning. The
book offers practical strategies**

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**and lesson ideas for transforming
democratic theory into
instructional practice. It stresses
the importance of students and
teachers working together to
create community and change.
The book serves as an essential**

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text for history and social studies teaching methods courses as well as professional development and inservice programs for history and social studies teachers at all grade levels. “The key to the excellent potential of this book is

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its assertion that democratic teaching can be linked to content, especially historical content, not just to a generic notion of ‘student-centered instruction.’ The theory-to-practice emphasis is very explicit, as is the emphasis on the

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**voices of the teachers and students
who participated in the research.**

**The book also takes a highly
creative approach to its topic that
I find very refreshing.” —**

**Elizabeth Washington, University
of Florida “This is an important**

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book. Maloy and LaRoche reveal the challenges that face historians as we grapple with increasingly fraught public and political perceptions of our discipline. Their strategies for reconstituting the classroom as a laboratory for

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instilling democratic values and practices are both ingenious and practical.” — Dane Morrison, author of True Yankees: Sea Captains, the South Seas, and the Discovery of American Identity
Develop culturally proficient

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policies and practices that create opportunities for students of poverty! Countering the perspective that students from poverty come to school with deficits that prevent them from learning, this resource offers

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educators the knowledge and skills to maximize educational opportunities for all students, independent of students' socioeconomic status. Using the framework of cultural proficiency, this guide features: An

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**examination of how poverty
intersects with other groupings,
including race, ethnicity, and
language acquisition Research-
based teaching strategies that
draw on student strengths and
assets Vignettes and case studies**

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**Reflective activities for
understanding your own
assumptions and values regarding
equity**

**Guide your school through its
cultural proficiency**

transformation Despite the best

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efforts of equity leaders, our schools suffer from persistent inequities. Guiding the Journey to Excellence with Equity is a must-read for anyone who supports professional learning in our schools. It defines a process of

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“inside-out” growth that helps develop culturally proficient educators with the facilitation skills needed to navigate the obstacles that arise during equity transformations. Written with an equity lens, this book: Includes a

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**powerful vignette that illustrates
common challenges and solutions
Focuses on mental models for
managing group energy Is
grounded in a systems model for
personal and organizational
transformation Provides tools for**

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**planning culturally proficient
learning experiences**

**An Asset-Based Response to
Conditions of Poverty**

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School Leadership in a Diverse

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Society

The Costs of Inequality and a
Vision for a More Equitable
America

How White Activists Embrace
Racial Justice

Closing the Data Gap

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[Hope and Despair in the](#)

[American City](#)

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**Why Good Schools, Good Grades,
and Good Behavior Are Not
Enough
Systemic Challenges, Systemic
Transformations
What School Reform Brought to
Austin**

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Why the United States has developed an economy divided between rich and poor and how racism helped bring this about. The United States is becoming a nation of rich and poor, with few families in the middle. In this book, MIT economist Peter Temin offers an illuminating way to look at the vanishing middle class. Temin

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argues that American history and politics, particularly slavery and its aftermath, play an important part in the widening gap between rich and poor. Temin employs a well-known, simple model of a dual economy to examine the dynamics of the rich/poor divide in America, and outlines ways to work toward greater equality so

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that America will no longer have one economy for the rich and one for the poor. Many poorer Americans live in conditions resembling those of a developing country—substandard education, dilapidated housing, and few stable employment opportunities. And although almost half of black Americans are poor,

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most poor people are not black.

Conservative white politicians still appeal to the racism of poor white voters to get support for policies that harm low-income people as a whole, casting recipients of social programs as the Other—black, Latino, not like "us." Politicians also use mass incarceration as a tool to keep black

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and Latino Americans from participating fully in society. Money goes to a vast entrenched prison system rather than to education. In the dual justice system, the rich pay fines and the poor go to jail. Cuban takes a richly detailed history of the Austin, Texas, school district, under Superintendent Pat Forgione, to ask the

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question that few politicians and school reformers want to touch: given effective use of widely welcomed reforms, can school policies and practices put all children at the same academic level? There is abundant evidence that most people, often in spite of their conscious beliefs, values and attitudes, have implicit

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biases. 'Implicit bias' is a term of art referring to evaluations of social groups that are largely outside conscious awareness or control. These evaluations are typically thought to involve associations between social groups and concepts or roles like 'violent,' 'lazy,' 'nurturing,' 'assertive,' 'scientist,' and so

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on. Such associations result at least in part from common stereotypes found in contemporary liberal societies about members of these groups. Implicit Bias and Philosophy brings the work of leading philosophers and psychologists together to explore core areas of psychological research on implicit (or unconscious) bias,

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as well as the ramifications of implicit bias for core areas of philosophy. Volume 2: Moral Responsibility, Structural Injustice, and Ethics is comprised of three sections. 'Moral Responsibility for Implicit Bias' contains chapters examining the relationship of implicit biases to concepts that are central to moral responsibility,

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including control, awareness, reasons-responsiveness, and alienation. The chapters in the second section—'Structural Injustice'—explore the connections between the implicit biases held by individuals and the structural injustices of the societies in which they are situated. And finally, the third section—'The Ethics of Implicit Bias:

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Theory and Practice'—contains chapters examining strategies for implicit attitude change, the ramifications of research on implicit bias for philosophers working in ethics, and suggestions for combatting implicit biases in the fields of philosophy and law. This volume can be read independently of, or in conjunction with,

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Volume I: Metaphysics and Epistemology, which addresses key metaphysical and epistemological questions on implicit bias, including the effect of implicit bias on scientific research, gender stereotypes in philosophy, and the role of heuristics in biased reasoning.

Clio at the Table provides important

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historical perspectives on contemporary education policy issues. Based on a conference held in honor of Carl Kaestle, one of the most eminent education historians in the United States, the book includes chapters that address some of the major concerns of U.S. education today, all of which are particular foci of Kaestle's

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work: urban education, equity, the role of the federal government, and national standards. On each topic, the book presents summaries of new research and explores the uses of history to help further the connections between historical analysis and policy analysis. It will be particularly useful in courses on education

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history and policy.

America's rural areas have always held a disproportionate share of the nation's poorest populations. Rural Poverty in the United States examines why. What is it about the geography, demography, and history of rural communities that keeps them poor? In a comprehensive analysis

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that extends from the Civil War to the present, Rural Poverty in the United States looks at access to human and social capital; food security; healthcare and the environment; homelessness; gender roles and relations; racial inequalities; and immigration trends to isolate the underlying causes of persistent rural

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poverty. Contributors to this volume incorporate approaches from multiple disciplines, including sociology, economics, demography, race and gender studies, public health, education, criminal justice, social welfare, and other social science fields. They take a hard look at current and past programs to alleviate

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rural poverty and use their failures to suggest alternatives that could improve the well-being of rural Americans for years to come. These essays work hard to define rural poverty's specific metrics and markers, a critical step for building better policy and practice. Considering gender, race, and immigration, the book

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appreciates the overlooked structural and institutional dimensions of ongoing rural poverty and its larger social consequences.

As students navigate learning and begin to establish a sense of self, local surroundings can have a major influence on the range of choices they make about

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who they are and who they want to be. This book investigates how various constructions of identity can influence educational achievement for African American students, both within and outside school. Unique in its attention to the challenges that social and educational stratification pose, as well as to the

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opportunities that extracurricular activities can offer for African American students' access to learning, this book brings a deeper understanding of the local and fluid aspects of academic, racial, and ethnic identities. Exploring agency, personal sense-making, and social processes, this book contributes a strong

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new voice to the growing conversation on the relationship between identity and achievement for African American youth. The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational

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leaders and the strategies, skills, and techniques needed to enhance administrative performance. This guide emphasizes the important skills that effective leaders must develop and refine, including communication, developing teams, coaching and motivating, and managing time and priorities. While being

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brief, simply written, and a highly practical overview for individuals who are new to this field, this reference guide will combine practice and research, indicate current issues and directions, and choices that need to be made. Features & Benefits: 30 brief, signed chapters are organized in 10 thematic parts in one volume available

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in a choice of electronic or print formats designed to enable quick access to basic information. Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action. Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in-

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depth presentations in other published sources. Back matter includes an annotated listing of organizations, associations, and journals focused on educational leadership and administration and a detailed index. This reference guide will serve as a vital source of knowledge to any students pursuing an education

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degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic.

The African American Male School Adaptability Crisis (AMSAC) cannot be solved by the school alone. It is a race problem which can only be solved if we black males provide the leadership in

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tackling our three major demons which now mainly account for the problem: IQ lag-fatherless families-crime. AMSAC had its origin about 100 years ago when, after the death of Washington, DuBois gained ascendancy in our African American Garden of Eden and replaced Washington's brains, property, and

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character gospel with a civil rights agenda. That agenda has led to a civil-rights fixation and our second bondage, Victimology, wherein being the victim has become part of our core identity and made us psychological slaves. Rather than being proud and self-reliant, disproportionately, we have come to see ourselves as victims

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who are entitled to system help and special treatment. This bondage – and it is a bondage -- vitiates our manhood and the energy and drive required to pursue the adaptation pathway paved by Washington, but demonized by DuBois. Return to that pathway and we can confront and conquer AMSAC and our three major demons.

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Guided by history and the research evidence, this book details how. Its 20 chapters make for long reading, but, just by reading the first and last chapters, you can get the message. The motto of the proposed evidence-based experimental program, the African American Male Career Pathway Program (AMCAP). A

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special appeal is made to black athletes and entertainers to help propagate this motto and support the proposed high school student clubs (Student AMCAPs) in its implementation.

Prejudice and Power in a Dual Economy
Intersectional Identities and Educational
Leadership of Black Women in the USA

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[Clio at the Table](#)

[The Color of Mind](#)

[As Good as it Gets](#)

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[Inequality and the Black-White Test Score
Gap](#)

[We Can't Teach What We Don't Know](#)

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*Teaching Democratically in the History
and Social Studies Classroom*

Steady Gains and Stalled Progress

A Guide for Secondary School Leaders

Educational Equity and Gender

*Latina Students' Experiences in Public
Schools*

American students vary in educational

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achievement, but white students in general typically have better test scores and grades than black students. Why is this the case, and what can school leaders do about it? In *The Color of Mind*, Derrick Darby and John L. Rury answer these pressing questions and show that we cannot make further

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progress in closing the achievement gap until we understand its racist origins. Telling the story of what they call the Color of Mind—the idea that there are racial differences in intelligence, character, and behavior—they show how philosophers, such as David Hume and Immanuel Kant, and American

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statesman Thomas Jefferson, contributed to the construction of this pernicious idea, how it influenced the nature of schooling and student achievement, and how voices of dissent such as Frederick Douglass, Frances Ellen Watkins Harper, and W. E. B. Du Bois debunked the Color of Mind and

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worked to undo its adverse impacts. Rejecting the view that racial differences in educational achievement are a product of innate or cultural differences, Darby and Rury uncover the historical interplay between ideas about race and American schooling, to show clearly that the racial achievement

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gap has been socially and institutionally constructed. School leaders striving to bring justice and dignity to American schools today must work to root out the systemic manifestations of these ideas within schools, while still doing what they can to mitigate the negative effects of poverty, segregation, inequality, and

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other external factors that adversely affect student achievement. While we cannot expect schools alone to solve these vexing social problems, we must demand that they address the dignitary injustices associated with how we track, discipline, and deal with special education that reinforce long-standing

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racist ideas. That is the only way to expel the Color of Mind from schools, close the racial achievement gap, and afford all children the dignity they deserve.

Winner of the 2016 AESA Critics' Choice Book Award Molly Makris uses an interdisciplinary approach to urban

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education policy to examine the formal education and physical environment of young people from low-income backgrounds and demonstrate how gentrification shapes these circumstances.

The Journal of School Leadership is broadening the conversation about

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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,

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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

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school leadership and policy use as a quality reference in writing articles about school leadership and improvement.

Child Development at the intersection of Race and SES, Volume 57 in the Advances in Child Development and Behavior series, presents theoretical

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and empirical scholarship illuminating how race/ethnicity and socioeconomic status intersect to shape children's development and developmental contexts. Important chapters in this new release include the Implications of Intersecting Socioeconomic and Racial Identities for Academic Achievement

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**and Well-being, The home environment
of low-income Latino children:
Challenges and opportunities, Profiles
of race/ethnicity and socioeconomic
status: Implications for ethnic/racial
identity, discrimination and sleep,
Youths' sociopolitical perceptions and
mental health: Intersections between**

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race, class, and gender, and much more. Rather than focusing on the additive effects of race/ethnicity and SES, which is typical (and a limitation) in the developmental literature, the scholarship in this book considers how the factors and processes shaping the development of children of color can

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differ markedly across the socioeconomic continuum. This collection illustrates how applying an intersectional lens to developmental science can yield unique insights into the challenges confronting, and assets buoying, both minority and majority children's healthy development.

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Includes contributions from renowned developmental scholars working at the forefront of their fields Presents a multidisciplinary focus that will be useful to developmental psychologists, sociologists, family scientists and those whose interests and work fall under the purview of those disciplines Examines

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**multiple dimensions and factors
shaping childhood development
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**

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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.

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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

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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

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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

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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

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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

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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

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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

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environments. However, I recognize 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

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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

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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

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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

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their gender.

**Here, at last, is every K-8 teacher's
playbook on the critical role academic
language plays in content learning and
student achievement. What exactly is so
different? Margo Gottlieb and Mariana
Castro distill the complexities of
language learning into four key uses**

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through which students can probe the interplay between language and content, then demonstrate their knowledge and understanding. It's as straight-forward as that.

When the numbers don't lie, this is your guide to doing what's right If your school is faced with a disproportionate

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rate of suspensions, gifted program enrollment, or special education referrals for students of color, this book shows how you can uncover the root causes and rally your staff to face the challenge head on. You will:
Understand how bias creates barriers to the success of students of color Know

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what questions to ask and what data to analyze Create your own road map for becoming an equity-driven school, with staff activities, data collection forms, checklists, and progress monitoring tools

This book examines the promise of and issues related to preparing teachers for

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cultural diversity through community engagement in the liberal arts colleges. The field of teacher education and small liberal arts colleges will find in Teacher Education, Diversity, and Community Engagement in Liberal Arts Colleges an excellent reason to enact purposeful change and transformation.

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**Students of Color and the
Achievement Gap is a
comprehensive, landmark
analysis of an
incontrovertible racialized
reality in U.S. K-12 public**

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**education---the relentless
achievement gap between
low-socioeconomic students
of color and their
economically advantaged
White counterparts. Award
winning author and scholar**

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Richard Valencia provides an authoritative and systemic treatment of the achievement gap, focusing on Black and Latino/Latina students. He examines the societal and educational

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factors that help to create and maintain the achievement gap by drawing from critical race theory, an asset-based perspective and a systemic inequality approach. By

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**showing how racialized
opportunity structures in
society and schools
ultimately result in
racialized patterns of
academic achievement in
schools, Valencia shows**

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how the various indicators of the achievement gap are actually symptoms of the societal and school quality gaps. Following each of these concerns, Valencia provides a number of

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reform suggestions that can lead to systemic transformations of K-12 education. Students of Color and the Achievement Gap makes a persuasive and well documented case that

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**school success for students
of color, and the
empowerment of their
parents, can only be fully
understood and realized
when contextualized within
broader political, economic,**

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**and cultural frameworks.
Focusing on issues relating
to gender, gender relations,
and discrimination, this
book provides nuanced
insight into the experiences
of young Latina women and**

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**their teachers in a North
American middle school.
Latina Students'
Experiences in Public
Schools details how
students navigate questions
of gender, gender**

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discrimination, and gender relations in the context of post-feminism, and in view of widespread claims that advocacy for girls and women has been outmoded by anti-discriminatory

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legislation. Drawing on an ethnographic study that focuses on gender segregation and dominance, relational identities, and the role of teachers in reinforcing gender

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dynamics, the text deftly demonstrates the effect of postfeminist policy and ideology on gender equity and achievement in public schools. In particular, the text illustrates that young

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Latina women continue to face both physical and verbal harassment on a daily basis, which is often overlooked by school faculty and administrators. A powerful and timely text,

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**the volume advocates for
action to counter school-
based gender
discrimination. This book
will be of great interest to
graduate and postgraduate
students, researchers,**

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**academics, policy makers,
libraries in the field of
gender and sexuality in
education, gender studies,
secondary education and
urban education.**

"The road was our school. It

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**gave us a sense of survival;
it taught us everything we
know and out of respect, we
don't want to drive it into
the ground...or maybe it's
just superstition but the
road has taken a lot of the**

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**great ones. It's a goddam
impossible way of life" -
Robbie Robertson, from the
movie The Last Waltz,
quoted in the box set.
Perhaps Robertson's
greatest gift is how he can**

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**spin a myth, making the
mundane into majestic
fables. Outside of his songs,
his greatest achievement in
myth-making was The Last
Waltz, where he doesn't
necessarily overstate the**

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**amount of time the Band
spent on the road, but he
sure tried to make it all
seem like something
special, both in the amount
of time they spent on the
road and what they've**

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accomplished. And while he was right on the latter -- the Band did change the course of music, leaving behind records that still sound gloriously rich and out of time -- the former is

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a bit of a stretch since not only were the rest of the Band not exactly ready to stop touring (they would later reunite without him), it ignores the basic fact that touring is what

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**working musicians do. They
make music, they play for
audiences, they keep rolling
throughout the years, and
many of the artists invited
to participate in the Band's
farewell concert -- Ronnie**

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**Hawkins, Dr. John, Muddy
Waters, Van Morrison, Neil
Young, the Staple Singers,
Emmylou Harris, Eric
Clapton, and Bob Dylan,
who legendarily launched a
never-ending tour in the**

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**'80s -- lived the life of a
working musician,
performing live well past
50. The Band was cut from
the same cloth as this, but
Robertson realized that the
group wasn't doing itself**

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**any good by staying on the
road -- and the
accompanying Martin
Scorsese-directed film does
suggest that the Band was
indulging itself way too
much -- and that it was the**

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**perfect time to draw the
curtain on the Band with a
lavish concert that turned
their entire career into a
burnished myth, nearly as
ancient and romantic as
photographs from the Civil**

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**War. Hence, The Last
Waltz, a farewell concert on
Thanksgiving 1976
promoted by Bill Graham
and turned into a timeless
documentary by Scorsese,
was released as a triple-**

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**album set in 1978 and
finally reissued as a four-
disc box set by Rhino in
2002, on its near-25th
anniversary (it's somewhere
between 24 and 26,
depending if you're**

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**counting performance or
release, so 25 is a good
compromise). Many people
call this the greatest rock
movie and greatest live
performance of all time.
They're wrong. It could be**

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argued that the film is among the greatest rock films -- convincingly so, actually -- but the music amplifies not just what was great about the Band, but also their greatest flaws.

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**That is, their effortless
virtuosity and wonderful
organic sound is a joy to
hear, yet it can be undercut
by the literary pretensions
of Robertson, which gives
the songs and sometimes**

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**the performances an
artificial, academic feel --
something that is
accentuated here, since the
music is being presented in
an artificially romantic
setting, where everything**

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**was heightened for the
cinema; the Band even
gives the entire enterprise a
theme straight out of The
Third Man. This resulted in
something equally
wonderful and affected,**

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with each track having portions of both in different proportions. On the whole, the sublime outweighs the missteps, particularly since the invited guests are by and large troubadours who

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**enjoy playing: Dr. John
hauling out "Such a Night"
(such a standard practice, it
was later parodied on
SCTV), Bobby Charles
turning in the happiest
performance of the evening**

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with "Down South in New Orleans," Muddy Waters roaring through "Mannish Boy," Paul Butterfield playing mean harp, Van Morrison's joyous set, Dylan performing with an

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**authority that suggests that
he always thought he owned
the Band. Other good
moments are here. Clapton
croons his Band-supported
album track "All Our Past
Times" with appropriate**

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**melancholy; Neil Young
turns out a sweet
"Helpless"; Joni Mitchell's
"Coyote" is alluringly
allusive; even Neil
Diamond's "Dry Your Eyes"
-- all are engaging. But it**

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**doesn't add up to
something transcendent,
either in its original triple-
album set or in this
quadruple-disc box. Part of
the problem is that the
concert is supplemented by**

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**a studio set -- entitled "The
Last Waltz Suite," expanded
to a full disc here -- that
feels entirely out of place,
even if it was designed to
spotlight influences of the
Band that weren't covered**

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in the concert. Perhaps that's the reason why it feels so studied and affected, right down to the Staple Singers' celebrated version of "The Weight." This draws attention to one

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**of the problems of the Band
shining a spotlight on their
influences -- they are
treating their influences
with a respectful distance,
not as if something that is
still vital to them, making**

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**even appearances by
ruffians like Hawkins seem
like museum pieces. Much
of the Band absorbed these
influences, so some of the
spirit echoes throughout
their own performances,**

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**but that distance is still
evident -- enough so that
this music isn't
transcendent, when it
should be. This is all
evident in spades within the
box of The Last Waltz,**

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**which is an admittedly
handsome, loving
production. It's not
necessarily historically
accurate -- the Band
performed a full set before
the guests show up, but**

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here their songs are interspersed throughout the first three discs, a couple of songs are left off, and even "The Genetic Method/Chest Fever" doesn't have the latter part

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of the song. Still, this is as good as an historical release as imaginable, since it is expertly detailed, impeccably mastered, perfectly annotated, and filled with great liner notes

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and much unreleased material. None of the newly released material is revelatory -- the jams are negligible (everybody sounds like they just ate a bunch of turkey before they

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played), the rehearsals confirm that Van the Man really clicked with the Band, the studio ideas fall flat, "Don't Do It" is as great as ever, everything inserted into the proper

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**concert is welcome, even if
it varies in quality -- but it's
all good, all welcome for
those that have bought the
myth of the Band and,
particularly, The Last
Waltz. But the box proves**

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that the myth, in regards to the final concert, is not accurate -- for those listeners who didn't grow up with the music, or those that never thought this particular concert pulled

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**the curtain down on a
wonderful era, it's easy to
wonder what all the fuss
was about. Because the
thing is, the people who
sound the best here --
Dylan, Van Morrison, Dr.**

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**John, Levon Helm himself --
are the ones who didn't
treat the road as a goddam
impossible way of life, but
as what a working musician
does. The Last Waltz teeters
between these two schools**

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**of thought, wanting to
celebrate the end while
blithely ignoring that
musicians make music for a
living -- and that's what
keeps the music from truly
captivating, from being**

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**essential, even if this set is
perfectly assembled. ~
Stephen Thomas Erlewine
This volume examines the
educational leadership of
Black women in the U.S. as
informed by their raced and**

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**gendered positionalities,
experiences, perspectives,
and most importantly, the
intersection of these doubly
marginalized identities in
school and community
contexts. While there are**

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**bodies of research
literature on women in
educational leadership, as
well as the leadership
development, philosophies,
and approaches of Black or
African American**

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**educational leaders, this
issue interrogates the ways
in which the Black woman's
socially constructed
intersectional identity
informs her leadership
values, approach, and**

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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

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**discourse generally, and
educational leadership
discourse specifically.
Whether the empirical or
conceptual focus is a Black
female school principal,
African American female**

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**superintendent, Black
feminist of the early
twentieth century, or Black
woman education
researcher, the framing and
analysis of each article
interrogates how the**

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**unique location of the
Black woman, at the
intersection of race and
gender, shapes and
influences their lived
personal and/or
professional experiences as**

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educational leaders. This collection will be of interest to education leadership researchers, faculty, and students, practicing school and district administrators, and readers interested in

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**education leadership
studies, leadership theory,
Black feminist thought,
intersectionality, and
African American
leadership. This book was
originally published as a**

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**special issue of the
International Journal of
Qualitative Studies in
Education.
Many American
communities, especially the
working and middle class,**

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**are facing chronic
problems: fiscal stress,
urban decline,
environmental sprawl,
failing schools, mass
incarceration, political
isolation, disproportionate**

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foreclosures, and severe public health risks. In The Price of Paradise, David Dante Troutt argues that it is a lack of what he calls “regional equity” in our local decision making that

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has led to this looming crisis now facing so many cities and local governments. Unless we adopt policies that take into consideration all class levels, he argues, the

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**underlying inequity
affecting poor and middle
class communities will
permanently limit
opportunity for the next
generations of
Americans. Arguing that**

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**there are “structural flaws”
in the American dream,
Troutt explores the role
that place plays in our
thinking and how we have
organized our communities
to create or deny**

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**opportunity. Through a
careful presentation of this
crisis at the national level
and also through on-the-
ground observation in
communities like Newark,
Detroit, Houston, Oakland,**

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and New York City that all face similar hardships, he makes the case that America's tendency to separate into enclaves in urban areas or to sprawl off on one's own in suburbs

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**gravely undermines the
American dream. Troutt
shows that the tendency to
separate also has
maintained racial
segregation in our cities
and towns, itself cementing**

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**many barriers for
advancement. A profound
conversation about America
at the crossroads, The Price
of Paradise is a
multilayered exploration of
the legal, economic, and**

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**cultural forces that
contribute to the squeeze
on the middle class, the
hidden dangers of growing
income and wealth
inequality, and
environmentally**

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**unsustainable growth and
consumption patterns. David
Dante Troutt is Professor of
Law and Justice John J.
Francis Scholar at the
Rutgers University-Newark
Law School. He also serves**

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**as Director of the Center on
Law in Metropolitan Equity
at Rutgers Law
School. Troutt is a
columnist, novelist, and the
author of several works of
nonfiction, most recently**

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African American Garden of
Eden the Problem of
Educating Black Males and
Uplifting Black People
Implicit Bias and
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Teachers
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Educational Leadership and
Management
Language Power
Using History to Inform and**

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Helping Schools Prepare All
Students for Success
Solving Disproportionality
and Achieving Equity
School Counseling for Black
Male Student Success in**

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Guidelines for Quality
Advanced Traveler
Information System (ATIS)
Data
Culturally Proficient
Education