



EDD 7140

Leadership for Equity and Advocacy

Fall 2019

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Assistant Professor of Educational Leadership

Office Hours: Mondays & Wednesdays, 1:00pm-3:00pm, or by appointment

Department of Educational Leadership Mission Statement

The mission of the Department of Educational Leadership of the College of Education and Integrative Studies is to prepare educational leaders to serve the needs of diverse learners in a changing global society. We are committed to values of critical inquiry, social justice, reflective practice, reciprocal learning, ethical leadership, collaboration, and culturally proficient leadership in educational leadership practices, research, and scholarship in the preparation of educational leaders who will champion equity, access, advocacy, and inclusion in the educational process.

Course Description

The purpose of this course is to prepare educational leaders to advance equity and social justice in education—both as scholars and as practitioners. To allow for in-depth exploration of one dimension of the equity conversation, course readings will foreground issues of *racial* equity, though we will also examine intersecting dynamics such as class, gender, language, sexuality, and ability. We will investigate various understandings of the term “equity,” and will explore the social, historical, and ideological forces shaping racial injustice in U.S. education. We will also review critical race theory and related theoretical approaches that are widely used in scholarship on race and education. In the latter half of the course, we will turn to ways that practitioners might advance social justice, exploring prominent leadership frameworks and examining specific concerns and strategies regarding educational equity.

Students will be supported in authoring a literature review—a scholarly piece that synthesizes literature relevant to the advancement of equity for a particular social identity group. This assignment is an avenue for students to build their capacity to synthesize research in support of equity-minded practice, and may also be informative for the dissertation. In addition, students will facilitate a professional development workshop based on a book-length academic study, honing their abilities to lead colleagues in collective efforts to further social justice. Finally, students will author a personal statement articulating their vision for championing social justice in education, and reflecting on their development as an equity leader.

Learning Outcomes

As a result of taking this course, students will be able to:

1. Articulate a vision for advancing equity through leadership practice.
2. Explain how historical, social, and cultural forces shape racial inequity in education.
3. Identify the key tenets of critical race theory and related approaches.
4. Describe prominent frameworks in equity-oriented educational leadership (e.g., social justice leadership, transformative leadership, applied critical leadership) and the implications of these frameworks for their own practice.
5. Identify the possibilities and challenges of enacting reforms intended to advance racial equity, such as disciplinary reform and culturally relevant pedagogy.
6. Synthesize scholarly literature to inform practice and research that advances educational equity.
7. Guide colleagues in advancing equity in their own practice.

Prerequisites

The required prerequisite is admission to the CPP doctoral program in Educational Leadership. This course also assumes that students have successfully completed EDD 7010 (Introduction to Doctoral Studies and Dissertation Research).

Course Expectations

Program Norms

1. Students are expected to engage as co-participants in all courses working closely and consistently with program faculty and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to attend each class meeting, and inform the instructor in advance if an emergency arises.
4. Just as students expect instructors to be prepared, students are expected to come to class prepared, having read assignments beforehand in order to contribute fully and thoughtfully to class discussions.
5. Students are expected to work with team members collaboratively, and obtain their input when working on group exercises and projects.
6. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
7. Students are expected to submit work that meets the academic honesty standards of Cal Poly Pomona.
8. Students are expected to respect the rights and dignity of each member of the campus community.

9. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.
10. Students are expected to produce high-quality doctoral work consistent with doctoral academic standards, maintaining a grade point average of 3.0 (B) or better in all courses.
11. Students are expected to review their Cal Poly Pomona email address regularly and often. All course-related correspondence will be sent to official Cal Poly Pomona student email accounts. Students must also maintain storage capacity within their university email account to prevent email rejection due to a full incoming mailbox. Students are responsible for receiving information contained in email that was rejected due to a full email account.
12. Cal Poly Pomona is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly Pomona is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community.

Course-Specific Norms

In addition to the program-wide norms outlined above, students are asked to uphold the following:

1. **Minimize the use of electronic devices.** To support active listening and a respectful classroom environment, please only use laptops/tablets when it supports, rather than interferes with, learning—such as to take notes or consult the reading. Please refrain from checking email or social media during class. If you need to respond to an urgent phone call or text, please step outside.
2. **Recognize that discomfort can be part of learning.** As a facilitator, I am committed to upholding a safe environment where no one is personally attacked. However, discussion of topics such as race, class, and gender can provoke feelings of discomfort, particularly when previously held beliefs are challenged. If you experience this, allow yourself space to explore these feelings with patience and an open mind, as such exploration can be conducive to learning.
3. **Ensure that all voices are heard in discussion.** Prepare thoughts on course readings in advance so you will be ready to participate actively. When speaking, be conscious of time and avoid monopolizing conversation.
4. **Seek to understand before being understood.** When we encounter criticism or an idea we disagree with, we often react quickly with our own views. Instead, try to take the time to fully explore others' perspectives first, and pause before responding.
5. **Care for yourself.** Prioritizing self-care may be difficult with the demands of doctoral study on top of your personal and professional obligations, but maintaining your health and well-being will support your success in all of these domains. Please seek

out ways to manage stress and stay healthy during this especially challenging time. Counseling resources are available through [Counseling and Psychological Services](#).

Required Materials

1. Lewis, A. E., & Diamond, J. B. (2015). *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*. Oxford University Press.
 - Readings from this book are assigned for the first class meeting.
2. Blankstein, A. M., Noguera, P., & Kelly, L. (2016). *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student*. ASCD.
 - Please obtain this book by October 19th.
3. Materials on Blackboard
4. Book Groups: Students will be assigned to a group to read **one** of the following book-length studies. Groups will be determined after the first class session. *Please obtain your assigned book by October 19th.*
 - Ahmed, S. (2012). *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press.
 - Armstrong, E. A., & Hamilton, L. T. (2013). *Paying for the Party: How College Maintains Inequality*. Harvard University Press.
 - Lee, S. J. (2015). *Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth, 2nd Edition*. Teachers College Press.
 - Nicolazzo, Z. (2016). *Trans* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion*. Stylus Publishing, LLC.
 - Pollock, M. (2009). *Colormute: Race Talk Dilemmas in an American School*. Princeton University Press.
 - Tyson, K. (2011). *Integration Interrupted: Tracking, Black Students, and Acting White after Brown*. Oxford University Press.
 - Valenzuela, A. (1999). *Subtractive Schooling: US-Mexican Youth and the Politics of Caring*. SUNY Press.
5. Students are expected to have access to a computer, Microsoft Office, and internet.

Recommended Materials

Students may find the following materials to be helpful in supplementing or extending course content:

- American Psychological Association (2009). *Publication Manual of the American Psychological Association, 6th Edition*. American Psychological Association (APA). *Note: the 7th edition will be coming out in October 2019.*
- Noguera, P. A. (2009). *The Trouble With Black Boys:...And Other Reflections on Race, Equity, and the Future of Public Education*. Wiley.
- Pollock, M. (2010). *Everyday Antiracism: Getting Real about Race in School*. New York: The New Press.

Course Assignments

Blackboard posts (due Thursdays before class)

Prior to each class session (except our first meeting), post a 1-2 paragraph response to the readings in on the designated discussion thread on Blackboard. You may initiate an original conversation, or reply to a fellow student's post. Posts are due at 11:59pm the Thursdays before our class meeting. Responses may address some or all of the following questions:

- How did these readings relate to your own experiences as an educator, or your personal experiences more generally?
- In what ways have these readings pushed or shifted your thinking?
- What is a point of contention or disagreement you have with the readings, and why?
- How do these readings relate to one another, or to readings from other classes?
- What are the implications of these readings for educational leaders? What insights might be applied to practice?
- What was confusing, unclear, or contradictory in the readings? What clarifications are needed?
- What further questions are prompted by these readings?

Literature Review

In this scholarly paper, students will synthesize extant literature regarding a group that is marginalized as a result of systemic inequity in education (e.g., long-term English learners in California; queer women in faculty; community college students with disabilities). With the aim of advancing equity for this target group, students will articulate recommendations for educational leaders, and identify unanswered questions in need of further research. The paper will include:

- A compelling opening that identifies a pressing problem of educational inequity facing a particular social identity group.

- A substantiation of the problem—how widespread are these concerns and how do we know? Why should this issue be important to educational leaders? What do we know about the history and causes of problems facing this community?
- A synthesis of the research base regarding this particular community. What are the key categories or bodies of literature regarding this group? Within each category, what are the common theories and methods, and what are the collective findings? What are the strengths and weaknesses of each category?
 - *If there is little research on the group you are interested in, use related bodies of literature that might yield insight. (For example, say there is little to find on gender non-conforming high school students. What do we know about gender non-conforming college students or adults? What do we know about LGB students in high school? As an author, you can then identify how these findings may be relevant to the population you are interested in, as well as the limitations of this work.)*
- Implications for practitioners. Based on the reviewed literature, what key recommendations do you have for educational leaders at different levels/systems to better serve this population? You may also include recommendations for policymakers.
- Implications for research. What questions are still unanswered? What do practitioners need to know that current research has yet to address? What types of studies might answer these questions?

Final papers should be 10-15 pages (not including references, tables, and figures) in APA format. The literature review should include at least 10 scholarly sources from recommended journals or books from high-quality academic presses (see list at the end of this syllabus).

To support students in completing the paper, the assignment is broken down into several smaller deadlines, including the topic submission, an annotated bibliography, and an early draft. Deadlines are delineated in the course schedule, below.

Book Discussions and Workshops

Students will be assigned to read a book-length study of relevance to educational equity in small groups. This assignment consists of two parts:

- **Book Discussions and Discussion Preparation.** Students will develop a timeline for completing their books over the course of three class sessions. During these sessions, students will discuss their reading. To ensure quality discussions, students will come to class with prepared questions and comments, which they will also share with the instructor. Discussion preparation might include five questions and one paragraph of comments (the exact numbers may vary, but this is a rough idea of the desired length).
- **Book Workshop.** In groups, students will develop a workshop (approximately 45 minutes) to share the implications of their book with fellow educators. Students may assign up to one chapter of reading prior to their workshop (chapters should be scanned

as PDFs and posted on Blackboard at least two weeks in advance of the workshop). The workshop should be engaging and interactive, and should support educators in developing an understanding of key insights from the book, and in applying those insights to practice.

Equity Leader Personal Statement

Students will author a statement that details their personal vision as an equity leader, including a definition of educational equity and a commitment to key practices to advance this vision. They will describe their personal journey towards developing this vision, reflecting on key experiences and texts that informed their development as an educational leader committed to furthering social justice. This paper will include a reflection on ways that aspects of this course (readings, dialogues, assignments, etc.) contributed to their leadership development.

Final statements should be 4-6 pages (not including references, tables, or figures) in APA format. Students should cite scholarly sources, including at least 3 sources from class readings.

To support students in completing the final assignment, they will be asked to draft an initial leadership journey narrative earlier in the class. Deadlines are specified in the course schedule below.

Grading

Assignment Weights

- **Class Participation and Blackboard Posts (10%)**
- **Literature Review (40% total)**
 - Annotated Bibliography (5%)
 - Draft (5%)
 - Final Paper (30%)
- **Book Discussions and Workshop (30% total)**
 - Discussion Preparation and Participation (10%)
 - Workshop (20%)
- **Equity Leader Personal Statement (20% total)**
 - Leadership Journey Narrative (5%)
 - Final Statement (15%)

Grading Scale

93-100 = A	90-92 = A-	
88-89 = B+	83-87 = B	80-82 = B-
78-79 = C+	73-77 = C	70-72 = C-

68-69 = D+ 63-67 = D 60-62 = D-
50-59 = F (I do not give grades below 50%)

Course Policies

- **Communication.** Please use email to reach me. I check email during business hours (M-F) and prior to our Saturday classes. I typically respond to email within one business day.
- **Office Hours.** Since the program meets on weekends, please schedule and confirm office hour appointments in advance via email.
- **Attendance.** In-class discussion and activities are a crucial element of this course, and each student's presence is a key aspect of the learning community. For this reason, attendance is required at each session and is part of the student's participation grade. If a student is unable to attend class due to an unavoidable reason such as illness, please inform me as soon as possible. I will determine an alternate assignment to complete in lieu of attending the session. If absent, students should arrange to get class notes and materials from other students.
- **Confidentiality.** Information shared about individuals, workplaces, or other potentially sensitive topics is considered to be confidential and used only for professional learning and collaboration.
- **Assignment Submission.** Deadlines allow me to plan sufficient time for grading and feedback, and to design the course around students' progress on assignments. For this reason, it is important that students submit all assignments on time. Assignments are due at 11:59pm on the due date unless otherwise specified. In the event that a deadline is not feasible due to an emergency or other obligations, please contact me via email as soon as possible to make appropriate arrangements. Without my approval for a late submission, the assignment score will be reduced by 10% per day, and assignments more than three days late will not be accepted.
- **Writing Style and Formatting.** All papers should be in APA format, 12 point Times New Roman font. This is the formatting required by the majority of education journals and is thus the norm in our field. Submit documents via Blackboard as Word files (.docx). Filenames should include the student's last name and the name of the assignment ("allbright literature review.docx"). As the writing process requires multiple rounds of feedback and revision, students are encouraged to have a peer review their drafts. All assignments should be thoroughly proofread before submission.
- **Academic Integrity.** Cal Poly Pomona students are expected to uphold standards of professionalism and academic integrity, which includes avoiding plagiarism. Incidents of plagiarism will result in an F grade on the assignment, and will be reported to the Office of Student Conduct and Integrity. Cal Poly Pomona defines plagiarism as "presenting words, ideas or work of others as one's own work. Plagiarism includes copying homework, copying lab reports, copying computer programs, using a work or portion of

a work written or created by another but not crediting the source, using one's own work completed in a previous class for credit in another class without permission, paraphrasing another's work without giving credit, and borrowing or using ideas without giving credit.”

University Resources

- The [Disability Resource Center](#) prescribes appropriate accommodations and provides services to students with disabilities.
- Enrolled Cal Poly Pomona students are eligible for counseling services at no charge from [Counseling and Psychological Services](#) (CAPS) and free or low-cost health care from [Student Health Services](#).
- The [Veterans Resource Center](#) offers specific support and resources for veterans.

Course Schedule

Blackboard posts due Thursdays before class (no post required for 8/24 class).

#	Date	Class Topic and Readings	Assignments
1	8/24	<p>What is (in)equity in education?</p> <p>Lewis & Diamond, Prologue and Ch. 1</p> <p>Bertrand, M., Perez, W. Y., & Rogers, J. (2015). The Covert Mechanisms of Education Policy Discourse: Unmasking Policy Insiders’ Discourses and Discursive Strategies in Upholding or Challenging Racism and Classism in Education. <i>Education Policy Analysis Archives</i>, 23(93), n93.</p> <p>Garces, L. M., & Gordon da Cruz, C. (2017). A Strategic Racial Equity Framework. <i>Peabody Journal of Education</i>, 1–21.</p> <p>Allbright, T. N., Marsh, J. A., Hall, M., Tobben, L., Picus, L. O., & Lavadenz, M. (2019). Conceptualizing Equity in the Implementation of California Education Finance Reform. <i>American Journal of Education</i> , 125(2), 173–200.</p>	
2	9/7	<p>Historical context of racial inequity in education</p> <p>Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. <i>The American Psychologist</i>, 60(1), 16–26.</p>	Literature review topic due via email (Tues 9/3)

#	Date	Class Topic and Readings	Assignments
		<p>Rothstein, R. (2013). Why our schools are segregated. <i>Educational Leadership</i>, 70(8), 50–55.</p> <p>Tatum, B. D. (2007). Connecting the Dots: How Race in America’s Classrooms Affects Achievement. In <i>Can We Talk about Race?: And Other Conversations in an Era of School Resegregation</i>. Beacon Press. (pp. 39-82).</p> <p>Anderson, J. D. (2006). A Tale of Two Browns: Constitutional Equality and Unequal Education. <i>Yearbook of the National Society for the Study of Education</i>, 105(2), 14–35.</p> <p>Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and Equity for African American Students in Higher Education: A Critical Race Historical Analysis of Policy Efforts. <i>The Journal of Higher Education</i>, 80(4), 389–414.</p> <p>Gándara, P., & Aldana, U. S. (2014). Who’s Segregated Now? Latinos, Language, and the Future of Integrated Schools. <i>Educational Administration Quarterly: EAQ</i>, 50(5), 735–748.</p> <p>Lee, S. J., Park, E., & Wong, J.-H. S. (2017). Racialization, Schooling, and Becoming American: Asian American Experiences. <i>Educational Studies</i>, 53(5), 492–510.</p>	
3	9/21	<p>Positionality, implicit bias, and racialized experience</p> <p>Milner, H. R. (2007). Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen. <i>Educational Researcher</i>, 36(7), 388–400.</p> <p>Hernandez, F., Murakami, E. T., & Cerecer, P. Q. (2014). A Latina Principal Leading for Social Justice: Influences of Racial and Gender Identity. <i>Journal of School Leadership</i>, 24(4), 568–598.</p> <p>Theoharis, G., & Haddix, M. (2011). Undermining Racism and a Whiteness Ideology: White Principals Living a Commitment to Equitable and Excellent Schools. <i>Urban Education</i>, 46(6), 1332–1351.</p>	Annotated bibliography, 8+ sources (due Fri 9/20)

#	Date	Class Topic and Readings	Assignments
		<p>Warikoo, N., Sinclair, S., Fei, J., & Jacoby-Senghor, D. (2016). Examining Racial Bias in Education: A New Approach. <i>Educational Researcher</i>, 45(9), 508–514.</p> <p>Suárez-Orozco, C., Casanova, S., Martin, M., Katsiaficas, D., Cuellar, V., Smith, N. A., & Dias, S. (2015). Toxic Rain in Class: Classroom Interpersonal Microaggressions. <i>Educational Researcher</i>, 44(3), 151–160.</p>	
4	10/5	<p>Critical race theory and related approaches</p> <p>Ladson-Billings, G. (1998). Just what is critical race theory and what’s it doing in a nice field like education? <i>International Journal of Qualitative Studies in Education: QSE</i>, 11(1), 7–24.</p> <p>Bernal, D. D. (2002). Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered Epistemologies: Recognizing Students of Color as Holders and Creators of Knowledge. <i>Qualitative Inquiry: QI</i>, 8(1), 105–126.</p> <p>Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race Ethnicity and Education</i>, 8(1), 69–91.</p> <p>Dávila, B. (2015). Critical race theory, disability microaggressions and Latina/o student experiences in special education. <i>Race Ethnicity and Education</i>, 18(4), 443–468.</p> <p>Carter Andrews, D. J., Brown, T., Castro, E., & Id-Deen, E. (2019). The Impossibility of Being “Perfect and White”: Black Girls’ Racialized and Gendered Schooling Experiences. <i>American Educational Research Journal</i>.</p> <p>Revilla, A. T. (2010). Raza Womyn—Making it Safe to be Queer: Student Organizations as Retention Tools in Higher Education. <i>Black Women, Gender + Families</i>, 4(1), 37–61.</p>	Leadership journey narrative (due Fri 10/4)
5	10/19	<p>Colorblindness and meritocracy</p> <p>Lewis & Diamond, Ch. 2</p>	Draft lit review (due Fri 10/18)

#	Date	Class Topic and Readings	Assignments
		<p>Bonilla-Silva, E., & Forman, T. A. (2000). "I Am Not a Racist But...": Mapping White College Students' Racial Ideology in the USA. <i>Discourse & Society</i>, 11(1), 50–85.</p> <p>Zirkel, S., & Pollack, T. M. (2016). "Just Let the Worst Students Go": A Critical Case Analysis of Public Discourse About Race, Merit, and Worth. <i>American Educational Research Journal</i>, 53(6), 1522–1555.</p> <p>Lewis, A. E. (2001). There Is No "Race" in the Schoolyard: Color-Blind Ideology in an (Almost) All-White School. <i>American Educational Research Journal</i>, 38(4), 781–811.</p> <p>Museus, S. D., Yee, A. L., & Lambe, S. A. (2011). Multiracial in a Monoracial World: Student Stories of Racial Dissolution on the Colorblind Campus. <i>About Campus</i>, 16(4), 20–25.</p>	
6	11/2	<p>Frameworks of leadership for equity</p> <p>Read one-third of selected book</p> <p>Blankstein A.M. & Noguera P. (2016) Introduction: Achieving Excellence Through Equity for Every Student. In Blankstein, A. M., Noguera, P., & Kelly, L. (Eds). <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (pp. 3-30). ASCD.</p> <p>Szachowicz, S. (2016) Chapter 1: Brockton High School, Brockton, Massachusetts. In Blankstein, A. M., Noguera, P., & Kelly, L. (Eds). <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (pp. 45-54). ASCD.</p> <p>Fullan, M. (2016) Chapter 2: The Path to Equity: Whole System Change. In Blankstein, A. M., Noguera, P., & Kelly, L. (Eds). <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (pp. 45-54). ASCD.</p>	Book discussion prep (due Fri 11/1)

#	Date	Class Topic and Readings	Assignments
		<p>Dantley, M. E., & Tillman, L. C. (2006). Social justice and moral transformative leadership. <i>Leadership for Social Justice: Making Revolutions in Education</i>, 16–30.</p> <p>Theoharis, G. (2007). Social Justice Educational Leaders and Resistance: Toward a Theory of Social Justice Leadership. <i>Educational Administration Quarterly: EAQ</i>, 43(2), 221–258.</p> <p>Shields, C. M. (2010). Transformative Leadership: Working for Equity in Diverse Contexts. <i>Educational Administration Quarterly: EAQ</i>, 46(4), 558–589.</p> <p>Santamaría, L. J. (2014). Critical Change for the Greater Good: Multicultural Perceptions in Educational Leadership Toward Social Justice and Equity. <i>Educational Administration Quarterly: EAQ</i>, 50(3), 347–391.</p>	
7	11/16	<p>Key equity issues: discipline, tracking, and culturally relevant pedagogy</p> <p>Read up to two-thirds of selected book</p> <p>Lewis & Diamond, Ch. 3-4</p> <p>Burris, C. C. (2016) Chapter 3: Building a School of Opportunity Begins with Detracking. In Blankstein, A. M., Noguera, P., & Kelly, L. (Eds). <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (pp 59-72). ASCD.</p> <p>Olivares-Orellana, E. (2016) Chapter 9: Equitable Ways to Teach Science to Emergent Bilinguals and Immigrant Youth. In Blankstein, A. M., Noguera, P., & Kelly, L. (Eds). <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (pp. 163-182). ASCD.</p> <p>Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. <i>American Educational Research Journal</i>, 32(3), 465–491.</p> <p>Young, E. (2010). Challenges to Conceptualizing and Actualizing Culturally Relevant Pedagogy: How Viable Is the</p>	<p>Book discussion prep (due Fri 11/15)</p> <p>Literature review (due Sun 11/17)</p>

#	Date	Class Topic and Readings	Assignments
		Theory in Classroom Practice? <i>Journal of Teacher Education</i> , 61(3), 248–260.	
8	12/7	<p>Leadership in collaboration with stakeholders</p> <p>Finish selected book</p> <p>Lewis & Diamond, Ch. 5</p> <p>Bertrand, M. (2014). Reciprocal Dialogue Between Educational Decision Makers and Students of Color: Opportunities and Obstacles. <i>Educational Administration Quarterly: EAQ</i>, 50(5), 812–843.</p> <p>Ishimaru, A. (2013). From Heroes to Organizers: Principals and Education Organizing in Urban School Reform. <i>Educational Administration Quarterly: EAQ</i>, 49(1), 3–51.</p> <p>Newsome, M. J. (2016) Chapter 13: A Journey Toward Equity and Excellence for All Students in Chesterfield. In Blankstein, A. M., Noguera, P., & Kelly, L. (Eds). <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (pp. 239-258). ASCD.</p> <p>Friedman, L. N. & Traill, S. (2016) Chapter 14: Equity Through Expanded Learning Time. In Blankstein, A. M., Noguera, P., & Kelly, L. (Eds). <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (pp. 259-270). ASCD.</p>	<p>Book discussion prep (due Fri 12/6)</p> <p>Equity Leader Personal Statement (due Sun 12/8)</p>
9	12/14	<p>Final presentations and reflections</p> <p>Assignments from book workshop groups</p> <p>Lewis & Diamond, Ch. 6</p>	<p>Book workshops in class</p>

Recommended Sources for Education Research

Below is a list of recommended peer-reviewed journals in education. I have *'d some of my personal favorites. You can subscribe to new content alerts on journals' websites—this is a great way to keep up with new literature. As for books, top academic presses include Routledge, Teachers College, Johns Hopkins, Harvard, Oxford, Cambridge, University of Chicago, University of California, and University of Michigan.

American Educational Research Journal*
American Journal of Education*
Anthropology & Education Quarterly
Computers & Education
Comunicar
Educational Administration Quarterly* (focuses on educational leadership)
Educational Evaluation and Policy Analysis*
Educational Foundations
Educational Policy*
Educational Psychologist
Educational Researcher*
Equity & Excellence in Education (emphasis on social justice and equity issues)
Gender and Education
Harvard Educational Review
Higher Education
International Journal of Qualitative Studies in Education
The Internet and Higher Education
Journal for Research in Mathematics Education
Journal of College Student Development
Journal of Experimental Education
Journal of Higher Education
Journal of the Learning Sciences
Journal of Teacher Education
Learning and Instruction
Modern Language Journal
Peabody Journal of Education
Race Ethnicity and Education (emphasis on racial justice and equity issues)
Reading Research Quarterly
Research in Higher Education
Review of Educational Research
The Review of Higher Education
Review of Research in Education
Sociology of Education
Studies in Higher Education
Studies in Science Education
Teachers College Record
TESOL Quarterly
Theory into Practice
Urban Education* (emphasis on social justice and equity issues)