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Autore	Leontius <presbitero di Costantinopoli>
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Contents; Foreword; Acknowledgments; SECTION 1. URBAN EDUCATIONAL LEADERSHIP; Section 1. Introduction; Ch01. Urban Education and Leadership; Ch02. Sankofa; Ch03. Demographic and Professional Characteristics of Urban School Principals in the United States; Ch04. An Interpretive History of Urban Education and Leadership in Age of Perceived Racial Invisibility; SECTION 2. TEACHING, LEARNING, CURRICULUM, AND EDUCATIONAL OUTCOMES; Section 2. Introduction; Ch05. Creating a Culture of Confidence; Ch06. Bringing Urban High School Reform to Scale; Ch07. Developing Teacher Leadership for Equity in Urban Schools; Ch08. Teachers Learning to Lead; SECTION 3. GENDER, RACE, CLASS, AND CULTURE; Section 3. Introduction; Critical Care, Collaborative Activism, and Professional Risk; Ch09. Urban Schools, Black Principals, and Black Students; Ch10. Equity and Race-Visible Urban School Reform; Ch11. Culturally Responsive Leadership Preparation and Practices; Ch12. From Dysconsciousness to Consciousness of Stereotypes That Disparage Black Youth; Ch13. Tempered Radicalism in the Ivory Tower; SECTION 4. THEORY AND RESEARCH METHODOLOGY; Section 4. Introduction; Sound the "Bell"; Ch14. Using Social Norming and Ecological Theories and Diversity-Based Strategies for Bullying Interventions in Urban Areas; Ch15. Toward Community-Centric Educational Leadership in Addressing the School Discipline Disparity; Ch16. Revisiting Black Feminist Thought and Home-School Relations in the U.S. South; SECTION 5. PARENTAL INVOLVEMENT AND COMMUNITY; Section 5. Introduction; Ch17. "I Know Momma Didn't Have to Work This Hard"; Ch18. Where Has All of the Community Rage Gone?; Ch19. A Spectrum of Parent and Community Engagement for Conceptualizing and Responding to the Institutional Complexity of Urban Schools; SECTION 6. SOCIAL JUSTICE, EQUITY, ADVOCACY, AND ACTIVISM; Section 6. Introduction; A Critical Race Theory Perspective on Urban School Leadership; Ch20. AYP, Access, and Expectations; Ch21. Learning to Lead for Social Justice; Ch22. Social Justice in Action; Ch23. Actions Matter; SECTION 7. PERSPECTIVES IN POLICY; Section 7. Introduction; Ch24. Urban Leadership, Neoliberalism, and New Policy Entrepreneurs; Ch25. Destiny High School; Ch26. Leaders of the New School(s); SECTION 8. LEADERSHIP PREPARATION, DEVELOPMENT, AND SUPPORT; Section 8. Introduction; A Theory of Emancipatory Leadership; Ch27. Turnaround, School Choice, and the Hidden Discourses of Race in Leadership Preparation; Ch28. The Urban School Leaders Collaborative; Ch29. School Leadership in Urban Schools; Ch30. Preparing Leaders to Support the Education of Diverse Learners; Ch31. Lessons from a District-Based Doctoral Cohort; SECTION 9. CRITICAL FOUNDATIONS IN URBAN EDUCATIONAL LEADERSHIP; Section 9. Introduction; Ch32. College Readiness and Urban Schools; Ch33. Change Agency in Our Own Backyards

This authoritative handbook examines the community, district, and teacher leadership roles that affect urban schools. It will serve as a foundation for pedagogical and educational leadership practices that foster social justice, equity, and advocacy for those who have been traditionally and historically underserved in education.