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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
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Sommario/riassunto

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.
