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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.