1. Record Nr. UNINA9910480569703321 Autore Frattura Elise Marie <1960-> Titolo Leading for social justice: transforming schools for all learners // Elise M. Frattura, Colleen A. Capper; indexer, Rick Hurd; cover designer, Scott Van Atta Pubbl/distr/stampa Thousand Oaks, California:,: Corwin Press,, 2007 ©2007 ISBN 1-4522-9664-2 Descrizione fisica 1 online resource (344 p.) Disciplina 371.9/0460973 Soggetti Inclusive education - United States School management and organization - United States Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references and index. ""Cover""; ""Contents""; ""Preface""; ""Acknowledgments""; ""About the Nota di contenuto Authors""; ""Introduction""; ""Cornerstone 1 - Core Principles: Focusing on Equity""; ""Chapter 1 - Integrated Comprehensive Services (ICS)""; ""Chapter 2 - Leadership for ICS and Social Justice""; ""Chapter 3 -Developing and Living a School/District Mission for ICS and Social Justice""; ""Chapter 4 - Data for Consciousness Raising, Decision Making, and Evaluation": ""Cornerstone 2 - Establishing Equitable Structures: Location and Arrangement of Educational Services" ""Chapter 5 - Teams for Shared Decision Making, Staff Design, and Student Support"""Chapter 6 - Creating a School Climate that Supports Students with Challenging Behaviors"; ""Chapter 7 - School Involvement with Families""; ""Cornerstone 3 - Providing Access to High-Quality Teaching and Learning: Building Teacher Capacity and Curriculum and Instruction""; ""Chapter 8 - Teaching within ICS and for Social Justice""; ""Chapter 9 - Students who Significantly Challenge Our Teaching""; ""Chapter 10 - English Language Learners and ICS (Cowritten with Martin Scanlan)"" ""Chapter 11 - Developing Teacher Capacity via Hiring, Evaluation, and

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Sommario/riassunto

A step-by-step process for raising the achievement of English language learners and students with special needs and for integrating schoolwide change through proactive support services that benefit <i>all</i>students.