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Nota di contenuto	Cover; Title Information ; Title Page; Copyright Page; Table of Contents; List of Reviewers; Preface; Acknowledgments; Section I: The Tradition in Educational Leadership: Where We Have Come from and where We Are Going ; Introduction; Chapter 1 Educational Leadership through Equity, Diversity, and Social Justice and Educational Leadership for the Privilege Imperative: The Historical Dialectic; Chapter 2 The Politics of Education: Its development and what is needed for the future for advocacy leadership in a post-racial America Chapter 3 Policy, Equity, and Diversity in Global Context: Educational Leadership after the Welfare StateChapter 4 Organizational Theories and the Development of Leadership Capacity for Integrated, Socially Just Schools; Chapter 5 Distributed Leadership: Examining Issues of Race, Power, and Inequality; Section II: Understanding and Working Successfully With the Rich Racial and Ethnic Diversity Within U.S. Schools; Introduction; Chapter 6 Starting with African American

Success: A Strength-Based Approach to Transformative Educational Leadership
Chapter 7 Latina/o learners and Academic Success: ¡Si Se Puede!
Chapter 8 American Indian Educational Leadership: Context, Conceptions of Leadership, and Practice; Chapter 9 Asian/America and Education: Problematizing Problems of Knowledge; Chapter 10 Advancing Educational Leadership: Learning from Multiracial Literature; Section III: Understanding and Working Successfully With the Rich Language, Cultural, Social Class, Ability, Gender, and Sexual Orientation/Gender Identity Diversity in U.S. Schools; Introduction Chapter 11 Latino English Language Learners in a Changing Demographic Landscape: Critical Issues for School Leaders to Consider in Implementing Best PracticeChapter 12 Social Class in Education: Implications for Educational Leadership; Chapter 13 New Directions for Socially Just Educational Leadership: Lessons from Disability Studies; Chapter 14 An Exercise in Tempered Radicalism: Seeking the Intersectionality of Gender, Race, and Sexual Identity in Educational Leadership Research
Chapter 15 Creating Inclusive Schools for LGBTIQ Youth, Staff, and Families: Equitable Educational Leadership and Research PracticeChapter 16 Leadership Promoting Equity and Excellence for Bilingual Students; Section IV: Research on Equitable and Excellent Schools: Lessons for Leadership Practice ; Introduction; Chapter 17 A Quandary for School Leaders: Equity, High-Stakes Testing and Accountability; Chapter 18 Culturally Responsive Teaching and High-Performing Schools that Serve Diverse Populations; Chapter 19 Educational Leaders as Policy Actors and Equity Advocates
Chapter 20 Leadership for More Equitable Schools through Service Integration

Sommario/riassunto

<P>The rapid growth of diversity within U.S. schooling and the heightened attention to the lack of equity in student achievement, school completion, and postsecondary attendance has made equity and diversity two of the principle issues in education, educational leadership, and educational leadership research. The <I>Handbook of Research on Educational Leadership for Equity and Diversity </I>is the first research-based handbook that comprehensively addresses the broad diversity in U.S. schools by race, ethnicity, culture, language, gender, disability, sexual identity, and class.</P><P>The<I> Ha
