

SECOND EDITION

LEADERSHIP FOR SOCIAL JUSTICE

Making Revolutions in Education

CATHERINE MARSHALL

University of North Carolina

MARICELA OLIVA

University of Texas at San Antonio

Allyn & Bacon

Boston New York San Francisco
Mexico City Montreal Toronto London Madrid Munich Paris
Hong Kong Singapore Tokyo Cape Town Sydney

Executive Editor and Publisher: *Stephen D. Dragin*
Series Editorial Assistant: *Anne Whittaker*
Marketing Manager: *Jared Brueckner*
Production Editor: *Mary Beth Finch*
Editorial Production Service: *Omegatype Typography, Inc.*
Composition Buyer: *Linda Cox*
Manufacturing Manager: *Megan Cochran*
Electronic Composition: *Omegatype Typography, Inc.*
Cover Administrator: *Elena Sidorova*

For related titles and support materials, visit our online catalog at www.pearsonhighered.com.

Copyright © 2010, 2006 Pearson Education, Inc.

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Allyn and Bacon, Permissions Department, 501 Boylston St., Suite 900, Boston, MA 02116 or fax your request to 617-671-2290.

Between the time website information is gathered and then published, it is not unusual for some sites to have closed. Also the transcription of URLs can result in typographical errors. The publisher would appreciate notification where these errors occur so that they may be corrected in subsequent editions.

Library of Congress Cataloging-in-Publication Data

Leadership for social justice : making revolutions in education / [edited by] Catherine Marshall, Maricela Oliva.—2nd ed.

p. cm.

Includes bibliographical references and index.

ISBN-13: 978-0-13-136266-6 (pbk.)

ISBN-10: 0-13-136266-6 (pbk.)

1. Educational leadership—Social aspects—United States. 2. Educational equalization—United States. 3. Social justice—United States. I. Marshall, Catherine II. Oliva, Maricela.

LB2805.L3434 2010

370.115—dc22

2008047481

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 13 12 11 10 09

Allyn & Bacon
is an imprint of

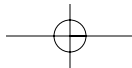
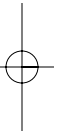
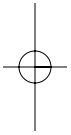


www.pearsonhighered.com

ISBN-13: 978-0-13-136266-6

ISBN-10: 0-13-136266-6

*We dedicate this book to those who most inspired our belief in
making a better world, our parents,
Constancia and José Oliva and Grace and Nelson Marshall,
and to our Leadership for Social Justice colleagues
who support and sustain us in that effort.*



CONTENTS

Preface xv
About the Authors xvii

CHAPTER ONE

Building the Capacities of Social Justice Leaders 1

Catherine Marshall
Maricela Oliva

THE CHALLENGE 1

EVOLVING DEFINITIONS AND CHALLENGES TO CAPACITY BUILDING 5

- The Very Real Challenges from Demographics, Cultural Diversity, and Identity 6
- Unaccomplished Equity 7
- Searching in Schools for Democracy, Community, Emotion, and Relationship 8
- The Challenges in Policy and Preparation for Social Justice in School Leadership 11

MAKING REVOLUTIONS IN EDUCATION: AN OVERVIEW OF THE CHAPTERS 12

A CALL FOR ACTION 14

REFERENCES 16

CHAPTER TWO

Social Justice and Moral Transformative Leadership 19

Michael E. Dantley
Linda C. Tillman

INTRODUCTION 19

DEFINING SOCIAL JUSTICE 19

PUBLIC INTELLECTUALS AS SOCIAL JUSTICE ACTIVISTS 24

THE PRAXIS OF LEADERSHIP FOR SOCIAL JUSTICE 26

- Research, Scholarship, and Teaching 27
- Conference Presentations 29
- Organizational Initiatives 29

CONCLUSION 31

vi CONTENTS**DISCUSSION QUESTIONS AND ACTIVITIES 31****ANNOTATED READINGS 32****REFERENCES 33**

CHAPTER THREE**Preparation and Development of School Leaders: Implications for Social Justice Policies 35***Nelda Cambron-McCabe***ADMINISTRATIVE LICENSURE AND SOCIAL JUSTICE CONCERNS 36**

Licensure Standards and Assessment 36

Accountability and Student Learning 38

Social Justice and State Policies 39

SOCIAL JUSTICE AND UNIVERSITY PREPARATION PROGRAMS 41

Defining Social Justice for Leadership Development 41

Program Examples 43

STRATEGIES TO PROMOTE SOCIAL JUSTICE AND LEADERSHIP DEVELOPMENT IN SCHOOLS 44

Being Strategic in Developing Leaders 44

Becoming a Policy Actor 45

Creating Coalitions 47

IMPLICATIONS FOR POLICY DEVELOPMENT 48**DISCUSSION QUESTIONS AND ACTIVITIES 50****ANNOTATED READINGS 51****ENDNOTES 52****REFERENCES 52**

CHAPTER FOUR**The Impact of Poverty on Students and Schools: Exploring the Social Justice Leadership Implications 55***Gloria M. Rodriguez**James O. Fabionar***INTRODUCTION: A SYSTEMIC VIEW OF THE IMPACT OF POVERTY ON SCHOOL COMMUNITIES 55**

Incidence of Poverty in the United States 60

Understanding the Incidence of Poverty within Schools: Labels and Discourse 64

CONTENTS

vii

POVERTY, ACCOUNTABILITY, AND SCHOOL (STUDENT) ACHIEVEMENT	66
Educational Possibilities in the Face of Poverty	67
Differential Impact of, Experiences with, and Responses to Poverty	67
SEEKING OUT COMMUNITY ASSETS AND RESOURCES	69
DISCUSSION QUESTIONS AND ACTIVITIES	70
ANNOTATED READINGS	71
ENDNOTES	72
ACKNOWLEDGMENTS	72
REFERNCES	72
<hr/>	
CHAPTER FIVE	
Wholistic Visioning for Social Justice: Black Women Theorizing Practice	74
<i>E. Renée Sanders-Lawson</i>	
<i>Sabrina Smith-Campbell</i>	
<i>Maenette K. P. Benham</i>	
BACKGROUND INFORMATION ON OUR DIALOGUE (BY MAENETTE BENHAM)	74
INTRODUCTION TO OUR THINKING	75
BUILDING A CONCEPTUAL MODEL: LITERATURE ON FEMINIST THOUGHT, LEADERSHIP, AND SOCIAL JUSTICE	76
Beginning with a Discussion of Feminist and Black Feminist Theories	77
Adding Sabrina's and Renée's Discussion of School Leadership Theories	78
Adding Social Justice Theories to Our Knowledge of Feminist Thinking and School Leadership	80
DEFINING OUR CONCEPTUAL MODEL: WHOLISTIC VISIONING	82
Strength of Womanhood	83
A Core of Spirituality	83
The Foundation of Home	84
Living and Leading within and beyond Your Skin	85
Paying It Forward	86
THREE NARRATIVES THAT ILLUMINATE WHOLISTIC VISIONING	87
The Story of Religious	87
The Story of Mary Mack	89
The Story of Sally Walker	91
WHAT WE LEARNED FROM THE NARRATIVES	93
CONCLUSION	94

viii CONTENTS

DISCUSSION QUESTIONS AND ACTIVITIES	95
ANNOTATED READINGS	96
ENDNOTES	97
REFERENCES	98

CHAPTER SIX

Educational Leadership along the U.S.–México Border: Crossing Borders/Embracing Hybridity/Building Bridges 100

Gerardo R. López
María Luisa González
Elsy Fierro

EFFECTIVE LEADERSHIP AT THE BORDER: AN EXAMPLE	105
TOWARD A BORDER EPISTEMOLOGY OF SCHOOL LEADERSHIP	111
CONCLUSION: BORDER LEADERSHIP FOR ALL SCHOOLS	112
IMPLICATIONS FOR PRACTICE	113
ASSIGNMENTS AND ACTIVITIES	114
ANNOTATED READINGS	115
ENDNOTES	116
REFERENCES	116

CHAPTER SEVEN

Bridge People: Civic and Educational Leaders for Social Justice 120

Betty M. Merchant
Alan R. Shoho

INTRODUCTION	120
EARLY ORIENTATION TO SOCIAL JUSTICE	122
VIVID PERSONAL EXPERIENCES OF MARGINALIZATION	125
EARLY RECOGNITION AND SUPPORT	126
LIFELONG COMMITMENT TO SOCIAL JUSTICE AND EQUITY	127
CREATING COMMUNITY AND MAINTAINING HIGH EXPECTATIONS	130

CONTENTS

ix

STRIVING FOR SOCIAL JUSTICE WITHOUT BITTERNESS	130
CONCLUSION	131
IMPLICATIONS FOR PRACTICE	133
DISCUSSION QUESTIONS AND ACTIVITIES	136
ANNOTATED READINGS	137
RELATED READINGS	138
REFERENCES	138

CHAPTER EIGHT

Social Justice, Religion, and Public School Leaders 139

Catherine A. Lugg

Zeena Tabbaa-Rida

RELIGION, SECULARISM, NEUTRALITY, AND U.S. PUBLIC SCHOOLS: HISTORICAL AND LEGAL BACKGROUND 140

Current Practices	143
School Boards and Intelligent Design	144
Prayer, Knives, and Headgear	145
Pretending Religion Doesn't Exist	146

EDUCATIONAL LEADERSHIP, SOCIAL JUSTICE, AND RELIGION IN PUBLIC SCHOOLS 148

DISCUSSION QUESTIONS AND ACTIVITIES 148

CASE STUDIES 149

ANNOTATED READINGS 152

RELATED READINGS 153

ENDNOTES 153

REFERENCES 154

CHAPTER NINE

Meeting All Students' Needs: Transforming the Unjust Normativity of Heterosexism 156

James W. Koschoreck

Patrick Slattery

HETEROSEXISM/HOMOPHOBIA IN SCHOOLING 161

INSTITUTIONAL CONTRIBUTIONS TO HETERONORMATIVE OPPRESSION 164

X CONTENTS

LGBTIQ ACTIVISM AND STRATEGIES FOR COLLECTIVE ACTION 166
HETERONORMATIVITY AND THE IMPLICATIONS FOR PRACTICE 167
CONCLUSIONS 170
DISCUSSION QUESTIONS AND ACTIVITIES 171
ANNOTATED READINGS 172
ENDNOTES 173
REFERENCES 173

CHAPTER TEN

Leading beyond Disability: Integrated, Socially Just Schools and Districts 175

Colleen A. Capper
Mariela A. Rodríguez
Sarah A. McKinney

INTRODUCTION 175

WHY LEADERS FOR SOCIAL JUSTICE NEED TO CONSIDER STUDENTS LABELED WITH DISABILITIES 176

WHAT DO INTEGRATED, SOCIALLY JUST SCHOOLS AND DISTRICTS LOOK LIKE? 179

A Typical Elementary School 179
An Integrated, Socially Just Elementary School 180
A Typical Middle School 181
An Integrated, Socially Just Middle School 182
A Typical High School 183
An Integrated, Socially Just High School 185
A Typical School District 186
An Integrated, Socially Just School District 187

COMMON CHARACTERISTICS OF INTEGRATED, SOCIALLY JUST SCHOOLS AND DISTRICTS 188

CONCLUSION: LEADING BEYOND DISABILITY 190

CLASS ACTIVITIES 190

ANNOTATED READINGS 191

ENDNOTES 192

REFERENCES 192

CHAPTER ELEVEN**Teaching Strategies for Developing Leaders
for Social Justice 194***Madeline M. Hafner***INTRODUCTION 194****LEADERSHIP FOR SOCIAL JUSTICE—A GROWING KNOWLEDGE BASE 194****OVERVIEW OF THE LITERATURE ON TEACHING FOR SOCIAL JUSTICE 196**

- Teacher Education 196
- Other Fields of Study 196
- Educational Leadership 198

**TEACHING STRATEGIES FOR DEVELOPING LEADERS FOR SOCIAL
JUSTICE 202****SOCIAL JUSTICE EDUCATION PRACTICE: A PEDAGOGICAL TOOL
FOR DEVELOPING LEADERS FOR SOCIAL JUSTICE 203****SOCIAL RECONSTRUCTIONIST SCHOOLING: A CONCEPTUAL TOOL
FOR DEVELOPING LEADERS FOR SOCIAL JUSTICE 209****CONCLUSION 212****DISCUSSION QUESTIONS AND ACTIVITIES 212****ANNOTATED READINGS 213****ACKNOWLEDGMENTS 214****REFERENCES 214**

CHAPTER TWELVE**Learning from Leaders' Social Justice Dilemmas 219***Catherine Marshall**Laurence Parker***INTRODUCTION 219****ERRONEOUS AND SHORT-SIGHTED APPROACHES TO “MANAGING” SOCIAL
JUSTICE ISSUES 220****THE NEED FOR PREPARATORY PRACTICE AND MODELS FOR SOCIAL
JUSTICE IN ACTION 221****APPLYING THE CASE STUDY METHOD FOR SOCIAL JUSTICE TRAINING 222**

xii CONTENTS

THREE CASE EXAMPLES	224
Case 1: Where Should He Be Placed?	225
Case 2: My Name Is Jasmine (Diem, 2003)	228
Case 3: Will Gender Equity Reforms Be Ruined by a “YouTube” Prank?	231
INSIGHTS FROM THE CASE METHOD	236
DISCUSSION QUESTIONS AND ACTIVITIES	237
ANNOTATED BIBLIOGRAPHY	238
ACKNOWLEDGMENTS	239
REFERENCES	239

CHAPTER THIRTEEN**Releasing Emotion: Artmaking and Leadership
for Social Justice 242***Laura Shapiro*

INTRODUCTION	242
A RATIONALE FOR LINKING EMOTION, LEADERSHIP FOR SOCIAL JUSTICE, AND ARTMAKING	243
Background	243
Artmaking as a Tool	245
THREE CASE EXAMPLES	246
From Rage to Empowerment	246
Releasing Capacity and Courage	249
Reaffirming Memories and Getting Personal	253
A Different Kind of Professional Development	254
Summary	254
IMPLICATIONS FOR PRACTICE	254
Incorporating Artmaking into Leadership Development	254
Making Art a Tool for Communitywide Engagement	255
Using Art to Affect Policy	255
DISCUSSION QUESTIONS AND ACTIVITIES	255
ANNOTATED READINGS	256
ENDNOTES	257
REFERENCES	257

CHAPTER FOURTEEN

**Equity Audits: A Practical Leadership Tool for Developing
Equitable and Excellent Schools 259**

Linda Skrla

James Joseph Scheurich

Juanita García

Glenn Nolly

INTRODUCTION 259

EQUITY AND ACCOUNTABILITY 260

HISTORICAL BACKGROUND OF EQUITY AUDITS 263

OUR RECONCEPTION OF EQUITY AUDITS 264

Teacher Quality Equity 266

Programmatic Equity 269

Achievement Equity 271

APPLICATIONS OF EQUITY AUDITS 273

CONCLUSION 276

IMPLICATIONS FOR PRACTICE 277

DISCUSSION QUESTIONS AND ACTIVITIES 277

ANNOTATED READINGS 278

ENDNOTES 279

REFERENCES 280

CHAPTER FIFTEEN

**Dilemmas and Lessons: The Continuing Leadership Challenge
for Social Justice 284**

Maricela Oliva

Gary L. Anderson

June Byng

INTRODUCTION 284

LEADERSHIP FOR SOCIAL JUSTICE: CONCEPTUALIZING AN EVOLVING PRAXIS 287

**SACRIFICING ALREADY DISENFRANCHISED YOUTH: ENGLISH LEARNERS
AS “AUTO-FAILURES” 288**

xiv CONTENTS

SCHOOL AND DISTRICT BELIEFS AS IMPEDIMENTS TO SOCIAL JUSTICE	290
Low Expectations, Negligible Support: Obstacles to Achievement and College Access	291
Jessica's Story	292
What Can Be Done?	295
THE CHALLENGE OF SLOW CHANGE: A CAUTIONARY TALE	297
Students' Beliefs and Practices	299
Educational Vision Statements	299
LESSONS OF THE INTEGRATED PROGRAM	301
Curriculum	301
Instruction	303
Evaluation	303
University–School District–Social Agency Relationships	303
Extracurricular Activities	304
CONCLUSION	305
DISCUSSION QUESTIONS AND ACTIVITIES	308
ANNOTATED READINGS	311
ENDNOTES	311
REFERENCES	312

CHAPTER SIXTEEN**The Wider Societal Challenge: An Afterword** 315*Catherine Marshall**Michelle D. Young**Luis Moll***A BOLD ASSERTION: THOSE WHO CAN'T OR WON'T SHOULDN'T** 315**TALKING AND WALKING SOCIAL JUSTICE** 318

We Know It Can Be Done Because It Is Being Done 319

Essential Characteristics 320

THE WIDER CONTEXT: POLITICS AND STRATEGY FOR THE REVOLUTION 321

Coalitions and Collaborations 322

Gutsy and Passionate Leadership 323

The Wider and Deeper Revolution 325

REFERENCES 326**Index** 328

PREFACE

We know that you have heard the terms *equity*, *diversity*, *transformational leadership*, and *achievement gap*. We have all heard these phrases used with a focus on better management of schools. But to get to the heart and spirit of the matter, we need to move beyond management. We must engage with new terminology and concepts such as *border culture*, *heterosexism*, *wholistic visioning*, *bridge people*, *cultural capital*, *equity audits*, *hybridity*, *P-20*, and others that go beyond the dominant views of school leadership. This book engages school leaders with chapters that connect these ideas to the contemporary challenges they face. These terms are about what is happening in today's schools. The new terminology usefully moves us to think in new ways.

The authors of this book are a diverse group of today's educational leadership scholars. What is special about this group emanates from their shared determination to challenge themselves and their own field to "get real" about equity and social justice. Recognizing the need to do more than just tear down school people, they are constructing new thinking, new methods, and new tools for teaching and doing social justice. We are all indebted to the willingness of this large group of scholars who gave their all for this book, in the spirit of spreading the wealth of social justice thinking, terminology, and tools. Revolutions need such efforts and willing spirits!

Leadership for Social Justice: Making Revolutions in Education Second Edition begins with three chapters that introduce the issues, define social justice leadership, and introduce the policy challenges. Chapters 4 through 10 provide in-depth analyses of particular equity issues and also explore the motivations and assumptions of leaders who embrace social justice. These chapters go into detailed discussions illustrating specific marginalizing practices in schools, such as heterosexism and religious intolerance. So, given these dilemmas, are there actually any tools available for being or becoming social justice leaders? Yes! Chapters 11 through 14 provide teaching strategies and social justice tools to help make the conceptual goal a reality. Even after reconceptualizing and connecting with reality and providing the teaching strategies and tools, are there not remaining dilemmas? Yes! The last two chapters address the need to stay the course despite resistance to change and our own temptation to regress into more comfortable, old traditions of leadership. Finally, the book recognizes that school leaders cannot do this alone. To be successful, school leaders must engage with school board members who need re-educating, they must recognize larger societal resistance to equity and social justice, they must be ready to partner with community stakeholders that can serve as allies, and they must recognize that they are carving out new territory when they assertively use schools as tools to eliminate economic, social, and political injustice.

What is juicy about the content are the stories of real leaders successfully addressing the problems they face. What is useful are the tools for leadership and for learning about social justice. In this book you will find fantastic annotated references and bibliographies from leading scholars. You will also find provocative discussion questions and engaging class and individual activities for learning. Chapters in this book contain what is needed for the field, for professors, for students, and for school leaders to feel comfortable in knowing

xvi PREFACE

the terminology and tools and then to embrace the spirit of social justice with confidence and commitment to revolutionize their practices.

We know the temptation to be comfortable with traditional practice. We also know the challenges inherent in taking a more critical, creative, social justice stance. But more importantly, as women and scholars of color, we know what it feels like to be marginalized and left behind. So we are committed to seeing that this does not happen to today's students. We began this book project knowing that educational administrators desire conceptualizations and tools that bring about the revolutionary changes that eliminate marginalizing practices in schools. We offer this book to invite others to join us in this noble and necessarily collaborative venture.

Our thanks to the following reviewers: Richard Johnson III, University of Vermont; Martha McCarthy, Indiana University; Whitney H. Sherman, Old Dominion University; and Elizabeth Vaughn-Neely, University of Mississippi.

ABOUT THE AUTHORS

Gary L. Anderson is a professor in the Steinhardt School of Education, New York University. He is a former middle and high school teacher and principal. His two most recent books are *Performance Theories in Education: Power, Pedagogy, and the Politics of Identity* (co-edited with Bryant Alexander and Bernardo Gallegos) and *The Action Research Dissertation* (co-authored with Kathryn Herr). He co-edited the three-volume *Encyclopedia of Activism and Social Justice* for Sage, and his latest book, *Advocacy Leadership*, is forthcoming from Routledge.

Maenette K. P. Benham, a Native Hawaiian scholar and teacher, is Dean of Hawai'i iuiakea School of Hawaiian Knowledge at the University of Hawai'i-Manoa. As a scholar, mentor, and teacher for the past 16 years, she has built a strong base of inquiry that centers on (a) the nature of engaged educational leadership particularly in native/indigenous communities; (b) the wisdom of knowing and praxis of social justice envisioned and enacted by educational leaders; and (c) the effects of educational policy on native/indigenous people.

June Byng is a doctoral student and graduate research assistant at the University of Texas at San Antonio, in the department of Educational Leadership and Policy Studies. In addition, she is the director of a local 501(c)(3) nonprofit organization, Light the Borders, which supports impoverished communities along the Texas–Mexico border. She also holds Texas State Board of Educator Certification classroom teacher and principal certificates.

Nelda Cambron-McCabe is a professor and former chair, Department of Educational Leadership, Miami University of Ohio. She is co-author of *The Superintendent's Fieldbook: A Guide for Leaders of Learning* (Corwin, 2005), *Public School Law: Teachers' and Students' Rights* (Allyn & Bacon, 6th ed., 2009), and *Schools That Learn: A Fifth Discipline Fieldbook* (Doubleday, 2000). She has served as president of both the Education Law Association and the American Education Finance Association and as editor of the *Journal of Education Finance*.

Colleen A. Capper is a professor in the Department of Educational Administration at the University of Wisconsin-Madison. She has published extensively in the area of leadership, equity, and social justice. Her publications include *Leading for Social Justice: Transforming Schools for All Learners* (Corwin), and *Meeting the Needs of Students of All Abilities: How to Lead beyond Inclusion* (Corwin). In 2007, she was honored as the Master Professor of the Year from the University Council for Educational Administration. She has served as a special education teacher, administrator of special programs, and founding director of a nonprofit agency for preschool children and adults with disabilities in the Appalachian region of Kentucky.

Michael E. Dantley is the associate provost and associate vice president for academic affairs at Miami University, Oxford, Ohio, where he also serves as a professor in the

Department of Educational Leadership. Prior to his current position, Dr. Dantley served as the associate dean for academic affairs for Miami University's School of Education, Health and Society. Dr. Dantley's research is in educational leadership, spirituality, and social justice. He has published in the leading journals in educational leadership and has contributed chapters in several of the leading texts on educational leadership.

James O. Fabionar is a doctoral student in the School of Education at the University of California, Davis. He is a former teacher at Hiram Johnson High School in inner-city Sacramento, California, where he helped establish a service-learning academy with the Department of Ethnic Studies at California State University, Sacramento. His research interests center on the educational policy implications of youth development and youth engagement research in school reform contexts.

Elsy Fierro is currently a principal for Albuquerque Public Schools. Previously she was project director of a school leadership grant entitled "Leadership in Border Rural Areas." She has over 25 years of experience working with public schools as a teacher and district-level administrator. In addition to her work on the teaching and learning of ELLs, Dr. Fierro's research interests include career paths of Latina administrators, the role of critical race theory in the preparation of school administrators, and the effects of cultural and social capital in creating parent/community engagement in schools.

Juanita García is the director of Leadership Academy for the Austin Independent School District. Prior to undertaking this role, she was a faculty member with the Public School Executive Leadership Program and director of the Principalship Program at the University of Texas at Austin. Her most recent efforts have focused on school transformation leading to high achievement with all students, innovative practices in school leadership program redesign, and the creation of settings for multilevel leadership development (principals, teachers, parents, and students).

María Luisa González is a regents professor and an interim associate dean at the University of Texas at El Paso. Her research has focused on the education of culturally enriched groups, including homeless children, children of undocumented workers, children for whom English is a second language, and administrators working with bilingual education and minority populations. She has published in English and Spanish and publications have centered on leaders' roles in addressing the needs of the growing numbers of Latino students and their families.

Madeline M. Hafner is the executive director of the Minority Student Achievement Network at the Wisconsin Center for Education Research, University of Wisconsin-Madison. She works with school districts and universities across the country to collaboratively conduct research, engage in interventions, and convene practitioners and students in order to understand and eliminate racial achievement gaps that exist in schools. Her research and teaching interests focus on developing educators' attitudes and beliefs regarding issues of diversity, equity, and social justice.

James W. Koschoreck is an associate professor in the Educational Leadership Program at the University of Cincinnati. His research, which focuses on educational policy issues and troubling heteronormativity in education, has appeared in journals such as the *International Journal of Leadership in Education*, *Education and Urban Society*, and the *Journal of Curriculum Theorizing*, among others. He has co-edited a special issue of the *Journal of School Leadership* with Catherine Lugg that focuses on sexual minority school leaders. He is the editor of the online, peer-reviewed *International Journal of Urban Educational Leadership*, a publication of the UCEA Center for the Study of Leadership in Urban Schools. He was recently elected as president of the University Council for Educational Administration.

Gerardo B. López is an associate professor in the department of Educational Leadership and Policy Studies at Indiana University. His areas of interests are parent involvement, school–community relations, critical race theory, and migrant education. His current research surrounds the education of undocumented children and the context of reception in schools with high percentages of immigrant children.

Catherine A. Lugg is an associate professor of education at Rutgers University. She serves as associate director for publishing, University Council for Educational Administration, and associate editor for the *Journal of LGBT Youth*. Recent publications include the book chapter “Social Justice: Seeking a Common Language,” with Alan Shoho and Betty Merchant, in the *Handbook on Educational Leadership*, F. English (Ed.); and the article “One Nation under God? Religion and the Politics of Education in a Post 9/11 America” in *Educational Policy*.

Catherine Marshall is professor of Educational Leadership and Policy at the University of North Carolina, Chapel Hill. In 2008, the University Council for Educational Administration awarded her the Campbell Lifetime Achievement Award for contributions that changed the leadership field. Her education career began as a teacher, when Title IX had just passed, and a woman thinking of school administration was an anomaly. Since then her scholarly agendas have often combined gender issues and politics. Her nine books include *Reframing Educational Politics for Social Justice* (Allyn & Bacon), *Feminist Critical Policy Analysis* (Falmer), *The Assistant Principal* (Corwin), *Designing Qualitative Research* (Sage), and *Activist Educators* (Routledge). Catherine was vice president of Division L, Politics and Policy in AERA, was the 2003 recipient of AERA’s award for activism and research on women and girls in education and also of a Ford Foundation grant to support Leadership for Social Justice (LSJ), thus supporting many of the projects that maintained LSJ momentum.

Betty M. Merchant is professor and dean of the College of Education and Human Development at the University of Texas at San Antonio. Before pursuing a career in higher education, she taught for sixteen years in public schools and in tribally controlled Native American schools in the Southwest. Her research interests focus on educational policy, equity, student diversity, social justice, and school leadership, particularly in multicultural

and cross-national settings. She has authored several book chapters and has published in *Bilingual Research Journal*, *Education Review*, *Educational Administration Quarterly*, *Educational Theory*, *Journal of Education for Students Placed at Risk*, *Journal of Research in Rural Education*, and *Urban Education*. Her co-edited book *Multiple and Intersecting Identities in Qualitative Research* explored issues associated with conducting qualitative research among ethnic and racial groups.

Sarah Mckinney is a project assistant on the Consortium for Policy Research in Education's Study of Innovative School Leadership Performance Evaluation Systems. Currently a Ph.D. student in the department of Educational Leadership and Policy Analysis at the University of Wisconsin–Madison, before coming to Madison, Sarah taught for the Washington, D.C., public schools. Her research interests focus on the role of instructional leadership in addressing issues of equity and social justice.

Luis Moll, born in Puerto Rico, is a professor in the Department of Language, Reading, and Culture at the University of Arizona. His main research interest is the connection among culture, psychology, and education, especially as it relates to the education of Latino children in the United States. His work examines literacy instruction in English and Spanish, and how knowledge is produced in household and community life. His most recent work involves the longitudinal study of biliteracy development in children and the use of new technologies to facilitate the informal learning of science in community settings. He was elected to membership in the National Academy of Education, has served on numerous editorial boards and his co-edited volume, *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*, received the 2006 Critics' Choice Award of the American Educational Studies Association.

Glenn Nolly is an associate superintendent for high schools in the Austin Independent School District and a researcher/lecturer with the Public School Executive Leadership Program of the University of Texas at Austin. A former area superintendent, high school principal, and teacher, his research interests include preparation of urban school administrators and mathematics achievement among African American students.

Maricela Oliva is an assistant professor in the Department of Educational Leadership and Policy Studies at the University of Texas at San Antonio, emphasis in higher education. The oldest of nine children from the Texas borderlands and the first in her family to attend college, Oliva sees nontraditional students' college readiness, access, and graduation as necessary for a more equitable, socially just society. She has over 20 years' experience in higher education—including administration and policy work with the Texas Higher Education Coordinating Board—and serves on the editorial boards of the *Review of Higher Education*, *International Journal of Qualitative Studies in Education*, *Journal of Hispanic Higher Education* (JHHE), and the *Journal of Research in Leadership Education*. Research interests include educational equity and policy; college access for Latino and underrepresented students; and school–university collaboration. Forthcoming publications include a 2009 special issue in the JHHE on “Actualizing School–University Collaboration: Moving from Theory to Practice in a Partnership Context.”

Laurence Parker is a professor in the Department of Educational Policy Studies at the University of Illinois at Urbana-Champaign. His research centers on critical race theory and educational policy issues. His most relevant social justice publication appeared in the December 2007 issue of the *Educational Administration Quarterly* on critical race theory and education leadership. He has participated in some of the efforts to promote equity for low-income and minority students in his home area of Urbana, Illinois.

Gloria M. Rodriguez is an assistant professor in the School of Education at the University of California at Davis. She holds a doctorate in education from Stanford University. She specializes in school finance, resource allocation, and educational leadership from a critical, social justice perspective. Much of her work centers on the educational equity conditions of students of color and low-income communities. She is co-editor (with R. Anthony Rolle) and contributing author of the book, *To What Ends & By What Means? The Social Justice Implications of Contemporary School Finance Theory and Policy in the U.S.* (2007). Rodriguez also serves on the board of Justice Matters Institute—a statewide educational policy advocacy organization focused on advancing the development of racially just education in California.

Mariela A. Rodríguez is an assistant professor in the Department of Educational Leadership and Policy Studies at the University of Texas at San Antonio. She serves as the institution's Plenum Session Representative to the University Council for Educational Administration. Her research interests include district-level and campus-level leadership that support bilingual education programs, specifically dual language instruction. Dr. Rodríguez has published articles in the *Journal of School Leadership* and the *Journal of Latinos and Education*.

E. Renée Sanders-Lawson is an assistant professor and director of the Center for Urban School Leadership at the University of Memphis. Prior to this position, she served as a school counselor, assistant principal, middle school principal, and human resources director for Johnston County Schools and Hickory City Schools in North Carolina. She is the co-author of “Violent Crime, Race, and Black Children: Parenting and the Social Contract,” a chapter in *Black Children* (McAdoo).

James Joseph Scheurich is currently professor and department head in the Educational Administration and Human Resource Development department at Texas A&M University; previously, he was an associate professor at the University of Texas at Austin. Recent publications include *Leadership for Equity and Excellence* (with Linda Skrla, 2003, Corwin Press) and “Equity Traps: A Useful Construct for Preparing Principals to Lead Schools That Are Successful with Diverse Students” (with Kathryn Bell McKenzie, *Educational Administration Quarterly*).

Laura Shapiro is a facilitator/coach for principals of new small public schools in New York City. She also serves as an adjunct faculty member at Lesley University, Creative Arts in Learning Division. She serves as the director of Art Works, an arts-based professional development, consulting, and research organization devoted to working with schools,

colleges, nonprofits, and businesses to create democratic, socially just communities. Shapiro is a former elementary school principal and administrator for curriculum and instructional programs.

Alan R. Shoho is a professor in the Department of Educational Leadership and Policy Studies at the University of Texas at San Antonio. He recently published a book chapter in the *Handbook of Educational Leadership* entitled “Seeking a Common Language,” which addresses the multiple meanings of social justice and how they create difficulties for discourse among theorists and practitioners. His research focuses on high school leadership and new principals and assistant principals.

Linda Skrla is associate dean for Research and P–16 Initiatives in the College of Education and Human Development and professor of Educational Administration at Texas A&M University. Prior to joining the Texas A&M faculty, Dr. Skrla worked for 14 years as a middle school and high school teacher and as a campus and district administrator in Texas public schools. Her research focuses on educational equity issues in school leadership and policy, including accountability, high-success districts, and women superintendents. Her published work has appeared in numerous journals, and her most recent book is *Equity Audits* (forthcoming from Corwin) with Kathryn McKenzie and Jim Scheurich.

Patrick Slattery is a professor at Texas A&M University. Previous positions include teaching at Ashland University of Ohio and elementary and secondary principal in Louisiana. He is co-author with Dana Rapp of *Ethics and the Foundations of Education: Teaching Convictions in a Postmodern World*, which focuses on aesthetics and social justice in education. Also, he is author of *Curriculum Development in the Postmodern Era*, 2nd edition (Routledge, 2006).

Sabrina Smith-Campbell is currently principal of Sampson/Webber Academy (Detroit Public Schools) and an adjunct professor at Wayne State University in the Teacher Education Department. She has presented at several national meetings and conferences such as annual American Educational Research Association meetings and Patterson Research conference on social justice issues of African American women school leaders in urban school settings.

Zeena Tabbaa-Rida is an education research consultant in Jordan. Recently, she has been an institutional development consultant with Supporting Education Reform for the Knowledge Economy (SJE), sponsored by CIDA. Dr. Tabbaa’s research interests include religion and education, women’s educational experiences, sociological studies in education, ethnographic studies on student life in schools, and international/comparative education. She co-authored a chapter on “Social Justice, Religion, and Public School Leaders” (2006 and 2008). Dr. Tabbaa has presented her research at different conferences during her graduate studies in the United States. She holds a B.S. in political science from the University of Jordan and a M.Ed and Ph.D. in educational theory, policy, and administration from Rutgers University.

Linda C. Tillman is a professor in the Educational Leadership Program at the University of North Carolina at Chapel Hill. She is vice president of Division A (Administration, Organization and Leadership) of the American Educational Research Association, and associate director of Graduate Student Development for the University Council for Educational Administration. Her research interests include leadership theory; mentoring African American teachers, administrators, and faculty; and the use of racially and culturally sensitive qualitative research approaches. She is the general editor of the SAGE *Handbook of African American Education*. Publications include *African American Principals and the Legacy of Brown*, *Boston Public as Public Pedagogy* and *Pushing, Back Resistance: African American Perspectives on School Leadership*.

Michelle D. Young is the executive director of the University Council for Educational Administration and an associate professor in Educational Leadership and Policy and director of the Public School Executive Leadership programs at the University of Texas, Austin. Her scholarship focuses on how school leaders and school policies can ensure equitable and quality experiences. She is the recipient of the William J. Davis award for the most outstanding article in *Educational Administration Quarterly*. Along with numerous publications, Dr. Young has been instrumental in developing the Taskforce on Educational Leadership Preparation, the work of the National Commission for the Advancement of Educational Leadership Preparation, in establishing the *Journal of Research on Leadership Education*, and as chief editor for the *Handbook of Research on Leadership Education*, through serving on numerous editorial boards, as chair of the National Policy Board for Educational Administration, and as secretary of the American Educational Research Association's Division A.

