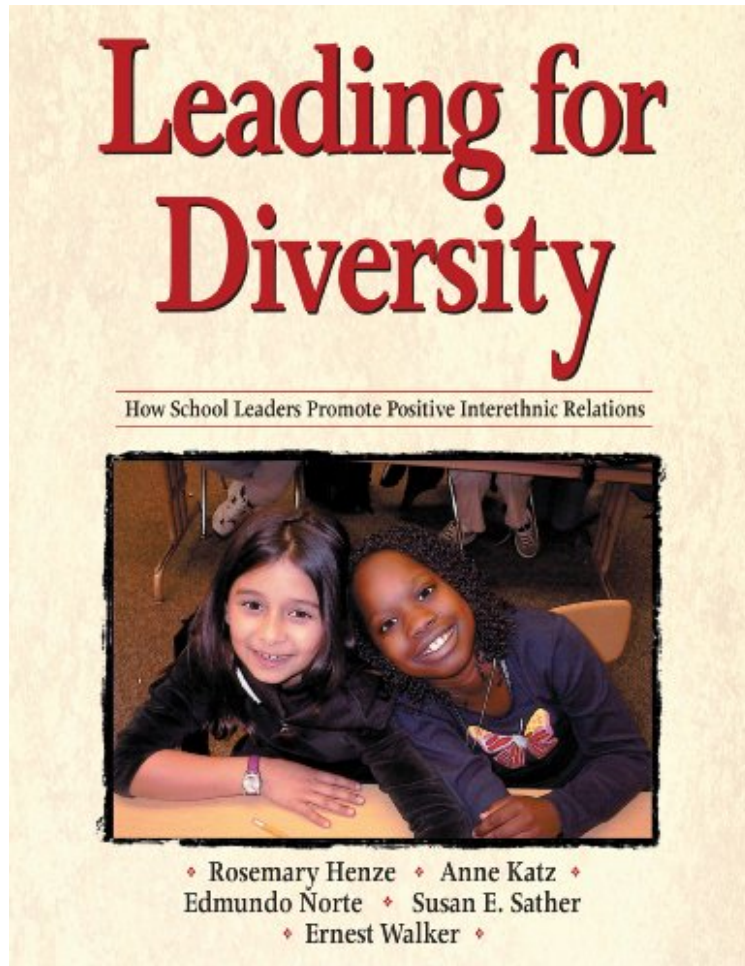


Leading for Diversity: How School Leaders Promote Positive Interethnic Relations

From Corwin

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From Corwin : Leading for Diversity: How School Leaders Promote Positive Interethnic Relations before purchasing it in order to gauge whether or not it would be worth my time, and all praised Leading for Diversity: How School Leaders Promote Positive Interethnic Relations:

4 of 5 people found the following review helpful. Needs Editing By Jennifer A. Alongi I purchased this as a textbook for a grad level class. More editing is needed for this textbook. Someone did not do their job very well. A book that is going to be read by educators should be 100% accurate and usable. Here are two examples: 1. Table 2.2 on page 30 lists one contextual support as "District provides supports of various kinds (see Appendix B)." There is not an appendix B in the text. There is a "Resource B," which I assume is what was meant. This is an inconsistency. Page 30 should have the word "Resource," or the name of Resource B which starts on page 183 should be renamed Appendix B. 2. On page 186, the organization "Network of Educators on the Americas (NECA)" has the incorrect website listed. The website at the end of the paragraph says [...]. This is incorrect because it is actually the website for the NEXT

organization on the list, "Teaching for Change." Mistakes in editing like this reflect badly on the writers of the book. I would not purchase books from Corwin Press unless it is a required text for a class, because of this. The website for Corwin is [...] 0 of 0 people found the following review helpful. Study of Leaders that have worked carefully to maintain peace against difficult odds By Margaret Scully Leading for Diversity captures the workings of school site leaders that developed the skill sets required to lead students, faculty, parents, and community in diverse and historically challenging settings. Each leader and their schools that are profiled were those challenge settings. Management from on high does not meet the actual challenges on the ground level. Policies made naively by school boards create immediate disharmony in the face of cultural traditions. This book and the other texts that it egendered pose real world problems seeking real world authentic responses. The leaders featured have developed those responses cognizant of the cultural sensitivities of the total cultural mosaic of their school and community. Each has taken leadership in areas that are a hair trigger away from the ignorance of violence. Each practitioner was the focus of three years of observation. This book has power particularly given the tumult of 2014.

The authors provide powerful models of leadership that are effective in developing schools where positive interethnic relations can flourish.

"I strongly endorse this book and feel that it holds great promise for the field." -- Ray Terrell "These are wonderful descriptions of the work that needs to be done in schools and with school administrators." -- Kikanza Nuri Robbins, author "I strongly endorse this book and feel that it holds great promise for the field." -- Ray Terrell "These are wonderful descriptions of the work that needs to be done in schools and with school administrators." -- Kikanza Nuri Robbins, author "I strongly endorse this book and feel that it holds great promise for the field." -- Ray Terrell "These are wonderful descriptions of the work that needs to be done in schools and with school administrators." -- Kikanza Nuri Robbins, author "I strongly endorse this book and feel that it holds great promise for the field." -- Ray Terrell "These are wonderful descriptions of the work that needs to be done in schools and with school administrators." -- Kikanza Nuri Robbins, author "I strongly endorse this book and feel that it holds great promise for the field." (Ray Terrell) "These are wonderful descriptions of the work that needs to be done in schools and with school administrators." (Kikanza Nuri Robbins, author) About the Author Rosemary Henzenbsp; is an associate professor in the Department of Linguistics and Language Development at San Jose State University. She began her career as a teacher of English as a second language and, after receiving her doctorate, worked for 14 years at Art, Research, and Curriculum Associates in Oakland, California, where she assisted school districts in addressing issues of equity and conducted research and evaluation studies focused on bilingual programs, school change, and race relations. She also worked with Native Alaskan, Native Hawaiian, and California Indian groups on issues related to language maintenance, ethnic identity, and bilingual education. In all her work, she seeks to apply scholarly knowledge from anthropology and linguistics to address systemic educational problems. Edmundo Norte teaches for the Leading for Diversity Master of Science Degree program (a collaboration between California State University, Hayward, and Art, Research, and Curriculum Associates in Oakland, California); is an Education Specialist providing technical assistance in curriculum development to charter schools in Oakland; and is an educational consultant on issues of power and perceptions, educational leadership, Latino/a culture, and transforshy; native education. He began his career as a bilingual, elementary-level teacher yet has a wide range of experience working at every level of public education, spanning 20 years. He holds a masterrsq; degree from Harvard University and has nearly completed his doctoral work there in the department of Human Development and Psychology with a focus on risk and prevention. He acknowlshy; edges that by far his greatest learning experience and challenge to date has been that of applying his knowledge and experience to the developmentally responsible parenting of his two children? an ongoing labor of love. Susan E. Sathernbsp; is a senior program advisor at the Northwest Regional Educational Laboratory (NWREL) in Portland, OR. She leads the Laboratoryrsquo;s professional learning teams (PLT) work, supervising and conducting PLT training in schools around the nation. She also contributes to research on issues such as high school academic rigor. Sather has 38 years of experience in education, 17 as a teacher working with a dropout prevention program and in special education. Prior to joining NWREL, she was western regional manager and a staff developer for a whole-school reform model, Ventures Education Systems. She has conducted research and evaluation through the School of Education and the School of Social Welfare at the University of California Berkeley, and with ARC associates in Oakland, California. At ARC, she was a member of the Leading for Diversity research team and co-author of Leading for Diversity: How School Leaders Promote Positive Interethnic Relations. She has a PhD in educational administration from the University of California Berkeley. Ernest W. Walker is the Diversity Programs Coordinator with Alameda County Social Services Agency. He has a wide range of experiences in diversity and conflict management among African American churches. He has served as a facilitator of the film The Color of Fear. He has also worked with churches in conflict, and in strategic planning and team building for nonprofits and government agencies. He is a former consultant with the Alban Institute and is currently a contract mediator with the U.S. Postal Servicerrsq;s REDRESS worksite mediation program. He is past chair of Conciliation Forums of Oakland, a comshy; munity mediation

organization. He also worked as a researcher for ARC Associates, documenting best practices of public schools that manage diversity. He has a bachelor of arts degree from Rutgers University in New Jersey and a master of divinity degree from Princeton Theological Seminary, also in New Jersey. He is author of scholarly articles and is also a part-time instructor on African American religions at Contra Costa College in San Pablo, California. Anne Katz, PhD, has worked for 20 years as a researcher and evaluator for projects connected with the education of linguistically and culturally diverse students. She served as the coprincipal investigator for the national study focused on successful leadership in diverse school settings that provided the empirical base for this book. As a teacher educator, she has provided and supported professional development in the United States, Brazil, and Egypt. She was instrumental in developing standards for English as a second language through Teachers of English as a Second or Other Language. And she has assisted many school districts in developing more authentic assessments of student performance. In all her work, she has promoted the forging of links between research and the classroom to support meaningful school change.