

SERC Library: Topical Literature Search

Educational Leadership for Social Justice and Racial Equity Part Two - May 2018

This resource guide, which is one of a two-part series, includes research and other recent informative articles pulled from literature and the Library's educational database service for schools, programs, service providers and families focused on the capacity of educational leaders to be change agents for developing, guiding and sustaining inclusive school communities that promote social justice and racially equitable practices in order that all students will be safe, supported and academically successful. It should be noted that it does not represent the full scope of resources and information available on this topic nor serve as an endorsement of a particular resource.

Introductory Article:

Actions Matter: How School Leaders Enact Equity Principles

Rigby, J.G., & Tredway, L. (2014). Actions Matter: How School Leaders Enact Equity Principles.

Retrieved from website on 11/14/17. https://education.uw.edu/sites/default/files/u1461/Actions%20Matter_Final_w%20rubric.pdf

This qualitative study examines how urban school principals employ an equity frame to promote change in their daily work. Over a three-year period, an urban school district on the west coast implemented a process to develop and use a leadership rubric for principal professional learning and evaluation purposes. This Principal Leadership Rubric was developed, in part, through video observations of principals in action, and subsequent analysis and naming of leadership practices. The study examines a subset of the video transcripts and analyzes them using the foundational leadership element of the Principal Leadership Rubric: equity.

The study found that the principals' enactments of equity varied in three ways: level of explicitness (explicit to implicit), type of issue (macro to micro), and indicators towards change (clear to unclear next steps). The authors argue that it is more likely that principals who were explicit about the equity issue and clear about next steps in their leadership practice, whether the issue was micro or macro, were more likely to disrupt historical inequities and allow all students to encounter more learning opportunities. The findings have implications for research and practice to inform principal support and evaluation. This work adds to the field of social justice leadership by illustrating what "enacting equity" looks like in leadership practice.

To learn more:

https://education.uw.edu/sites/default/files/u1461/Actions%20Matter_Final_w%20rubric.pdf

For access to other topical education-related research briefs available through the SERC Library, please go to:

<http://ctserc.org/library/research-guides>

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Links to Information

(Go to: <http://ctserc.org/library/research-guides>)

A Re-New-ed Paradigm in Successful Urban School Leadership:

Principal as Community Leader

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=77452378&site=eds-live&scope=site>

Advocacy for Equity: Extending Culturally Relevant Pedagogy in Predominantly White Suburban Schools

<https://liberatedgenius.com/wp-content/uploads/2017/09/Warren-Grice-A.-2017.-Advocacy-for-equity.-Extending-culturally-relevant-pedagogy-in-predominantly-White-suburban-schools.pdf>

Developing a Transformative School Vision: Lessons From Peer-Nominated Principals

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=57788757&site=eds-live&scope=site>

Disrupting Injustice: Principals Narrate the Strategies They Use to Improve Their Schools and Advance Social Justice

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=48578365&site=eds-live&scope=site>

Leading Deliberately in Suburbia Toward Equity and Integration

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=93373844&site=eds-live&scope=site>

Leading the Equity Agenda

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=58657769&site=eds-live&scope=site>

Lessons on Leading for Equity

<http://leadtool.educationnorthwest.org/sites/default/files/principal-leadership-4-13.pdf>

Making Sense of Social Justice Leadership: A Case Study of a Principal's Experiences to Create a More Inclusive School

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=102578622&site=eds-live&scope=site>

Racial-Equity Policy as Leadership Practice: Using Social Practice Theory to Analyze Policy as Practice

<http://search.ebscohost.com/login.aspx?direct=true&db=edo&AN=101789220&site=eds-live&scope=site>

Successful Leadership in High-Needs Schools: An Examination of Core Leadership Practices Enacted in Challenging Contexts

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=91668481&site=eds-live&scope=site>

Tending the Fire

<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=122878921&site=eds-live&scope=site>

The color of innovative and sustainable leadership: Learning from teacher leaders

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=27081512&site=eds-live&scope=site>

The Practice of Educational Leadership in African American Communities of Learning: Context, Scope, and Meaning

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=18458144&site=eds-live&scope=site>

Undermining Racism and a Whiteness Ideology: White Principals...a Commitment to Equitable and Excellent Schools

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=66817263&site=eds-live&scope=site>