

RIISA Middle Grades Network
September 27, 2016
Leadership Breakout Session

Bibliography

Coleman, A. L., Negrón, Jr., F. M., Lipper, K. E. (2011). *Achieving Educational Excellence for All: A Guide to Diversity-Related Policy Strategies for School Districts*. Alexandria, VA: A joint publication of The National School Boards Association (NSBA) The College Board Education Counsel, LLC.

Accessed on September 20, 2016.

https://cdn-files.nsba.org/s3fs-public/reports/EducationExcellenceForAll-HighRes.pdf?zKxqWRMf_MI4x41pIMWRWiPG.bVcnqE0

This publication provides school boards, school district leaders, district staff, community leaders, and parents with practical guidance on policy issues associated with student diversity. More specifically, this Policy Guide provides information regarding ways to frame conversations regarding student diversity, with particular emphasis on education policy Introduction School is where children learn to appreciate, respect, and collaborate with people different from themselves. - Arne Duncan, United States Secretary of Education 3 10 development and community stakeholder engagement. (It is also informed by and references relevant legal principles that may bear on policy-related strategies.) With a focus on the opportunity that diversity-related policies offer to assist school districts in realizing their educational goals.

College Board Advocacy and Policy Center & NOSCA: National Office for School Counselor Advocacy. (2012). *Transforming the Educational Experience of Young Men of Color*. Princeton, NJ: The College Board.

Accessed on September 14, 2016.

https://secure-media.collegeboard.org/digitalServices/pdf/nosca/12b_5136_NOSCAJournal_120330.pdf

Transforming the Educational Experience of Young Men of Color: School Counseling Series, Volume 1 is the first of a four-volume series. Featured are the insights of educational leaders, firsthand accounts of school counselors and the voices and artwork of students. It is hoped the contents will inspire you, make you reflect on your beliefs and perspectives and challenge your practice. You are encouraged to engage in a meaningful dialogue around the series as a way to spark innovative practices to support young men of color and their educational success.

College Board Advocacy and Policy Center & Business Innovation Factory. (2011). *The Educational Experience of Young Men of Color: Capturing the Student Voice*. Princeton, NJ: The College Board.

Accessed on September 14, 2016.

<https://secure-media.collegeboard.org/digitalServices/pdf/advocacy/nosca/nosca-young-men-color-student-voice.pdf>

As a component of the College Board's The Educational Crisis Facing Young Men of Color Initiative, the experiences of 92 African American, Asian American/ Pacific Islander, Hispanic/Latino and Native American students from 39 institutions across the country were explored to learn how they get ready, get in and get through college.

The ambitious goal of the College Completion Agenda — a national goal to increase the number of 25- to 34-year-olds who hold an associate degree or higher to 55 percent by the year 2025 — makes this a critical time to understand what factors affect these young men, a group who struggles more than any other in the nation to persist and achieve successful college outcomes.

To understand and address the factors behind this completion gap, the College Board has spent one year meeting with researchers, advocates, educators and community leaders who serve these students. Additionally, an extensive data and literature review was conducted to find out what is known to date on the situation facing young men of color. Through its Student Experience Lab, these young men were engaged directly to understand how they view their experiences and to add their voice to the discussion of how to better meet their needs.

Dweck, C.S. (2010). Mind-sets and Equitable Education. *Principal Leadership*. January 2010 – Volume 10, Number 5.

Accessed on September 14, 2016

[file:///C:/Users/Adele/Downloads/Mind-sets-and-Equitable-Education%20\(1\).pdf](file:///C:/Users/Adele/Downloads/Mind-sets-and-Equitable-Education%20(1).pdf)

Stanford professor and leading researcher Carol S. Dweck discusses mindsets and how beliefs about intelligence affect learning outcomes. According to her, there are two fundamental mindsets that a student can have about intelligence: it is fixed, or it is fluid and can increase with practice and training. These two mindsets strongly affect students' perception of their intelligence as well as achievement. Dweck believes addressing mindsets is a central area in which educators can work to close the achievement gap.

Gardner III, R., Lopes Rizzi, G., and Council III, Morris. (2014). *Improving Educational Outcomes for Minority Males in our Schools*. University of Ohio: Authors.

Accessed on September 14, 2016. <http://files.eric.ed.gov/fulltext/EJ1063221.pdf>

This article examines the academic underachievement and disproportionate special education placement of minority males. Causes and consequences for poor academic performance by minority males are reviewed. The Individuals with Disabilities Education Act and No Child Left Behind Act are discussed in relation to minority male academic achievement. Finally, strategies are presented for improving outcomes for minority males.

Gay, G. Preparing for Culturally Responsive Teaching. *Journal of Teacher Education*. 2002, Volume 53, Number 106.

Accessed on September 14, 2016. [https://www.cwu.edu/teaching-](https://www.cwu.edu/teaching-learning/sites/cts.cwu.edu/teaching-learning/files/documents/PreparingforCulturallyResponsiveTeaching,%20Geneva%20Gay.pdf)

[learning/sites/cts.cwu.edu/teaching-](https://www.cwu.edu/teaching-learning/sites/cts.cwu.edu/teaching-learning/files/documents/PreparingforCulturallyResponsiveTeaching,%20Geneva%20Gay.pdf)

[learning/files/documents/PreparingforCulturallyResponsiveTeaching,%20Geneva%20Gay.pdf](https://www.cwu.edu/teaching-learning/sites/cts.cwu.edu/teaching-learning/files/documents/PreparingforCulturallyResponsiveTeaching,%20Geneva%20Gay.pdf)

In this article, a case is made for improving the school success of ethnically diverse students through culturally responsive teaching and for preparing teachers in preservice education programs with the knowledge, attitudes, and skills needed to do this. The ideas presented here are brief sketches of more thorough explanations included in my recent book, *Culturally Responsive Teaching: Theory, Research, and Practice* (2000).

Hanover Research. (2014). *Improving Student Achievement and Closing the Achievement Gap*. Washington, DC: Author.

Accessed on September 20, 2016.

[http://www.roe.us/educational-services/files/2015/12/10c-](http://www.roe.us/educational-services/files/2015/12/10c-Hanover_Improving_Student_Achievement_and_Closing_the_Achievement_Gap_12-2014.pdf)

[Hanover_Improving_Student_Achievement_and_Closing_the_Achievement_Gap_12-2014.pdf](http://www.roe.us/educational-services/files/2015/12/10c-Hanover_Improving_Student_Achievement_and_Closing_the_Achievement_Gap_12-2014.pdf)

In the following report, Hanover Research examines best practices for improving student achievement, including strategies for engaging students and improving student outcomes. Best practices and case studies examine issues of staffing, academic programs, and innovative solutions at high needs schools, and profile the use of programs such as TIF in recruiting highly effective teachers to these schools. The report also includes a review of popular strategies for improving student achievement and outcomes, including in career and technical education.

Harper, S. R. & Associates. (2014). *Succeeding in the City: A Report from the New York City Black and Latino Male High School Achievement Study*. Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education.

Accessed on September 14, 2016.

http://www.gse.upenn.edu/equity/sites/gse.upenn.edu/equity/files/publications/Harper_and_Associates_2014.pdf

This report is the first publication from the New York City Black and Latino Male High School Achievement Study, a project that entailed face-to-face individual interviews with 415 students from 40 public high schools. Ninety were enrolled in 44 colleges and universities, the rest were college-bound high school juniors and seniors.

Understanding how these young men succeeded in and out of school, developed college aspirations, became college-ready, and navigated their ways to postsecondary education was the primary aim of this project. Instead of further amplifying deficits and documenting failures in urban schools, 13 Black and Latino male researchers from the University of Pennsylvania chose to study students who figured out how to foster productive relationships, resist pressures to join gangs and drop out of high school, and succeed in environments cyclically disadvantaged by structural inequities.

Several important findings are presented in this report. It concludes with recommendations for six different constituencies: (1) parents and families; (2) urban high school teachers; (3) high school guidance counselors; (4) principals and other high school leaders; (5) postsecondary professionals and leaders; and (6) mayors, governors, and policymakers.

Isenberg, E., Max, J., Gleason, P., Potamites, L., Santillano, R., Hock, H., and Hansen, M. (2013). *Access to Effective Teaching for Disadvantaged Students* (NCEE 2014- 4001). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Accessed on September 20, 2016.

<https://ies.ed.gov/ncee/pubs/20144001/pdf/20144001.pdf>

In this report, the authors describe disadvantaged students' access to effective teaching in grades 4 through 8 in 29 diverse school districts, using value-added analysis to measure effective teaching. Recent federal initiatives emphasize measuring teacher effectiveness and ensuring that disadvantaged students have equal access to effective teachers. These include Race to the Top, the Teacher Incentive Fund, and the flexibility policy for the Elementary and Secondary Education Act, which allows states to waive a number of provisions in exchange for a commitment to key reform principles (U.S. Department of Education 2009, 2012a).

Khalifa, M.A., Gooden, M.A., and Davis, J.E. (2016). Culturally Responsive School Leadership: A Synthesis of the Literature. *Review of Educational Research*. AERA: February 2016, pp. 1 – 40 DOI: 10.3102/0034654316630383. <http://rer.aera.net>

Accessed on September 14, 2016.

http://s3.amazonaws.com/academia.edu.documents/43265189/REVIEW_OF_EDUCATIONAL_RESEARCH-2016-Khalifa-0034654316630383.pdf?AWSAccessKeyId=AKIAJ56TQJRTWSMTNPEA&Expires=1474006018&Signature=0xh1ZGhk%2Bc48WZXmL7spbl6etpQ%3D&response-content-disposition=inline%3B%20filename%3DCulturally_Responsive_School_Leadership.pdf

Culturally responsive school leadership (CRSL) has become important to research on culturally responsive education, reform, and social justice education. This comprehensive review provides a framework for the expanding body of literature that seeks to make not only teaching, but rather the entire school environment, responsive to the schooling needs of minoritized students. Based on the literature, the authors frame the discussion around clarifying strands—critical self-awareness, CRSL and teacher preparation, CRSL and school environments, and CRSL and community advocacy. The authors then outline specific CRSL behaviors that center inclusion, equity, advocacy, and social justice in school. Pulling from literature on leadership, social justice, culturally relevant schooling, and students/communities of color, the authors describe five specific expressions of CRSL found in unique communities. Finally, the authors reflect on the continued promise and implications of CRSL.

Lee Jr., J. M., and Ransom T. (2011). *The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress*. Princeton, NJ: The College Board and College Board Advocacy and Policy Center.

Accessed on September 14, 2016.

<http://www.ciscentraltexas.org/wp-content/uploads/2013/08/EEYMC-ResearchReport.pdf>

The report seeks to identify not only what is known but also what is not known about young men of color. It places this investigation within the context of President Obama's call for the United States to retake its position as the world's best educated nation. America cannot achieve this lofty goal without seriously engaging the issue of increased diversity on college campuses. It is also clear from the existing research, however, that the situation is much more complex than simply addressing the gender disparities now emerging. Young women of color, though performing better than young men, are themselves still in need of serious attention. This, therefore, cannot be seen as a zero-sum game. While greater attention needs to be paid to the growing disparity between young women and young men of color, clearly, we will have to devise ways of serving both populations well.

The research is heavily slanted toward the identification of problems in the respective communities and the effects of these issues on the young men's academic performance. There is, on the other hand, a noticeable lack of solution-based research, even in relatively well-developed corpuses such as that dealing with African Americans. This is a weakness that needs to be corrected. Similarly, in smaller communities such as the Pacific Islanders and the Native Americans where the body of research is quite small, there is almost no disaggregation by gender, so there is little that can be definitively said about these groups. This has led to a dearth of policy responses.

It is the hope that this report will be the impetus for scholars to investigate more rigorously the issues affecting the academic performance of young men of color. The authors are particularly interested in research that identifies solutions to the problems, not that which identifies the problems all over again. Earlier reports on this issue clearly showed one thing: There is no lack of talent in communities of color or among the young men in these communities.

NAACP Legal Defense and Educational Fund, Inc. (LDF) The National Women's Law Center (NWLC). (2014). *Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity*. New York, NY: Authors.

Accessed on September 20, 2016.

http://www.nwlc.org/sites/default/files/pdfs/unlocking_opportunity_for_african_american_girls_report.pdf

This report seeks to expand conversations around educational opportunity by taking a comprehensive look at the barriers African American girls face and the educational and economic outcomes that result. One important barrier is the prevalence of stereotypes that adversely impact the educational experiences of African American girls. Structural and institutional barriers examined in this report — such as under-resourced schools, disparate discipline practices, gender-based violence and harassment, and lack of support for pregnant and parenting students — further compromise educational outcomes for African American girls.

Prager, K. (2011). Positioning Young Black Boys for Educational Success. *ETS Policy Notes*, Volume 19, Number 3. Princeton, NJ: ETS Policy Information Center- Educational Testing Service.

Accessed on September 20, 2016.

<https://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf>

The achievement gaps that exist are an affront to a society committed to equal educational opportunity and are a drag on the nation's economy, prosperity and competitiveness. The large gap between Black males and others exists before these children start school and continues throughout their lifespan. This gap and the particular plight of Black males was the focus of two ETS conferences that are highlighted in this issue of ETS Policy Notes.

Varlas, L. Hold the Line: Engagement Practices that Welcome Families in Poverty. *ASCD: Leadership Update*. September 2015, volume 57, number 9.

Accessed on September 14, 2016.

<http://www.ascd.org/publications/newsletters/educationupdate/sept15/vol57/num09/Hold-the-Line@-Engagement-Practices-That-WelcomeFamilies-in-Poverty.aspx>

Dialing up some creative engagement ideas positions schools for better partnerships with low-income families.