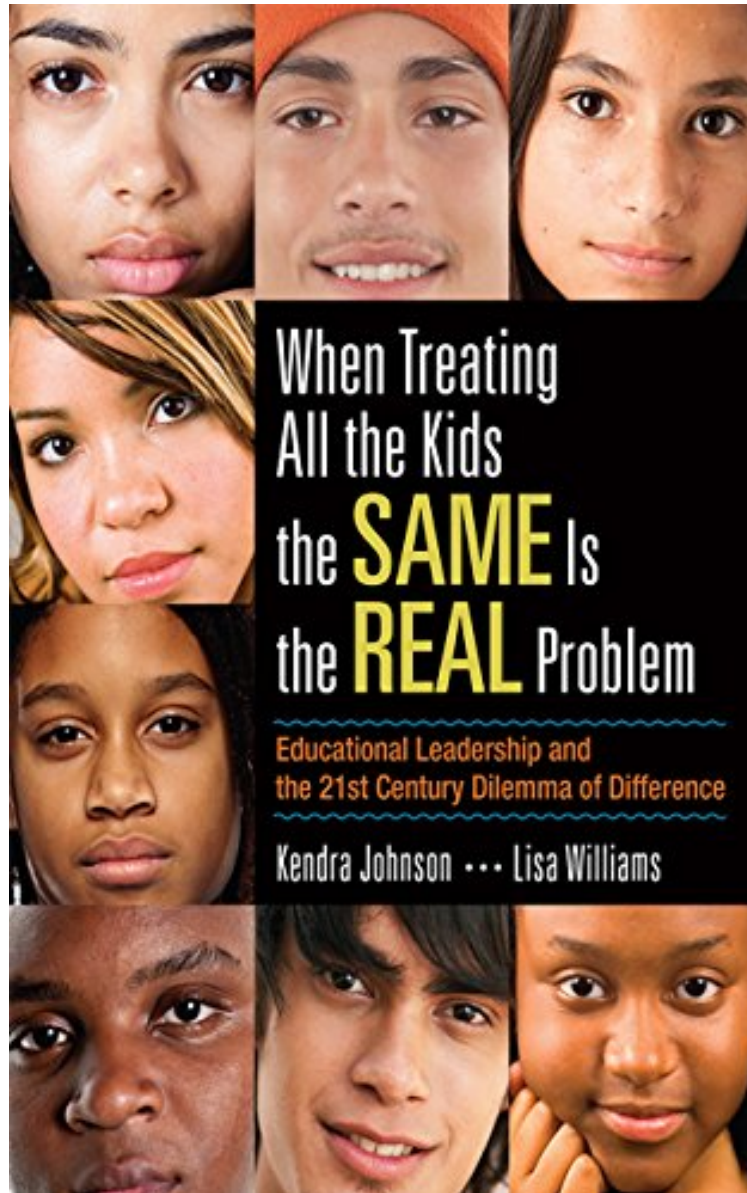


(Read free ebook) When Treating All the Kids the SAME Is the REAL Problem: Educational Leadership and the 21st Century Dilemma of Difference

When Treating All the Kids the SAME Is the REAL Problem: Educational Leadership and the 21st Century Dilemma of Difference

Kendra V. Johnson, Lisa N. Jefferson Williams
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Kendra V. Johnson, Lisa N. Jefferson Williams : When Treating All the Kids the SAME Is the REAL Problem: Educational Leadership and the 21st Century Dilemma of Difference before purchasing it in order to gage

whether or not it would be worth my time, and all praised *When Treating All the Kids the SAME Is the REAL Problem: Educational Leadership and the 21st Century Dilemma of Difference*:

2 of 3 people found the following review helpful. Dr. Kendra Johnson and Lisa Williams provide a wealth ...By George Benton
Dr. Kendra Johnson and Lisa Williams provide a wealth of information and experience throughout the book. Access to high quality schools and teachers is a goal for most families. "When Treating All The Kids the Same is the Real Problem" offers education specialist, building principals, and district leaders an agenda to ensure optimal equity and outlines why meeting the needs of varying levels of learners is of the utmost importance. High quality first instruction for all students closes gaps in opportunity and access for marginalized black and brown urban students. Dr. K Johnson is an unapologetic advocate for equity in education and provides a clear framework for implementing equity based instructional leadership. Johnson and Williams also provide discussion questions and activities at the end of each section that can support workshops and professional development. The book is a worthwhile enjoyable read and deliberately maps all the ingredients to engage transformation in schools and educational leadership in the 21st Century.

Empowered solutions to close the achievement gap start here!
This original, solution-oriented guide for school leaders helps to serve children of color, children from low-income families, and other marginalized student groups. Practical implementation strategies and tools assist school leaders to methodically tackle the challenges of equity-driven reform and:
Understand the root cause of the racial-achievement gap
Take concrete actions to transform the educational process
Use daily, real-time data to determine effective teaching and learning practices
Includes reflective-discussion questions and case studies.
Accelerate the achievement of underserved students with this transformative book!

"For those who are unsure where to begin the process, or lack a context for why they need to undergo the transformation of changing their instructional practices to align with the need to respond to America's changing public school population, the contents are arranged in a manner to provide the necessary support to guide the audience through the process."--Dr. Kandice W. Taylor, Principal (09/05/2014)
"This book provides school leaders with practical tools and a practical model to implement drastic change in any school climate. The PACE Framework perfectly outlines strategies and activities to implement an effective, quality first-instruction program at schools that serve students who are normally underserved. School leaders and district leaders, who serve as change agents in multi-faceted school communities, can use this book. I highly recommend it for any school leader needing a framework to shift the culture, instructional practices, the mindset of staff, and community members alike."--Tara A. Minter, Elementary School Principal (09/08/2014)
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About the Author
Kendra Johnson recently assumed the role of chief academic officer for Trenton Public Schools in New Jersey (July 2014). While she also is a licensed attorney in the states of Maryland and New Jersey, she considers herself a career educator, having served as classroom teacher, department chairperson, assistant principal, principal, director of Title I, instructional director, chief academic and innovation officer, and adjunct college professor over a seventeen-year career in public education. She has expertise in the areas of school reform and transformation and school improvement. Furthermore, she provided legal advocacy for the parents of students with disabilities and those facing inequitable disciplinary consequences. To that end, she sees herself as a visionary leader in urban education because she is convinced that education is the vehicle by which many underserved student groups will realize social mobility. She also believes that education will enable those same students to claim a productive and influential role in making their future and their children's future a better one.

Her personal journey growing up in a small, racially divided, and socioeconomically challenged midwestern town where there were seven elementary schools, three middle schools, and one high school significantly shapes her outlook today. The idea that daily high-quality instruction is the pathway out of poverty only for urban school students is an idea she challenges. Instead, she contends that daily high-quality instruction is the pathway out of poverty for any rural, suburban, and/or urban student.

Lisa Williams is the director of equity and cultural proficiency for the Baltimore County Public Schools. She is a career educator, having served as classroom teacher, teacher mentor, Title I director, adjunct college professor, and educational consultant. She has expertise in culturally responsive instruction, creating equitable schools and school districts, and school transformation. Furthermore, she supports schools in implementing innovative initiatives that are designed to accelerate the achievement of underserved students. She believes that a quality educational experience is the linchpin to social and economic mobility. It doesn't matter what vocation students aspire to, there is no getting around the ongoing progress of becoming educated. She believes in and is committed to helping educators make this journey a meaningful one for young people. She is committed because she knows that when education works, teachers and principals don't see generation after generation of the same family in depressed communities. She knows that when public education works, teachers and principals do see mothers, fathers, sisters, and brothers come back to depressed communities to serve as partners in the struggle to improve lives. She was born in Baltimore and attended Baltimore City Public Schools. Her own journey is a testament to what can happen when just one child is educated. Education continues to help her evolve into her own humanity and into the humanity of others.