CUEL's Networked Learning Community for Chicago Principals and Assistant Principals

In the context of a global health and economic crisis and growing attention to and concerns with systemic issues of racism, schools in Chicago remotely returned to school today. Although it is a day of great anticipation and excitement for all of us in education here in the city of Chicago, we also know that this school year will be a particularly challenging one. We know that there will be many unique challenges that leaders and their schools will have to surface, navigate, and overcome if schools are to effectively support students and disrupt any equity-oriented challenges that might emerge . We believe this will necessitate more rapid forms of individual and organizational learning so that schools are able to "innovate" their way through this school year. Such learning and innovation is supported through a networked learning approach that brings together principals and assistant principals and other educational experts. With this in mind and here in Chicago, UIC's Center for Urban Education Leadership is hosting a remote networking learning community for interested Chicago principals and assistant principals during the 2020-2021 school year. **If you are interested, please RSVP to Martha Hebert at mhebert@uic.edu**

Meetings:

Our networked learning community will meet each month for roughly 90 minutes to 2 hours throughout the 2020-2021 school year. We will announce this meeting schedule within the next two weeks.

Co-Facilitators:

Shelby Cosner, Director of UIC Center for Urban Education Leadership and UIC Professor
Paul Riskus, Principal of Walt Disney Magnet School
Patricia (Patti) Brekke, Principal of Back of the Yards College Prep High School
Allison Tingwall, Principal of Curie High School
Laquita Louie, Principal of Curtis School of Excellence

Additional co-facilitators may be added.

Various members of UICs program faculty and leadership coaches are likely to participate in this network based on areas that emerge for network attention.

Meeting Focus:

In the weeks prior to our remote meetings we will solicit feedback from individual members regarding topics for focal attention and we will communicate these focal areas prior to each session. We anticipate a wide assortment of topics such as school communication throughout remote learning, engaging parents as learning resources, analyzing neighborhoods for remote learning resources, enhancing remote learning contexts and experiences, leading through times of trauma, anti-racist

teaching and leading, supporting remote learning for mobile students, strengthening teacher leadership, engaging school leadership teams for remote leadership, engaging teacher leaders for remote leadership, engaging teacher teams as spaces for teacher learning and innovation.

General Format:

We envision each session beginning with a topic that will be explored by the full group. After this larger group exploration/discussion, we envision a number of small group breakouts for considering a set of predetermined challenge areas. The purpose of small groups will be to unearth a particular challenge area and to consider approaches that might be used to address this challenge area. We envision the

Technology Platform/Tools"

We will use zoom and may also pair zoom with another platform (like Blackboard or Basecamp) for sharing materials with network members.

Resources:

Below is a list of resources that may be of use to each of you as you begin the school year.

<u>Anti-racism Resources for School Leaders</u>

Thanks to CUEL Faculty Affiliates Dr. Decoteau Irby and Dr. Jason Salisbury for contributing to the generation of this list of resources!

(*peer-reviewed and books authored by a person of color)

Journal Articles (peer-reviewed):

- Ishimaru, A. M., & Galloway, M. K. (2014). Beyond individual effectiveness: Conceptualizing organizational leadership for equity. *Leadership and Policy in Schools*, *13*(1), 93-146. *
- Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, *86*(4), 1272-1311. *
- Horsford, S. D., Grosland, T., & Gunn, K. M. (2011). Pedagogy of the personal and professional: Toward a framework for culturally relevant leadership. *Journal of School Leadership*, *21*(4), 582-606. *
- Theoharis, G., & Haddix, M. (2011). Undermining racism and a whiteness ideology: White principals living a commitment to equitable and excellent schools. *Urban Education*, *46*(6), 1332-1351.

- Gooden, M. A. (2012). What does racism have to do with leadership? Countering the idea of color-blind leadership: A reflection on race and the growing pressures of the urban principalship. *Educational Foundations*, *26*, 67-84. *
- Capper, C. A. (2015). The 20th-year anniversary of critical race theory in education: Implications for leading to eliminate racism. *Educational Administration Quarterly*, *51*(5), 791-833.
- Agosto, V., & Roland, E. (2018). Intersectionality and educational leadership: A critical review. *Review of Research in Education*, *42*(1), 255-285. *
- Scanlan, M., & López, F. (2012). ¡ Vamos! How school leaders promote equity and excellence for bilingual students. *Educational Administration Quarterly*, *48*(4), 583-625.
- Reed, L. C. (2012). The intersection of race and gender in school leadership for three Black female principals. *International Journal of Qualitative Studies in Education*, *25*(1), 39-58. *
- Reed, L. C., & Swaminathan, R. (2016). An urban school leader's approach to school improvement: Toward contextually responsive leadership. *Urban Education*, *51*(9), 1096-1125. *

Books:

Brooks, J. S., & WitherspoonArnold, N. (Eds.). (2013). *AntiRacist School Leadership: Toward Equity in Education for America's Students Introduction*. IAP.

Hooper, M. and Bernhardt, V. (2016). *Creating Capacity for Learning and Equity in Schools: instructional, adaptive, and transformational leadership.* New York, NY: Routledge.

Khalifa, M. A. (2018). *Culturally responsive school leadership* (Vol. 217). Cambridge, MA: Harvard Education Press. *

Scanlan, M., & López, F. A. (2014). *Leadership for culturally and linguistically responsive schools*. Routledge.

Websites:

https://connect.ilprincipals.org/blogs/principal-connection/2020/06/04/anti-racism-resources

Popular Literature (Online, Magazine and Books):

Amin, R., Bauman, C., & Wang, S. (2020, June 01). 'Moments like now are why we teach': Educators tackle tough conversations about race and violence - this time virtually. Retrieved June 05, 2020, from https://www.chalkbeat.org/2020/5/31/21276371/educators-tackle-tough-conversations-about-race-and-violence-this-time-virtually?mc_cid=785b396ea6

Biber, L. (2020, June 01). Teaching Anti-Racism Isn't "Progressive." It's Essential. Retrieved June 05, 2020, from https://medium.com/human-restoration-project/teaching-anti-racism-isnt-progressive-it-s-essential-49026194b5cc

Derman-Sparks, L., & Edwards, J. O. (2020). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education of Young Children.

Editorial: Making Black Lives Matter In Our Schools [Web log post]. (2017, Fall). Retrieved June 05, 2020, from https://rethinkingschools.org/articles/making-black-lives-matter-in-our-schools

Kendi, I. X. (2017). *Stamped from the beginning: The definitive history of racist ideas in America*. New York, NY: Bold Type Books.

Kendi, I. X. (2019). *How to be an antiracist*. New York, NY: One World.

Oluo, I. (2020). *So you want to talk about race*. New York: Seal Press.

Scruggs, A., & Holladay, J. (2019, Fall). Talking Race. Retrieved June 05, 2020, from https://www.tolerance.org/magazine/fall-2009/talking-race

They're not too young to talk about race [PDF]. (2018, February 28). Philedelphia, PA: The Children's Community School.

The 1619 Project. (2019, August 14). Retrieved June 05, 2020, from https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html

X, M., & Haley, A. (1965). *The autobiography of Malcolm X*. New York: Grove Press.