Theoharis, G., & Scanlan, M. (Eds.). (2015). *Leadership for increasingly diverse schools*. New York, NY: Routledge Taylor & Francis. Pages: 227. ISBN: 978-1-138-78592-2

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This edited volume discusses diversity through the lens of intersectionality across areas of difference such as ability/disability, linguistic diversity, race, socio-economic status, sexual orientation, gender, religion, and social factors. In this edited volume Theoharis and Scanlan bring together an impressive group of scholars in the field of educational leadership who discuss different aspects of diversity in ways that each is unique, yet intersects. A theme of inclusive education undergirds this volume. Theoharis and Scanlan suggest that to effectively educate a diverse population, schools best serve the common good by eliminating marginalization across students' multiple dimensions of diversity.

As Theoharis and Scanlan so aptly observe, "this book is written for school leaders" (p. xvix). Like Sergiovanni (1992) who argued that everyone can lead, and leadership is about choosing decisions and actions that are right for all students, Theoharis and Scanlan take a broad view of school leadership that includes people with positional authority such as administrators and department chairs, as well as those with relational authority such as teachers who have impacted their contexts. The editors assert that it is important for school leaders to gain the knowledge, skills, and dispositions in order to create schools that eliminate marginalization across multiple dimensions of diversity. Through research and practical strategies this book supports educational leaders in achieving these goals.

Leadership for Increasingly Diverse Schools is one of the books in the *Educational Leadership for Equity and Diversity Series* focused on Pre K – Grade 12 educational leadership preparation courses by challenging what series editor Colleen Capper describes as a fundamentally white, middle/upper class culturally unresponsive core instruction that does not work, and requires that leaders rethink and fundamentally transform the entire school/district system. Theoharis and Scanlan (2015) argue that this change requires decisions made by educational leaders to be viewed through an equity lens that disrupts deficit thinking, replacing it with an assets-based perspective about students and families. They call on leaders to become experts across the range of student differences.

Leadership for Increasingly Diverse Schools provides both practicing and aspiring school leaders with theoretical frameworks to address issues of diversity as well as practical strategies to address each area of difference, that school leaders in their everyday work can easily acquire and use. Schools leaders spend many hours each day dealing with complex issues. Having tools and strategies readily available, save school leaders resources and time as they go about their daily tasks. As a former school administrator, I find this approach useful and of tremendous practical value in a time when school leaders are searching for new approaches.

The approach to diversity that Theoharis and Scanlan have taken in this book is unique and encourages school leaders to think differently about the issue. Diversity is positioned within a discourse of intersectionality and multiple identities. In other words, students do not embody one form of identity to be addressed or an "ism" to be challenged but represent multidimensional identities. As schools become more diverse, school leaders are faced with making decisions that disrupt practices that have created inequities in schools. They must also offer workable solutions that create improved educational outcomes for students who have traditionally been marginalized by the school system. Undergirded by research in the field, interdisciplinary theories of identity formation, and cultural historical contexts, Theoharis and Scan-

lan address aspects of identity and difference across various domains, and ways in which these areas of difference intersect. They draw on sociocultural learning theory of communities of practice (COP) which posits that much of what we learn occurs through purposeful interactions with others (Lave & Wenger, 1991), social justice leadership (Bogotch, 2005; Theoharis, 2007), and culturally responsive pedagogy (Gay, 2000; Ladson-Billings, 1995).

Alfredo Artiles in the foreword suggests that few scholars in the leadership field have attempted the theoretical move that Theoharis and Scanlan have attempted. By addressing intersectionality across differences, broader structures of school and community are strengthened. Each chapter focuses on a different aspect of diversity while at the same time showing ways in which different markers of identity intersect to impact how students experience school. Each chapter begins with background on the context of the aspect of diversity being discussed, followed by a summary of the empirical literature, voices from people in the field, and closes with practical tools and strategies such as case studies, reflection exercises, and examples of equity audits that can be undertaken in schools. The activities included in each chapter offer practitioners a road map on ways in which they can move along what I call the *equity continuum,* recognizing that school leaders operate in different contexts and are at different stages on their professional and personal journey.

This edited volume is comprised of ten chapters. Chapter one by Martin Scanlan and George Theoharis uses the Introduction to set the stage by laying out the leadership approaches and conceptualizations that frame the book. This includes core expectations for school leaders. It also includes a chart that shows how the Interstate School Leaders Licensure Consortium (ISLLC) (Council of Chief State School Officers, 2008) Standards that articulate leadership responsibilities can be extended to include social justice aims. The dimensions of COP are elaborated on in this chapter. The first dimension asks: What are we learning to pursue? The second dimension examines who is engaged in this learning, and the third dimensions explores how dimensions are being pursued. These are important questions for school leaders and other educators to ask as they respond to demographic and socio-cultural shifts. Chapter one concludes with a focus on building networked social justice communities.

Chapter two by George Theoharis, Julie Causton, and Casey Woodfield focuses on inclusive leadership and disability, what leaders need to know and be able to do in order to create schools that meet the needs of students with disabilities. The social construction of disability is explored as an important area of knowledge for school leaders in understanding how disability categories are created and change over time. This chapter highlights actions that school leaders can take in creating inclusive schools for students with disabilities (Riehl, 2000). The authors refer to these as inclusive school reform practices and include strategies on ways to build instructional teams, engage in collaborative planning among others. The case study at the end of the chapter includes guiding questions that practitioners and those who teach educational leadership can use in professional development and principal preparation courses.

In chapter three Curt Dudley-Marling and Anne Dudley-Marling address inclusive leadership and poverty. They make the case for dismantling tracking and ability groupings that center on deficit thinking, replacing it with high-expectations curriculum in high poverty schools. They critique what they refer to as "impoverished curricula" that emerge from deficit thinking about students from low income families. They argue that "impoverished curricula" must be replaced with culturally responsive theories of education (Gay, 2000; Ladson-Billings, 1995) and curricula that draw on the lived experiences and funds knowledge that reside in the communities that students come from (Gonzalez, Moll, & Amanti, 2005). Case studies set in high poverty schools provide concrete examples that school leaders, students in educational leadership courses, and principal preparation programs can employ to create meaningful change in their teaching and learning contexts.

Inclusive leadership and race is the focus of chapter four. In this chapter Sonya Douglas Horsford and Christine Clark discuss the issue of race in depth and how it is played out in US schools. They draw on Du Bois' (1903) seminal piece to examine race through a "curious", compassionate gaze of racially minoritized students, the impact of race and racism in K-12 schools, and implications for school leaders and the field of educational leadership. Horsford's (2014) multistep progression of developing race consciousness is offered as a guide that school leaders can use to address the pervasive and cumulative impact of race and racism. This multistep progression includes racial literacy, racial realism, racial construction, and racial reconstruction. The case studies that conclude this chapter examine the practices, successes, and challenges of school principals and superintendents as they tackle the issue of race in their schools. Each

case study highlights a tenet of the multistep progression of race consciousness. This is a useful tool in connecting theory to practice, particularly for school leaders. Horsford and Clark also argue that dialogue is a critical component in building race consciousness. This chapter features key books on race which is useful for scholars and practitioners. Oftentimes school leaders are pressed in finding resources to use with staff as well as support their own learning. This resource is a good starting point, particularly for new administrators who have not fully examined the issue of race in their preparation programs or their own professional development journey.

Isabel Kelsey, Carmen Campuzano, and Francesca Lopez in chapter five examine inclusive leadership and English Learners. This chapter highlights inclusive, culturally responsive curriculum and instruction. Isabel Kelsey, Carmen Campuzano, and Francesca Lopez assert that exemplary school leaders are the primary agents in meeting the needs of students who are culturally and linguistically diverse (CLD). These leaders not only view language as a resource, but "they are supportive of bilingualism, and regard the education of students who are CLD as additive because the most effective education uses a student's home language for instruction and a basis for learning English" (p. 87). In addition to case studies this chapter includes a curriculum leadership framework that focuses on professional development for school leaders. They argue that the school's mission must be driven by successful professional development and should be reflective of the goals of the community.

Chapter six by Frank Hernandez and Don Fraynd discusses inclusive leadership and ways that lesbian, gay, bisexual, transgendered, and questioning students are impacted. Hernandez and Fraynd share their own experiences that contribute a unique and authentic perspective to the discussion of LGBTQ students. In doing so, they create possibilities for students and others to have their voices included and valued in the discourse. Hernandez and Fraynd suggest that while a number of sexual orientation models have been used and developed overtime, in this chapter they draw on the Cass (1979, 1984) model. The Cass model is composed of "six stages of identity development that gay or lesbian people go through as they become more aware and accept their own sexuality" (p. 108). The stages are identity confusion, identity comparison, identity tolerance, identity acceptance, identity pride, and identity synthesis. The chapter concludes with a discussion on countering heteronormative perspectives in education and schooling, as well as case studies to support school leaders who want to be proactive and agentive in challenging heternormativity in education.

Inclusive leadership and gender is discussed in chapter seven. Margaret Grogan and Shamani Dias, while acknowledging that gender issues affect the educational trajectories of all genders, they focus primarily on the "continuing (and often invisible) inequities for girls as a way to create a sharp and contained focus" (p. 120) in this chapter. They further assert that:

> reflection and action to address historical inequities against girls are at the heart of creating gender equity overall. By surfacing this issue and changing the discourse around gender, school leaders can help their communities move forward in addressing the complex intersections that affect all genders. (p. 120)

The chapter highlights issues that affect girls such as sexual harassment, pregnancy, and parenting and provide practical examples that school leaders can enact in their practice. Grogan and Dias argue that it is important for students to be included in the dialogue on gender issues to formulate solutions. They offer suggestions on ways in which this can be done; what they refer to as "small but significant tactics" such as student-centered projects and a focus on experiential learning.

Joanne M. Marshall in chapter eight examines inclusive leadership and religion. This is a welcome chapter as Marshall asserts that "religion is a hot-button issue" (p. 144) which does not receive enough attention in the diversity literature. In addition to discussing ways in which religion can be included in the curriculum, Marshall discusses religion, spirituality, and identity development. In this regard, Marshall argues "one does not have to be a religious person to engage in existential questions about one's meaning and purpose in life" (p. 147). The chapter includes Toshalis' (2008) adolescent identity development to support ways that leaders can engage in this discussion. Marshall also examines the intersection of religion with other forms of diversity such as race and ethnicity, language, and sexual orientation. This is an important conversation to have that is not often foregrounded in the school discourse and narratives. The personal reflection of Marshall in this chapter is poignant and underlines the complexity and challenges of addressing issues of identity and inclusion in intersecting and meaningful ways. Marshal's spiritual autobiography creates an entry point to this important discussion which can be a useful tool for leaders as

they engage in deep reflection about their beliefs and practices.

In chapter nine Martin Scanlan and Lauri Johnson focus on inclusive leadership and the social frontiers of family and community engagement. They argue that inclusive leadership for social justice extends beyond the schoolhouse doors and inequities within schools cannot be understood without considering the various out-of-school influences (Berliner, 2014). Scanlan and Johnson suggest building socially just, inclusive schools require a holistic approach by school leaders who understand leadership within broader contexts, and beyond daily transactions. They refer to these broader contexts as "social frontiers" and suggest school leaders must become border crossers. Social frontiers are "heterogeneous, bringing together individuals from different backgrounds, cultures, races, and so forth" (p. 163). To demonstrate boundary spanning, border crossing, and advocacy, which are imperative as leaders operate in social frontiers, Scanlan and Johnson highlight three areas which are importatnt: (1) tripping equity traps, in other words being mindful of the pitfalls of engaging in superficial and laminated equity work (Lopez, 2013); (2) fostering relational networks; and (3) building partnerships. Like other chapters in this edited volume, case studies are provided which focus on antiracist education, community building, school board partnerships, and an equity audit that school leaders can use to examine the family and community engagement in their schools.

Chapter ten by Colleen A. Capper and Michelle D. Young posits the equity audit as the core of leading increasingly diverse schools and districts. The equity audit is seen as an important tool for educational leaders in fostering positive school climate, supporting teachers, and addressing gaps in equity that exist in schools and districts. This chapter outlines how school leaders can conduct equity audits. They suggest:

1. Starting with identifying integrated/inclusive practices.
2. Establishing the team to conduct the equity audit.
3. Designing the audit.
4. Collecting and analyzing the data.
5. Setting and prioritizing goals based on the data.
6. Developing and implementing the plan.

This equity audit data collection and analysis tool adapted from *Leading for Social Justice: Transforming Schools for All Learners* (Frattura & Capper, 2007) is an excellent practical tool for school and district leaders. This tool is ready to be used, includes questions under each component, and will save school leaders valuable time. Given that this edited volume was written for school leaders it is fitting that it ends with a practical ready-to-use tool for school leaders.

Leadership for Increasingly Diverse Schools is a ground-breaking volume which focuses on inclusive education and ways intersecting forms of diversity impact this very important education goal. In this edited volume Theoharis and Scanlan force educational leaders to examine inclusion and diversity through the lens of intersectionality. This edited volume raises complexities of diversity grounded in research and practice. I would have liked to see more discussion on the tensions school leaders might experience as they undertake this work and attempt to address various forms of diversity in new and challenging ways. While case studies include some areas of tensions, greater focus in this area would have enhanced this work. This is but a small point of critique. This book presents ideas and strategies for educators that support building more inclusive schools and practices. This book will be of value to students in educational leadership courses, those in principal preparation courses, experienced school leaders, and all those interested in the field of educational leadership.

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