

SUGGESTED READINGS

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press. *The Flat World and Education* offers an eye-opening wake-up call concerning America's future and vividly illustrates what the United States needs to do to build a system of high-achieving and equitable schools that ensures every child the right to learn.

English, F. W. (Ed.). (2015). *The SAGE guide to educational leadership and management*. Thousand Oaks, CA: Sage. This guidebook reviews how leadership was redefined by management and organizational theory in its quest to become scientific, then looks forward to promising theories, concepts, and practices that show potential for development and application.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). New York, NY: Teachers College Press. This award-winning text is relevant for today's diverse population, including new research on culturally responsive teaching, and a focus on a broader range of racial and ethnic groups.

Glickman, C., & Mette, I. M. (2020). *The essential renewal of America's schools: A leadership guide for democratizing schools from the inside out*. New York, NY: Teachers College Press. Glickman and Mette provide a powerful set of guidelines that will lead to true school renewal.

Howard, T. C. (2020). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms* (2nd ed.). New York, NY: Teachers College Press. This bestseller identifies innovative programs with evidence-based results on eliminating disparities in student outcomes and includes strategies to help school leaders create more equitable learning environments.

Marzano, R. J. (2017). *The new art and science of teaching*. Bloomington, IN: Solution Tree. Robert Marzano identifies classroom practices that generally increase student achievement: identifying similarities and differences; summarizing and note-taking; receiving reinforcement for effort and recognition for achievement; doing homework and practicing; using nonlinguistic representations; learning cooperatively; setting objectives and testing hypotheses; and using cues, questions, and advance organizers. Regardless of whether or not teachers teach to standards, these classroom practices work well.

Teranishi, R. T., Nguyen, B. M. D., & Curammeng, E. R. (2020). *Measuring race: Why disaggregating data matters for addressing educational inequality*. New York, NY: Teachers College Press. This book is a must-read for anyone interested in new ways to critically analyze evidence-based strategies that remove racial and ethnic barriers to achieving greater equity and equality.

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