

DOING THE WORK OF EQUITY LEADERSHIP FOR JUSTICE AND SYSTEMS CHANGE

This book reveals the complex and crucial work of sustaining justice-focused educational systems change in the face of subtle resistance and outright attacks.

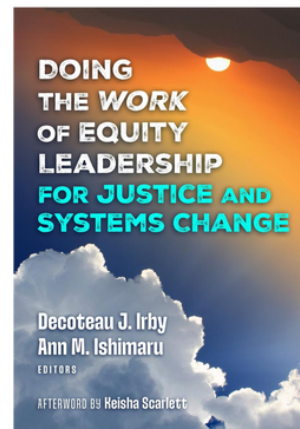
Scholars and practitioners, who have worked together in various capacities across different school systems, examine systemic equity leadership in U.S. public schools over the course of nearly a decade and across a time of profound racial and historical change.

This volume weaves together **real-world insights, research-based strategies, and practical tools for transforming P-12 education systems** into more equitable and just learning spaces. Contributors explore the early days of district equity leadership sparked by the Obama administration's focus on civil rights in education; Black Lives Matter (beginning with the Million Hoodies Movement for Justice); the proliferation of formal equity director roles, policies, and priorities; and the recent politically driven anti-DEI backlash.

This book is important reading for school leaders, district personnel, policymakers, and everyone who cares about a public education that works for all students.

Book Features:

- Provides bird's-eye and on-the-ground accounts of equity leadership to address broad questions and map invisible trends that have influenced how equity leadership happens.
- Explores approaches to district-wide equity leadership that emerged on the heels of Trayvon Martin's death, in what we now understand as the era of Black Lives Matter.
- Uses a frame of mornings, middays, and evenings to account for the cyclical nature of equity leadership and the limits and possibilities of working from within school systems to affect transformative change.
- Goes beyond the experience of any one school leader or team by illuminating organizational conditions, routines, networks, and practices.
- Includes insights on establishing district equity offices and institutionalizing equitable processes; using data to influence change and create accountability; and designing formal and informal networks that support the day-to-day work.



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"It is an incredible and much-needed resource, filled with critical, storied experiences, as well as tools and frameworks for doing equity work and critically caring for each other in the process."

—Lynnette Mawhinney, professor of urban education, and founder and director of Visual Studies in Education Lab, Rutgers University–Newark

"With its timely and unapologetic call to pursue transformative leadership within K–12 schools and systems, the book does not retreat from the necessary work of equity and justice leaders as they navigate the shifting and revisionist terrain of social movements and political pressures."

—James Earl Davis, Bernard C. Watson Endowed Chair in Urban Education, Temple University



Decoteau J. Irby is a father, author, artist, and educator who works each and every day to advance education equity and justice for Black and Brown children and youth in community spaces, schools and districts, and higher education. His core philosophy is that when you improve learning conditions and opportunities through providing abundant resources and affirming support, children and young people's aspirations, efforts, and high level academic performance will follow.

A professor at the University of Illinois Chicago, he teaches in the College of Education's top-ranked Urban Education Leadership program, co-directs the UIC Center for Urban Education Leadership, and leads the Brothers Teaching Initiative. He organizes Bronzeville's Juneteenth Youth Baseball and Softball Tournament, tends community gardens, and advocates for vibrant public spaces on Chicago's South Side. A self-taught guitarist, songwriter, and occasional performer, he has released three music projects under the name Decoteau Black, exploring Black love, struggle, and liberation.



Dr. Ann M. Ishimaru is an award-winning scholar, writer, educator and the Killinger Endowed Chair and Professor of Educational Foundations, Leadership and Policy at the University of Washington College of Education. Through her work, she cultivates the leadership and solidarities of educators, organizational leaders and racially minoritized youth, families and communities to realize more transformative futures. In addition to many peer-reviewed articles in top-tier educational research journals, she is also the author of *Just Schools: Building Equitable Collaborations with Families and Communities* (Teachers College Press, 2020).

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