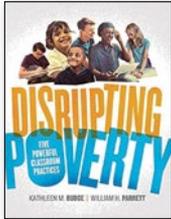


Reading & Resources

BOOK REVIEWS

Disrupting Poverty: Five Powerful Classroom Practices

by Kathleen M. Budge and William H. Parrett, ASCD, Alexandria, Va., 2018, 183 pp. with index, \$31.95 softcover



In *Disrupting Poverty*, Kathleen Budge and William Parrett build on their earlier works involving childhood poverty and public education. Using multiple avenues of

research, the authors build a blueprint for individual educators and school systems to “disrupt” the imbalance childhood poverty can create.

While the authors hesitate to call it a how-to book, it all has the hallmarks of one. Filled with charts, matrices and examples, *Disrupting Poverty* provides the building blocks to teaching with a purpose.



WHY I WROTE THIS BOOK ...

“The disconnect between the professed social justice values of our profession and those expressed by a supposedly well-respected suburban superintendent who spewed racial epithets in his text messages with another administrator prompted me to hold two seminars for school leaders focusing on these blatant racist texts. At these, I discovered several administrators felt the racial comments were little more than ‘locker room’ talk. This indicated to me that the national core values contained in our nation’s founding documents are not deeply internalized by some educators. ... The publisher of Rowman & Littlefield invited me to write a book in 2009. This now is the second edition. Unfortunately, what has not changed over 10 years is the hatred — it has gotten worse as evidenced by the continued mass shootings in schools and acts of hatred found elsewhere.”

Terrance L. Furin, affiliate professor, St. Joseph’s University, Philadelphia, Pa., and AASA member since 1984, on writing *Combating Hatred: Transformational Educators Striving for Social Justice* 2nd edition (Rowman & Littlefield, 2019)

MORE BOOK REVIEWS

www.aasa.org/SAreviews.aspx

Attack of the Teenage Brain!: Understanding and Supporting the Weird and Wonderful Adolescent Learner

by John Medina

REVIEWED BY ROGER PROSISE

Leadership Matters in the Education of Students with Special Needs in the 21st Century

edited by Festus E. Obiakor, Tachelle Banks, Anthony F. Rotatori and Cheryl Utley

REVIEWED BY BOB SCHULTZ

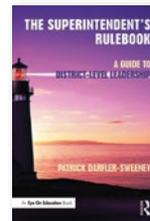
The book breaks down individual strategies to deal with students in poverty and is enhanced by practitioners in the field and through relevant examples. It also includes anecdotal stories from individuals who have escaped poverty and issues that impacted them along the way.

This book is written for teachers and principals, but anyone in education could benefit. It should not be read in isolation; it would be a great choice for a book study or an undergraduate course in teaching. It challenges preconceived notions about students in poverty.

Reviewed by Rob Clark, superintendent, Milton-Freewater Unified School District, Milton-Freewater, Ore.

The Superintendent’s Rulebook: A Guide to District-Level Leadership

by Patrick Darfler-Sweeney, Routledge, New York, N.Y., 2018, 194 pp., \$34.95 softcover



In *The Superintendent’s Rulebook: A Guide to District-Level Leadership*, Patrick Darfler-Sweeney, former superintendent in Tannersville, N.Y., offers a first-person account of his experiences and guidance

for boards of education and new or aspiring superintendents.

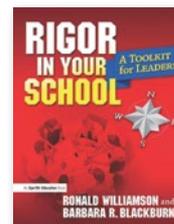
District leaders will recognize all 132 of the author’s rules as common sense and may not agree with some seemingly strong opinions about accountability, teaching and assessment. Darfler-Sweeney connects with readers by providing personal information. At times, it seems as if one is sitting down with a mentor for a cup of coffee.

Wherever district leaders may be in the sojourn toward the superintendency, this book offers reasonable insight into the challenges that are likely to be faced.

Reviewed by Lisa M. Antunes, assistant superintendent, Hillsborough Township School District, Hillsborough, N.J.

Rigor in Your School: A Toolkit for Leaders

by Ronald Williamson and Barbara R. Blackburn, Routledge, New York, N.Y., 2018, 256 pp. with index, \$39.95 softcover



Rigor in Your School: A Toolkit for Leaders is a tool to help education leaders explore the topic of rigor in their school. Ronald Williamson, professor of educational leader-

ship at Eastern Michigan University, and educator Barbara R. Blackburn have written a book that goes beyond a simplistic vision

of rigor, providing information and collaborative tools to build a culture that supports increased academic expectations for all students.

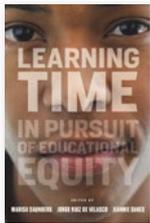
Williamson and Blackburn do a good job of presenting staff activities designed to build a deeper understanding of where the school currently is regarding its level of rigor. The activities deal with examining the culture and ownership for the vision and managing the data.

Rigor in Your School is an interesting read for leaders looking to increase academic expectations in their school. If rigor isn't new to the group and a leader wants to increase the focus on academic grit and avoid complacency, this book is certainly worth reading for ideas to engage the staff.

Reviewed by **Edythe B. Austermuhl**, superintendent, Berlin Township School District, West Berlin, N.J.

Learning Time: In Pursuit of Educational Equity

edited by **Marisa Saunders**, **Jorge Ruiz de Velasco** and **Jeannie Oakes**, Harvard Education Press, Cambridge, Mass., 2017, 288 pp., \$33 softcover



In their book, *Learning Time: In Pursuit of Educational Equity*, Marisa Saunders, Jorge Ruiz de Velasco and Jeannie Oakes have assembled a nice collection of work focusing on various

aspects and needs of academic learning time of students from a teaching and learning perspective.

Real-world vignettes and case studies demonstrate theoretical and organizational initiatives, highlighting the impact interventions have had on student achievement and engagement. The book's proactive stance provides support, modeling and motivation for others in similar situations. These programs are built on leading by example so administrators in similar situations would do well to learn from their experiences.

This text provides a wonderful starting point for administrators and professional learning communities wishing to start an introspective investigation. I would suggest it as a resource for any program pursuing alternative or supplementary learning options for students. *Learning Time* offers considerable insight into issues of imple-

AASA Elections

Ballots for the AASA presidency are being distributed on Feb. 15 to all members in AASA's active membership category. Voting must be completed on or by March 8.

The individual elected to serve as AASA president-elect in 2019-20 will be announced on the association's website on March 12.

Kindness Challenge

AASA is a lead partner in the Middle School Kindness Challenge, a free curriculum for social and emotional development and improved school climate for grades 5-8. The curriculum includes four content pathways involving peer relationships, positive mindsets, empathy development and "cyber kindness."

To sign up, visit www.aasa.org/middleschoolkindness.aspx.

AASA Leadership Network

The AASA Leadership Network (formerly Leadership Services) section of AASA's website recently adopted a fresh look and better navigation. Visitors can easily discover the full array of 30-plus professional learning and networking programs hosted by AASA and identify session types (certification, academy and cohort) and experience levels (aspiring, new, experienced).

Visit <http://aasa.org/Leadership-and-Professional-Development>.

menting supplementary and differentiated instructional and teaching supports.

Reviewed by **Mark E. Deschaine**, associate professor of educational leadership, Central Michigan University, Mount Pleasant, Mich.

ABSTRACT

Turbulent Superintendencies

A doctoral study completed for an Ed.D. in 2018 by John Kopicki at Temple University examined sources of turbulence and factors that superintendents claim impact their job satisfaction.

His mixed-method study analyzed 500 Pennsylvania superintendents to help both current and future superintendents more deeply comprehend the impact such turbulence has on their profession.

Most superintendents claim a high level of job satisfaction while navigating in the obvious turbulent environments they live in every day, the researcher said. It is this combination of job satisfaction and turbulence that the study discussed.

"The Superintendency: A Turbulent Profession" is available from ProQuest at disspub@proquest.com or 800-521-0600.

BITS & PIECES

Poverty and School

A study from NWEA found evidence to suggest reliance on student achievement measures to evaluate school performance fails to recognize schools that are producing growth, especially in schools with high rates of poverty.

Read "Evaluating the Relationships Between Poverty and School Performance" at www.nwea.org/content/uploads/2018/10/Evaluating-the-Relationships-Between-Poverty-and-School-Performance.pdf.

College Choice

More than 23,000 9th graders were surveyed in 2009 and again in 2012 about choosing a college after high school. The report from the National Center for Education Statistics found that academic quality and reputation, a desired program of study, and job placement topped the list of important factors.

Learn more about "Factors That Influence Student College Choice" at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019119>.