Index

Accessibility, 134 All-Black schools, 46–47 American Association of School Administrators (AASA), 21 American Educational Research Association (AERA), 156 American school superintendency, 19–20 American Teachers Association (ATA), 46–47 ANOVAs, 7–9 Anti-Black language, 99	hiring practices/policies and recruiting black women, 102–103 mentorship, networks/connections/ support systems, 101–102 negative stereotypes and microaggressions, 99–100 resilience of black women educational leaders, 100–101 White Spaces, 96–99 Brown v. Board of Education of Topeka, 35–36, 38
Anti-Black space, 98	
Barriers and challenges in employment of teachers with disabilities, 135–136 to diversifying workforce, 125–126 in employment of people with disabilities, 134–135 Black, Indigenous, People of Color communities (BIPOC communities), 153 Black businesses, 46–47 Black communities, 46–47 Black educators, 39–40, 46–47 Black feminist thought, 79 Black people, 98 Black schools, 38, 40–41 Black students, 38–39, 125 Black women educational leaders, 93–94 Black women leaders, 93–94 Black women superintendents, 94 Critical Race Theory, 95–96	Career adaptability, 56–58 Career counseling, 54–55 Career development, 54–55 Charles Lincoln Harper High School, 39 Chicana feminism, 80–81 Chicana feminist epistemology, 79–80 Collaboration, 129–130 Coming out at work, 24–27 Conformity in education, 156 Convergence of (un) intended consequences, 45–48 dissolution of historical networking, 46–47 firing of black educators, 46 making sense of story, 47 Coordination, 129–130 COVID-19 pandemic, 124 Critical consciousness, 58, 66 Critical Race Theory, 95–96 Cultural leadership, 77 Descriptive statistics, 7
Black women superintendents, 94	•

resistance to, 41–42	Evidence-based techniques, 4
teaching experience after desegregation, 44–45	Family commitments, 87
Disability, 135	Family responsibilities, 87
Discrimination, 28, 30, 96, 140–141	Feminism, 77–78
Dissolution of historical networking,	Feminist scholars, 110
46–47	Feminist@ Edwards, 81
Diverse workplace, 124	Feminist@ Garcia, 85–86
building systems and structures for,	Feminist@ leadership, 77–78
126–129	Feminist@ Munoz, 83–85
Diversity as precondition for employee	Feminist@ Silva, 81–83
engagement, 152–154	Firing of black educators, 46
Dunnett T3 test, 10–11	,
,	Gay superintendent, 20-22
Economic conditions, 58–59	Gay women, 2
Economic constraints, 56–58	Gender, 110–111
Education, 76	identity, 2-3, 109-110
post-Brown in Atlanta, 36-37	performance, 109–110
system, 124–125	Gender-role stereotypes, 54–55
workforce, 151-152	Gendered racism, 55
Education workplace, 129	Georgia Teachers and Education
barriers to diversifying workforce,	Association (GT&EA),
125–126	46–47
building systems and structures for	Guardrails for team-based staffing,
	<u>~</u> ·
diverse and inclusive	129–130
diverse and inclusive workplace, 126–129	129–130
diverse and inclusive workplace, 126–129 tensions in workplace for educators	129–130 Harassment, 134
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125	129–130 Harassment, 134 Harmony of equity and excellence, 154
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities,	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124 of color, 125	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24 Inaccessible environment, 139
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124 of color, 125 Effects of desegregation, 35–36	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24 Inaccessible environment, 139 Inclusion as precondition for employee
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124 of color, 125 Effects of desegregation, 35–36 Employee engagement, 150–152	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24 Inaccessible environment, 139 Inclusion as precondition for employee engagement, 152–154
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124 of color, 125 Effects of desegregation, 35–36 Employee engagement, 150–152 diversity and inclusion as	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24 Inaccessible environment, 139 Inclusion as precondition for employee engagement, 152–154 Inclusive education, 142
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124 of color, 125 Effects of desegregation, 35–36 Employee engagement, 150–152 diversity and inclusion as precondition for, 152–154	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24 Inaccessible environment, 139 Inclusion as precondition for employee engagement, 152–154 Inclusive education, 142 work spaces, 156–157
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124 of color, 125 Effects of desegregation, 35–36 Employee engagement, 150–152 diversity and inclusion as	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24 Inaccessible environment, 139 Inclusion as precondition for employee engagement, 152–154 Inclusive education, 142 work spaces, 156–157 Inclusive workplace, 124
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124 of color, 125 Effects of desegregation, 35–36 Employee engagement, 150–152 diversity and inclusion as precondition for, 152–154 Employee experiences (EEX), 149–150	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24 Inaccessible environment, 139 Inclusion as precondition for employee engagement, 152–154 Inclusive education, 142 work spaces, 156–157
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124 of color, 125 Effects of desegregation, 35–36 Employee engagement, 150–152 diversity and inclusion as precondition for, 152–154 Employee experiences (EEX),	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24 Inaccessible environment, 139 Inclusion as precondition for employee engagement, 152–154 Inclusive education, 142 work spaces, 156–157 Inclusive workplace, 124 building systems and structures for,
diverse and inclusive workplace, 126–129 tensions in workplace for educators of color, 124–125 Educational importance of employing teachers with disabilities, 136–137 Educational institutions, 97–98 Educational leadership, 2, 110–111 professors, 101–102 programs, 103–104 Educators, 94, 124 of color, 125 Effects of desegregation, 35–36 Employee engagement, 150–152 diversity and inclusion as precondition for, 152–154 Employee experiences (EEX), 149–150 Employment, 133–134	Harassment, 134 Harmony of equity and excellence, 154 Heterosexual superintendents, 23 Historical African American Pedagogical Network (HAAPN), 48 Historical autoethnography, 37 Human resources (HR), 149–150 Identity, 22–24 Inaccessible environment, 139 Inclusion as precondition for employee engagement, 152–154 Inclusive education, 142 work spaces, 156–157 Inclusive workplace, 124 building systems and structures for, 126–129

Inferential statistics, 7–11	Macroaggressions, 100
Intersectionality, 100	Marginalization, 56–58
frameworks, 55	Men educators, 54
Interview-based method, 110	Mentoring, 110
Invisible disabilities, 134	data collection and analysis,
	112–113
K-12 educational leadership, 111–112	Elizabeth, 115–116
K-12 experiences, 36–37	findings, 113–115
K-12 school system, 54	Gary, 116–117
	literature review, 110–112
Language, 98–99	method, 112-113
Latina, 76–77	Samantha, 117–118
Latino leaders, 77	as stopway to pipeline, 111-113, 115
Latino students, 125	Mentorship, 101–102
Leadership (see also Mentoring), 30,	Metasynthesis, 59–60, 63
32, 110	Microaggressions, 99–100, 134
context and background, 20	Mistreatment, 134
methods, 21–22	Moderators, 58–59
purpose of study, 20-21	,
results, 22–32	Negative stereotypes, 99–100
theoretical framework, 21	Nepantla, 84–85
Lesbian, gay, bisexual, and	New and better pathways for
transgender educators	advancement, 128–129
(LGBT educators), 1–2	Next Education Workforce (NEW),
demographic data, 5–6	124
fear of job loss, 8, 10	
limitations, 14–15	Occupational stereotypes, 54–55
literature review, 3–4	One-way ANOVA, 9
method, 5–6	Outcome expectancy, 54–55
negative consequences, 12-13	Outness, 3
percentage of respondents with yes	
answers to survey items, 8	Paraeducator, 128
positive consequences, 13–14	Patriarchy, 109-110, 113, 115
qualitative findings, 11–14	People with disabilities, barriers in
quantitative findings, 7–11	employment of, 134–135
race/ethnicity of participants, 6	Physical disabilities, 133–134
results, 6–15	Pipeline, 111–112
results of ANOVA, 10-11	Platica, 80
results of SPSS ANOVA fear job	Post hoc comparisons, 10-11
loss, 9, 11	Post-Brown, 42–45
school level of respondents, 6	changes in black community, 43
simultaneous positive and negative	changes in Harper after
experiences, 14	desegregation, 43–44
Lesbians, 2	lack of discipline, 45
LGBTQ+, 20–21	lack of resources, 45

limited extracurricular	Self-love, 86
opportunities, 45	Self-reflection, 86
low expectations, 44–45	Sexism, 100, 103
teaching experience after	Sexual orientation, 2–3, 20
desegregation, 44	Sexuality, 2
Pre-Brown Era, 38-41	Social identity theory, 21
Charles Lincoln Harper High	Social intolerance, 140
School, 39	Social support, 58–59
earliest educational experiences,	Socialization, 101
38–39	Socioecological lens, 55
extracurricular opportunities, 39-41	Specializations, 127–128
teachers during, 39	Stereotypes, 99
Predictors, 56–58	Storytelling, 80, 86
Proactive personality, 58	Superintendency, 93-94, 100-101
Progressive human resource	Superintendent, 19–21
management, 149–150	Superintendent, 76–77
Psychology of Working Theory	Systemic biases, 155–156
(PWT), 55–59	Systems-level theories, 54–55
model, 57	
moderators, 58–59, 65–66	Talent management, 149–150
predictors, 56, 58, 64–65	Talent-centered education leadership
Public education workforce	(TCEL), 150
management, 149–150	conformity in education, 156
	diversity and inclusion as
Queer theory, 21	precondition for employee
	engagement, 152–154
Racial identity, 155–156	education workforce, 151–152
Racism, 93–94, 97, 100, 103	employee engagement, 150–151
Reflexión, 80	harmony of equity and excellence,
Religious affiliation, 156	154
Resilience of black women educational leaders, 100–101	inclusive education work spaces, 156–157
Resistance to desegregation, 41–42	seven principles, 157–160
Role conflict, 54–55	systemic biases, 155-156
Role model, 141–142	talent management, 149–150
	Teachers with disabilities, 133
Sampling, 21–22	barriers and challenges in
School leaders, 1–2	employment of teachers with
School leadership, 54	disabilities, 135–136
programs, 111–112	data analysis, 138–139
Segregation (see also Desegregation),	data collection, 138
37	educational importance of
persists in Atlanta schools, 41-42	employing teachers with
Self-acceptance, 86	disabilities, 136–137
Self-efficacy, 54–55	experiences, 134
Self-forgiveness, 86	findings, 139–142

literature review, 134–137 Vocational psychology, methods, 137-139 54-55 opportunities, 141–142 Voice-of-color, 96 participants, 137-138 Team-based staffing, 126–127 White flight in Atlanta, guardrails for, 129-130 41 - 42as Lynchpin for diversity and White Spaces, 96–99 inclusion in workplace, 130 White supremacy, 110 Testimonios, 79-81, 86-87 Whiteness, 96–99 conceptual framework, 79-80 Women educators, 78 creating opportunity, 87-88 Women of color, 54 findings as, 81-86 educators, 54 literature review, 76–79 findings, 64-66 methods, 80-81 future research, 68–69 Texas context, 78–79 methods, 59-64 Transcendence, 79-80 PWT, 55-59 Transfeminist scholars, 110 Work life, 27–28 Trojan Courier, 39-40 Work volition, 56–58 Workplace discrimination, UN Convention on the Rights of 2 - 3Persons with Disabilities Workplace incivility, 134 (CRPD), 135 Workplace inclusion, 157