Works Cited

Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy, 6*(1), 7–16.

Castillo, B. M. (2023). "Equity work is messy": Exploring a family and community partnership in one school district. *Education and Urban Society, 55*(2), 201–221. https://doi.org/10.1177/00131245221076074

Cramer, E., Little, M. E., & McHatton, P. A. (2018). Equity, equality, and standardization: Expanding the conversations. *Education and Urban Society, 50*(5), 483–501.

Duncan, J., & Punch, R. (2021). Building inclusive education workforce capability: School principals' perceptions of roles and responsibilities. *Australasian Journal of Special and Inclusive Education, 45*(1), 62–75.

Fletcher Jr., E. C., Hernandez-Gantes, V. M., & Smith, C. (2019). This is my neighborhood: An exploration of a culturally relevant agency to support high school Latinx students in an urban career academy. *The Qualitative Report, 24*(12), 3,239–3,268.

Goode, J., Peterson, K., Malyn-Smith, J., & Chapman, G. (2020). Online professional development for high school computer science teachers: Features that support an equity-based professional learning community. *Computing in Science & Engineering, 22*(5), 51–59.

Jacobs, L., Brown, K., Washington, K., OConnor, J., & Lundin, M. (2022). Disrupting the school to prison pipeline: Using culturally responsive classroom practices to support black students. School Leadership Review, 16(2), 7.

Leithwood, K. (2021). A review of evidence about equitable school leadership. *Education Sciences, 11*(8), 377.

Ling, T., & Nasri, N. M. (2019). A systematic review: Issues on equity in education. *Creative Education, 10*(12), 3,163.

Luke, A., Woods, A., & Weir, K. (2013). Curriculum, Syllabus Design and Equity. Routledge. https://doi.org/10.4324/9780203833452

Majzub, R. M. (2013). Critical issues in preschool education in Malaysia. In A. Zaharim & V. Vodovozov (Eds.), Recent Advances in Educational Technologies (pp. 150–155). WSEAS Press.

Marcos, T., Wise, D., Loose, W., Belenardo, S., & Padover, W. (2021). How California school principals and teachers engage academic optimism to maximize equity in student learning within low socio-economic status (SES) schools. Educational Leadership and Administration: Teaching and Program Development, 33, 1–17.

Nadelson, L. S., Miller, R., Hu, H., Bang, N. M., & Walthall, B. (2019). Is equity on their mind? Documenting teachers' education equity mindset. *World Journal of Education, 9*(5), 26–40.

Onyishi, C., & Sefotho, M. M. (2021). Differentiating instruction for learners' mathematics self-efficacy in inclusive classrooms: Can learners with dyscalculia also benefit? *South African Journal of Education, 41*(4), 1–14.

Osta, K., & Perrow, K. (2008). *Coaching for educational equity: The BayCES coaching framework.* Bay Area Coalition for Equitable Schools. https://nationalequityproject.org/wp-content/uploads/2010/10/CFEE08.pdf

Shields, C. M., & Hesbol, K. A. (2020). Transformative leadership approaches to inclusion, equity, and social justice. *Journal of School Leadership, 30*(1), 3–22.

Teemant, A., Borgioli Yoder, G., Sherman, B. J., & Santamaría Graff, C. (2021). An equity framework for family, community, and school partnerships. *Theory Into Practice, 60*(1), 28–38.

Torres, A. C., Bulkley, K., & Kim, T. (2020). Shared leadership for learning in Denver's portfolio management model. *Educational Administration Quarterly, 56*(5), 819–855.

Tyack, D. B., & Cuban, L. (1995). *Tinkering toward utopia.* Harvard University Press.