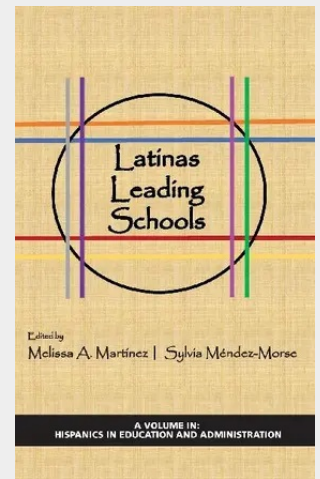


Latinas Leading Schools

As the first scholarly book of its kind, this edited volume brings together educational leadership scholars and practitioners from across the country whose research focuses on the unique contributions and struggles that Latinas across the diaspora face while leading in schools and districts. The limited though growing scholarship on Latina administrators indicates their assets, particularly those rooted in their sociocultural, linguistic, and racial/ethnic backgrounds, their cultura, are undervalued in research and practice (Hernandez & Murakami, 2016; Martinez, Rivera, & Marquez, 2019; Mendez-Morse, 2000; Mendez-Morse, Murakami, Byrne-Jimenez, & Hernandez, 2015). At the same time, Latina administrators have reported challenges related to: isolation (Hernandez & Murakami, 2016), a lack of mentoring (Mendez-Morse, 2004), resistance from those who expect a more linear, hierarchical form of leadership (Gonzales, Ulloa, & Munoz, 2016), balancing varying professional and personal roles and aspirations (Murakami-Ramallo, 2008), as well as racism, sexism, and ageism (Bagula, 2016; Martinez, Marquez, Cantu, & Rocha, 2016).

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