

LEARNING-FOCUSED LEADERSHIP IN ACTION

Improving Instruction in Schools and Districts

**Michael S. Knapp, Meredith I. Honig, Margaret L. Plecki,
Bradley S. Portin, and Michael A. Copland**



Learning Focused Leadership In Action Improving Instruction In Schools And Districts

JOURNAL OF SCHOOL LEADERSHIP



Learning Focused Leadership In Action Improving Instruction In Schools And Districts:

Learning-Focused Leadership in Action Michael S. Knapp, Meredith I. Honig, Margaret L. Plecki, Bradley S. Portin, Michael A. Copland, 2014-03-21 In an educational context where school and district performance is of increasing focus it is essential for leaders at all levels of the educational system to focus on improving student performance This volume zeros in on a promising set of strategies and practices for all leaders to motivate support and sustain learning in contemporary schools Learning Focused Leadership in Action explores what it means for educational leadership to be learning focused what this looks like in practice at both the school and district level and how such leadership changes can be set in motion Drawing on extensive case study research in schools and districts that are making progress on learning improvement this volume explores how leaders at all levels of the educational system can productively seek to improve the quality of learning opportunities and student performance no matter how challenging the circumstances

Continuous Improvement Erin Anderson, Sonya D. Hayes, 2023-09-01 Through this book we seek to describe improvement science in action for educators schools districts universities and communities This book is a venue for improvement research in education focused on the application of improvement science in educational settings Improvement science requires extensive engagement in rigorous work to implement sustainable change at a systemic level As the editors of this volume for the Leadership in School Improvement SIG book series we hope that these chapters written by researchers practitioners and leaders engaged in improvement science will help others begin their own improvement processes to achieve desired equitable and sustainable results for student success

ENDORSEMENTS Continuous Improvement A Leadership Process for School Improvement brings together an impressive group of field-leading improvement scholars with deep connections to educational practice to provide a powerful vision for what equity centered improvement science looks like in action The stories of improvement partnership and critical enabling conditions provide theoretically sound and practically useful guidance for anyone seeking to transform education organizations in service of more equitable learning opportunities for students Jennifer Lin Russell Vanderbilt Peabody College This is a moment of empowerment in education with movements for social justice and continuous improvement providing motivations and methods to interrogate disrupt and rebuild education systems to support the holistic development of all students This essential book provides compelling accounts of what it looks like and what is possible when educational professionals researchers and other stakeholders come together to seize this moment Donald Peurach University of Michigan's School of Education and Carnegie Foundation

Equity & Access Denver J. Fowler, Julian Vasquez Heilig, Sarah M. Jouganatos, Arvin Johnson, 2023-05-01 This book is significant in that it offers an in depth historical analysis of educational leadership and educational policy in the United States and around the globe The book focuses on how leadership preparation and practices as well as policy and procedures have affected and continues to effect all stakeholders including school leaders teachers and students The aim of the book is to examine both the positive and negative implications

nationally and internationally of 1 trends in educational leadership preparation 2 trends in educational leadership practices 3 educational policy and 4 the procedures and the intended/unintended consequences associated with such policies

ENDORSEMENTS *Equity Access* An analysis of Educational Leadership Preparation Policy Practice provides an excellent lens into some of the field's most relevant and timely topics. This book provides practical resources on multiple levels. Specifically, it can help educators incorporate various concepts into practice. Additionally, readers will strengthen their knowledge base in leadership preparation. This book is a must read and should be adopted in Educational Leadership programs across the country. David Buckman, Augusta University. Centering equity and access at the heart of the educational leadership conversation makes this book volume a standout in the array of educational leadership texts. In a single source, each author challenges learners to think through their motivations and the consequences of their actions and decision making in the real world as they also acquire practical skills and concrete knowledge. Never has the time been more appropriate than now for a focused book like this one, a needed and welcome addition for those invested in the preparation and ongoing development of educational leaders. Stephanie James, Jacksonville University. *Equity Access* serves as a stark reminder that as practicing school leaders in the 21st Century, everything we do and every decision we make should be done so through the lens of what is equitable for all stakeholders, including students, staff, parents, community members, and business owners. James Wrede, Southern California. Principal Connecting theories of effective leadership to practical examples is not an easy task. It demands a rigorous interdisciplinary approach, thoughtful theory of change, and must be grounded to the lives of real people. This new edited volume *On Leadership* is alive with lessons. It provides a roadmap where educational equity is not merely the destination but the journey. Vajra M. Watson, Sacramento State.

Innovation in Odds-Beating Schools Kristen C. Wilcox, Hal A. Lawson, Janet I. Angelis, 2017-01-06. Three policy innovations at the heart of this book: the Common Core State Standards (CCSS), new Annual Professional Performance Review (APPR), and data-driven instruction (DDI) provide a timely opportunity to join school and district improvement and policy implementation research with improvement science. This book is not just a collection of findings about odds-beating schools, those with higher than predicted student performance trends and higher than average poverty and diversity, and their journeys to implement these innovations. It also provides timely perspectives regarding policy innovations and how they might disrupt practice in desirable or undesirable ways. This book offers readers insight into how educators at every boundary—classroom, school, and district—interact to make meaning of innovations both individually and collectively, and also how their meanings and values influence innovation implementation outcomes. The story includes details how policy innovations were tailored to school and district office priorities, the features of these schools' structures, climates, and routines that were conducive to implementation, and how these innovations were able to penetrate the classroom boundaries.

Challenges and Opportunities of Educational Leadership Research and Practice Alex J. Bowers, Alan R. Shoho, Bruce G. Barnett, 2015-09-01. As the sixth volume in the

International Research on School Leadership series the contributing authors in this volume consider the history challenges and opportunities of the field of research and practice in educational leadership and administration in schools and districts Ten years after the work of Firestone and Riehl 2005 and their contributing authors our aim with the present volume was to summarize and update the work of the field and provide a space to consider the multiple futures of educational leadership in schools and districts as both challenges and opportunities The first decade of the twenty first century brought significant critiques challenges and competition to the research and practice of training leaders and administrators of schools and districts around the world Congruently the field experienced significant growth and change as multiple new sub domains flourished and were founded Thus in this volume we were delighted to included excellent chapters from multiple authors that considered the duality of the challenges and opportunities of The work of the field of educational leadership and administration research to date The opportunities and challenges of new visions of leadership in traditional and non traditional schools The evolving state of research evidence in educational leadership and the increasing sophistication of multiple methodologies including qualitative research quantitative modeling the ability to test theory and the increasing opportunities brought on by the intersection of data research and practice The preparation of educational leaders And the emerging trends in the professional development of school leaders The authors of the nine chapters in the present book volume took on this challenge of confronting the duality of not only including the past as we look to the future but also the duality of the critique of the field in the midst of exciting and significant progress in our knowledge and understanding of leadership in schools In the first section of the book Chapters 2 3 and 4 the authors examine the interplay of educational leadership research and theory as it relates to reform in schools especially as it relates to serving historically underserved populations globally In section 2 Chapters 5 and 6 the authors highlight the importance of methodological considerations in school leadership research as a means to understand theory and practice as well as providing interesting avenues that point to multiple exciting future possibilities through rely ing on current innovations noted within the chapters Section 3 Chapters 7 and 8 examine the research and practice of school leadership preparation especially as it relates to university district partnerships and non traditional school settings And in the final chapter Chapter 9 our capstone contributor provides a means to link the present volume with the past writings on these topics while also providing a lens to view the exciting possibilities and promises of the multiple futures of the field of educational leadership research and practice

Elementary School Principals in Action Wafa Hozien, 2017-10-02 This book concerns itself with the daily dilemmas of the elementary school principal and understanding the practical application of school leadership while improving the Professional Standards for Educational Leaders 2015 competency In order to improve PSEL 2015 competency each case study is aligned to multiple standards The case studies in this book can be a powerful tool for learning school leadership It gives readers the opportunity to gain experience making decisions in the face of uncertainty much as they will have to do every day when they are in the

field or when they are ready to work in their chosen field The result of candid interviews with school officials in America s public schools school improvement organizations city and state departments of education the case studies in this book explore complex issues in school leadership from school budget management to navigating parental concerns in the social media age Each case study tells a detailed story which stops mid action asking the reader to imagine themselves into the shoes of a decision maker facing a tough choice As a result of these case studies classroom discussions are lively and most important there isn t a single right answer Readers practice taking positions and defending them based on the available evidence while developing communication and critical thinking skills This book is a must read for any emerging school leader

Handbook of Leadership and Administration for Special Education Jean B. Crockett,Bonnie Billingsley,Mary Lynn Boscardin,2018-07-03 The Handbook of Leadership and Administration for Special Education brings together research informing practice in leading special education from preschool through transition into postsecondary settings The second edition of this comprehensive handbook has been fully updated to provide coverage of disability policy historical roots policy and legal perspectives as well as effective collaborative and instructional leadership practices that support the administration of special education It can be used as a reference volume for scholars administrators practitioners and policy makers as well as a textbook for graduate courses related to the administration of special education Quandaries of School Leadership Debra J. Touchton,Mariela A. Rodríguez,Gary Ivory,Michele Acker-Hocevar,2017-08-16 This book provides insights into the everyday practices of school leaders as told through the real life stories of principals The editors and their contributors blend practice with theory helping aspiring leaders to discover that school leadership is not simply putting prescribed solutions into action but a constant encounter with quandaries that demand thinking responding and adjusting to the situations at hand Readers build their capacities to view quandaries from multiple lenses consider a variety of responses and draw conclusions based on perspectives that may vary from those initially identified The chapter authors encourage a sharper self awareness of what scholars value and envision about education encouraging them to think about how to navigate decision making through a variety of theoretical frameworks and practices while balancing their own leadership platform development

Creating the University of the Future Ulf-Daniel Ehlers,Laura Eigbrecht,2024-04-04 This open access publication presents a global panorama of institutional strategies academic programs scholarly insights as well as teaching and learning practices taking stock of the Future Skills Turn taking place in higher education Future Skills have evolved to be one of the most important priorities for the development of higher education institutions globally Students and graduates learn how to acquire Future Skills for their lives and careers and for shaping societies towards more sustainable futures Institutions teachers and policy makers gain insights into strategies to shape the Future Skills Turn in higher education and create the University of the Future **SLLA Crash Course** Wafa Hozien,2017-01-09 This book fully prepares test takers with the content knowledge and strategies to pass the School Leaders Licensure Assessment SLLA The review manual and

comprehensive study guide includes a thorough content review targeted strategies for every question type and two full length practice tests with complete answer explanations aligned to the updated ISLLC Standards 2015 By implementing a few critical strategies and focusing study time on the material contained here readers will be ready to ace the SLLA

Handbook of Response to Intervention and Multi-Tiered Systems of Support Paige C. Pullen, Michael J.

Kennedy, 2018-10-04 Of the many issues facing special education and general education today it is difficult to imagine one more important or timely than response to intervention RTI Almost overnight RTI has become standard practice across the nation Unfortunately RTI remains ill defined falls far short of its evidence based practice goal is almost invariably misused and often results in more harm than good Nevertheless as a conceptual framework RTI has great potential for ensuring that students with disabilities receive appropriate evidence based instruction The mission of this handbook is to present a comprehensive and integrated discussion of response to intervention RTI and its relation to multi tiered systems of support MTSS in both special education and general education Although the two terms are currently used interchangeably distinct differences exist between them Therefore chapters are dedicated to distinguishing the two concepts RTI and MTSS and describing each one s unique role in both general and special education In addition the authors recommend a third term Multi Tiered Instruction to differentiate the practices related to the purpose of the specific intervention **The**

Administration and Supervision of Literacy Programs Shelley B. Wepner, Diana J. Quatroche, 2021 Readers gain insight into the research behind these issues and why they are particularly relevant to the 21st century classroom More importantly one sees how these various topics should be operationalized in schools and classrooms always with a good literacy leader guiding the way From the Foreword by Jack Cassidy past president International Literacy Association The Sixth Edition focuses on providing instruction at all grade levels and for different types of learners within the context of current state and federal mandates It explores specific program elements related to materials selection teacher evaluation professional development student assessment writing technology school and districtwide evaluation and parent and community outreach Contributors include Peter Afflerbach Rita M Bean William G Brozo M Susan Burns Patricia A Edwards Douglas Fisher Elena Forzani Nancy Frey Jennifer L Goeke James V Hoffman Jacy Ippolito Julie K Kidd Diane Lapp Donald J Leu Maryann Mraz Diana J Quatroche Timothy Rasinski D Ray Reutzel Kristen D Ritchey Misty Sailors MaryEllen Vogt Shelley B Wepner

Handbook of Education Policy Research Lora Cohen-Vogel, Peter Youngs, Janelle Scott, 2025-08-15 The second edition of the Handbook of Education Policy Research the largest volume published in AERA s history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more

comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners *JSL Vol 28-N2 JOURNAL OF SCHOOL LEADERSHIP*,2018-03-06 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

An Introduction to Educational Research Chad R. Lochmiller, Jessica N. Lester, 2015-12-11 Written specifically for education practitioners An Introduction to Educational Research Connecting Methods to Practice approaches research methods from a practice first perspective that aligns research with professional experiences and identifies the tools and resources readers can use when conducting their own research Throughout the book authors Chad R Lochmiller and Jessica N Lester illuminate complex research concepts using problems of practice confronting educators to help readers make meaningful connections with key concepts and research practices The authors present balanced coverage across research methodologies that is linked to practice so readers clearly see research as a tool they can use to improve classrooms schools districts and educational organizations Developing Community Schools, Community Learning Centers, Extended-service Schools and Multi-service Schools Hal A. Lawson, Dolf van Veen, 2015-12-14 This book focuses on special organizational configurations for schools in diverse parts of the world Some of these new organizational and institutional designs are called multi service schools others are called extended service schools and still others are called community learning centers While these schools have different names and notable different characteristics they belong in the same category because of a common feature in their design they connect schools with once separate community programs and services Chief among the prototypes for these new organizational and institutional designs are the ones featured in the book s title Some are called multi service schools to indicate that they selectively provide some new programs and services Others are called extended service schools to indicate that they serve young people beyond the regular school day seeking influence and control over out of school time while enabling alternative teaching learning strategies and providing services other than typical pupil support services Still others are called community learning centers a name that showcases the educational functions and priorities of schools and announcing priorities for adult learning and development Community schools still called in some places full

service community schools serves as a prototype that increasingly positions schools as multi purpose multi component anchor institutions serving identifiable neighborhoods and entire rural communities The book is structured to enhance understanding of these organizational prototypes and provides comparative social analysis It also identifies knowledge needs and gaps as well as developmental territory for the future

Enacting and Conceptualizing Educational Leadership within the Mediterranean Region ,2021-04-06 This edited volume focuses on the cultural situatedness of educational leadership in countries in the Mediterranean basin Malta Israel Spain Algeria Portugal Italy Cyprus featuring chapters that explore the reception of the leadership concept and its enactment in education settings within one or more countries of the Mediterranean consider how both local and global policy discourses work on education leaders who translate this in a distinct school context focus on the interplay of leaders followers and context as a complex and ambiguous social construction within the Mediterranean context study leadership via a combination of a theoretical definition and a consideration of what a particular group means by leadership with a specific openness to local meanings explore the unfolding of education reform as either a top down or bottom up process consider the various cultural religious social and local factors that dictate both leadership enactment in addition to the power flow among leaders and followers argue how the territorial political and religious conflicts affect educational leadership and thus the implementation of education reform to either conform to or converge from globalized discourses This book is targeted for post graduate and doctoral students as well as scholars interested in the study of educational leadership policy and politics of education Mediterranean studies and sociology of education It is also of interest to those who feel the need to address the missing what of educational leadership in the Mediterranean region an area of study that is largely dominated by Western models

Young Scholars Model Carol V. Horn,Catherine A. Little,Kirsten Maloney,Cheryl McCullough,2021-09-23 Historically students from ethnically linguistically and economically diverse backgrounds have been overlooked and underidentified for gifted services The Young Scholars Model is a comprehensive approach to addressing the issue of underrepresentation through engagement of a schoolwide effort and commitment This book Shares how the model leads to increased representation in identification and student success in advanced academic programs Describes the four major components of the model and how they integrate in practice Supports efforts to find and nurture potential in students who have historically been overlooked for gifted services Includes steps for implementation and practical guidelines that schools and districts will be able to follow with fidelity and success

International Handbook of Leadership for Learning Tony Townsend,John MacBeath,2011-07-10 The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty one countries in nine different regions of the world The handbook contains nine sections that provide regional overviews a consideration of theoretical and contextual aspects system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning It also considers the

challenge of educating current leaders for this new perspective and how leaders themselves can develop leadership for learning in others and in their organisations especially in diverse contexts and situations The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this It concludes that the preposition for between the two readily known and understood terms of leadership and learning changes everything as it foregrounds learning and complexifies rather than simplifies what that word may mean Whereas common terms such as instructional leadership reduce learning to outcomes leadership for learning embraces a much wider developmental view of learning

Action Research in South African Education TM Makoelle, 2019-11-15 In an increasingly complex and challenging profession the need for teachers administrators and school systems to become involved in professional development activities is ever present Action Research in South African Education A Critical Praxis is a culmination of varying reflective accounts Professor Makoelle made as a teacher an academic and a devoted action researcher The book delves into his beliefs attitudes and conceptions about the evolving discourse of Action Research in education and how it could be operationalised in varying educative contexts The conversation fosters openness toward new ideas and learning new innovations as well as giving teachers ownership of effective practices It ultimately provides teachers with the necessary skills knowledge and focus to engage in meaningful inquiry about their professional practice

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