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International Research on School Leadership

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David Gurr, *University of Melbourne*; Elizabeth T. Murakami, *University of North Texas*

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- School Principals in Mexico
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- Challenges and Opportunities of Educational Leadership Research and Practice
- Using Data in Schools to Inform Leadership and Decision Making
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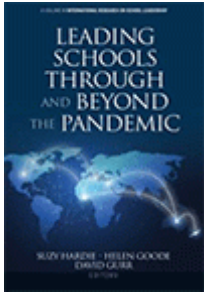
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Leading Schools Through and Beyond the Pandemic

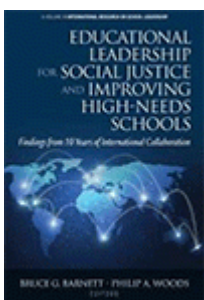
Suzy Hardie, University of South Carolina; Helen Goode, The University of Melbourne; David Gurr, University of Melbourne

2024. Paperback 979-8-88730-726-8 \$52.99. Hardcover 979-8-88730-727-5 \$94.99. eBook 979-8-88730-728-2 \$85.

Much of the literature has relied on others commenting on the work of educational leaders, rather than the voice of the leaders driving the commentary. There have been few studies attempting to capture principal voices within and between countries. The International School Leadership Development Network (ISLDN) was formed in 2009 and has had scholars from more than 20 countries involved (Barnett & Woods, 2021). In response to the pandemic, the ISLDN embarked on a study that analyzed the impact Covid-19 had on the school leaders and the way that they lead. The study captures a unique timeframe as the school leaders were still leading through the pandemic and adjusting to leadership after a global pandemic. In this book we are using these cases to describe how principals not only led their schools during the pandemic, but what they are doing as we come out of the pandemic.

What makes this book different from many of the other publications about education and the pandemic is: A) Principal voice is often missing from research and writing about the educational impact of the COVID pandemic. B) The book draws upon empirical research conducted in 2022. It is reporting on principal case studies collected as part of the research of the International School Leadership Development Network. There are 37 principal cases from seven countries, and 25 writers. These cases have not been reported elsewhere and were collected especially for the book. C) The cases are focused not only on how principals led their school through the pandemic, but how they are leading beyond the pandemic. A feature of the cases is reflection on enduring changes to education and the implications for future educational leadership. D) Whilst principals discuss their responses to the various mandates and pressures, and what worked well and what could have been done better, they also reflect on the support they gave others, and the support they got.

CONTENTS: Dedications. Preface: Leading Schools Through and Beyond the Pandemic, *Bruce Barnett*. Introduction to Leading Through and Beyond the Pandemic, *Suzy Hardie, Helen Goode, and David Gurr*. Leading Schools Through and Beyond Extensive Lockdowns: Experiences of Six Principals in Melbourne, Australia, *David Gurr, Lawrie Drysdale, Helen Goode, Fiona Longmuir, Campbell McKay, Kendra Parker, Chris Reed, and Paul Sedunary*. Navigating Uncertainty During Crisis: Insights into the Experiences of Three Western Australian Principals, *Michelle Striepe*. Understanding Principal's Well-being and Leadership Practices during the Pandemic in a Small School in Rural Manitoba, Canada, *Morag Ivany and Peng Liu*. Leadership in Ghana during the COVID-19 Pandemic: Voices from Suburban and Rural Head-teachers, *Corinne Brion*. Leading a Private Bilingual School in Kuwait through COVID-19 and Beyond, *Suzy Hardie, Peter Moyi, and Taji Abdul-Raheem*. The Switch to Online Schooling: Experiences of the Pandemic from School Principals in Malta, *Denise Mifsud*. Aotearoa New Zealand: Leading for Equity through Disruption and Uncertainty, *Sylvia Robertson*. Strengthening a Culture of Care: Narratives of Two Experienced Principals in Southern California During and Post-Pandemic, *Betty J. Alford*. Georgia's Leaders in a Time of Crisis: Stories of Resilience from the Field, *Jami Royal Berry, Karen C. Bryant, Beth Hebert, James Zoll, Tifane Johnson, Sean Schinella, and Carol Williams*. Navigating the Challenges of the Principalship in the Southeastern United States during the Pandemic, *Peter Moyi and Suzy Hardie*. The personal and professional reflections of three Texas high school administrators during the COVID-19 pandemic, *Nathern S. Okilwa, Barbara L. Pazez, and Bruce G. Barnett*. Reflections on Leading Schools through and beyond the Pandemic, *Helen Goode, David Gurr, and Suzy Hardie*. Editor Biographies.



Educational Leadership for Social Justice and Improving High-Needs Schools Findings from 10 Years of International Collaboration

Bruce G. Barnett, University of Texas at San Antonio; Philip A. Woods, University of Hertfordshire

2021. Paperback 978-1-64802-372-9 \$52.99. Hardcover 978-1-64802-373-6 \$94.99. eBook 978-1-64802-374-3 \$85.

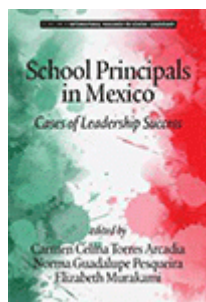
To commemorate the 10-year anniversary of the International School Leadership Development Network (ISLDN), this book is a compilation of the work conducted by network scholars. This volume is the first comprehensive overview of the studies conducted by ISLDN members engaged in examining how social justice leaders and leaders of high-needs schools address the social conditions, learning experiences, and performance of their students. Other international school leadership

research consortia have emerged in the 21st century; however, the ISLDN is the second longest operating project, after the International Successful School Principalship Project (ISSPP). Since its creation in 2010, ISLDN scholars have delivered papers at a variety of international conferences and shared findings in research publications, including books and special issues of journals.

Until now, ISLDN research findings have been disseminated separately for the project's two strands: (a) social justice leadership and (b) leadership in underperforming high-needs schools. Therefore, the purpose of the book is to document the history and evolution of the ISLDN and to provide descriptions and reflections of the project's research findings, methodologies, and collaborative processes across the two strands. This volume captures studies of school leaders from 19 countries representing six continents - Africa, Asia, Australia and Oceania, Europe, North America, and South America. The authors examine important external and internal contextual factors influencing schools in different cultural settings and provide insights about the values and practices of social justice leaders working in high-needs school settings. Numerous practical strategies are provided for school leaders working in schools with similar conditions. The concluding chapter by the co-editors synthesizes the structural factors, personal beliefs and values, and contextualized change management strategies that shape school leaders' actions aimed at ensuring the best learning outcomes for their students.

Besides capturing the range of findings emerging from various ISLDN studies conducted over the past decade, several chapters critically examine the project's current contributions to the field. Authors suggest broadening the dissemination of our findings to increase the visibility of the project, expanding the research methods beyond qualitative interviews, incorporating studies from non-Anglophone countries, and augmenting the scope of our analyses and research focus. These researchers' journeys also reveal the obstacles to and benefits of engaging in these types of international collaborative research ventures.

CONTENTS: Acknowledgments. **PART I: HISTORY AND REFLECTION OF THE ISLDN.** Introduction, *Bruce G. Barnett and Philip A. Woods*. International Educational Leadership Projects, *David Gurr, Lawrie Drysdale, and Helen Goode*. Socially Just School Leadership: Ten Years of Learning From Each Other. *Pamela S. Angelle and Michele Morrison*. What Factors Help and Hinder the Work of Social Justice Leaders? A Summary of Findings From the Social Justice Leadership Strand, *Deirdre Torrance, Ian Potter, Christine Forde, Pamela Angelle, Helene Årlestig, Christopher Branson, Annie Cheng, Fiona King, Rachel McNae, Paul Miller, Michele Morrison, Katarina Norberg, Elson Szeto, and Joe Travers*. The International School Leadership Development Network's High-Needs Schools Strand: Ten Years of History, *Jami Berry, Betty Alford, Mette L. Baran, Karen Bryant, Kristine Hipp, and Glady Van Harpen*. Review of Methodological Approaches in Studies of High-Needs Schools Across Multinational Contexts, *Nathern S. A. Okilwa*. **PART II: CROSS-STRAND AND CROSS-COUNTRY COMPARISON.** From the Mouths of Babes: Policy Recommendations From P-12 Students, *Keneisha Harrington, Britt-Inger Keisu, Björn Ahlström, Parker M. Andreoli, and Hans W. Klar*. Leading Successfully in High-Needs Contexts: Australian and New Zealand Cases, *David Gurr, Lawrie Drysdale, Fiona Longmuir, Kieran McCrohan, Rachel McNae, Michele Morrison, and Sylvia Robertson*. A Comparison of Social Justice Leadership Meaning and Praxis: The Interplay of Unique Social Cultural Contexts in Turkish, Palestinian, and Lebanese High-Needs Schools, *Khalid Arar, Deniz Örüçü, and Julia Mahfouz*. Economic, Cultural, Associational, and Critical Justice in Schools in Catalonia, Spain and Baja California, Mexico: A Pilot Study, *Brian Corrales-Maytorena, Claudia Navarro-Corona, Charles Slater, Patricia Silva, Serafin Antúnez, and Michael E. Lopez*. Social Justice Leadership in High-Need Contexts: Strategies From Principals in Spain, Mexico, and the United States, *Cristina Moral, Elizabeth Murakami, and Celina Arcadia-Torres*. Leadership for Sustained School Improvement in a High-Need School in Nepal and in Southern California: Vital Practices and Processes in Fostering Learning, *Chetanath Gautam, Rosario Ambriz, and Betty Alford*. Social Justice Imperatives for Leaders in High-Needs Schools: Research From ISLDN Studies and Issues for Future Consideration, *Stephen Jacobson and Paul Miller*. What Have We Learned About Social Justice Leadership in Struggling and Underserved Schools and Communities? *Philip A. Woods and Bruce G. Barnett*. About the Editors.



School Principals in Mexico Cases of Leadership Success

Carmen Celina Torres Arcadia, Tecnológico de Monterrey; Norma Guadalupe Pesqueira, Red de Investigación en Gestión Educativa; Elizabeth T. Murakami, University of North Texas

2019. Paperback 978-1-64113-891-8 \$52.99. Hardcover 978-1-64113-892-5 \$94.99. eBook 978-1-64113-893-2 \$85.

This volume demonstrates how principals influence success in 14 elementary schools across Mexico. The cases show the importance of learning in an international school leadership context to address cultural, social, and academic needs of students in their families. Characteristics of successful principals are included, in order to exemplify contemporary practices, generate positive school climate, and the best possible development of children in diverse contexts.

The cases presented in this book relate to challenging and vulnerable contexts or high-needs schools. Knowledge about successful school leadership in vulnerable contexts has been highly pursued in the U.S. and abroad, especially in countries where educational disparities relate to equity and social justice. The value of school principals merit visibility with a focus on the Americas.

Especially in challenging contexts, school leadership is considered a determining factor in promoting the development of children. Nonetheless, there is much to learn about contemporary school leaders, who succeed in improving schools despite societal challenges. Challenges may include increasing socioeconomic restraints, high accountability demands, and reduced resources for public education. Of note, is that a formal preparation and assignment of principals is not equitably established in Mexico, generating a high need for leaders to be prepared for this important role. By highlighting best leadership practices, practitioners and scholars can reflect about United States and Mexico educational comparisons, and observe school improvement geared towards benefitting Latinx communities in both countries.

CONTENTS: Preface. Acknowledgments. Introduction: School Principals in Mexico: Cases of Leadership Success. **PART I: CHIHUAHUA.** It Is Not Difficult to Do Things, It Is Difficult to Be Convinced: The Case of Carlos Avila Aguilar, *Eva Mendez Salcido*. A Commitment With Duty and Service Improvement: The Case of Martín Jacquez Hernandez, *Ildelfonso Ruiz Benitez*. **PART II: GUANAJUATO.** Change and Successful Improvement: The Case of Victoria, *Aguirre Hernandez, Jorge Antonio Alfaro Rivera*. **PART III: MERIDA.** A Dream Come True: The Case of Eduardo Gaspar Mendoza Osorio, *Eudaldo Jose Ceballos Carrillo*. A Middle School for the Workers' Children: The Case of Luis Echeverría Navarro, *Mario Ricardo Toledo Pérez*. Together We Will Accomplish It: The Case of Victor Amí Icar Arceo Guzman, *Israel De Jesus Carvajal Hernandez*. **PART IV: MONTERREY.** Visionary Leadership: The Case of Irene Villafuerte Elizondo, *Carmen Celina Torres Arcadia and Rosario Villela Treviño*. Commitment, Respect, and Discipline: The Case of Salvador Nader, *Maria Teresa Garza Buentello and Maria Del Socorro Covarrubias Martinez*. **PART V: SAN LUIS POTOSI.** The Complex Task of Managing a Secondary School: The Case of María Isabel Bacenas Leura, *María Eugenia Tobias Tobias*. Ruling Oneself and Sharing Leadership: The Case of Alfonso Ramos Cedillo, *María Guadalupe Escalante Bravo*. Respect, Responsibility, and Love in Education: The Case of Gaudencio Medellín Herbert, *Marcela de la Concepción Mireles Medina*. **PART VI: TUXTLA GUTIERREZ.** The Perfect Balance: The Case of Jose Edmundo Fuentes Martínez, *Juan Carlos Silas Casillas and Pedro Carrasco Morgan*. **PART VII: XAPALA.** Outdoors: The Case of Maricela Martínez Martínez, *Magdalena Flores Márquez and Carolina Flores Cervantes*. A Committed Academic Leader: The Case of Maria Piedad Elvia Lara Berra, *Maria Cristina Lara Bada*. Epilogue. About the Editors. About the Contributors.



Educational Leadership, Culture, and Success in High-Need Schools

Elizabeth T. Murakami, University of North Texas; David Gurr, University of Melbourne; Ross Notman, University of Otago, New Zealand

2019. Paperback 978-1-64113-501-6 \$52.99. Hardcover 978-1-64113-502-3 \$94.99. eBook 978-1-64113-503-0 \$85.

The exploration of the intersection of leadership practices from the school principal and other educators, the school culture, and the school success across different high-need contexts and cultures make this volume unique. Chapters in this volume present original investigations or reanalysis of empirical research enhancing our understanding of the interrelationship between leadership, culture and success through descriptions of practice that can contribute to lessons in leadership for school improvement. When considering a culture of success, leadership that focuses on impacting schools in high-need areas bring about lessons on how to create sustainable environments for student learning in challenging contexts. High-need schools include not only socioeconomic challenges influencing the performance of students. It includes multiple external and internal factors impacting leaders, teachers, students, and their families, affecting the management of structures, processes, and most importantly, learning. In the quest to improve high-need schools, and understand strategies for principals dedicated to a variety of contexts, this volume brings lessons with application for researchers, policy-makers, and practitioners who want to join in the quest to improve the quality of education among worldwide communities.

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Challenges and Opportunities of Educational Leadership Research and Practice

The State of the Field and Its Multiple Futures

Alex J. Bowers, Teachers College, Columbia University; Alan R. Shoho, University of Wisconsin-Milwaukee; Bruce G. Barnett, University of Texas at San Antonio

2015. Paperback 978-1-68123-274-4 \$52.99. Hardcover 978-1-68123-275-1 \$94.99. eBook 978-1-68123-276-8 \$85.

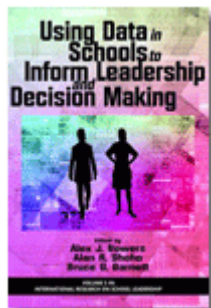
As the sixth volume in the International Research on School Leadership series, the contributing authors in this volume consider the history, challenges, and opportunities of the field of research and practice in educational leadership and administration in schools and districts. Ten years after the work 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 include 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 relying 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.

CONTENTS: Acknowledgements. The Multiple Futures of the Field of Educational Leadership Research and Practice: An Introduction, *Alex J. Bowers, Alan R. Shoho, and Bruce G. Barnett*. **Section I: Educational Leadership Research, Theory, and Reform.** Four Decades of Collective Leadership: The Connection Between Leadership Theories of Action and Student Achievement, *Chase Nordengren*. Tensions and Contradictions in Approaches to Improving Urban Inner-City Schools in the United States, *D. Gavin Luter*. Current Research on Arab Female Educational Leaders' Career and Leadership: A Review of Extant Literature and Future Directions for Research, *Khalid Arar and Izhar Oplatka*. **Section II:**

Methodological Challenges and Innovations in Educational Leadership Research. Challenges and Opportunities for Education Leadership Scholarship: A Methodological Critique, *Peter Goff and Maida Finch*. Advancing Educational Leadership Research Using Qualitative Comparative Analysis (QCA), *Katherine Marie Caves, Johannes Meuer, and Christian Rupiotta*. **Section III: Research on the Preparation of School Leaders.** Viable and Effective Alternatives: Preparing Leaders for Non- Traditional Schools, *Kristy S. Cooper and Kate Rollert*. Preparing Leaders in an Era of School Turnarounds: The Promise of University/District Partnerships as a Lever for Program Improvement, *Chad R. Lochmiller, Colleen E. Chesnut, and Molly S. Stewart*. **Section IV: Conclusion.** Mostly Unpunctuated Disequilibrium, *Carolyn J. Riehl*. About the Contributors.



Using Data in Schools to Inform Leadership and Decision Making

Alex J. Bowers, Teachers College, Columbia University; Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio

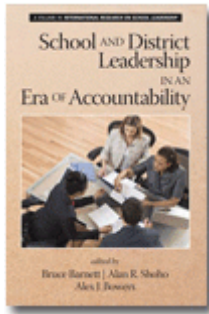
2014. Paperback 9781623967864 \$52.99. Hardcover 9781623967871 \$94.99. eBook 9781623967888 \$85.

Our fifth book in the International Research on School Leadership series focuses on the use of data in schools and districts as useful information for leadership and decision making. Schools are awash in data and information, from test scores, to grades, to discipline reports, and attendance as just a short list of student information sources, while additional streams of data feed into schools and districts from teachers and parents as well as local, regional and national policy levels. To deal with the data, schools have implemented a variety of data practices, from data rooms, to data days, data walks, and data protocols. However, despite the flood of data, successful school leaders are leveraging an analysis of their school's data as a means to bring about continuous improvement in an effort to improve instruction for all students.

Nevertheless, some drown, some swim, while others find success. Our goal in this book volume is to bring together a set of chapters by authors who examine successful data use as it relates to leadership and school improvement. In particular, the chapters in this volume consider important issues in this domain, including:

- How educational leaders use data to inform their practice.
- What types of data and data analysis are most useful to successful school leaders.
- To what extent are data driven and data informed practices helping school leaders positively change instructional practice?
- In what ways does good data collection and analysis feed into successful continuous improvement and holistic systems thinking?
- How have school leadership practices changed as more data and data analysis techniques have become available?
- What are the major obstacles facing school leaders when using data for decision making and how do they overcome them?

CONTENTS: Considering the Use of Data by School Leaders for Decision Making: An Introduction, *Alex J. Bowers, Alan R. Shoho and Bruce G. Barnett*. **PART 1: LEADERSHIP DATA PRACTICES IN SCHOOLS.** Charter Principal Autonomy: A Missed Connection between Data-Driven Decision-Making and Instructional Leadership, *Dana L. Bickmore*. Schools' Use of Interim Data: Practices in Classrooms, Teams, and Schools, *Elizabeth Nash Farley-Ripple and Joan L. Buttram*. Strengthening Collaborative Data Practices in Schools: The Need to Cultivate Development Perspectives and Diagnostic Approaches, *Shelby Cosner*. **PART 2: SOURCES OF EVIDENCE USE IN SCHOOLS FOR TEACHERS, PRINCIPALS AND SUPERINTENDENTS.** Longitudinal Data Use: Ideas for District, Building, and Classroom Leaders, *Kay Brocato, Chris Willis, and Kristen Dechert*. Which Data Do Principals and Teachers Use to Inform Their Practice? Evidence From Germany With a Focus on the Influence of School Culture, *Denise Demski*. Measuring School Capacity for Continuous Improvement, *Elizabeth Leisy Stosich*. **PART 3: THE IMPACT OF EVIDENCE USE POLICIES IN SCHOOLS AND DISTRICTS.** Principals' and Teachers' Perceptions of Teacher Evaluation and their Implications in Arab Schools in Israel, *Khalid Arar*. Making Progress with Growth Models in Education: Utility for School Improvement, *Jennifer Koran and Cameron Carlson*. Depth of Use: How District Decision-makers Did and Did Not Engage with Evidence, *Elizabeth Nash Farley-Ripple and Vincent Cho*. **PART 4: CONCLUSIONS AND FUTURE TRENDS.** Data-Driven Leadership for Learning in the Age of Accountability: Afterword: Using Data in Schools to Inform Leadership and Decision Making, *Rich Halverson*. About the Contributors.



School and District Leadership in an Era of Accountability

Bruce G. Barnett, University of Texas at San Antonio; Alan R. Shoho, University of Texas at San Antonio; Alex J. Bowers, University of Texas at San Antonio

2013. Paperback 9781623963828 \$52.99. Hardcover 9781623963835 \$94.99. eBook 9781623963842 \$85.

Our fourth book in the International Research on School Leadership series focuses on school leadership in an era of high stakes accountability. Fueled by sweeping federal education accountability reforms, such as the United States' No Child Left Behind (NCLB) and Race to the Top (R2T) and Australia's Performance Measurement and Reporting Taskforce, school systems around the world are being forced to increase academic standards, participate in high-stakes testing, and raise evaluation standards for teachers and principals. These results-driven reforms are intended to hold educators "accountable for student learning and accountable to the public" (Anderson, 2005, p. 2, emphasis in original). While policymakers and the public debate the merits of student achievement accountability measures, P-12 educational leaders do not have the luxury to wait for clear guidance and resources to improve their schools and operating systems. Instead, successful leaders must balance the need to create learning communities, manage the organizational climate, and encourage community involvement with the consequences testing has on teacher morale and public scrutiny. The chapters in this volume clearly indicate that as school leaders attend to these potentially competing forces, this affects their problem-solving strategies, ability to facilitate change, and encourage community involvement.

We were delighted with the responses from colleagues around the world who were eager to share their research dealing with how leaders are functioning effectively within a high-accountability environment. The nine chapters in this volume provide empirical evidence of the strategies school leaders use to cope with problems and negotiate external demands while improving student performance. In particular, the voices and actions of principals, superintendents, and school board members are captured in a blend of quantitative and qualitative studies. The breadth of studies is impressive, ranging from case studies of individual principals to cross-district comparisons to national data from the National Center for Education Statistics. To highlight important findings, we have organized the book into five sections. The first section (Chapters 2, 3, and 4) highlights the problem-solving strategies used by principals and superintendents when pressured to turn around low-performing schools. In the second section (Chapters 5 and 6), attention is devoted to ways in which school leaders act as "buffers" by reducing the impact of external demands within their local school contexts. Next, Chapters 7 and 8 explore creative ways in which financial analyses can be used to assess the cost effectiveness of programs and services. Chapters 9 and 10 examine how principals enact their instructional leadership roles in managing curriculum reforms and evaluating teachers. Finally, in the last section (Chapter 11), Kenneth Leithwood synthesizes the major themes and ideas emerging across these chapters, paying particular attention to practical issues influencing school leaders in this era of school reform and accountability as well as promising areas for future research.

CONTENTS: Acknowledgments. Introduction, *Bruce G. Barnett, Alan R. Shoho, and Alex J. Bowers*. **Section I: Problem-Solving Strategies of School Leaders in Low-Performing Schools.** Problem Solving Under Accountability: Perspectives of Principals in High- and Low-Achieving Schools, *Steven J. Mayer and William A. Firestone*. School Leadership Challenges Under No Child Left Behind: Lessons From UCEA's Project, "Voices From the Field—Phase 3", *Tony Townsend, Gary Ivory, Michele A. Acker-Hocevar, Julia Ballenger, and A. William Place*. Exiting School Improvement Sanctions Accountability, Morale, and the Successful School Turnaround Principal, *Cindy Corcoran, Craig M. Peck, and Ulrich C. Reitzug*. **Section II: How School Leaders Buffer External Demands.** Extending the Leadership Role From Policy Broker to Sense-Maker: Emerging Evidence From Charter Schools, *Marytza A. Gawlik*. Negotiating the Downward Rush: An Exploration of School Leaders' Strategic Implementation of Accountability Policies, *William R. Black and Barbara J. Shircliffe*. **Section III: Financial Analyses for Program Improvement.** Not Just Accountability: A Cost-Effectiveness Analysis of Third-Grade Reading Diagnostic Tools, *W. Kyle Ingle and Todd Cramer*. Effect of State LEA Policy on Special Education Enrollment in Charter Schools, *Timothy Salazar and Randy Raphael*. **Section IV: Instructional Leadership for Curriculum Reform and Teacher Evaluation.** Say It Again, Sam: Curriculum Leadership Matters, *Evelyn Gallagher Browne and Gini Doolittle*. The Changing Conditions of Instructional Leadership: Principals' Perceptions of Teacher Evaluation Accountability Measures, *Mary Lynne Derrington & John W. Campbell*. **Section V: Emerging Trends and Future Directions.** Concluding Synthesis and Commentary, *Kenneth Leithwood*.



The Changing Nature of Instructional Leadership in the 21st Century

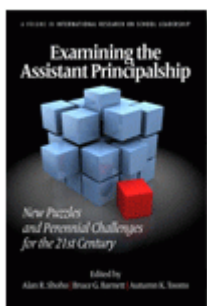
Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University

2012. Paperback 978-1-61735-938-5 \$52.99. Hardcover 978-1-61735-939-2 \$94.99. eBook 978-1-61735-940-8 \$85.

This third book in the Information Age book series, *International Research on School Leadership*, focuses on the changing nature of instructional leadership in the 21st century. Our goal is to examine instructional leadership from multiple educational and international perspectives. Unlike many leadership books that focus on conceptualizations and personal narratives, the seven chapters provide empirical evidence of how instructional leadership is evolving in the 21st century. From the effective schools research of the 1980s to today's relentless calls for improved student performance, attention has focused on the instructional leadership roles and responsibilities of school principals, headteachers, and educational system leaders. The emphasis on student performance has gone global as evidenced by highly-publicized international studies, such as the Trends in International Math and Science Studies (TIMSS) and the Program for International Student Assessment (PISA), comparing student achievement in different countries.

These developments have had substantial effects on school leaders, especially building-level principals and headteachers. Rather than being the only ones overseeing school improvement aimed at increasing student learning, many school administrators are distributing leadership responsibilities to other administrators and teachers on their campuses. To fully understand instructional leadership in the 21st century, the book examines three important dimensions of instructional leadership: (1) the current context for turning around low-performing schools, increasing teacher effectiveness, and providing equitable outcomes for all students, (2) international perspectives of instructional leadership development, particularly the value of teacher coaching and leadership development for aspiring and practicing school leaders in a developing country, and (3) the obstacles instructional leaders confront as they deal with fiscal constraints, political pressure, diverse student populations, and high-stakes standards-based reforms.

CONTENTS: Acknowledgments. Introduction, *Bruce G. Barnett, Alan R. Shoho, and Autumn Tooms Cyprès*. **SECTION I: THE CONTEXT FOR INSTRUCTIONAL LEADERSHIP AND SCHOOL IMPROVEMENT.** The Judgment of Principals: A Key to Understanding Tough Calls and Instructional Leadership, *Daniel L. Duke*. Instructional Practice, Teacher Effectiveness, and Growth in Student Learning in Math: Implications for School Leadership, *Ronald H. Heck*. Leadership for Equity: Distributed Leadership in Linked Learning Schools, *Erica Hamilton and Jennifer Crawford*. **SECTION II: INTERNATIONAL PERSPECTIVES OF INSTRUCTIONAL LEADERSHIP DEVELOPMENT.** The Numeracy Coaching Program: An Examination of the Program Impact from the Training Room into School Classrooms, *Gary R. O'Mahony*. Responding to a Changing World: Challenges and Early Findings in Orchestrating a Principal Professional Development Program in Indonesian Schools, *Khairan Indriani, Luana Zellner, and Steven Rose*. **SECTION III: OBSTACLES AND CONSTRAINTS CONFRONTING INSTRUCTIONAL LEADERS.** Leading with Less: Principal Leadership in Austere Times, *Chad R. Lochmiller*. School-Based Instructional Leadership in Demanding Environments: New Challenges, New Practices, *Michael S. Knapp, Simangele T. Mkhwanazi, and Bradley S. Portin*. About the Contributors.



Examining the Assistant Principals New Puzzles and Perennial Challenges for the 21st Century

Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University

2011. Paperback 978-1-61735-617-9 \$52.99. Hardcover 978-1-61735-618-6 \$94.99. eBook 978-1-61735-619-3 \$85.

This edited book highlights the importance and complexity of the assistant principalship. As noted in all the chapters, the assistant principal is a critical partner in creating a professional learning community that serves all students well. Often neglected or ignored in the literature, assistant principals are more than disciplinarians and student or building managers. In the best of all worlds, they provide the professional support and partnership with their principals to create high-performing schools. Unfortunately, as noted in some of the chapters, the ideal and actual roles that assistant principals exercise often create a gap that seethes with disillusionment and dissatisfaction. The challenge for the profession is to better align the roles and expectations of assistant principals so that they can experience the best of being a school leader.

CONTENTS: Acknowledgment. Introduction, *Alan R. Shoho, Bruce G. Barnett, and Autumn K. Tooms*. Factors that Influence the Preparedness of Teachers for the Vice-Principal Role, *Suzanne P. Read*. Critical Advice from Practicing Assistant Principals for Assistant Principal Preparation Programs, *Steven D. Busch, Angus J. MacNeil, and M. Sarah Baraniuk*. Assistant Principals in Hong Kong: Their Responsibility, Role Alignments, and Job Satisfaction, *Paula Kwan and Allan Walker*. Challenges to School Leadership Practice: Examining the Assistant Principalship (Deputy Headship) in the United States, UK, and China, *Teri Denlea Melton, Barbara J. Mallory, Russell Mays, and Lucindia Chance*. The New Urgency of Vice-Principalship: Ethical Decision Making, *Heather Rintoul*. The Quiet Roar: Assistant Principals Leading for Social Justice, *Christa Boske and Lillian Benavente-McEnery*. Sharing Instructional Leadership as Assistant Principals in an Accountability-Oriented Environment, *Anna Sun*. Biographical Sketches.



The Challenges for New Principals in the 21st Century

Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University

2010. Paperback 978-1-61735-092-4 \$52.99. Hardcover 978-1-61735-093-1 \$94.99. eBook 9781617350948 \$85.

This book series, International Research on School Leadership focuses on how present-day issues affect the theory and practice of school leadership. For this inaugural book, we focused on the challenges facing new principals and headteachers. Because the professional lives of school leaders have increasingly impinged on their personal well-being and resources have continued to shrink, it is important to understand how new principals or headteachers share and divide their energy, ideas, and time within the school day. It is also important to discover ways to provide professional development and support for new principals and headteachers as they strive to lead their schools in the 21st century. For these reasons, this book is dedicated to exploring the rarely-examined experiences of those who enter the role as new principals or headteachers.

By giving voice to new principals and headteachers, we are able to determine what aspects of leadership preparation ring true and what aspects prove to be of little or no utility. Unlike leadership texts that have focused on conceptual considerations and personal narratives from the field, this book focuses on a collection of empirical efforts centered on the challenges and issues that new principals and headteachers experience during their initial and crucial years of induction. We solicited and accepted manuscripts that explore the multi-faceted dimensions of being a new principal or headteacher in the 21st century. Our goal was to create an edited book that examines the commonalities and differences that new principals and headteachers experience from an international perspective. This edited book is comprised of six chapters, each of which contributes a unique perspective on the responsibilities that new principals and headteachers are experiencing at the dawn of the 21st century.

CONTENTS: Introduction, *Alan R. Shoho, Bruce G. Barnett, and Autumn K. Tooms*. 1. Translational Leadership: New Principals and the Theory and Practice of School Leadership in the Twenty-First Century, *Bonnie C. Fusarelli, Matthew Militello, Thomas L. Alsbury, Edwin C. Price, and Thomas P. Warren*. 2. New Headteachers in Schools in England and Their Approaches to Leadership, *Gillian Forrester and Helen M. Gunter*. 3. So You Want to be a Headteacher?: "Liabilities of Newness," Challenges, and Strategies of New Headteachers in Uganda, *Pamela R. Hallam, Julie M. Hite, Steven J. Hite, and Christopher B. Mugimu*. 4. Problems Reported by Novice High School Principals, *Sarah Beth Woodruff and Theodore J. Kowalski*. 5. Accelerating New Principal Development Through Leadership Coaching, *Chad R. Lochmiller and Michael Silver*. 6. From Mentoring to Coaching: Finding the Path to Support for Beginning Principals, *John C. Daresh*. About the Authors. Index.



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