



Book Series

Leadership for School Improvement

Series Editors

Pamela S. Angelle, *The University of Tennessee*

Call for Editors

The Leadership for School Improvement Special Interest Group (LSI SIG) of AERA announces a partnership with Information Age Publishing (IAP) for a book series devoted to current research in national and international school improvement. The purpose of the LSI SIG is:

to examine how leadership of teachers, principals and superintendents influences instructional capacity resulting in improved student outcomes and how policy guides this collaborative effort. In addition, the Leadership for School Improvement SIG encourages discussion and development of the philosophical, theoretical and empirical tenets guiding school and system renewal.

With this call, the LSI SIG invites expressions of interest from members of the AERA LSI SIG to edit the next volume of the LSI Book Series. We seek an editor who will highlight "discussion and development of the philosophical, theoretical and empirical tenets guiding school and system renewal."

LSI SIG members interested in editing this volume, or those seeking to serve as editor for future volumes in the book series, should submit a proposal which includes:

- Volume description
- Significance of the volume proposed to the field of leadership for school improvement research.
- Proposed volume outline.
- Proposed volume timeline.
- Contact information for editor(s)

Volume proposals and questions regarding future volumes should be forwarded to the LSI Book Series Editor:

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Maximizing the Policy-Relevance of Research for School Improvement

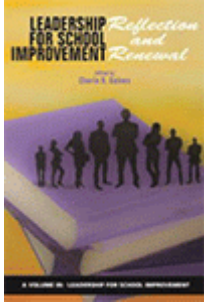
Angela M. Urick, Baylor University; David E. DeMatthews, University of Texas; Timothy G. Ford, The University of Oklahoma

2021. Paperback 978-1-64802-247-0 \$45.99. Hardcover 978-1-64802-248-7 \$85.99. eBook 978-1-64802-249-4 \$65.

Education policy and policy making is shaped through the activities of a complex network of educators, educational leaders, researchers, community members, as well as government and non-government officials and organizations. Educational researchers are a critical player in this complex network and their investigations of various educational phenomena can answer questions relevant to the design and implementation of education policy for school improvement. Educational research, however, often has limited influence in larger policy conversations and decisions (Orland, 2009), and this is due to many factors. Educational researchers can provide an evidence-based starting place for discussions about school improvement with the complex network of stakeholders engaged in policy development and implementation, but they must be more intentionally and systematically thoughtful about the connections of their work to policy and policy making. Furthermore, researchers can increase the relevance of their work for policy through the careful design and framing of research in collaboration with end-users, and an awareness of its implications. In so doing, researchers can spur the interest and dissemination of their findings to wider audiences. This book offers resources for education researchers, faculty, and advanced graduate students interested in maximizing the relevance of their research on policy for school improvement. In achieving this purpose, the book is organized into three sections: 1) A primer for education policy making in the United States; 2) Designing research to maximize education policy relevance; and 3) Engaging users of research to communicate its relevance to policymakers.

This book is primarily for education researchers, faculty, and advanced graduate students seeking to improve the visibility and impact of their research on school improvement, particularly in the realm of educational policy and policy making. While this book is a volume in the book series for the American Educational Research Association Special Interest Group, Leadership for School Improvement, the importance and usefulness of the topics covered span education research more broadly. Further, the content of this book serves as a comprehensive guide for how education researchers, in general, can better situate their work to influence policy. The book is intended to be utilized by university scholars, graduate students in research or policy courses, post-doctoral fellows, as well as research associates or directors in various organizations relevant to education such as research consulting groups, non-profits which serve education causes, teacher unions, state agencies or state-level educator organizations/associations, and think tanks. Emerging or established researchers in any of these organizations who want to increase the relevance, significance and dissemination of their work into education policy will hopefully find this book useful.

CONTENTS: Acknowledgments. Introduction, *Angela Urick, David DeMatthews, and Timothy G. Ford*. **SECTION I: A PRIMER ON EDUCATION POLICYMAKING IN THE UNITED STATES.** The Federal Education Policy Process, *Rachel Carly Feldman and Kendrick B. Davis*. Actors, Interests, and Actions in Shaping State Education Policy, *R. Aaron Wisman and W. Kyle Ingle*. **SECTION II: DESIGNING RESEARCH TO MAXIMIZE EDUCATION POLICY RELEVANCE.** Considerations in the Design of High-Impact Policy-Relevant Research, *Tyler Woodward, Alexa Quinn, Sarah Lilly, and Peter A. Youngs*. Quantitative Research Design and Education Policy, *Pedro Reyes and Michael R. Scott*. Qualitative Research Designs for Policy-Relevant Research, *Amanda U. Potterton and Joel R. Malin*. The Role of Mixed Methods in Increasing the Relevancy of Education Policy Research and Evaluation, *Kim Kappler Hewitt and Katherine Cumings Mansfield*. The Potential for Improvement Science and Research Partnerships to Maximize Policy Relevance of School Improvement Research, *Sarah Winchell Lenhoff, Jeremy Singer, and Ben Pogodzinski*. Social Network Analysis for Policy-Relevant Education Research, *Yinying Wang*. Critical Approaches for Policy-Relevant Research, *Derek Houston, T. Jameson Brewer, and Meredith L. Wronowski*. "Droppin' the Mic": Framing the Implications of Policy-Relevant Research for Maximum Impact, *Casey Cobb*. **SECTION III: ENGAGING USERS OF RESEARCH TO COMMUNICATE ITS RELEVANCE.** Communicating to Policymakers, *Heather E. Price*. Research-Practice Partnerships: An Innovative Approach to School Improvement, *Stephen MacGregor and Amanda Cooper*. Community Activism and Advocacy, *Catharine Biddle and Dana Mitra*. Speaking Up and Speaking Out: Editorials as a Means to Shape Public Perceptions and Educational Policy, *David DeMatthews, Richard J. Reddick, and Lebon James III*. Why We're Bloggers: Utilizing Blogs and Social Media to Influence Education Policy Conversations and Decisions, *Diane Ravitch, Julian Vasquez Helig, and T. Jameson Brewer*. Commentary—Reframing Relevance: Strategies for Closing the Gap, *Elizabeth Farley-Ripple, Katherine Tilley, Samantha Shewchuk, and Scott Sheridan*. About the Authors.



Leadership for School Improvement Reflection and Renewal

Cherie B. Gaines

2019. Paperback 978-1-64113-602-0 \$45.99. Hardcover 978-1-64113-603-7 \$85.99. eBook 978-1-64113-604-4 \$65.

As the inaugural issue in the Leadership for School Improvement (LSI) Special Interest Group (SIG) Book Series, this volume serves as a reflection on the foundations of the field of school improvement. Contents include connections between school improvement and the agency of principals, districts, universities, and policy. This volume will be placed in the school improvement literature with examinations of evolution, trends, policies, and future foci in the field of school improvement. This book is rich in research and literature about school improvement, school effectiveness, and school reform policy and implementation and thus holds significance for educational practitioners, scholars, and policy makers at all levels.

CONTENTS: Dedication. Introduction: Evolution of School Improvement: Reflection and Renewal, *Cherie Barnett Gaines*. An Historical Evolution of School Improvement: 1960-2000, *Cherie Barnett Gaines*. The Intersection of Federal Initiatives and School Improvement Policy: A Reflection on Major Federal Agendas for Education Reform, *David J. Lomascolo*. Trends in School Improvement Research Post-NCLB, *Nate Koerber and Margaret M. Ritchie*. Research Trends in School Improvement for Marginalized Students, *James A. Martinez*. School Improvement through Shared Leadership, *Julia Kirk*. Dynamic Roles of District Leaders in School Improvement and Reform, *Dianne F. Olivier*. University Leadership Preparation, District Needs, and the Importance of the University Internship Supervisor in Bridging the Gap, *Jami Royal Berry*. School Leadership Renewal, *Cherie Barnett Gaines*. About the Authors.



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