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:

Pamela S. Angelle, Ph.D.
Professor
Director of Graduate Studies
Department of Educational Leadership and Policy Studies
Books in this series:

- Maximizing the Policy-Relevance of Research for School Improvement
- Leadership for School Improvement

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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.

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.

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