

EDUCATIONAL LEADERSHIP

in an Age of Accountability

The Virginia Experience



Edited by
Daniel L. Duke, Margaret Grogan,
Pamela D. Tucker, and Walter F. Heinecke

Educational Leadership In An Age Of Accountability

**Lorri J. Santamaría, Andrés P.
Santamaría**



Educational Leadership In An Age Of Accountability:

Educational Leadership in an Age of Accountability Daniel L. Duke, Margaret Grogan, Pamela D. Tucker, Walter F. Heinecke, 2012-02-01 The insistence by policymakers and politicians that educators be held accountable for student outcomes has resulted in dramatic shifts in the responsibilities of department chairs principals and superintendents Educational Leadership in an Age of Accountability explores these changes in Virginia following its implementation of an ambitious accountability plan that called for standards of learning statewide high stakes tests standards of accreditation and annual school performance report cards This book examines factors such as the fate of students who fail state tests achievement differences between black and white students ethical issues surrounding accountability measures and the increasing politicization of local schooling Educational Leadership in an Age of Accountability shows that accountability pressure has done more than previous reforms to foster instructional leadership *Educational Leadership in an Age of Accountability* Daniel L. Duke, Margaret Grogan, Pamela D. Tucker, Walter F. Heinecke, 2003-02-27 Using Virginia as a case study examines the role that educational leaders play in the implementation of statewide accountability plans **Wise Social Studies in an Age of High-Stakes Testing** Elizabeth Anne Yeager, O. L. Davis, 2005-08-01 The chapters in this volume illustrate how teachers are bringing creativity higher order thinking and meaningful learning activities into particular school settings despite pressures of standards and testing We chose the word wise for the title of this book and we use it frequently to describe the pedagogical practices we have identified The words powerful and ambitious are used as well The larger point as Keith C Barton makes in his chapter is that there is no necessary connection between content standards and high stakes tests on the one hand and lowlevel rote instruction on the other He reminds us as Thornton 1991 and Wiggins 1987 previously have argued that teachers play a crucial role in mediating educational policy and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and highstakes tests Barton also asserts that this makes it all the more crucial to identify the wisdom of practice that enables teachers to engage students in powerful educational experiences *Differentiating School Leadership* Daniel L. Duke, 2010 The proposed book maintains that schools face distinct types of challenges requiring distinct types of leadership There are not however an infinite number of types of challenges at least not for practical purposes The book focuses on four sets of challenges that any principal might confront depending on local circumstances A principal can address each set of challenges successfully but only by recognizing the distinctive nature of the challenges and adjusting his her approach accordingly This recognition of the need to make adjustments in leadership is referred to as differentiated leadership The idea of differentiated leadership has its roots in contingency theory situational leadership theory and path goal theory Northouse 2007 That the concept of leadership requires differentiation is further evidenced by the variety of adjectives used to modify the term instructional leadership moral leadership distributed leadership servant leadership normative leadership and so on In recent years

educators have been attracted to the notion of differentiated instruction. They have recognized that one form of instruction is unlikely to address the needs of all students. The approach begins with actual situations confronting contemporary principals and then analyzes the kinds of leadership functions most likely to handle the situations effectively. The book opens with an introduction to the idea of differentiated leadership and why it is important for principals to understand how different schools may face very distinct sets of challenges. Trying to apply a one size fits all type of leadership can have disastrous results. The introduction also contains an overview of organizational diagnostics and the kinds of data needed to assess the particular kinds of challenges presented by a particular school at a particular point in time.

Transnational Influences on Values and Practices in Nordic Educational Leadership Leif Moos, 2013-03-15. This book explores to what extent transnational influences change national local values and practices in the Nordic educational systems. It provides country cases and thematic chapters that give nuanced insights into the influence of transnational agencies on national governance and discourses. It describes how national discourses and regulation influences school leadership values culture and practice in competition with traditional values. The transnational and global discourse on educational leadership is mostly formed according to Anglo American thinking and tradition. Pivotal foundations of this discourse are strong hierarchical societies, class societies with liberal democracies and clearly streamed education systems. The Nordic discourse however builds on a more equal society and flat hierarchies with participatory democracy and on comprehensive schooling with strong local community roots. Leadership thinking and practices are formed by the culture and context they are part of, they are primarily shaped by the national local values traditions and practices and only partially shaped by politics discourses and literature. Due to the fact that a great deal of the literature that is being used in the Nordic contexts is of Anglo American origin and many of the research projects have Anglo American foundations it is difficult to distinguish the sources for leadership thinking and practice. This book distinguishes the Nordic from the Anglo American thinking and presents important findings and arguments for leadership practitioners inside as well as outside the Nordic countries.

Handbook of Research on Educational Leadership for Equity and Diversity Linda C. Tillman, James Joseph Scheurich, 2013-08-21. The rapid growth of diversity within U.S. schooling and the heightened attention to the lack of equity in student achievement, school completion and postsecondary attendance has made equity and diversity two of the principle issues in education, educational leadership and educational leadership research. The Handbook of Research on Educational Leadership for Equity and Diversity is the first research based handbook that comprehensively addresses the broad diversity in U.S. schools by race, ethnicity, culture, language, gender, disability, sexual identity and class. The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking, biases and prejudices that undermine school success for many groups of students. Well known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders. Each

chapter reviews theoretical and empirical evidence of these inequities and provides research based recommendations for practice and for future research Celebrating the broad diversity in U S schools the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity and provides evidence based practices to promote student success for all children

Leading Professional Practice in Education Christine Wise, Marion Cartwright, Pete Bradshaw, 2012-09-05 This volume provides an overview of key contemporary themes in educational leadership It focuses on developing professional capacity organisation improvement and the implementation of change looking at theoretical frameworks and concepts recent research studies and case examples of effective practice The book covers leading learning and learner leadership change processes and distributed leadership leading professional development for educational contexts Designed to encourage critical analysis and debate this volume will be a useful resource for postgraduate and professional development courses in educational leadership and for practitioners It is a companion to Educational Leadership Context Strategy and Collaboration also published by Sage

How School Principals Sustain Success over Time Lejf Moos, Olof Johansson, Christopher Day, 2011-05-26 This work represents a publishing event in education research Genuinely groundbreaking it is the result of longitudinal research from five nations over five years The authors set themselves an unprecedented task to analyze how it is that successful school principals sustain positive outcomes over a significant period of time To find out they initiated the International Successful School Principal Project ISSPP assembling 30 multinational case histories and numerous comparative analyses In doing so they recorded fresh perspectives on the influence school principals can have on their schools the quality of teaching in their classrooms and student outcomes Revisiting the subject schools in 2007 they found many principals still in place having steered their organizations through various minefields of political governance and educational reform As the most penetrating longitudinal investigation of the subject this research has unearthed fascinating new insights into school leadership that add real substance to the sum of our knowledge It incorporates data from educational systems in Australia Denmark Norway Sweden England and the USA One key finding is that while all principals delegate a range of leadership tasks successful ones distribute responsibility on a case by case basis founded on personal assessments of their staff as well as on organizational and policy contexts The research also demonstrates that successful principals maintain close communication with their staff and the wider school environment and that they are adaptive maximizing the opportunities presented by new political contexts and expectations yet without losing sight of their school s core moral and ethical principles The volume s international thematic analysis has allowed comparative conclusions to be drawn on what the principals do to sustain and foster pedagogical and institutional success

Applied Critical Leadership in Education Lorri J. Santamaría, Andrés P. Santamaría, 2013-06-17 Educational leaders are seeing the increasing need for practical transformative models and theories to address academic cultural and socio economic gaps separating learners at all levels of the educational system Applied Critical Leadership in Education explores a

leadership model arising from critical theory and critical pedagogy traditions that transforms status quo educational practices Providing a range of diverse voices of practicing leaders from prekindergarten through higher education explicit ties to theory and practice are drawn making leadership for social justice accessible feasible and more practical for aspiring and practicing leaders alike Features Included Case Studies provide examples of applied critical leadership across early childhood education elementary school middle school high school district and higher education levels Theory to Research Applications offer frameworks and key research complementary to cases Checking In presents questions to the reader to respond and further engage with the chapter content Opportunity Recognition and Critical Conversations offer strategies to challenge assumptions of common practices and begin conversations around issues of social justice Backpack includes online or print resources to supplement the material in each chapter Appendix provides a comprehensive example of qualitative case study research from design to data collection and analysis Applied Critical Leadership in Education provides an innovative way for aspiring and practicing educational leaders to think about and apply leadership practice suited for the educational challenges of today that are necessary for change

Teaching Leaders to Lead Teachers Saran Donahoo, Richard C Hunter, 2007-08-20 TEACHING LEADERS TO LEAD TEACHERS EDUCATIONAL ADMINISTRATION IN THE ERA OF CONSTANT CRISIS In the 21st century the perceived crisis in how schools educate students significantly influences the decision of teachers to move into administrative positions as well as their ability to succeed once they take on these positions Influenced by the media the community and the teacher s lounge many good educators are increasingly unwilling or simply unprepared to make the jump into school leadership and management This book addresses some of the issues that affect school leadership by providing insights into the current state of educational administration in the hope of demystifying or dismissing some of the popular assumptions regarding what really takes place in the administration office In doing so this text examines topics related to the preparation and training of prospective administrators factors that affect the process of leading in learning environments and perspectives on the state and structure of school leadership research and development

Ethical Educational Leadership in Turbulent Times Joan Poliner Shapiro, Steven Jay Gross, 2013-03-05 Educational leaders not only face moral and ethical decisions regarding their classrooms schools districts and education institutions but they also must consider the complexities and threats that impact their communities In this unstable era of war terrorism natural disasters accountability and high stakes testing this process is particularly daunting Ethical Educational Leadership in Turbulent Times is an engaging case study based text that will assist leaders in their ethical decision making processes during a time of turbulence and uncertainty The book is framed by Gross s Turbulence Theory and Shapiro and Stefkovich s Multiple Ethical Paradigms of justice critique care and the profession Presenting clear explanations of theory in combination with authentic dilemmas developed by practitioners this book will assist leaders in dealing with challenging situations in their own settings New in the Second Edition Expanded discussion of Turbulence Theory and

addition of the most recent scholarship in the field of ethical leadership New cases addressing adequate yearly progress misuse of student data financial pressures curriculum design student safety athletics and social justice issues Updated end of case questions to reflect contemporary issues Ethical Educational Leadership in Turbulent Times is a valuable book for both aspiring and practicing educational administrators and leaders

Measuring History S. G. Grant, 2009-03-01 Measuring History complements the cases presented in Wise Social Studies Practices Yeager Davis 2005 Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state level testing In this book the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them At the heart of Measuring History are cases of classroom teachers in seven states Florida Kentucky Michigan New York Texas Mississippi and Virginia where new social studies standards and new and generally high stakes state level history tests are prominent In these chapters the authors describe and analyze the state's testing efforts and how those efforts are being interpreted in the context of classroom practice The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform Catherine Horn University of Houston and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment the research literature and the technical qualities of history tests

Education in Non-EU Countries in Western and Southern Europe Terra Sprague, 2016-02-11 Education in Non EU Countries in Western and Southern Europe is a critical reference guide to the development of education in Albania Andorra Bosnia and Herzegovina the Faroe Islands Iceland Kosovo Liechtenstein Macedonia Monaco Montenegro Norway San Marino Serbia Switzerland and the Vatican City The chapters written by regional experts provide detailed studies of educational systems which are considered in the light of the broader international trends and developments Key themes include educational reform and the quality of education educational change processes in post socialist transition the Europeanization of higher education and the unique challenges of educational provision faced by microstates Including guides to available online datasets this book is an essential reference for researchers scholars international agencies and policy makers

The Wiley Handbook of Educational Supervision Sally J. Zepeda, Judith A. Ponticell, 2018-11-20 An authoritative guide to educational supervision in today's complex environment The Wiley Handbook of Educational Supervision offers a comprehensive resource that explores the evolution of supervision through contributions from a panel of noted experts The text explores a wealth of topics including recent and dramatic changes in the complex context of today's schools This important resource Describes supervision in a historical context Includes a review of adult learning and professional community Reviews new teacher preparation and comprehensive induction systems Contains perspectives on administrative feedback peer coaching and collaboration Presents information on professional development and job embedding learning Examines policy and implementation challenges in teacher evaluation Written for researchers policy analysts school administrators and supervisors The Wiley Handbook of Educational Supervision draws on concepts theories

and research from other closely related fields of study to enhance and challenge our understanding of educational supervision

Organizational Leadership Frank S. Del Favero, 2021-01-07 The purpose of *Organizational Leadership Knowledge and Skills for K 12 Success* is to provide the reader with the foundational knowledge and skills that are necessary to become an effective educational leader The topics addressed in this book are based on the content knowledge and professional skills that are found in the ELCC Building Level Standards These standards also serve as the foundation of the course content of our accredited and nationally recognized by CAEP Master's Degree Program in Educational Leadership Each chapter in this book is based on the knowledge and professional leadership skills presented in each of the courses in our M Ed Leadership degree program here in the College of Education at the University of Louisiana at Lafayette This book targets both current and aspiring educational leaders Current leaders could use this book as a reference to refine their educational leadership knowledge and skills Educational leader preparation programs will find that this book could be assigned as a textbook for aspiring educational leaders as an informative guide so that they can better understand the characteristics and concepts of effective school leadership The topics addressed in *Organizational Leadership Knowledge and Skills for K 12 Success* will provide the reader with variety of organizational leadership knowledge and skills Chapter 1 *Organizing a Just School in the Age of Accountability* presents Rawls concept of justice which states that all students have freedom to learn and freedom to learn in a manner that best suits the learning style of the student The chapter also discusses the roles that each of the domains of knowing plays in the teaching and learning process Educators must realize that learning involves more than just the cognitive domain and that the attributes of the affective and psychomotor domains must be merged with it The process for developing a School Improvement Plan SIP is discussed in Chapter 2 In this chapter the reader will learn that a SIP is a necessary element which guides the school improvement process Chapter 3 defines the meaning and purpose of a school vision The reader will learn in this chapter how to use data to guide the process of creating a school vision The fourth chapter of this book addresses the topic of community engagement and focuses on how schools should develop communication plans to effectively communicate with the people in the community it serves Chapter 5 *Inspiring and Leading the Change Process* deals with the change process school climate and culture and teacher efficacy In the sixth chapter *Systems Alignment* the reader will learn about the need to align district and building level policies with state and federal rules and regulations In chapter 7 *School Leadership and the Law A Field Guide for Instructional Leaders* important topics such as constitutional rights of students and employees free speech religion and special education are discussed

What Every Principal Needs to Know to Create Equitable and Excellent Schools George Theoharis, Jeffrey S. Brooks, 2015-04-25 School leaders who succeed at creating a high achieving learning community must also be committed to creating an equitable environment for all students In this new book key scholars across the content areas show how to put into practice a commitment to equity and excellence across the Pre K12 spectrum Readers learn directly from experts in each

of the content domains literacy mathematics science social studies music early childhood special education English language learners world languages and physical education how a commitment to social justice and equity can be grounded in core subject areas why each has a place in the school and what they need to know and do in each subject area This book is a critical instructional leadership resource for new and veteran principals who want to see all students succeed Contributors Antonio J Castro Julie Causton Theoharis Virginia Collier Katherine Delaney Catherine Ennis Virginia Goatley Beth Graue Rochelle Gutierrez Kathleen A Hinchman Anne Karabon Christi Kasa Dave McAlpine Mitchell Robinson Victor Sampson Sherry A Southerland and Wayne Thomas Snapshots of School Leadership in the 21st Century Michele A. Acker-Hocevar, Gary Ivory, A. William Place, Julia Ballenger, Ph.D., 2012-08-01 In the book we provide snapshots describing this critically important time in our nation when federal educational policy implementation has been at a level previously unheard of in the United States We present a chapter on the design and method of Voices 3 eight chapters on analyses of the focus group discussions and two invited chapters that provide a review and critique of our work The chapters will be excellent resources for professors of educational leadership as we respond to the changing environment and improve preparation programs for superintendents and principals We also see the book as a good resource for practitioners who desire to take the pulse of their colleagues in the field to see common concerns across various issues Finally it will be useful to policy makers as they consider the impact of their decisions on the implementation phases in districts and schools With this book you are receiving access to the 27 focus group transcripts on which the chapters are based Instructors of qualitative research may find these data useful in their classes e g for students to practice different types of data analysis and coding **Educational Leadership in an Age of Reform** Stephen L. Jacobson, James A. Conway, 1990 **International Handbook of Educational Leadership and Social (In)Justice** Ira Bogotch, Carolyn M. Shields, 2013-11-11 The International Handbook on Educational Leadership and Social In Justice creates a first of its kind international forum on conceptualizing the meanings of social justice and leadership research approaches in studying social justice and combating social injustices school university and teacher leadership for social justice advocacy and advocates for social justice socio cultural representations of social injustices global policies and leadership development as interventions The Handbook is as much forward looking as it is a retrospective review of educational research literatures on social justice from a variety of educational subfields including educational leadership higher education academic networks special education health education teacher education professional development policy analyses and multicultural education The Handbook celebrates the promises of social justice while providing the educational leadership research community with concrete contextualized illustrations on how to address inequities and combat social political and economic injustices through the processes of education in societies and educational institutions around the world *The SAGE Handbook of Educational Leadership* Fenwick W. English, Gary L. Anderson, 2005 The SAGE Handbook of Educational Leadership is a landmark work with

contributions from 37 internationally renowned scholars covering an extensive range of issues confronting the field of educational leadership and administration The Handbook reviews how leadership was redefined by management and organizational theory in its quest to become scientific then looks forward to promising theories concepts and practices that show potential for development and application This Handbook represents the establishment of a new tradition in educational leadership It thoroughly covers a broad range of issues pertaining to curriculum leadership supervision teacher evaluation budgeting planning school design and issues facing the principalship and the superintendency in the United States

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