

Effective Teacher Leadership Using Research To Inform And Reform 0

Discover the secrets of successful teacher leadership! Whether you're a teacher who's ready to take on new roles or an administrator looking to develop strong leaders, this content-driven handbook is here to help you make distributed school leadership a reality. Inside you'll find specific how-tos for the essential skills teacher leaders need most: running meetings, teaching colleagues, providing feedback, conducting needs assessments, delivering effective professional development, resolving conflicts, employing technology, and more. The book features: Well-tested content and activities
Reflective writing prompts
Scenarios for discussion
Self-evaluations
Two companion guides: one for teachers, and one for administrators

This authoritative text and practitioner resource has now been extensively revised and expanded with 70% new material covering new topics and standards in literacy leadership. Prominent experts present research-based methods for improving instruction, assessment, and professional learning experiences in PreK–12. The distinct roles of teachers, reading/literacy specialists, literacy coaches, special educators, and principals are explored, with an emphasis on fostering a culture of collaboration. Chapters highlight the standards that

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apply to each component of a schoolwide literacy program, give examples of what they look like in schools, and share implications for classroom practice and professional learning. Pedagogical features include guiding questions, case examples, vignettes, engagement activities, and annotated resources for further learning. New to This Edition *Now copublished with the International Literacy Association (ILA) and grounded in ILA's updated Standards 2017; expanded grade range includes PreK. *Chapters on new topics: writing instruction, sustaining schoolwide improvements, and collaborative leadership. *New chapters on core topics: the principal's role, assessment, middle and high school literacy programs, special education, and culturally responsive instruction. *Vignettes from leaders in diverse roles, "Think About This" questions for discussion/reflection, and end-of-chapter annotated resources.

How do you bring research findings into the classroom and how do you find the time to research the research? In this valuable resource, the authors have examined decades of research findings to distill the results into nine categories of teaching strategies that have positive effects on student learning.

Teacher Learning and Leadership asserts that teachers should be put at the center of creating, developing, organizing, implementing, and sharing their own ideas for school change rather than being

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passive recipients of knowledge from the outside. It argues that there is tremendous potential for the good of students and the professionalization of teaching, when teachers work collaboratively to develop their own and their colleagues' professional knowledge and practices and are supported by school and system leaders, unions and government. The book draws on the groundbreaking work of the Teacher Learning and Leadership Program in Ontario and uses an in-depth case study to illustrate its points. It demonstrates how professional development built around collaboration, teacher leadership, curriculum development, technology and pedagogy can be organized in a way that redistributes control and responsibility to teachers, thereby instilling a genuine sense of pride and accomplishment in their work. This book is a sincere outreach from the authors who advocate for the professional development of, by and for teachers as individuals and, importantly, as a collective profession. The authors argue that projects like the TLLP (a joint initiative between the Ontario Ministry of Education and the Ontario Teachers' Federation) can radically, and positively, transform teachers' knowledge, skills and practices. The book provides an important model for school change led by teachers, rather than experts, in partnership with school and system leaders and is a fascinating read for all those concerned with teaching, teacher

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development and educational change.

Expand your understanding of educational research with this practice-first introduction. 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, the authors 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. Available with Perusall—an eBook that makes it easier to prepare for class Perusall is an award-winning eBook platform featuring social annotation tools that allow students and instructors to collaboratively mark up and discuss their SAGE textbook. Backed by research and supported by technological innovations developed at Harvard University, this process of learning through collaborative annotation keeps your students engaged and makes teaching easier and more effective. [Learn more.](#)

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Featuring scholarly descriptions, teacher leader reflections, and thoughtful questions, this thoughtful collection will immerse readers in deep exploration of teacher leadership and student learning; definitions, structures, and cultures that promote teacher leadership; and teacher leader preparation and development.

This book provides the theory behind integration of technology, provides a rationale for that integration, and explores resources and methods for supporting others in their growth in technology integration.

Educational leaders will be a particular focus of the book as the need to be prepared to help their faculty integrate technology into their institutions. They are knowledgeable about administrative responsibilities, but not always as knowledgeable about theories and best practices of technology integration. Each chapter begins with a scenario or example from K-12 or higher education to illustrate the ideas presented in the chapter, then the chapter delves into the theoretical background, followed by a technology example, and concluding with activities readers could engage in to deepen their understanding of the concepts presented.

This book offers a framework with corresponding rubrics anchored in professional standards: teacher, leader and teacher leader.

This book has been replaced by Best Practices of Literacy Leaders, Second Edition, ISBN 978-1-4625-4228-4.

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Experiencing Teacher Leadership is unique from most other books about teacher leadership because the focus is on the teachers and their experiences, good and bad, as they transition from classroom teacher into a position of leadership in their school.

This book examines how to encourage the development of others towards social justice practices. The processes of development include practices such as mentoring, coaching, professional development, and the exploration of alternatives to reculture the work environment and enhance collaborative partnerships. Many groups play a role in the leadership and improvement of social justice opportunities in education, such as students, new teachers, veteran teachers, teacher leaders, new campus leaders, veteran campus leaders, parents, district leaders, non-certified school personnel and board of education members. Their preparation and development are explored in this volume through the people's voices and experiences. Finally, challenges can be recognized in the effort to encourage the development of others, including local and federal policies, new forms of academic delivery, and the preparation of leaders in ever-evolving educational structures. These issues will be fully explored with the aim of informing practitioners and scholars in the field of educational leadership.

The book discusses the challenges that teacher leaders face, such as deciding to accept a leadership role, building principal-teacher leader relationships, and working with peers.

This highly detailed study maps four decades of evolution of the concept of what constitutes effective school leadership. It analyses the theoretical background to these developments and advocates the utility of thinking of a 'lean' form of school leadership that is comparable to the concept of 'meta-control'. A wide-ranging survey of the empirical research

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literature on leadership effects includes the presentation of results from earlier meta-analyses as well as a new meta-analysis on some 25 studies carried out between 2005 and 2010. This survey demonstrates that older reviews and meta-analyses were predominantly based on so-called 'direct effect' studies, while more recent studies have tried to quantify the indirect effects of leadership, mediated by other school variables. While acknowledging the relatively small total effect of leadership on student outcomes, the study does identify promising intermediary factors which, stimulated by specific leadership behaviours, impact on student performance. The book ends by drawing out wider implications for educational practice and policy, presented under headings such as 'schools need leadership', 'the toolkit of the school leader as a meta-controller', 'the special case of turning around failing schools' and 'efficiency of school leadership'. In passing, the authors make several suggestions about potentially fruitful next steps in researching the effects of school leadership.

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

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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. Do you want your school or district to truly become a learning organization? How do you foster lasting and meaningful change? How do you avoid rejection of your new approach to teaching and learning? If you've been involved in a school change effort, you most likely have struggled with these questions. To ease this struggle, Douglas B. Reeves has proposed a new framework to promote effective change efforts through teacher leadership. In this book, you will explore not only cutting-edge research findings, but also practical applications that can help improve student achievement and educational equity. You can learn how to achieve lasting results as an educator and school leader. You can learn from other teacher researchers how to infuse your

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classroom, school, or district with enthusiasm, meaningful teaching, improved results, and greater satisfaction. Even as you strive for innovation, you naturally want to avoid having the next new thing become the latest old thing. To achieve lasting change, educators must embrace evidence-based decision making rather than the fact-free debate. Reeves has found that educators more readily accept decisions they disagree with if they believe the decision-making process was fair--not based on opinion or hierarchy. Reeves aims for you to help him build a network of teacher leaders based on this new evidence-based framework that will foster resilient learning organizations. Come along--explore, act, and share. This comprehensive handbook synthesizes the best current knowledge on teacher professional development (PD) and addresses practical issues in implementation. Leading authorities describe innovative practices that are being used in schools, emphasizing the value of PD that is instructive, reflective, active, collaborative, and substantive. Strategies for creating, measuring, and sustaining successful programs are presented. The book explores the relationship of PD to adult learning theory, school leadership, district and state policy, the growth of professional learning communities, and the Common Core State Standards. Each chapter concludes with thought-provoking discussion questions. The appendix provides eight illuminating case studies of PD initiatives in diverse schools.

Interest in and knowledge of leadership and learning, separately and together, is an international and continuing phenomenon. This book adds to a somewhat under-researched aspect of the field. It focuses both on a particular form of leadership – teacher leadership, and on a particular form of learning – professional development. It considers the connection between teacher leadership and professional development and the first chapter relates this connection to a

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'Leadership for Learning' conceptual framework, developed through an international, three-year project. The book's chapters explore teacher leadership and professional development from a number of perspectives, giving rise to three points of particular significance. Firstly the chapters show that, either by accident or design, there is a growing cadre of teacher leaders emerging from a multitude of professional development activities and initiatives. Secondly, a number of new conceptual frameworks are put forward, alongside the adaption and development of extant ones that add to the ever-increasing theorisation of educational leadership and professional development literature. Thirdly, the chapters provide evidence of the connections between leadership and learning as conceptualised in the 'Leadership for Learning' framework. This book was originally published as a special issue of Professional Development in Education. The classic guide for designing robust science and mathematics professional development programs! This expanded edition of one of the most widely cited resources in the field of professional development for mathematics and science educators demonstrates how to design professional development experiences for teachers that lead to improved student learning. Presenting an updated professional development (PD) planning framework, the third edition of the bestseller reflects recent research on PD design, underscores how beliefs and local factors can influence PD design, illustrates a wide range of PD strategies, and emphasizes the importance of: Continuous program monitoring Combining strategies to address diverse needs Building cultures that sustain learning

A road map for teachers who strive to be highly effective leaders in our nation's classrooms Teach For America has fought the daunting battle of educational equity for the last twenty years. Based on evidence from classrooms across the

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country, they've discovered much about effective teaching practice, and distilled these findings into the six principles presented in this book. The Teaching As Leadership framework inspires teachers to: Set Big Goals; Invest Students and Their Families; Plan Purposefully; Execute Effectively; Continuously Increase Effectiveness; Work Relentlessly. The results are better educational outcomes for our nation's children, particularly those who live in low-income communities. Inspires educators to be leaders in their classrooms and schools Demystifies what it means to be an effective teacher, describes key elements of practice and provides a clear vision of success Addresses the challenges every teacher, in every classroom, faces on a daily basis An accompanying website includes a wealth of tools, videos, sample lessons, discussion boards, and case studies. With five new case studies, this revised edition shows principals and staff developers how to collaborate with teachers in fostering, developing, and supporting teacher leadership.

Teacher leadership remains at the forefront of conversations in teacher education, with discussions on recruitment, retention, and effectiveness. Teachers are at the core of schooling, and the roles they assume and types of leadership they engage in are multi-dimensional. Teacher leadership comes in many shapes and definitions. In this sense, both opportunities and challenges exist in teacher leadership. While national competencies continue to define dispositional and knowledge base for teacher leaders, there is still work to be done to define and add to the body of scholarship on this topic. Teacher leadership opportunities provide development for teachers as a key retention strategy; however, role ambiguity presents challenges in how to empower teachers for formal and informal roles of leadership while maintaining the teacher identity. Empowering Formal and Informal

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Leadership While Maintaining Teacher Identity provides a comprehensive look at the opportunities and challenges of teacher leadership, drawing on research and practice that add to the body of knowledge for teacher leadership, which is a niche in education that differs from educational administration. Highlighted topics within this book include models for teacher leadership, teacher education, types of leadership roles, the development and retention of teacher leaders, and leadership across different types of school districts. This book is ideally designed for inservice and preservice teachers, administrators, teacher educators, practitioners, researchers, academicians, and students interested in teacher leadership roles and the way in which teacher identity is maintained in relation to these other leadership positions.

The International Handbook of Teacher and School Development brings together a collection of research and evidence-based authoritative writings which focus on international teacher and school development. Drawing on research from eighteen countries across seven continents, the forty chapters are grouped into ten themes which represent key aspects of teacher and school development: Issues of Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Different Circumstances Student Voices in a Global Context Professional Learning and Development Innovative Pedagogies School Effectiveness and Improvement Successful Schools, Successful Leader Professional Communities: their practices, problems & possibilities Each theme expertly adds to the existing knowledge base about teacher and school development internationally. They are individually important in shaping and understanding an appreciation of the underlying conditions which influence teachers and schools, both positively and

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negatively, and the possibilities for their further development. This essential handbook will be of interest to teacher educators, researchers in the field of teacher education and policy makers.

Offers educators practical use of recent brain research through the Brain-Targeted Teaching model, an instructional framework that guides teachers in the planning, implementation, and assessment of a program of instruction. JSL invites the submission of manuscripts that contribute to the exchange of ideas and scholarship about schools and leadership. All theoretical and methodological approaches are welcome. We do not advocate or practice a bias toward any mode of inquiry (e.g., qualitative vs. quantitative; empirical vs. conceptual; discipline-based vs. interdisciplinary) and instead operate from the assumption that all careful and methodologically sound research has the potential to contribute to our understanding of school leadership. We strongly encourage authors to consider both the local and global implications of their work. The journal's goal is to clearly communicate with a diverse audience including both school-based and university-based educators. The journal embraces a broad conception of school leadership and welcomes manuscripts that reflect the diversity of ways in which this term is understood. The journal is interested not only in manuscripts that focus on administrative leadership in schools and school districts, but also in manuscripts that inquire about teacher, student, parent, and community leadership.

Bridge the achievement gap with proven strategies for student success Breakthrough Principals debunks the myth of the 'superhero' principal by detailing the common actions and practices of leaders at our nation's fastest-gaining public schools.

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Based on the authors' Transformational Leadership Framework, which they developed through in-depth study of more than 100 high-gaining, high-poverty schools, the book distills findings into a practical, action-focused plan for diagnosing school needs and implementing structures, systems and practices that accelerate student achievement. Brought to life by case studies of principals who have led dramatic gains in student achievement, the book is a how-to guide for increasing the quality of teaching and learning; improving school culture; attracting and supporting high-performing teachers; and involving parents and community to help students achieve. You'll learn how breakthrough principals make the school's mission a real part of both strategy and practice, and set up sustainable systems that support consistent, ongoing improvement. High-impact practices are organized into five broad categories: learning and teaching, school-wide culture, aligned staff, operations and systems, and personal leadership. The primary job of school leadership is to help students succeed. It begins with first recognizing and prioritizing areas of need, then finding and implementing the most effective solutions. Whether you work in a turn around environment, or want to make a good school better, this book will give you a set of concrete practices—illustrated through examples of real principals in real schools—that have been proven to

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work. Discover the primary drivers of student achievement Work toward the school's vision in staffing, operations, and systems Set the tone for all relationships and practices with good leadership Closing the achievement gap is a major goal of educational leadership, and principals are forever searching for viable methods that help them better serve their students. Breakthrough Principals unveils the details behind the success stories from across the nation to provide a roadmap to transformative gains.

As interest in teacher leadership has grown, many leading organizations have developed tools and guidance to support schools, districts, and teacher leaders themselves. For instance, the National Network of State Teachers of the Year developed resources on teacher leader career pathways and advocacy approaches, as well as teacher leader standards. Likewise, the National Board for Professional Teaching Standards developed teacher leadership competencies. Regional educational laboratories also have worked to better understand teacher leadership, specifically what can be learned about teacher leadership from the research literature. In collaboration and consultation with the Regional Educational Laboratory (REL) Midwest Educator Effectiveness Research Alliance, REL Midwest developed this tool to help district and school administrators gauge the extent to which

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district and school leaders have the necessary training, support, and culture to facilitate the identification and ongoing development of teacher leaders. The results of this assessment can be used to generate a list of areas for improvement, resources needed, and next steps to increase readiness to foster effective teacher leadership. REL Midwest researchers conducted a review of the literature on teacher leadership and worked with stakeholders in the Midwestern states to identify the most critical elements necessary for successful teacher leadership. The literature and stakeholder input shaped the content of the tool. School and district leaders, working either on their own or with colleagues, can use this tool to evaluate the extent to which existing strategies and context adequately promote and support teacher leadership.

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

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contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement.

This practical guide provides compelling case studies, explicit guidance on using case writing and case analysis, and a facilitator's guide to enrich teachers' professional learning.

The essential guidelines for leading effective change in your school From an education expert comes a much-needed resource that gives teacher leaders the strategies and tools they need to improve their practice and assume new leadership roles in their schools. The author outlines the everyday acts of teacher leadership and shows how to lead effectively through collaboration. The book also contains suggestions for leading change beyond the classroom. Discusses what works when taking on the role of teacher leader in a school Contains proven strategies and tools for implementing school change Includes activities in each chapter that are teacher-tested and can be used by individuals, teams, or larger groups This important resource offers school leaders a much-needed guide for learning how to lead and implement school change. Focusing on the ways in which leadership can be fostered and enhanced, this text argues that teacher leadership is an intrinsic and important part of school and classroom improvement, as well as

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considering the roles, responsibilities and influences of teachers who lead.

Do you want your school or district to truly become a learning organization? How do you foster lasting and meaningful change? How do you avoid rejection of your new approach to teaching and learning? If you've been involved in a school change effort, you most likely have struggled with these questions. To ease this struggle, Douglas B. Reeves has proposed a new framework to promote effective change efforts through teacher leadership. In this book, you will explore not only cutting-edge research findings, but also practical applications that can help improve student achievement and educational equity. You can learn how to achieve lasting results as an educator and school leader. You can learn from other teacher researchers how to infuse your classroom, school, or district with enthusiasm, meaningful teaching, improved results, and greater satisfaction. Even as you strive for innovation, you naturally want to avoid having the next new thing become the latest old thing. To achieve lasting change, educators must embrace evidence-based decision making rather than the fact-free debate. Reeves has found that educators more readily accept decisions they disagree with if they believe the decision-making process was fair--not based on opinion or hierarchy. Reeves aims for you to help him build a network of teacher leaders based on this

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new evidence-based framework that will foster resilient learning organizations. Come along--explore, act, and share. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

Featuring a diverse and distinguished group of scholars, this volume provides a much-needed, research-based analysis of nonsupervisory, school-based, instructional leadership. Frequently referred to as teacher leaders, specialists, or coaches, these new positions have the potential to provide teachers with the skills and knowledge necessary for continued instructional improvement and, ultimately, enhanced student learning. This authoritative collection presents both qualitative and quantitative evidence on the enactment, design, conditions, constraints, and successes of this type of instructional leadership. This book offers important lessons for the improvement of policy and practice. Leadership takes on a tone of urgency when we are struggling for justice. At the same time, the right to lead – the agency to embrace a leadership identity – can also feel more distant when we are marginalized by the dominant society. For bilingual education teachers working with immigrant communities, the development of critical consciousness, pride in the cultural and linguistic resources of the bilingual community, the vocabulary to name and face marginalization, and a strong professional network

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are fundamental to their development of professional identities as leaders and advocates. Based on the experiences of 53 Spanish-English bilingual teachers in Central Texas, this book aims to explore, define, and understand bilingual teacher leadership. It merges the themes of leadership, teacher preparation and bilingual education and is essential reading for bilingual or ESL teachers, teacher educators and researchers serving an increasingly transnational/translingual student body.

While considerable evidence indicates that school leaders are able to make important contributions to the success of their students, much less is known about how such contributions are made. This book provides a comprehensive account of research aimed at filling this gap in our knowledge, along with guidelines about how school leaders might use this knowledge for their own school improvement work. Leadership practices known to be effective for improving student success are outlined in the first section of the book while the remaining sections identify four “paths” along which the influence of those practices “flow” to exercise an influence on student success. Each of the Rational, Emotional, Organizational and Family paths are populated by conditions or variables known to have relatively direct effects on student success and also open to influence by effective leadership practices. While the Four Path framework narrows the attention of school

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leaders to a still-considerable number conditions known to contribute to student success, it leaves school leaders the autonomy to select, for improvement efforts, the sub-set of conditions that make the most sense in their own local circumstances. The approach to leadership described in this book provides evidence-based guidance on what to lead and flexibility on how to lead for purposes of improving student learning. In framing this book, Bill Rogers discusses 'what changes' and 'what stays the same' in teacher leadership and behaviour. Original chapters from well-known writers and practitioners set out current approaches in behaviour leadership, in terms of practical concerns about behaviour management and discipline. The emphasis on teacher leadership is intentional, as the authors believe that the kind of teacher leadership in a school significantly affects the effectiveness and humanity of discipline and management. All the contributors have a teaching background and all are directly involved with schools, in research and consultancy. Bill Rogers works in classrooms with teachers, as a coach/mentor. Each chapter demonstrates a commitment to support classroom teachers with practical action research in areas such as: - Teacher leadership - Effective teaching - Colleague support - Discipline and behaviour management - Working with students who show emotional-behavioural

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disorders. This book will be useful to teachers and other education professionals interested in behaviour management, discipline and colleague support issues.

In an educational context where school and district performance is of increasing focus, it's 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.

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