Educational Leadership Building on the success of the first edition, this book provides a focused up-to-date introduction to the current themes and dimensions of educational leadership through contributions from some of the leading authors in the field. Each chapter introduces the reader to a key aspect of leadership. This new edition has been fully updated to include recent developments, new chapter summaries and further reading, and a new chapter on Developing Leadership. Written in an accessible style, this book is essential reading for school leaders who wish to have a better understanding of their leadership role. It is also suitable for Masters/Doctoral students worldwide, and will give those on professional development courses a valuable insight into school leadership.

Teaching Educational Leadership in Muslim Countries Grounded in the theory of sociologist Karl Weick, this edited volume explores key concepts of educational leadership and organizational learning. Chapter authors analyze and reflect on the implications of Weick’s thinking on leadership preparation and development. Providing a thorough understanding of the influence of his ideas in education, this volume unpacks the ways in which Weick’s ideas influence and shape organizational learning and educational leadership and policy today.

The Doctoral Student’s Advisor and Mentor Learning to Read Critically in Educational Leadership and Management is a unique resource which combines a teaching text with exemplary reports of small-scale research and a literature review conducted by international scholars. Part One gives the reader a framework for the critical analysis of any text and explains how to incorporate it
Introduction to Educational Administration This book explores the Islamic tradition and Muslim contexts for educational administration and leadership. It addresses the teaching of educational administration and leadership from an Islamic perspective by raising issues of globalised educational administration and leadership teaching as it applies in Muslim contexts that vary by culture and social institutions. The book proposes alternative approaches and demonstrates that Islamic traditions have a strong foundation upon which to build in the field and are compatible with many aspects of Western theory and practices, provided that sufficient modifications and adaptations are made. The book focuses on postgraduate curricula and pedagogy, drawing on a range of theoretical foundations and approaches that are culturally and jurisdictionally appropriate in a number of Muslim countries. As such, it contributes to an emerging specialisation in international and comparative educational administration and leadership that is oriented towards a broader and more diverse set of perspectives, particularly from the non-Western world.

Was gute Lehrer anders machen Books à la Carte are unbound, three-hole-punch versions of the textbook. This lower cost option is easy to transport and comes with same access code or media that would be packaged with the bound book. This Package Contains: MyCommunicationLab with E-Book Student Access Code Card and Public Relations: Strategies and Tactics, Books a la Carte Edition Updated in a 10th edition, Public Relations: Strategies and Tactics, Tenth Edition, clearly explains to students the basic concepts, strategies, and tactics of today's public relations practice. This comprehensive text is grounded in scholarship and includes references to landmark studies and time-honored public relations techniques. The tenth edition emphasizes the application of the Internet and social media for programs and campaigns.
Administration Viewed Through Its Texts provides the reader a history of the development of the professional field of educational administration. From the Common School Era of the 1840s through the Era of Accountability in 2000, leaders of the profession wrote textbooks to both inform and instruct those desiring to follow in their footsteps. Historical leaders such as Elwood Cubberley, George Strayer, George Counts, and Jesse Sears are identified, and the ways in which their work influenced the profession and the public schools is examined. The various management themes running through the practice of educational administration over a 150-year period are also discussed. Among these themes is the administrator as a: philosopher and manager of virtue, scientific manager, executive, transformational leader, instructional leader in a time of high stakes accountability. The schools of "thought" affecting the preparation of education administrators is also discussed in the framework of general educational administration textbooks. The early textbooks written by the "grandfathers" were compendiums of "best practice" later eclipsed in the 1960s by a "theory movement" to make practice more scientific. This "new movement" was based on research in the social and behavioral sciences. The "theory movement" presently seems to be giving way to a return of textbooks being compendiums of best practice based on "professional" standards. Lastly, an exploration of the development and impact the specialization of the field has had on both textbooks and practice is included. The splintering of the educational administration professorate into finance, law, policy, personnel, and other specialties has had a profound impact on textbooks and practice. The development of standards dictating certification and licensing has also been influenced by specialization as opposed to general preparation. This book is a must for university libraries and every doctoral student writing a dissertation in education.
advancing our understanding of schools through empirical study and theoretical analysis that was initiated by Wayne and Cecil G. Miskel. This tenth anniversary edition honors and celebrates the research leadership Wayne has provided in the field of educational administration through his distinguished career. The festschrift is organized around the analysis of school contexts and includes constructs Wayne and his protégés have studied and researched: climate, trust, efficacy, academic optimism, organizational citizenship, and mindfulness. It concludes with the work of colleagues on the salient contemporary issues of innovation, power, leadership succession, and several others focused on improving schools. Chapter authors all have close connections to Wayne - former students and their students, as well as colleagues and friends.

Introduction to Educational Administration This book shows that educational leadership is not a science but a philosophical activity, a moral art. The central problem of administration is defined as value conflict, and Hodgkinson presents an analysis and theory of value and of conflict resolution. He examines what it means to be a leader and how to cope with the pressures of organizational life. Additionally, he deals with leadership as a human and humane process engaging consciousness and will in a context of values and ethics.

Learning to Read Critically in Educational Leadership and Management EDITORS This introduction to the International Handbook of Educational Leadership and Administration describes some of the motivation for developing the book and several assumptions on which is based much of the work represented in its 31 chapters. A synopsis of the contents of those chapters is also provided. SOME KEY ASSUMPTIONS It is sometimes suggested that the search for an adequate understanding of leadership is doomed to fail. After all, there is little evidence of agreement about the concept in spite of prodigious efforts dating back hundreds if not thousands of years. Such a view is captured, for example, in Bennis' observation that: Of all the hazy and confounding areas in
social psychology, leadership theory undoubtedly contends for top nomination. Probably more has been written and less is known about leadership than any other topic in the behavioural sciences. (1959, page 259) We do not find this state of affairs discouraging (nor entirely accurate) and, of course, it did not prevent Bennis from proceeding either. One reason for our desire to continue in the face of such discouraging words is that a great deal of leadership research aspires to develop a general theory, a theory which applies to all or most domains of organized human activity. This aspiration inevitably produces decontextualized and, therefore, abstract categories of practice. Howard Gardner's (1995) depiction of leadership as story telling is a case in point.

New Directions in Educational Leadership Originally published in 1984. The argument of this book is that the preceding 12 to 15 years saw significant changes in educationalists’ understanding and application of the concepts of leadership, and because of these changes two things happened. One, the relationship between participants changed; and two, policy and practice also changed. The papers in this collection have been specially commissioned or collected together with this thesis in mind. Each of them examines leadership with special reference to one or more aspects, sectors, roles or interests within the educational system of England and Wales.

Understanding Educational Leadership This book focuses on using faculty mentoring to empower doctoral students to successfully complete their doctoral studies. The book is a collection of mentoring chapters showcasing professors and dissertation advisors from the most prestigious universities in the United States. They provide an extraordinary range of mentoring advice that speaks directly to the doctoral student. Each chapter addresses a professional or personal component of the doctoral process that represents how these exceptional faculty best mentor their doctoral students.

Educational Leadership and Organizational Management The first
International Handbook of Educational Leadership and Administration (Leithwood et al.) was published in 1996 and quickly became something of a best seller for reference works within education. Such success, we suggest, was at least partly due to the unprecedented global waves of concern for improving schools launched in the mid 1980’s, combined with a widespread belief in leadership as the single most powerful contribution to such improvement. The roots of this belief can be found in evidence produced by the early "effective schools" research, although there is a "romance" with leadership! as an explanation for success in many non-school enterprises, as well. During the two-year period during which this current handbook was being written, activity in the realms of school leadership, school improvement, and leadership development gained further momentum. The English government created its new National College of School Leadership, and several Asian nations announced new initiatives in leadership selection, preparation, and development.

Educational Leadership for Organisational Learning and Improved Student Outcomes Within the context of 'learning age' and the Teacher Training Agency’s National Standards, this book explores many of the key issues facing those both aspiring to and already involved in leadership and management, whether at middle or senior levels. It also evaluates issues central to leadership in a variety of professional educational settings.

THE POSTMODERN CHALLENGE TO THE THEORY AND PRACTICE OF EDUCATIONAL ADMINISTRATION

Roundtable Viewpoints: Educational Leadership This book is intended for students, leaders and managers who wish to explore the personal relevance and conceptual bases of educational leadership and organizational management and to develop their expertise in this field. It is a book written for both scholars and practitioners. The general public will also appreciate the accessible language in the book. There are two goals in the experiential learning process. One is to learn the specifics of a particular subject...
matter, in this case, educational leadership and organizational management. The other is to learn about one’s own strengths and weaknesses as a learner. This book is focused on the analysis of prevalent theories and concepts and their application to the development of leadership and management skills, and the knowledge and attitudes required to solve real world problems in the workplace. For decades, students have focused their studies of educational leadership and organizational management theories in classroom settings without actual opportunities to apply these theories in the workplace. A profound and significant lesson learned in history is that we must follow the principle of integrating theory with practice (unity of theory with practice). Then, we can follow the policy of walking on two legs, an analogy made by the late Chinese chairman, Mao Ze Dong.

The History of Educational Administration Viewed Through Its Textbooks Studies values and their influences in educational leadership.

Why Context Matters in Educational Leadership Describes a variety of leadership responsibilities that have an effect on student achievement.

Organizational Theory for Equity and Diversity Sponsored by the University Council of Educational Administration (UCEA), the British Educational Leadership, Management, and Administration Society (BELMAS), and the Commonwealth Council for Educational Administration and Management (CCEAM), this is the first book to provide a comprehensive and comparative review of what is known about the preparation and development of primary and secondary school leaders across the globe. It describes current issues and debates and offers an assessment of where the field of leadership development is headed. Key features include the following: Global Focus: this book provides the first comprehensive look at leadership preparation and development across the globe. The chapter authors are distinguished scholars, drawn from the US, UK, Europe, Asia, Canada, Australia/New Zealand, and Africa. Topical &
Geographical Focus: provides researchers and policymakers with critical descriptions and assessments of both topical and geographical areas. International Expertise: chapter contributors are drawn from a variety of theoretical perspectives and represent all major continents.

Enacting and Conceptualizing Educational Leadership within the Mediterranean Region

Introduction to Educational Administration Like the bestselling first edition, this introductory textbook succinctly presents concepts and theories of educational leadership and organizational behavior and immediately applies them to problems of practice. The second edition includes a new chapter on organizational culture, expanded coverage of organizational structure, systems, and leadership, and additional case studies and scenarios representing real problems of practice.

Educational Leadership & Learning Understanding Educational Leadership guides you through critical perspectives and approaches across the world, taking in the global north and south, and explores the ways in which educational leadership is currently understood, theorised, researched, modelled and practised. The book also covers contemporary issues including gender, sexual identity and race, as well as topics such as governance, performativity and corporatisation. It brings together evidence and ideas that illuminate the power structures and relations in educational leaders, leading and leadership and helps you to consider the impact on policy and practice, and to think about changes needed to mitigate the issues identified. The book showcases a wide range of theorists, including Bourdieu, Foucault and Fraser. Its impressive scope includes analyses of collectivist, neoliberal and historical influences on educational leadership. It explores forensically leadership styles, with an explicit focus on distributed, instructional, democratic, autocratic, laissez-faire and organisational forms. Carefully curated by the editors, the world-leading contributors draw on their wealth of knowledge about
research and practice to provide you with an overview of educational leadership today, looking at global research, evidence, arguments and conceptualisations. Each chapter is written in an engaging and inspiring way, following a consistent approach to help you to develop your understanding in each of the areas covered. Full pedagogical features throughout include chapter summaries, key questions, case studies, questions for readers and further reading suggestions with questions on key texts. A companion website provides links to open-access outputs, research-project outcomes, and networking seminars, conferences with links to local, national and global events and connections.

The Essentials of School Leadership Like the bestselling first edition, this introductory textbook succinctly presents concepts and theories of educational leadership and organizational behavior and immediately applies them to problems of practice. The second edition includes a new chapter on organizational culture, expanded overage of organizational structure, systems, and leadership, and additional case studies and scenarios representing real problems of practice.

School Leadership that Works Co-published with UCEA, this exciting new textbook is the first to tackle the ISLLC Standard 2—Instructional Leadership. In light of recent curriculum reforms, accountability policies, and changing demographics, today’s leaders must not only have expertise in culture building and supervision skills, but also in adult learning, cultural funds of knowledge, curriculum, and the role of politics. The New Instructional Leadership helps aspiring school leaders examine their beliefs and practices about instructional leadership in relation to ISLLC Standard 2 and provides the theory, learning experiences, and analytical tools for effective leadership in today’s world. Chapters cover issues of collaboration, curricular programming, motivation, supervision, accountability, capacity building, use of technology, monitoring, and evaluation. Special Features: Case Studies—encourage readers to reflect and actively engage with instructional leadership beliefs and practices. Fieldwork and
Extended Reflections—a range of inquiry activities provide students with opportunities to consider problems of practice related to the standard. Strategies for Leaders—offers students practical and accessible ideas in order to transform their practice to address the complex challenges facing contemporary schools. Theoretically grounded and research-based, this unique volume will help aspiring and current leaders to understand instructional leadership and help them to sustain strong curricular and instructional programs in their increasingly diverse schools and communities.

Introduction to Educational Leadership Based on nearly a decade of scholarship, this is a highly focused book on the implications of postmodernism for the construction and assessment of theory and practice in educational administration. Current ideas of practice are deconstructed, from the notions of sound research to the use of national standards in the preparation of educational leaders along with ways of examining and resolving the theory-practice gap. Part One of the book contains chapters dealing with the rise of postmodernism and describes its broad-based dissent from a century of thought in the field, including a penetrating examination of whether the concept of a field itself is viable. Part Two of the book explores the many ramifications of postmodernism to practice, beginning with ideas concerning educational research. These chapters tackle the tough issues of the efficacy of the Interstate Leaders Licensure Standards (ISLLC) and the national exam as examples of job deskilling and deprofessionalization in the guise of raising standards of preparation of future educational leaders. Other chapters deal with deconstructing the popular managerial ideas contained in Stephen Covey’s works and dispute Joe Murphy’s call for a new center of gravity in the field as reinforcing the status quo. Finally, the book tackles the issue of the theory-practice gap and indicates that new and progressive theories which anticipate problems of practice are what is required to deal with this persistent issue. The book contains many helpful exhibits in understanding the issues concerning theory and practice, as well as a glossary of terms most commonly found in postmodern discourse. This book is designed for college and university programs engaged in the
preparation of educational leaders for elementary/secondary schools and college administrative positions.

Introduction to Educational Leadership & Organizational Behavior

ROUNDTABLE VIEWPOINTS: EDUCATIONAL LEADERSHIP offers varying perspectives on important issues and provides readers with balanced and fair coverage of a topic to form their own opinion or to support their research. This reader is designed to address a number of different issues regarding educational leadership. Each issue question is relevant to the topic and guides readers through the readings. The controversy and different views among the captivating readings is readily apparent to the reader and stimulates discussion. The variety of selections per issue are current, culled from a variety of sources, and relate to the most popular issues surrounding the topic. In addition to the issue questions and selections, ROUNDTABLE VIEWPOINTS: EDUCATIONAL LEADERSHIP includes an issue introduction; summary/overview; highlights; critical thinking; challenge questions; and additional reading and/or websites.

Foundations of Educational Leadership The change in paradigm in our field is away from the great man or woman theory of leadership and the teacher in his or her own classroom to the development of learning communities which value differences and support critical reflection and encourage members to question, challenge, and debate teaching and learning issues. How to achieve such learning communities is far from clear, but we believe the areas of problem-based learning (PBL) and organizational learning (OL) offer valuable clues. The indications are that the successful educational restructuring agenda depends on teams of leaders, whole staffs and school personnel, working together (i.e., OL) linking evidence and practice in genuine collaboration (i.e., PBL). The book is unique in that it is both about and uses these two concepts.

Leading Research in Educational Administration Palestini advances a new theory of educational leadership seen through the dual lens of critical theory and the Ignatian vision and its practical
implications. A truly novel approach, the author strives to acquaint administrators and students of educational administration with a different way of thinking about education and its administration.

Introduction to Educational Leadership & Organizational Behavior Focusing on current research and thinking about leadership, a wide range of prominent international contributors present a rare self-critical look at their own assertions and test alternative leadership models against recent research projects.

Second International Handbook of Educational Leadership and Administration Why Context Matters in Educational Leadership: A New Theoretical Understanding is unique in the field of educational leadership studies. This book offers a systematic account of educational leadership from the perspective that context matters. It argues that studies of leadership in education can only progress if the importance of context is understood and presents context as a set of constraints under which leadership is exercised. A theoretical book that offers at least three major challenges to dominant positions in the field in a systematic way, it provides a new, coherent, and more realistic way to think about leadership in context. The chapters offer concrete steps for complex problem-solving in schools and will help schools tailor solutions to local constraints and circumstances. Written by leading scholars Colin W. Evers and Gabriele Lakomski, this book will be essential reading for students and researchers working in the fields of education, educational administration and leadership.

The New Instructional Leadership Organizational Theory for Equity and Diversity covers the full range of organizational theories as applied to educational leadership practice and research, exploring not only traditional perspectives but also critically oriented epistemologies including Critical Race Theory; LatCrit, Asian, Tribal Crit, and Black Crit; Disability Studies theories; feminist theories; Queer Theory, and theories of intersectionality. Each chapter features teaching suggestions, discussion questions, and questions to help aspiring leaders critically analyze their leadership strengths.
and limitations in order to understand, apply, and integrate theories into practice. This valuable text provides aspiring school leaders and administrators with the theory and tools for creating equitable and diverse schools that are effective and sustainable.

**International Handbook on the Preparation and Development of School Leaders** This edited collection documents and deconstructs the concept of educational leadership within various education settings across the Mediterranean region, exploring the intersection of education, culture and geopolitics as shaped by the distinct social, religious, national, cultural and geographic contexts.

**A New Theory of Organizational Ecology, and its Implications for Educational Leadership** For courses in Introduction to Educational Administration, Principalship, Educational Leadership and Supervision. The revision of this popular text examines the important issues of educational leadership that relate to today's movement towards restructuring and creating empowering environments for teachers and their students. To better understand how to build empowering environments in schools, it examines two national studies conducted over six years in 26 schools. This body of research provides an empirical framework that is used to draw conclusions about leadership in schools striving to provide an empowering environment.

**International Handbook of Educational Leadership and Administration** Unterricht erfolgreich gestalten: Ein schmales Buch - Umschlag und Titel machen neugierig. Der Autor hat selber lange Zeit als Lehrer und Schulleiter gearbeitet. Im vorliegenden Werk beschreibt er, wie Unterricht erfolgreich und effizient gestaltet werden kann. Dazu formuliert er vierzehn Thesen, die in einzelnen Kapiteln anhand praktischer Beispiele erläutert sind. Es geht dabei fast ausschliesslich um Haltungen, die von "guten Lehrern" verkörpert werden sollen. Keine Forderungen nach professionellem Fachwissen. Inhaltlich wirken "die 14 Dinge, auf die es wirklich ankommt" überzeugend. Beispielsweise plädiert Whitaker für einen respektvollen Umgang mit den Schüler/-innen oder für eine positive

The Human Touch in Education Leadership 'Hoyle and Wallace illustrate with penetrating insight the perverse outcome of tightening management and leadership so much that it leads to three different forms, each with the same five characteristics, of what they call "managerialism": excessive micromanagement of schools in a sometimes futile and self-defeating quest for success' - Tim Brighouse, Times Educational Supplement `This book is an excellent read about management and leadership in schools. Overall, I felt that this book makes a positive contribution to the debate about the impact of managerialism within public services. I liked the elements that made up the ironic orientation (scepticism, pragmatism and contingency), recognising them in my own experiences in Higher Education, and I liked the way in which the concept of irony was linked to some key concerns as well as positive practices. This is a book that I would thoroughly recommend to anyone interested in leadership and management in schools, but given its broader application, I would also recommend the book to anyone interested in leadership and management in the public sector' - ESCalate Read the full review as posted on the ESCalate website, the Education Subject Centre for the Higher Education Academy 'Eric Hoyle and Mike Wallace are two of the best known writers on educational leadership and management. They have made very significant contributions to organisational theory and its application to education for four decades. This book's focus on ambiguity and irony provides a welcome and timely contrast to the rational assumptions and managerialism which underpin government policy and much academic writing in this field' - Professor Tony Bush, International Educational Leadership Centre, University of Lincoln 'They have brought to centre-stage
Read Book Introduction To Educational Leadership Organizational Behavior

ideas and concepts which have largely been peripheral in the field, and in doing so have made us look with new lenses at what we need to say about professional work and identity. It has therefore performed a valuable and much needed service, and will provide a major reference point in debates about the future of the education profession' - Mike Bottery, Educational Management, Administration & Leadership

'This is an important book. I wish I had written it, indeed I wish I had the skill, the knowledge and the wit to write it' - Mark Brundrett, Educational Management, Administration & Leadership

Why do efforts to improve the quality of education via organizational leadership and management make matters worse in some respects as well as better? In what ways are education professionals responding to such efforts? The authors of this highly original book develop an ironic perspective for analysing the ambiguities and unintended consequences of well-intentioned actions in organizational life, and how these are exacerbated by change. Focusing on school leadership and management, Hoyle and Wallace suggest that major reforms have had limited success because the changes introduced have diverted school staff from their core task of promoting student learning, resulting in dissatisfaction, frustration and stress. They argue that a more temperate approach to leadership and management supported by wise policy-making can create structures that take the strain and reduce stress, encourage autonomy while accepting associated risks, and sponsor moderate experimentation and innovation emerging from communities of professional practice. Educational Leadership and Organizational Irony is essential reading for all concerned with improving education: advanced course students, leaders and managers, trainers, administrators, policy-makers and academics. It also offers insights for the study of public service and business organizations.

Graduate Announcement Foundations of Educational Leadership provides a fresh and research-based perspective on educational leadership, exploring 10 specific aspects of ‘glocalization’ in which educational leaders must be literate in order to establish and sustain relevant and useful educational experiences for students in their
schools. In addition to covering traditional concepts such as culture, instructional leadership, professional ethics, and politics, well-known authors Brooks and Normore also introduce several conventionally neglected, cutting edge concepts like spirituality, holistic health, and information leadership. This important book emphasizes how a framework of learning, literacy, leadership, and reflection is critical to the preparation and practice of educational leaders. Foundations of Educational Leadership ensures aspiring and practicing leaders will be prepared to influence processes and outcomes for creating a more just and equitable environment for all students. Key Features: Each chapter focuses on what leaders need to learn, the concepts with which they need to be literate, how to lead in the area, and aspects on which they should reflect. Discussion sections at the end of each chapter include prompts, questions, and activities suited for engaging ideas, alone, or with classmates. An eResource features additional resources and video content.

Educational Leadership, Organizational Learning, and the Ideas of Karl Weick Organized around the ISLLC standards, this text introduces students to the concepts and theories of educational leadership. The new edition adds coverage of such topics as data usage, ethics, innovative hiring practices, and student discipline. Appearing in the second edition are chapter-ending sections called “Point-Counterpoint” which prompt readers to examine their own beliefs regarding the material presented in the chapter and its application to work in our schools.

An Introduction to Educational Research This book provides a timely and comprehensive response to the widely acknowledged serious failings in our current knowledge of organizational leadership and culture, providing an ecologically inspired approach which unifies knowledge and practice across all of the pivotal organisational elements of leadership, culture, teamwork, creativity, complexity and wisdom. Drawing on case studies from Australia and New Zealand, Branson and Marra argue that just as ecosystems are systems of connected elements through which the
energy needed to maintain the health of the system must readily flow, an organisation is also a connected system that equally requires a healthy flow of energy in order to achieve its core purpose. Their theory of organizational ecology describes how organizational connectivity, as revealed by the quality of the relationships among the people and the parts of the organization, provides the conduit through which the essential energy (in the form of knowledge, information, ideas, innovation, and support sharing) must flow. Through the application of the theory of organizational ecology, Branson and Marra illustrate how a leader must grow their leadership knowledge and wisdom in order to develop the organization's people and culture so that it is fully able to accomplish the desired vision, mission and core purpose.

Educational Leadership The Educational Leader's Guide to Improvement Science: Data, Design and Cases for Reflection is a collection illustrating applied organizational problem-solving using methods of improvement science in educational leadership. Early chapters introduce improvement science and then the reader is led through a logical sequence of inquiry, presented with cases of educational dilemma matched with principles of improvement science and provided examples of research methodology applied in context. Because improvement science research is so quickly becoming a signature pedagogy and core subject area of inquiry in the field of educational leadership, the literature is still scant in its coverage of improvement science models; it is the purpose of this publication to fill the void by providing concrete examples, through case studies, of instances where improvement research methods and analyses can be embedded to enhance and strengthen efforts at organizational improvement. This text concentrates on the elements faculty, students, and administrators need; specific models where improvement science frameworks enhance the reliability and validity of improvement or quality enhancement efforts. Perfect for courses such as: Introduction to Improvement Science, Seminar/Practicum in Educational Leadership, Introduction to Program Evaluation, Educational Research for Administrators, Action Research for School Practitioners, Educational Research,
School Improvement, and Teacher Leadership.

Values and Educational Leadership 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, authors Chad R. Lochmiller and Jessica N. Lester 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.

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